

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

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

### Directions

**Prep** ► Place the (first) passage in front of the student.  
          Any additional passages are face down in a sequenced stack beside the examiner.

### Begin Test

**Read** ► *(Point to the title and say)*  
**This is a story about \_\_\_\_\_ (title).** When I say, "BEGIN," start reading aloud and  
read across the page *(point to the first word, across the first line to the next)*.  
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.**

*For additional passages read on same occasion, read only the boxed words in the 1<sup>st</sup> paragraph*

**Read** ► **Ready? (pause) Begin.**

- **Start timer** when student says the first word.
- Mark errors as they occur (see scoring information). 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 and 3 second rule is applied as needed. Start the timer when the student says the first word. If the student does not say the first word, wait 3 seconds, give the 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 wrong in a row, 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 <b>reed</b> instead of <b>red</b> .
Added endings (Miscue)	The student reads “... a book about how babies grow <b>ing</b> .”
Word substitutions (Miscue)	The student reads “... a book about <b>when</b> babies grow.”
Omission	The student reads “... a book about how ___ grow.”
Word reversal	The student reads “... a book <b>how about</b> babies grow.” <b>1 error</b>
3-second pause	The student <b>pauses for 3-seconds</b> before reading the word, “babies”.

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

## Student Material Example:

Student Copy	Grade 2 Progress Monitoring Form 1
<p><b>Jake</b></p> <p>Jake was in his backyard when he found a rabbit. The rabbit was small with gray fur and white ears. It had dark brown eyes that looked sad. Jake moved close to the rabbit but it did not run. It seemed to have a hurt leg. Jake ran inside to tell his mom.</p> <p>His mom knew all about animals. She gently put the rabbit in a cardboard box. Jake and his mom took the rabbit to the animal doctor. The doctor put a white bandage on the rabbit's leg. At home, his mom showed him how to feed the rabbit. It ate rabbit food and lettuce and drank lots of water.</p> <p>The rabbit started to get well. Jake would bring him carrots to eat for meals. The rabbit's nose twitched when he was happy. Soon the rabbit started hopping in its box. Jake was excited that his furry friend was getting well. Jake knew the rabbit would need to go home very soon. He thought the baby rabbit must miss his rabbit family.</p> <p>Soon Jake and his mother let the rabbit go. They went to the tree where they had seen other rabbits. Jake gently set the box down under the pine tree. He smiled as the rabbit ran under a red rose bush. Sometimes Jake thinks he sees the rabbit when he plays outside. It makes Jake glad to know his friend is home.</p>	
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