

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 student test copy of practice page for Nonsense Words in front of student. The test page can be placed underneath. If necessary, offer a guide or cover sheet to guide the student through each line.

Student Practice 1

Read ► I am going to have you read some pretend words. An example of a pretend word is “tup” (point to the word “tup”). If you cannot say the word, you can say the sounds in the word – /t/ /u/ /p/ (point to each letter in the word). When you read these words, try to say the whole word. If you don’t know how to say it, then you can say the sounds of each letter instead.

Read ► Now you try. Read this pretend word (point to “pof”).

Correct (no score): Student says whole word or sounds.

Read ► Good! The letters “P” “O” and “F” make the pretend word POF
OR

Read ► Good! The letter sounds in “POF” are /p/ /o/ /f/.

Move to Begin Test Items.

Incorrect (no score): Student says whole word or sounds incorrectly.

Read ► The pretend word is “POF.” /p/ /o/ /f/ - “POF”. When you say the sounds together the pretend word is “POF.” The sounds in “POF” are /p/ /o/ /f/. Remember you can say the individual letter sounds OR the whole word.

Move to Begin Test Items

Begin Test

Read ► Now here is a list of more pretend words for you to read. When I say “Begin” start reading the pretend words aloud here (*point to the first word*). Read across the page then go to the next line (*point to demonstrate*). **Try to say each one as a whole word. If you can’t say it as a whole word, then try to sound out the letters.** If you come to a pretend word that you don’t know, I’ll tell it to you. Be sure to do your **best** reading.

Read ► Okay. So what are you going to do? (*Have the student tell you how they can say the whole nonsense word OR the sounds in the words – not both. Clarify for them if needed*). **Good.**

Read ► Ready? (pause) **Begin.**

- Start timer when student says the first nonsense word.
- Click on words that are said incorrectly to indicate errors. The item will be highlighted.
 - Select again to remove highlight.
- If the student fails to say the first word after 3 seconds, give each of the correct sounds and the blended word, point to the next word and start the timer.
- If the student says the word and then the sounds (or an unrelated task) - pause the timer, noting where you stopped on the list. Tell student: **Just say the word.** Point to the next word on the list and say **Ready? Begin.** Start the timer again as they begin to read the next word. Prompt one time only.
- Do not give any feedback about the student's responses.
- Student continues saying all nonsense words until timer sounds or until reads them all.

Read ► **Stop.** (when timer sounds)

- Mark the last nonsense 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.

Note for Progress Monitoring with Nonsense Words:

If student understands the task because of repeated administrations, remove the practice prompt if needed.

Timing, Scoring, and Discontinue

Timing ► 1 min & 3 second rule is applied. Start the timer when the student says the first Nonsense word. If the student does not say the first word, wait 3 seconds, give each of the correct sounds and the blended 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.

****If completing inventory, student continues identifying known and unknown nonsense words****

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

Scoring ► **(Correct)** student reads the whole nonword, blends the sounds, or pronounces each sequential letter sound within 3 sec

(Incorrect) student misreads the nonword, mispronounces or omits a sound, inserts additional sounds (without self-correcting) or delays more than 3 sec between responses (either words or sounds)

Scoring Details

The FAST system does not use partial credit with Nonsense Words. Students may read the whole word or individual sounds. ALL sounds in the word must be read for credit.

Types of errors:

1. **Incorrect words:** Student says the wrong nonword or nonword sounds.
 - a. This may include substitution, mispronunciation, deleting required sounds, inserting additional sounds (unless self-corrected) and other potential errors.
2. **Incorrect vowel sound:** Student uses the wrong sound (only short vowel sounds are correct)
3. **Spoiled response:** Student produces a correct response followed-by an incorrect response.
 - a. This includes correct decoding followed by an incorrect blend.
4. **Omission:** Student skips one or more nonwords.
5. **3-second rule:** If the student hesitates for 3 seconds on a word or sound, provide the word and have the student continue with the next word.
6. **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”).

Non-errors:

1. **Dividing the word and then saying it:** Student says the sounds and then the word as a whole.
2. **Speech differences:** Students who pronounce the word or sounds differently due to speech impairments or dialect issues should not have this counted against them (e.g., the word is “sok” and the student has a lisp and says “thok”).
3. **Self-correction:** If the student says the wrong nonsense word and then corrects self before 3 seconds, do NOT count as incorrect.
4. **Repeated Words:** Do not count repeated nonsense words or sounds in the word as incorrect.

To clarify, here are some scoring examples.

Correct responses

Nonsense Word	STUDENT RESPONSE	CORRECT ANSWER	SCORE
t u p	t ũ p	tup	Correct
	/t/ /u/ /p/ Tu /p/ /t/ up	Any division of correct word sounds	Correct

Incorrect responses

Nonsense Word	STUDENT RESPONSE	INCORRECT ANSWER	SCORE
t u p	t ũ p	tɹp	Incorrect
	/t/ / ũ/ /p/	/t/ /ɹ/ /p/	Incorrect
	/t/ /r/ /u/ /p/ /t/ /u/ /p/ /s/	Insertion of additional sounds are incorrect, unless self-corrected	Incorrect
	/s/ / u/ /p/	s/ / u/ /p/	Incorrect
	/p/ /s/ / u/	s/ / p/ / u/	Incorrect

Pronunciation Guide

Students are expected to read the nonsense words using short vowel sounds.

Use the following as a guide for correct pronunciation of sounds in the nonsense word individual sounds and as a whole.

k i v (**kit**) h o z (**hot**) r u c (**rut**) a f (**at**) b i x (**bit**)

g u c (**gut**) v i t (**mitt**) z u f (**tuff**) t e p (**pep**) j i n (**tin**)

m o f (**mop**) c a c (**cat**) w u d (**dud**) y o f (**soft**) l o d (**lot**)

p e v (**pet**) n e z (**net**) f a z (**fat**) s e d (**red**) d a t (**pat**)

k o v (**cot**) y e f (**yet**) z o f (**soft**) r u p (**pup**) k u k (**cut**)

k e f (**kept**) h i v (**hit**) f u m (**fun**) n e p (**net**) b o v (**box**)

t o v (**tom**) l u s (**pus**) h u x (**hut**) b u v (**bus**) j e x (**jet**)

b a z (**bat**) g u f (**gut**) m u b (**mud**) j u v (**jump**) t e f (**tell**)

g o g (**got**) j u s (**jump**) v a m (**van**) k e z (**pez**) m e f (**met**)

w o c (**cot**) f e x (**flex**) r u x (**rut**) h u v (**hut**) w o t (**not**)

Student Material Example:

tup pof

fast
Test of Nonsense Word Fluency Practice

kiv hoz ruc af bix

guc vit zuf tep jin

mof cac wud yof lod

pev nez faz sed dat

kov yef zof rup kuk

kef hiv fum nep bov

tov lus hux buv jex

baz guf mub juv tef

gog jus vam kez mef

woc fex rux huv wot

fast
Test of Nonsense Word Fluency Benchmark Form 1