

Letter Sound Fluency Test

Practice

Examiner: I'm going to show you some letters. You can tell me what sound the letters make. You may know the sound for some letters. For other letters, you may not know the sounds. If you don't know the sound a letter makes, don't worry. OK? What's most important is that you try your best. I'll show you how this activity works. My turn first. (Refer to the practice portion of the letter sound fluency sheet. Point to the b.) This says /b/. Your turn now. What sound does it say?

Student: /b/

Examiner: Very good. You told me what sound the letter makes.

Correction procedures for incorrect answers only during practice session:

1. Student says name of letter, rather than the sound of the letter.
Examiner responds: That's the name of the letter. The sound of the letter is /b/. Say it with me...What sound? Good. You told me the sound the letter makes.
2. Student says the name of the wrong letter.
Examiner responds: The name of that letter is b. the sound it makes is /b/. What sound? Good. You told me what sound the letter makes.
3. Student says the wrong sound or does not respond.
Examiner responds: That sound is /b/. Say it with me...What sound? Very good. You told me the sound the letter makes.

Examiner: My turn again. This says /c/. Your turn now. What sound does it say?
Do this for the letters "h" and "a". Only the short vowel sounds will count as correct (i.e., /a/ as in apple.)

Test Administration

Examiner: You're doing a really good job. Now it will be just your turn. Go as quickly and carefully as you can. Remember to tell me the sounds the letters make. Remember just try your best. If you don't know the sounds it's OK. Start your stopwatch now. If the child answers correctly, immediately point to the next letter. If the student answers incorrectly, mark it as incorrect by marking a slash through that letter on their score sheet (do not correct their response) and point to the next letter. If a child does not respond after 3 seconds, point to the next letter (do not give them the correct response).

Scoring

Short vowel, rather than long vowel sounds, are correct. Circle the last letter the child names in 1 minute. If the child finishes in less than 1 minute, please note how many seconds it took on the score sheet.

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Formula for converting score:

$$\frac{\# \text{ correct}}{\# \text{ seconds}} = A$$

$$A \times 60 = \text{Adjusted Test}$$

For example:

Suzy gets 52 correct in 46 seconds.

$$52/46 = 1.13$$

$$1.13 \times 60 = 67.8 = 68 \text{ is her adjusted score}$$

Please round adjusted scores:

$$63.49 = 63$$

$$63.50 = 64$$

Vanderbilt University CBM-R Norms

CBM	Norm:	Gr. K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7
LSF	Fail Risk Indicator	0 CSPM	<19 CSPM						
	Spring Risk Indicator	<12 CSPM							
	Typical Growth Rate	1 sound per week	1.2 sounds per week						
	Projected End-of-Year Benchmark	26 CSPM	26 CSPM						
WIF	Fail Risk Indicator		<10 CWPM						
	Spring Risk Indicator								
	Typical Growth Rate		1.8 words per week						
	Projected End-of-Year Benchmark		30 CWPM						
ORF	Fail Risk Indicator		<5 CWPM	<15 CWPM	<50 CWPM	<70 CWPM	<80 CWPM	<90 CWPM	<90 CWPM
	Spring Risk Indicator		<15 CWPM	<50 CWPM	<70 CWPM	<80 CWPM	<90 CWPM	<90 CWPM	<100 CWPM
	Typical Growth Rate		1.75 words per week	1 word per week	0.75 word per week	0.5 word per week	.40 word per week	0.35 word per week	0.30 word per week
	Projected End-of-Year Benchmark		50 CWPM	75 CWPM	100 CWPM	125 CWPM	130 CWPM	150 CWPM	150 CWPM
MAZE	Fail Risk Indicator					< 10 correct replacements	< 15 correct replacements	< 20 correct replacements	< 25 correct replacements
	Spring Risk Indicator					< 15 correct replacements	< 20 correct replacements	< 25 correct replacements	< 30 correct replacements
	Typical Growth Rate					0.25 correct per week			
	Projected End-of-Year Benchmark					25 correct replacements	25 correct replacements	25 correct replacements	25 correct replacements

Norms compiled from CBM training materials by E. Cohn, CREC, Jan. 2010