

Gather materials

Teacher: Browser-based Iowa TIER application.
Student: Paper copy of student materials

Prepare to assess

Login and go to earlyReading assessment.
Find student name & select the pencil icon to transfer to *Composite Review Directions* (on the site *and* see below).
Remember: Administer in same way to each student - Assessment ≠ Teaching

Directions

Prep ► Place the Letter Sounds Practice Copy with the 2 letters in front of the student. The remaining test page is face down beside the examiner. If necessary, offer a guide or cover sheet to guide the student through each line.

Student Practice

Read ► I will show you some letters on a page. You will tell me the sound of each letter. If you don't know the sound of a letter, that's okay. Just do your best.
(Practice page should be in front of the student. Point to the letter "f" at the top of the page).

Read ► I'll go first. This is a /f/ sound.
Now you try. What is the sound of this letter? (Point to the "S").

Correct (no score): Student makes the sound /s/.

Read ► Good. That letter has a /s/ sound (point).

Move to Test Items.

Incorrect (no score): Students says letter name, another sound, no sound within 3 seconds

Incorrect: Says the letter name

Read ► That is the name of the letter. The sound of the letter is /s/.

Say it with me: /s/. (prompt the student to say /s/)

- OR -

Incorrect: Says the wrong letter sound

Read ► The sound of this letter is /s/. **Say it with me:** /s/.

Good.

Move to Test Items.

Begin Test

Read ► Here are more letter sounds for you to read. (Place Letter Sound page in front of the student and point to the first letter). **When I say “Begin”, say the sound of each letter.**

Read across the page then go to the next line (*point to demonstrate*). **Try to say each letter sound. If you come to a letter sound that you do not know, I'll tell it to you.**

Put your finger on the first letter (guide the student to the first letter) **and follow along with your finger as you say the sounds of the letters.**

Read ► Ready? (pause) Begin.

- **Start timer** when student says the first letter sound.
- Click on letters that are sounded incorrectly to indicate errors. The item will be highlighted.
 - Select again to remove highlight.
- If the student fails to say the first letter sound after 3 seconds, say the sound, mark it as incorrect, then start the timer.
- If the student starts with a different task (e.g., reading letter names, reading words or telling a story) - pause the timer, noting where you stopped on the list. Tell student: **Just say the letter sound.** Point to the next letter on the list and say **Ready? Begin.** Start the timer again as they begin to say the next letter sound. Prompt one time only.
- Do not give any feedback about the student's responses.
- Student continues saying all letter sounds until timer sounds or s/he reaches the end of the form.

Read ► Stop. (when timer sounds)

- Mark the last letter sound after one minute & select the “Mark Last Response” bar.
- If the last letter sound was an error, select it again, **AFTER** selecting it as the last word.
- Submit Test.

Timing, Scoring, and Discontinue

Timing ► 1 min & 3 second rule is applied. Start the timer when the student says the first sound. If the student does not say the first sound, wait 3 seconds, give the correct sound, point to the next letter and start the timer.

If student finishes before 1 minute: Stop timer and select “Mark Last Response” bar. FAST automatically adjusts the letter sounds read per minute score when time < 1 minute.

****If completing inventories, student should continue to identify known/unknown sounds after 1 minute****

Discontinue Rule ► If the student gets the **first 10 sounds incorrect**, then discontinue the task and record all as incorrect.

Scoring ► **(Correct)** Student says the correct sound (short or soft sounds)
(Incorrect) Student say the incorrect sound or has no response in 3 seconds

Scoring Details

Types of potential errors:

1. **Incorrect task:** Student says the **name of the letter** and not the letter sound.
2. **Incorrect letter:** Student says the wrong letter sound.
3. **Omission:** Student omits or skips (a) letter(s) sound. If a whole row is missed, each item is counted incorrect.
4. **3-second rule:** If the student hesitates for 3 seconds, provide the sound and have the student continue with the next item.
5. **Skipped lines:** If the student skips an entire line, each sound in that line is counted incorrect. Use the “Bulk Errors” option (highlight the entire line and then select “Bulk Errors” bar to highlight errors).

Non-errors:

1. **Speech differences:** Students with speech impairments or dialect issues are not counted as incorrect. For example, if the letter is c and a student who has a frontal lisp, says, “/th/ /E/,” that response is correct.
2. **Self-correction:** If the student says the wrong letter sound and then corrects before 3 seconds, do NOT count it as an error.

Pronunciation Guide

Consonants

- /b/ sound as in bin, ball, bull
- /d/ sound as in dot, dill, dull
- /f/ sound as in flop, fast, phone
- /g/ sound as in grass, gas, gills
- /h/ sound as in happy, hip, hull
- /j/ sound as in jelly, magic, jet
- /k/ sound as in kit, kale, cap, car
- /l/ sound as in lab, leg, lick
- /m/ sound as in mad, mop, mud
- /n/ sound as in nap, next, not
- /p/ sound as in pat, pit, puddle
- /r/ sound as in rat, risk, ruddy
- /s/ sound as in sap, sit, sea
- /t/ sound as in tap, tick, total
- /v/ sound as in van, vest, viper
- /w/ sound as in wag, wet, wood
- /y/ sound as in yak, yellow, yo-yo
- /z/ sound as in zag, zip, zone

Combination Sounds

- /kw/ sound as in quit, quack
- /ks/ or /gz/ sound as in exist, box
- /ch/ sound as in chair, chime
- /sh/ sound as in share, show
- /th/ sound as in think, this
- /ng/ sound as in bring, song
- /OO/ sound as in boot, chew
- /oo/ sound as in book, put
- /oi/ sound as in toy, boil
- /ou/ sound as in bound, cow
- /aw/ sound as in fall, saw
- /ar/ sound as in bar, marble
- /hw/ sound as in whip
- /zh/ sound as in pleasure

Vowels

- Long /A/ (ā) sound as in acorn, taste, rake, reign
- Long /E/ (ē) sound as in bee, leaf, sheep, party
- Long /I/ (ī) sound as in ice, five, fly, island
- Long /O/ (ō) sound as in oat, slow, though, nose
- Long /U/ (ū) sound as in tune, tooth, use, huge
- Short /a/ (ă) sound as in jag, black, mask, apple
- Short /e/ (ĕ) sound as in net, elk, met, telephone
- Short /i/ (ĭ) sound as in hill, grip, inundate, its
- Short /o/ (ŏ) sound as in tot, pocket, saw, father
- Short /u/ (ŭ) sound as in ugly, stump, oven, dud, udder
- Schwa (ə) (a weak /uh/ sound) as in again, dozen, cousin, sensor, trustful

Student Material Example:

fast[®] Screening Form I

f s

fast[®] © 2014 Theodore J. Christ and colleagues Practice Page Test of Letter Sounds

fast[®] Screening Form I

n l e p c r h d j k
x f qu y a v w i t z
s g o m u b f qu n x
u y m d c t r g h j
p o a w e z i b k l
v s u g c k l a r h
s f e t x d w p qu y
b o z j i m v n k h
l f j y d u m qu o i
a c e b t s p r g n

e a c i g u o

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