The best estimate of students' early literacy skills is the earlyReading composite score. The composite is made of scores from multiple subtests administered during universal screening.

The table below outlines subtests included in the FAST default composite score for Kindergarten & First Grade at each season.

- For example, the composite score for Kindergarten in Fall includes Concepts of Print, Onset Sounds, Letter Sounds, & Letter Naming. In Winter it includes Onset Sounds, Letter Sounds, Word Segmenting, & Decodable Nonsense Word Reading.
- Primary benchmark scores for the composite are listed. Students who receive this score or higher are on-track to success at reading.

### Kindergarten Subtests

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Print</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onset Sounds</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Letter Names</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Word Segmenting</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Nonsense Words</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Sight Words</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Sentence Reading</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>CBMReading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### First Grade Subtests

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Print</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onset Sounds</td>
<td>●</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Letter Names</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Word Segmenting</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Nonsense Words</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Sight Words</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Sentence Reading</td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>CBMReading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013-2014 Benchmark scores for composite

<table>
<thead>
<tr>
<th></th>
<th>Kindergarten</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>Winter</td>
<td>47</td>
<td>37</td>
</tr>
<tr>
<td>Spring</td>
<td>60</td>
<td>51</td>
</tr>
</tbody>
</table>

*Decodable Words can be used in a composite instead of Nonsense Words.*

**Why use a Composite Score?**

Critical skills during Early Reading change within and across years. The composite combines conceptually-relevant measures and by tailoring these across seasons, it adjusts for natural changes in the skills of kindergarten, first grade, and other developing readers.

Furthermore, a combination of measures provides a more robust indicator of Early Reading skills and therefore is a better estimate of student development and risk.
### earlyReading Progress Monitoring

<table>
<thead>
<tr>
<th>earlyReading Subtests</th>
<th>Kindergarten</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Winter</td>
</tr>
<tr>
<td><strong>Onset Sounds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 1</td>
<td>Option 2</td>
</tr>
<tr>
<td><strong>Letter Sounds</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use this measure</td>
<td>Use this measure</td>
</tr>
<tr>
<td><strong>Word Segmenting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2</td>
<td>Option 1</td>
</tr>
<tr>
<td><strong>Nonsense Words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 1</td>
<td>Option 1</td>
</tr>
<tr>
<td><strong>Sight Words</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(K=50 &amp; 1st =150)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 2</td>
<td>Option 2</td>
</tr>
<tr>
<td><strong>CBMReading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use this measure</td>
<td>Use this measure</td>
</tr>
</tbody>
</table>
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 for Composite
Review Directions (on the site and see below).
Remember: Administer in same way to each student - Assessment ≠ Teaching

Prep ► Place page 1 of Student Materials for Concepts of Print with the words upside down and print-side down in front of the student. The second page is face down in a sequenced stack beside the examiner.

Test Item 1
Timing ► Start timer
Read ► We will do an activity with letters, words, and sentences.
Please turn this page so it is ready for you to read.
Score ►
Correct: Student has the page face up and orient it correctly in front of him/her.
Read ► Good.
Move to Item 2.

Incorrect (no score): Student did not turn page face up and oriented correctly. Put the page upside down again in front of the student.
Read ► Try again. Put the page in front of you so you can read it.

Correct: Read ► Good.
Incorrect: Read ► Here, let me show you (orient the page correctly for the student) Look, now you are ready to read what is on the page.
Move to Item 2.

Test Item 2
Read ► Look at the page and point to the circle.
Score ►
Correct: Student points to the Circle.
Read ► Good. Let’s try another one.
Move to Item 3.

Incorrect: Student points to another part of the page or gives some other response.
Read ► No, that is not a circle. Look at all the things on this page and point to the circle.

Correct: Read ► Good. Let’s try another one.
Incorrect: Read ► This is a circle. (point to the circle). Let’s try another one.
Move to Item 3.

Continue with test items 3-12 using prompts provided on the FAST assessment page.

Timing ► Stop timer after item 12 is completed or if student is discontinued. Submit Test.
**Timing, Scoring, and 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**, count item incorrect and move to next item.

**Discontinue Rule ►** If the student gets the **first 4 items incorrect** then discontinue the task and record all items as incorrect.

**Notation ►** There is space on the administration page to record important observations during administration. These notes appear on FAST reports.

**Scoring ►**

- **(Correct)** The student points to or says the correct item.
- **(Incorrect)** Student points to another part of the page, gives an inaccurate response or no response in 5 seconds.

**Student Material Example:**

<table>
<thead>
<tr>
<th></th>
<th>Toy</th>
<th>Pen</th>
<th>Pendant</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>5</td>
<td>Mail</td>
<td>Mail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tell</td>
<td>Telephone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Was</td>
<td>Saw</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rollercoaster</td>
<td>Roll</td>
</tr>
</tbody>
</table>

The tree has green leaves.
Prep ► Place the Onset Sounds Practice Copy with the 4 pictures in front of the student. The remaining test pages of student materials are face down in a sequenced stack by the examiner.

Student Practice 1

Read ► We will do an activity with word sounds. Look at these pictures. This is a key, bat, dolphin, & water (Point to each picture as you say the word).

Read ► Which one of these words begins with the /k/ sound - key, bat, dolphin, & water?

Correct (no score): Student points to the key or says the word, "key"
Read ► Good. "Key" begins with /k/.
Move to Student Practice 2.

Incorrect (no score): Student does not point to the key or say "key."
Read ► Let's try again. "Key" (point to the key) begins with /k/.
/k/ - "key". (Remove your finger from the picture).
Which one of these words begins with /k/?

Correct: Read ► Good, "key" begins with /k/ (point to the key).
Incorrect: Read ► "Key" begins with /k/ (point to the key).
Move to Extra Student Practice 1.

Extra Student Practice 1

Read ► Let's try another one. Tell me which word (point to pictures again) begins with the /b/ sound? (Repeat picture words as necessary).

Correct (no score): Student points to the bat or says the word, "bat"
Read ► Good. "Bat" begins with /b/.
Move to Practice 2.

Incorrect (no score): Student does not point to the bat or say the word "bat."
Read ► "Bat" (point to the bat) begins with /b/. (Remove your finger from the picture). Which one of these words begins with /b/?

Correct: Good. "bat" begins with /b/. (point to the bat)
Incorrect: "Bat" begins with /b/.
Move to Student Practice 2.
Student Practice 2

Read ► Let's try something different. This time, I'll say the word and then you give the first sound. (Point to the bat).

Read ► "Bat". The first sound in the word "bat" is /b/.

Read ► Now you try. What is the first sound in the word "water"? (Point to the picture of "water")

Correct (no score): Student says /w/.
    Read ► Good. "Water" begins with /w/.
    Move to Test Items.

Incorrect (no score): Student says the word "water" or gives some other response.
    Read ► Try again. "Water" (point to the water) begins with /w/ /w/- "water".
    What is the first sound in the word, "water"? Remember, just tell me the first sound.
    Correct: Good. "Water" begins with /w/.
    Incorrect: Listen, "water" begins with /w/. The first sound is /w/.
    Move to Test Items.

Begin Test

Read ► I will show you more pictures. Remember to listen to the names of the pictures and answer each question. Let's begin.

Timing ► Start timer

- Place the 1st Onset Sounds Test copy with the 4 pictures in front of the student.
- Ask each question clearly and point to each picture as you say the word.
- Once a student responds, ask the next question immediately.
- Do not give any more feedback about the student's response.
- If the student pauses for 5 seconds without responding to an item, count the item incorrect and continue with the next item.
- Continue through item 16 using prompts provided on the FAST assessment page.

Timing ► Stop timer after item 16 is completed or if student is discontinued. Submit Test.

Note for Progress Monitoring with Onset Sounds:
If student understands the task because of repeated administrations, remove the practice prompt if needed.
Administration Review: Onset Sounds

Timing, Scoring, and 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, count item incorrect and move to next item.

Discontinue Rule ► If the student gets the first 4 items incorrect, then discontinue the task and record all items as incorrect.

Notation ► There is space on the administration page to record important observations during administration. These notes appear on FAST reports.

Scoring ► (Correct) The student says the correct beginning sound. (Incorrect) Student does not say the correct beginning sound or has no response in 5 seconds.

Scoring Details

Correct response to correct picture

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT RESPONSE</th>
<th>SCORED ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a berry, train, kit, &amp; dog.</td>
<td>Berry &amp;/or Points to the Berry</td>
<td>Correct</td>
</tr>
</tbody>
</table>

Correct response to incorrect picture

If the student provides the correct answer but uses a different picture, the item is correct. It is correct so long as the student identified the word for the different picture and the word they identify has the same starting sound as the target word.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT RESPONSE</th>
<th>SCORED ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a berry, train, kit, &amp; dog.</td>
<td>Points to Train and says “Boxcar”</td>
<td>Correct</td>
</tr>
</tbody>
</table>

Incorrect response

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT RESPONSE</th>
<th>SCORED ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a berry, train, kit, &amp; dog.</td>
<td>Points to another Picture or Word (e.g., points to dog)</td>
<td>Incorrect</td>
</tr>
</tbody>
</table>
### Correct Initial Sound(s): Consonant

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT RESPONSE</th>
<th>SCORED ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a berry, train, kit, &amp; dog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s the first sound in “kit”?</td>
<td>/k/</td>
<td>Correct</td>
</tr>
<tr>
<td>What’s the first sound in “kit”?</td>
<td>/ki/</td>
<td>Incorrect</td>
</tr>
<tr>
<td>What’s the first sound in “kit”?</td>
<td>“kit”</td>
<td>Incorrect</td>
</tr>
<tr>
<td>What’s the first sound in “kit”?</td>
<td>/t/</td>
<td>Incorrect</td>
</tr>
</tbody>
</table>

### Correct Initial Sound(s): Vowel

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT RESPONSE</th>
<th>SCORED ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an apple, van, lion, &amp; cup.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s the first sound in “apple”?</td>
<td>/a/</td>
<td>Correct</td>
</tr>
<tr>
<td>What’s the first sound in “apple”?</td>
<td>/ap/</td>
<td>Incorrect</td>
</tr>
<tr>
<td>What’s the first sound in “apple”?</td>
<td>/A/</td>
<td>Incorrect</td>
</tr>
<tr>
<td>What’s the first sound in “apple”?</td>
<td>“apple”</td>
<td>Incorrect</td>
</tr>
<tr>
<td>What’s the first sound in “apple”?</td>
<td>/v/</td>
<td>Incorrect</td>
</tr>
</tbody>
</table>

### Including the Schwa sound with the first consonant (/ə/) 

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>STUDENT RESPONSE</th>
<th>SCORED ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an apple, van, lion, &amp; cub.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s the first sound in “cub”?</td>
<td>/k/</td>
<td>Correct</td>
</tr>
<tr>
<td>What’s the first sound in “cub”?</td>
<td>/kə/</td>
<td>Correct</td>
</tr>
</tbody>
</table>
## 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/ (ā) sound as in jag, black, mask, apple
- Short /e/ (ē) sound as in net, elk, met, telephone
- Short /i/ (ī) sound as in hill, grip, inundate, its
- Short /o/ (ō) sound as in tot, pocket, saw, father
- Short /u/ (ū) sound as in ugly, stump, oven, dud, udder
- Schwa (a) (a weak /uh/ sound) as in again, dozen, cousin, sensor, trustful
Student Material Examples:
Administration Review: Letter Names

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

Prep ► Place the Letter Names Practice Copy with the 2 letters in front of the student. The remaining test page is face down beside the examiner. If necessary, offer a guide or cover sheet to guide the student through each line.

Student Practice

Read ► I will show you some letters on a page. You will tell me the name of each letter. If you don't know the name of a letter, that's okay. Just do your best. (Practice page should be in front of the student. Point to the letter "F" at the top of the page).

Read ► I'll go first. This is an "F". What is the name of this letter? (Point to the "s").

Correct (no score): Student says "s"

Read ► Good. That is the letter "s" (point).

Move to Test Items.

Incorrect (no score): (provide appropriate feedback from below)

Incorrect: Says the letter sound

Read ► That's the sound of the letter. The name of the letter is "s." Say it with me: "s" (prompt the student to say "s").

- OR -

Incorrect: Says the wrong letter name

Read ► The name of this letter is "s". Say it with me: "s". (prompt the student to say "s"). Good.

Move to Test Items.
Administration Review: Letter Names

Here are more letters for you to read. (Place Letter Names page in front of the student and point to the first letter). When I say “Begin”, say the name of each letter. Read across the page then go to the next line (point to demonstrate). Try to say each letter name. If you come to a letter name that you do not know, I'll tell it to you. Put your finger on the first letter (guide the student to the first letter) and follow along with your finger as you say the names of the letters.

Read ➤ Ready? (pause) Begin.

- Start timer when student says the first letter name.
- Click on letters that are named incorrectly to indicate errors. The item will be highlighted.
  - Select again to remove highlight.
- If the student fails to say the first letter name after 3 seconds, say the letter, mark it as incorrect, then start the timer.
- If the student starts with a different task (e.g., reading letter sounds, reading words or telling a story) - pause the timer, noting where you stopped on the list. Tell student: Just say the letter name. Point to the next letter on the list and say Ready? Begin. Start the timer again with their attack on the next letter. Prompt one time only.
- Do not give any feedback about the student’s responses.
- Student continues saying all letter names until timer sounds or s/he reaches the end of the form.

Read ➤ Stop. (when timer sounds)

- Mark the last letter after one minute & select the “Mark Last Response” bar.
- If the last letter was an error, select it again, AFTER selecting it as the last letter.
- NOTE: Continuing to administer inventory is optional. Continue to the end and then select the “Students attempted all items” box. Procedure for this is listed in “Timing, Scoring, and Discontinue”.
- Submit Test.
**Administration Review: Letter Names**

**Timing, Scoring, and Discontinue**

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

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

**If completing inventory, student continues identifying known and unknown letter names.** See “Optional: Administer all Unique Letters” **

**Discontinue Rule ►**  If the student gets the first 10 letter names incorrect, then discontinue the task. All are incorrect.

**Notation ►**  There is space on the administration page to record important observations during administration. These notes appear on FAST reports.

**Scoring ►**

- **(Correct)**  Student says the correct letter name
- **(Incorrect)**  Student says the incorrect name or has no response in 3 seconds.

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**Optional: Administer all Unique Upper- and Lowercase Letters**

The FAST Letter Names scoring page has a highlighted section of letters (students do not see this division).

All unique uppercase and lowercase letters appear at least once within the highlighted section (i.e., first 52 letters). Be sure to complete the letters in the highlighted section to receive an inventory of known uppercase and lowercase letter names.

**Procedure:**

Complete the one minute timed administration, click the last letter and “Mark Last Response” bar.

If following the “b” option below, you do not have to say “Stop” when the timer sounds. You can tell the student to continue saying the letter names.

- **a.**  If the student is **finished** through the highlighted area when the timer sounds at 1 minute, the inventory is complete. You do not need to continue administering items. Select the check box at the bottom of the assessment “Students attempted all items”.

- **b.**  If the student is **not finished** through the highlighted area when the timer sounds at 1 minute, tell the student to continue saying the letter names until they reach the end of the highlighted area. Continue selecting errors or unknown letter names. When student reaches end of highlighted area, select the check box at the bottom of the assessment “Students attempted all items”.

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Scoring Details

Types of potential errors:

1. **Incorrect task**: Student says the **sound of the letter** and not the letter name.
2. **Incorrect letter**: Student says the wrong letter name.
3. **Omission**: Student omits or skips (a) letter(s) name. If a whole row is missed, each item is counted incorrect.
4. **3-second rule**: If the student hesitates for 3 seconds, provide the letter name and have the student continue with the next item.
5. **Skipped lines**: If the student skips an entire line, each letter in that line is counted as in correct. Use the “Bulk Errors” option (highlight the entire line and then select “Bulk Errors” bar to highlight errors).

Non-errors:

1. **Speech differences**: Students with speech impairments or dialect issues are not counted as incorrect. For example, if the letter is “c” and a student who has a frontal lisp, says, “/th/ /E/,” that response is correct.
2. **Self-correction**: If the student says the wrong letter name and then corrects before 3 seconds, Do NOT count it as an error.
Student Material Example:
Administration Review: Letter Sounds

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

Prep ► Place the Letter Sounds Practice Copy with the 2 letters in front of the student.
The remaining test page is face down beside the examiner. If necessary, offer a guide or cover sheet to guide the student through each line.

Student Practice

Read ► I will show you some letters on a page. You will tell me the sound of each letter. If you don't know the sound of a letter, that's okay. Just do your best.
(Practice page should be in front of the student. Point to the letter "F" at the top of the page).

Read ► I'll go first. This is a /f/ sound.
Now you try. What is the sound of this letter? (Point to the "s").

Correct (no score): Student makes the sound /s/.

Read ► Good. That letter has a /s/ sound (point).
Move to Test Items.

Incorrect (no score): Students says letter name, another sound, no sound within 3 seconds

Incorrect: Says the letter name
Read ► That is the name of the letter. The sound of the letter is /s/.
Say it with me: /s/. (prompt the student to say /s/)
- OR -

Incorrect: Says the wrong letter sound
Read ► The sound of this letter is /s/. Say it with me: /s/.
Good.
Move to Test Items.
Administer Review: Letter Sounds

Read ► Here are more letter sounds for you to read. (Place Letter Sound page in front of the student and point to the first letter). When I say “Begin”, say the sound of each letter. Read across the page then go to the next line (point to demonstrate). Try to say each letter sound. If you come to a letter sound that you do not know, I’ll tell it to you. Put your finger on the first letter (guide the student to the first letter) and follow along with your finger as you say the sounds of the letters.

Read ► Ready? (pause) Begin.

- Start timer when student says the first letter sound.
- Click on letters that are sounded incorrectly to indicate errors. The item will be highlighted.
  - Select again to remove highlight.
- If the student fails to say the first letter sound 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 names, reading words or telling a story) - pause the timer, noting where you stopped on the list. Tell student: Just say the letter sound. Point to the next letter on the list and say Ready? Begin. Start the timer again as they begin to say the next letter sound. Prompt one time only.
- Do not give any feedback about the student’s responses.
- Student continues saying all letter sounds until timer sounds or s/he reaches the end of the form.

Read ► Stop. (when timer sounds)

- Mark the last letter sound after one minute & select the “Mark Last Response” bar.
- If the last letter sound was an error, select it again, AFTER selecting it as the last word.
- Administer the Unique Sounds Inventory & Dual Sounds Supplement
  - Continuing to administer is optional. If you do, select the “Students attempted all items” box. Procedure for this is listed in “Timing, Scoring, and Discontinue”.
- Submit Test.
Administration Review: Letter Sounds

**Timing, Scoring, and Discontinue**

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

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

**Discontinue Rule**
- If the student gets the first 10 sounds incorrect, then discontinue the task and record all as incorrect.

**Notation**
- There is space on the administration page to record important observations during administration. These notes appear on FAST reports.

**Scoring**
- **(Correct)** Student says the correct sound (usually the short/regular sound)
- **(Incorrect)** Student say the incorrect sound or has no response in 3 seconds

---

**Optional: Administer all Items**

The FAST Letter Sounds scoring page has a highlighted section of letters (students do not see this division). All unique letter sounds (short sounds only) appear at least once within these highlighted rows (i.e., first 26 letters). Be sure to complete these rows to receive an inventory of letter sounds. There is also an additional line of letters with dual sounds on the FAST form which are optional to receive an inventory of long or hard sounds.

**Procedure:**

Complete the one minute timed administration, click the last letter and “Mark Last Response” bar.

If following the “b” option below, you do not have to say “Stop” when the timer sounds. You can tell the student to continue saying the letter sounds.

- **a.** If the student **is finished** through the highlighted area when the timer sounds at 1 minute, the inventory is complete. You do not need to continue administering items. Select the check box at the bottom of the assessment “Students attempted all items”.

- **b.** If the student **is not finished** through the highlighted area when the timer sounds at 1 minute, tell the student to continue saying the letter sounds until they reach the end of the highlighted area. Continue selecting errors or unknown letter sounds. When student reaches end of highlighted area, select the check box at the bottom of the assessment “Students attempted all items”.

- **c.** Continue with “Dual Sound Administration” (see below) if desired.
Dual Sound Administration (Conduct AFTER the 1-minute assessment of other letter sounds):

Read ► There are more letters at the bottom of the page. What OTHER sound does this letter make? (point to the first letter).

Note. Students said the short sound as part of the rate-based and inventory assessment (above). Here they should state the long or hard sound. You can provide the short sound and then ask, what other sound does this make?

**Correct (1)**
Student makes the [long] sound of the first letter in the set.

Correct: Read ► Good. This letter also has a(n) (repeat the sound) sound.
Incorrect: Read ► This letter also has a(n) (repeat the sound) sound.

Move to remaining test items. (see prompt below)

**Incorrect:** Student makes the previously-used sound or no sound within 3 seconds.

Read ► This letter makes the [short] sound. What other [long, hard] sound does it make?

Correct: Read ► Good. This letter has an (say the long sound) sound.
Incorrect: Read ► This letter makes the [short, soft] (say short sound) sound and also makes the [long, hard] (say hard sound) sound.

Move to remaining test items. (see prompt below)

Ü is the short vowel sound (curved line)
Ü is the long vowel sound (straight line)
Č is the soft c or soft g, and
C is the hard c or hard g.
Scoring Details

Types of potential errors:
1. Incorrect task: Student says the name of the letter and not the letter sound.
2. Incorrect letter: Student says the wrong letter sound.
3. Omission: Student omits or skips (a) letter(s) sound. If a whole row is missed, each item is counted incorrect.
4. 3-second rule: If the student hesitates for 3 seconds, provide the sound and have the student continue with the next item.
5. 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” bar to highlight errors).

Non-errors:
1. Speech differences: Students with speech impairments or dialect issues are not counted as incorrect. For example, if the letter is c and a student who has a frontal lisp, says “/th/ /E/,” that response is correct.
2. Self-correction: If the student says the wrong letter sound and then corrects before 3 seconds, do NOT count it as an error.
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
- /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/ (ā) sound as in jag, black, mask, apple
- Short /e/ (ē) sound as in net, elk, met, telephone
- Short /i/ (ī) sound as in hill, grip, inundate, its
- Short /o/ (ō) sound as in tot, pocket, saw, father
- Short /u/ (ū) sound as in ugly, stump, oven, dud, udder
- Schwa (a) (a weak /uh/ sound) as in again, dozen, cousin, sensor, trustful
Student Material Example:

```
  f         s
```

```
  n l e p c r h d j k
  x f q u y a v w i t z
  s g o m u b f q u n x
  u y m d c t r g h j
  p o a w e z i b k l
  v s u g c k l a r h
  s f e t x d w p q u y
  b o z j i m v n k h
  l f j y d u m q u o j
  a c e b t s p r g n
  e a c i g u o
```
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

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

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/.

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 Test Items.

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/.

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.
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 ▶ Start timer (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 ▶ Stop timer after item 10 is completed or if student is discontinued. Submit Test.
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.

Notation ► There is space on the administration page to record important observations during administration. These notes appear on FAST reports.

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

<table>
<thead>
<tr>
<th>Word Sounds</th>
<th>STUDENT RESPONSE</th>
<th>CORRECT ANSWER</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Tap&quot;</td>
<td>/t/ /a/ /p/</td>
<td>/t/ /a/ /p/</td>
<td>3/3</td>
</tr>
<tr>
<td></td>
<td>/t/ /a/ /p/ /s/</td>
<td>/t/ /a/ /p/</td>
<td>3/3</td>
</tr>
</tbody>
</table>

Incorrect responses

<table>
<thead>
<tr>
<th>Word Sounds</th>
<th>STUDENT RESPONSE</th>
<th>CORRECT ANSWER</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Tap&quot;</td>
<td>&quot;tap&quot;</td>
<td>/y/ /ə/ /p/</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>/t/ /ʊ/ /p/</td>
<td>/t/ /ə/ /p/</td>
<td>2/3</td>
</tr>
<tr>
<td></td>
<td>Sap or bat</td>
<td>/y/ /ə/ /p/</td>
<td>0/3</td>
</tr>
<tr>
<td></td>
<td>/t/ /p/</td>
<td>/t/ /ə/ /p/</td>
<td>2/3</td>
</tr>
<tr>
<td></td>
<td>/t/ “ap”</td>
<td>t/ /ə/ /p/</td>
<td>1/3</td>
</tr>
</tbody>
</table>

Types of potential errors

1. **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.

2. **Incorrect vowel sound:** Student uses the wrong vowel sound.

3. **Omission:** Student omits saying a sound(s) – count only the sounds that are said correctly.

4. **No response or hesitation:** If student does **not respond in 5 seconds**, count item incorrect and move to next item.

Non-errors:

1. **Saying the word and then dividing it:** Student says the word as a whole then gives the sounds. This is not an error.

2. **Self-correction:** If the student says the wrong word sound and then corrects before 5 seconds. Do not count it as an error.

3. **Repeated Words/Sounds:** Do not count repeated word sounds as incorrect (e.g., the child is given “Sock” and says /s/ - /s/ /o/ /k/).
Administration Review: Word Segmenting

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
- /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/ (ā) sound as in jag, black, mask, apple
- Short /e/ (ē) sound as in net, elk, met, telephone
- Short /i/ (ī) sound as in hill, grip, inundate, its
- Short /o/ (ō) sound as in tot, pocket, saw, father
- Short /u/ (ū) sound as in ugly, stump, oven, dud, udder
- Schwa (a) (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.
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

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.
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.

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.

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, say the word, mark it as incorrect, then 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.

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.
- NOTE: Continuing to administer as an inventory is optional. Continue to the end and then select the “Students attempted all items” box.
  Procedure for this is listed in “Timing, Scoring, and Discontinue”.
- Submit Test.

Note for Progress Monitoring with Nonsense Words:
If student understands the task because of repeated administrations, remove the practice prompt if needed.

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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 in 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.

**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.

Notation ► There is space on the administration page to record important observations during administration.

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 a word, mispronounces or adds a sound, or delays more than 3 sec between responses (either words or sounds)

Optional: Administer all Items

It is an option to administer all of the items on this form. This will provide a full inventory of known and unknown nonsense words/sounds.

Procedure: Complete the one minute timed administration, click the last word and “Mark Last Response” bar. You do not have to say “Stop” when the timer sounds. If the student pauses, tell him/her to continue.

Continue to have the student identify any known items (students can skip to known items). Select all errors and unknown items. At the conclusion of the administration, select the check box at the bottom of the assessment “Students attempted all items”.

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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, or deleting required sounds, and other potential errors.
2. **Incorrect vowel sound:** Student uses the wrong sound.
3. **Omission:** Student omits saying a nonsense word(s). If a whole row is missed, each item is counted incorrect.
4. **3-second rule:** If the student hesitates for 3 seconds on the word, provide the word and have the student continue with the next word.
5. **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” bar to highlight 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**

<table>
<thead>
<tr>
<th>Nonsense Word</th>
<th>STUDENT RESPONSE</th>
<th>CORRECT ANSWER</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>t u p</td>
<td>t ū p</td>
<td>Tup</td>
<td>Correct</td>
</tr>
<tr>
<td></td>
<td>/t/ /u/ /p/ Tu /p/ /t/ up</td>
<td>Any division of correct word sounds</td>
<td>Correct</td>
</tr>
<tr>
<td></td>
<td>t ū p s /t/ /u/ /p/ /s/</td>
<td>Additional sounds okay so long as all word sounds included</td>
<td>Correct</td>
</tr>
</tbody>
</table>

**Incorrect responses**

<table>
<thead>
<tr>
<th>Nonsense Word</th>
<th>STUDENT RESPONSE</th>
<th>INCORRECT ANSWER</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>t u p</td>
<td>t ū p</td>
<td>t ū p</td>
<td>Incorrect</td>
</tr>
<tr>
<td></td>
<td>/t/ /ū/ /p/</td>
<td>/t/ /ū/ /p/</td>
<td>Incorrect</td>
</tr>
<tr>
<td></td>
<td>/s/ /u/ /p/</td>
<td>/s/ /u/ /p/</td>
<td>Incorrect</td>
</tr>
<tr>
<td></td>
<td>/p/ /s/ /u/</td>
<td>/p/ /s/ /u/</td>
<td>Incorrect</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>kiv (kit)</th>
<th>hoz (hot)</th>
<th>ruc (rut)</th>
<th>af (at)</th>
<th>bix (bit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>guc (gut)</td>
<td>vit (mitt)</td>
<td>zuf (tuff)</td>
<td>tep (pep)</td>
<td>jin (tin)</td>
</tr>
<tr>
<td>mof (mop)</td>
<td>cac (cat)</td>
<td>wud (dud)</td>
<td>yof (soft)</td>
<td>lod (lot)</td>
</tr>
<tr>
<td>pev (pet)</td>
<td>nez (net)</td>
<td>faz (fat)</td>
<td>sed (red)</td>
<td>dat (pat)</td>
</tr>
<tr>
<td>kov (cot)</td>
<td>yef (yet)</td>
<td>zof (soft)</td>
<td>rup (pup)</td>
<td>kuk (cut)</td>
</tr>
<tr>
<td>kef (kept)</td>
<td>hiv (hit)</td>
<td>fum (fun)</td>
<td>nep (net)</td>
<td>bov (box)</td>
</tr>
<tr>
<td>tov (tom)</td>
<td>lus (pus)</td>
<td>hux (hut)</td>
<td>buv (bus)</td>
<td>jex (jet)</td>
</tr>
<tr>
<td>baz (bat)</td>
<td>guf (gut)</td>
<td>mub (mud)</td>
<td>juv (jump)</td>
<td>tef (tell)</td>
</tr>
<tr>
<td>gog (got)</td>
<td>jus (jump)</td>
<td>vam (van)</td>
<td>kez (pez)</td>
<td>mef (met)</td>
</tr>
<tr>
<td>woc (cot)</td>
<td>fex (flex)</td>
<td>rux (rut)</td>
<td>huv (hut)</td>
<td>wot (not)</td>
</tr>
</tbody>
</table>
Student Material Example:
Administration Review: Sight Words

Gather materials
Teacher: Browser-based Iowa Tier application.
Student: Paper copy of student materials (K=50 words & 1st = 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

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.
  o 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.
• NOTE: Continuing to administer as an inventory is optional. Continue to the end and then select the “Students attempted all items” box.
Procedure for this is listed in “Timing, Scoring, and Discontinue”.
• Submit Test.
Administration Review:  Sight Words

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 sound, 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.

Notation ▶ There is space on the administration page to record important observations during administration. These notes appear on FAST reports.

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

Optional: Administer all Items

It is an option to administer all of the items on this form. This will provide a full inventory of known and unknown sight words.

Procedure: Complete the one minute timed administration, click the last word and “Mark Last Response” bar. You do not have to say “Stop” when the timer sounds. If the student pauses, tell him/her to continue.

Continue to have the student identify any known items (students can skip to known items). Select all errors and unknown items. At the conclusion of the administration, select the check box at the bottom of the assessment “Students attempted all items”.

Scoring Details

<table>
<thead>
<tr>
<th>Error</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mispronunciations (Miscue)</td>
<td>Student pronounces “dead” as “deed”.</td>
</tr>
<tr>
<td>Added endings (Miscue)</td>
<td>Student pronounces “grow” as “growing”</td>
</tr>
<tr>
<td>Word substitutions (Miscue)</td>
<td>Student says “when” as “with”</td>
</tr>
<tr>
<td>Omission</td>
<td>Student skips a word.</td>
</tr>
<tr>
<td>Word reversal</td>
<td>Student reads “make - park” as “park - make” select 1 as error</td>
</tr>
<tr>
<td>3-second pause</td>
<td>The student pauses for 3-seconds before reading a word.</td>
</tr>
<tr>
<td><strong>No Error</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>Repetition</td>
<td>The student reads “make park” as “make make park”</td>
</tr>
<tr>
<td>Dialect differences</td>
<td>The students reads “fur” instead of “for”</td>
</tr>
<tr>
<td>Insertion</td>
<td>The student adds a word.</td>
</tr>
<tr>
<td>Self-correction</td>
<td>The student corrects self during word reading before 3 seconds.</td>
</tr>
</tbody>
</table>
Student Material Example (150 items for 1st 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 right 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
Administration Review: Sentence Reading

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

Prep ► Place the first page in front of the student. There will be six 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.
  o 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.
  o 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.
Administration Review: Sentence Reading

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.

**Notation ►** There is space on the administration page to record important observations during administration.

**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

---

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

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

<table>
<thead>
<tr>
<th>No Error</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>The student reads “…a book about… about how babies grow.”</td>
</tr>
<tr>
<td>Dialect differences</td>
<td>The students reads “fur” instead of “for”</td>
</tr>
<tr>
<td>Insertion</td>
<td>The student reads “…a book about how all babies grow.”</td>
</tr>
<tr>
<td>Self-correction</td>
<td>The student self-corrects within 3 seconds e.g., reads “His mom read him a book how about… about how babies grow.”</td>
</tr>
</tbody>
</table>
Student Material Example:

Kate and Spot live together.

They live with their mom and dad.

It is a great family.

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.

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!

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.

Spot got up. Kate woke up a little 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!
earlyReading One-Minute Measures

OBSERVING & RATING ADMINISTRATOR ACCURACY (ORAA)

This tool is used for training and coaching to standardized administration of Letter Names, Letter Sounds, Nonsense Words, Sight Words, and Sentence Reading earlyReading assessments for FAST. The observer indicates if the procedure was completed accurately and not. If the step was not applicable for this administration, write N/A.

Examiner: ___________________________ Site: ___________________________

Observer: ___________________________

Observation Period: ☐ Fall ☐ Winter ☐ Spring

<table>
<thead>
<tr>
<th>Testing Procedure</th>
<th>Letter Names</th>
<th>Letter Sounds</th>
<th>Nonsense Words</th>
<th>Sight Words</th>
<th>Sentence Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Observed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places practice page in front of student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places copy of passage in front of student.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Places examiner materials out of view of student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seated appropriate distance from student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows standardized directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says READY? BEGIN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starts timer immediately when child says the first word or letter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examiner follows along as student provides answers aloud, marking errors as they occur</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides appropriate 3-second rule responses when needed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does NOT provide any other guidance to student during the test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says “STOP” at end of 1 minute and stops timer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marks last letter, sound, or word.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculates score if paper/pencil administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total score /13 /13 /13 /13 /12

<table>
<thead>
<tr>
<th>Optional Score Verification</th>
<th>Letter Names</th>
<th>Letter Sounds</th>
<th>Nonsense Words</th>
<th>Sight Words</th>
<th>Sentence Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student score as recorded by examiner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student score as recorded by observer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent Agreement*  

*Percent Agreement Formula:  

\[
\text{Percent Agreement} = \frac{\text{# of Items Agreed Upon}}{\text{Total # of Items Completed}} \times 100
\]
earlyReading Open-Ended Measures

OBSERVING & RATING ADMINISTRATOR ACCURACY (ORAA)

This tool is used for training and coaching to standardized administration of Concepts of Print, Onset Sounds, and Word Segmenting earlyReading assessments for FAST. The observer indicates if the procedure was completed accurately and not. If the step was not applicable for this administration, write N/A.

Examiner: ___________________________ Site: ________________________________

Observer: _______________________________

Observation Period: ○ Fall ○ Winter ○ Spring

<table>
<thead>
<tr>
<th>Testing Procedure</th>
<th>Concepts of Print</th>
<th>Onset Sounds</th>
<th>Word Segmenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Observed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places practice page in front of student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places copy of material(s) in front of student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place examiner copy out of view of student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seated appropriate distance from student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows standardized directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says LET’S BEGIN</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correctly presents sounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starts timer immediately when child provides first response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examiner marks items as correct or incorrect as student responds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides appropriate 5-second rule responses when needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does NOT provide any other guidance to student during the test.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stops timer after the last item is completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculates score if paper/pencil administration</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total score /11 /12 /10

<table>
<thead>
<tr>
<th>Optional Score Verification</th>
<th>Concepts of Print</th>
<th>Onset Sounds</th>
<th>Word Segmenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student score as recorded by examiner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student score as recorded by observer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Agreement*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Percent Agreement Formula:

\[
\text{Percent Agreement} = \frac{\text{# of Items Agreed Upon}}{\text{Total # of Items Completed}} \times 100
\]