

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 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 first page in front of the student. There will be seven pages total. The remaining pages are face down in a sequenced stack beside the examiner.

Begin Test

Read ► This is a story about Kate and Spot. When I say, "BEGIN," start reading aloud and read across the page (*point to the first word, across the first line*).
Try to read each word. If you come to a word that you don't know, I'll tell it to you.
Be sure to do your BEST READING.

Read ► Ready? (pause) **Begin.**

- Start timer when student says the first word.
- Place the sentence-reading pages in front of the student, one-by-one as they move through the story.
- Mark errors as they occur (see scoring directions). The item will be highlighted.
 - Select again to remove highlight.
- If the student fails to say the first word after 3 seconds, say the word, mark it as incorrect, then start the timer.
- Restart the activity if the student is speed reading.
 - Say, "This is not a speed reading activity. Be sure to do your BEST reading."
- Do not give any feedback about the student's reading.
- Student continues reading until the timer sounds or until passage is completed.

Read ► Stop. (when timer sounds)

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

Scoring, Timing and Discontinue

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

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

Discontinue Rule ► If the student gets the **first 10 words incorrect**, discontinue the task by stopping the timer and marking the last word.

Scoring ► **(Correct)** Student reads each word in sequence with no more than a 3 second pause
(Incorrect) Student omits, substitutes, reverses, or misreads the word or pauses for more than 3 seconds

Scoring Details

Example sentence: His mom read him a book about how babies grow.

Error	Examples
Mispronunciations (Miscue)	The student pronounces “read” as reed instead of red .
Added endings (Miscue)	The student reads “... a book about how babies grow<u>ing</u> .”
Word substitutions (Miscue)	The student reads “... a book about when babies grow.”
Omission	The student reads “... a book about how <u> </u> grow.”
Word reversal	The student reads “... a book how about babies grow.” 1 error
3-second pause	The student pauses for 3-seconds before reading the word, “babies”.

No Error	Examples
Repetition	The student reads “... a book about... about how babies grow.”
Dialect differences	The students reads “ fur ” instead of “ for ”
Insertion	The student reads “... a book about how all babies grow.”
Self-correction	The student self-corrects within 3 seconds e.g., reads “His mom read him a book how about... about how babies grow.”

Student Material Example:

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Kate and Spot live together.

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They live with their mom and dad.

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It is a great family.

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Kate is two years old. Spot is her dog. He is nine years old. They love to play together all day. But every day Kate has to nap.

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Kate did not want to nap. But Spot did! He was too old to play all day. He wanted a nap. Kate should take one too. After their naps they could both play!

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Spot went over to his bed. He got in and shut his eyes. Kate gave his leg a tug. She wanted to play! Spot did not look at her. He did not even turn his head. Kate thought about what to do. She got in her bed too. She shut her eyes just like Spot.

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Spot got up. Kate woke up a little bit later. She did take a nap! Now she had even more energy. She got out of bed. Kate began to run around the house. Spot could not keep up!

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