

Gather materials

Teacher: Browser-based Iowa TIER application.

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 ► Sit next to or across from the student. No student materials are required.

Student Practice

Read ► We will do an activity with word sounds. I'll say a word, and you will tell me the sounds in the word. So if I say "bat", you say, /b/ /a/ /t/. Let's try one together.

Read ► If I say "dot", you say...

Correct (no score): Student says /d/ /o/ /t/

Read ► **Good. "Dot" has the sounds /d/ /o/ /t/**

Move to Test Items.

Incorrect (no score): Student misses one or more of the sounds.

Read ► **The sounds in "dot" are /d/ /o/ /t/**

Now you try. Say the sounds in the word, "dot".

Correct: **Read** ► **Good. "Dot" has the sounds /d/ /o/ /t/**

Incorrect: **Read** ► **"Dot" has the sounds /d/ /o/ /t/.**

Let's say them together: /d/ /o/ /t/ (prompt student to say the sounds). **Good.**

Move to Extra Practice

Extra Student Practice

Read ► **Let's do another one. What are the sounds in "sip"?**

Correct (no score): Student says /s/ /i/ /p/

Read ► **Good. "Sip" has the sounds /s/ /i/ /p/.**

Move to Test Items.

Incorrect (no score): Student misses one or more of the sounds.

Read ► **The sounds in "Sip" are /s/ /i/ /p/**

Now you try. Say the sounds in the word, "Sip".

Correct: **Read** ► **Good. "Sip" has the sounds /s/ /i/ /p/.**

Incorrect: **Read** ► **"Sip" has the sounds /s/ /i/ /p/. Let's say them together: /s/ /i/ /p/.** (prompt student to say the sounds). **Good.**

Move to Test Items.

Begin Test

Read ► Now let's do some more. Remember to listen to the word and then tell me each sound in the word. Ready? Let's begin.

Timing ► (pause, give the first word on the page)

- Say each word clearly.
- Use the radio buttons to score the number of sounds said correctly in each word.
- If the student pauses for 5 seconds without responding to an item, count the entire item incorrect and continue with the next item.
- Do not give any feedback about the student's response.
- Continue through item 10 with words provided on the FAST assessment page.

Timing ► after item 10 is completed or if student is discontinued. Submit Test.

Timing, Scoring, & Discontinue

- Timing** ► Open ended. Begin timer right before the first item is administered and stop the timer right after the last item is administered. If student does not respond in 5 seconds to an item, count all sounds incorrect and move to next item.
- Discontinue Rule** ► If the student gets the **first 4 consecutive items (whole words) incorrect**, then discontinue the task and record all items as incorrect.
- Scoring** ►
(Correct) The student gives or says the correct segmenting sounds.
(Incorrect) Student does not give or say a correct sound(s)
or has no response in 5 seconds.

Scoring Details

Correct response

| Word Sounds | STUDENT RESPONSE | CORRECT ANSWER | SCORE |
|-------------|------------------------------------|----------------|-------|
| "Tap" | /t/ /a/ /p/ | /t/ /a/ /p/ | 3/3 |
| | /t/ /a/ /p/ /s/ /t/ /r/ /a/ /p/ | /t/ /a/ /p/ | 3/3 |

Incorrect responses

| Word Sounds | STUDENT RESPONSE | CORRECT ANSWER | SCORE |
|-------------|------------------|----------------|-------|
| "Tap" | "tap" | /t/ /d/ /p/ | 0/3 |
| | /t/ /A/ /p/ | /t/ /d/ /p/ | 2/3 |
| | Sap or bat | /t/ /d/ /p/ | 0/3 |
| | /t/ /p/ | /t/ /d/ /p/ | 2/3 |
| | /t/ "ap" | t/ /d/ /p/ | 1/3 |

Types of potential errors

- Incorrect word or sounds:** Student says the wrong sounds when given the word. This may include substitution, mispronunciation, or deleting required letter sounds, and other potential errors. Give 1 point to any correct sound.
- Incorrect vowel sound:** Student uses the wrong vowel sound.
- Omission:** Student omits saying a sound(s) – count only the sounds that are said correctly.
- No response or hesitation:** If student does not respond in 5 seconds, count item incorrect and move to next item.

Non-errors:

- Saying the word and then dividing it:** Student says the word as a whole then gives the sounds. This is not an error.
- Self-correction:** If the student says the wrong word sound and then corrects before 5 seconds. Do not count it as an error.
- Repeated Words/Sounds:** Do not count repeated word sounds as incorrect (e.g., the child is given "Sock" and says /s/ - /s/ /o/ /k/)
- Inserted sounds:** Ignore any additional sounds

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/ (ĕ) 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 Examples:

***There are no additional materials to use.
Say words on the administration page.***