

## Gather materials

*Teacher:* Browser-based Iowa TIER application.  
*Student:* Paper copy of student materials (K=50 words & 1<sup>st</sup> = 150 words)

## 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 Page 1 of student test copy of Sight Words in front of student.  
(For first grade place pages 2 and 3 directly behind Page 1.)  
If necessary, place a marker or cover sheet over words to guide the student through each line.

### Begin Test

**Read** ► Here is a list of words for you to read. When I say “Begin,” start reading aloud here (point to the first word). Read across the page then go to the next line (point to demonstrate). Try to read each word. If you come to a word 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.
- 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, say the sound, mark it as incorrect, then start the timer.
- If the student starts with a different task (e.g., reading letter sounds or telling a story) - 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 words until timer sounds or until all items are 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.

## Timing, Scoring, 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.

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

**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 the whole word (blended) in sequence with no more than a 3 sec pause  
**(Incorrect)** Student omits, substitutes, reverses, misreads the word, reads only isolated sounds or pauses for more than 3 seconds

## Scoring Details

### Score Words Correctly

Error	Examples
Mispronunciations (Miscue)	Student pronounces “ <b>dead</b> ” as “ <b>deed</b> ”.
Added endings (Miscue)	Student pronounces “ <b>grow</b> ” as “ <b>growing</b> ”
Word substitutions (Miscue)	Student pronounces “ <b>when</b> ” as “ <b>with</b> ”
Unblended	Student pronounces, “ <b>not</b> ” as “/n/ ... /o/ ... /t/”
Omission	Student <b>skips a word.</b>
Word reversal	Student reads “ <b>make - park</b> ” as “ <b>park - make</b> ” select 1 as error
3-second pause	The student <b>pauses for 3-seconds</b> before reading a word.
No Error	Examples
Repetition	The student reads “ <b>make park</b> ” as “ <b>make make park</b> ”
Blended	Student pronounces, “not” as “/n/ ... /o/ ... /t/ ... /not/”
Dialect differences	The students reads “ <b>fur</b> ” instead of “ <b>for</b> ”
Insertion	The student <b>adds a word.</b>
Self-correction	The student <b>corrects self</b> during word reading before 3 seconds.

**Student Material Example (150 items for 1<sup>st</sup> is shown):**

not	just	your	out	by
on	to	two	big	had
up	like	was	did	we
my	what	for	him	can
be	it	she	at	all
in	but	you	food	the
too	or	is	so	are
will	he	some	me	if
a	day	have	one	and
make	I	look	little	school
them	most	home	from	when
family	said	put	down	into
people	tell	their	time	how
there	end	off	this	help
room	book	now	has	as
of	it's	over	long	with
next	work	they	house	need
don't	keep	about	back	then
his	door	that	very	say
more	its	old	first	good
than	under	because	light	went
after	only	each	red	may
does	us	any	way	never
well	must	sea	took	before
run	play	last	night	would
show	right	other	also	here
thing	soon	eat	small	who
again	much	got	four	many
made	could	today	let	which
air	try	find	best	mother