Page left intentionally blank.
### INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Say “I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?”
3. Start the timer and say “Begin!”
4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

### REMINDERS:

**Self-correction**
- If immediate, count as correct.

**Saying the sound instead of the name**
- Say “Yes, that letter says [repeat the sound], but what do we call it?”

**Hesitation**
- After 3 seconds, say “Give it your best try!”
- If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.

**Record**
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

<table>
<thead>
<tr>
<th>P</th>
<th>B</th>
<th>h</th>
<th>A</th>
<th>t</th>
<th>y</th>
<th>c</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>m</td>
<td>n</td>
<td>F</td>
<td>C</td>
<td>f</td>
<td>M</td>
<td>s</td>
</tr>
<tr>
<td>g</td>
<td>w</td>
<td>x</td>
<td>T</td>
<td>r</td>
<td>X</td>
<td>S</td>
<td>W</td>
</tr>
<tr>
<td>K</td>
<td>I</td>
<td>e</td>
<td>b</td>
<td>v</td>
<td>q</td>
<td>O</td>
<td>i</td>
</tr>
<tr>
<td>Y</td>
<td>R</td>
<td>j</td>
<td>G</td>
<td>Q</td>
<td>a</td>
<td>Z</td>
<td>k</td>
</tr>
<tr>
<td>N</td>
<td>d</td>
<td>u</td>
<td>o</td>
<td>D</td>
<td>J</td>
<td>z</td>
<td>H</td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>L</td>
<td>J</td>
<td>w</td>
<td>n</td>
<td>t</td>
<td>e</td>
</tr>
<tr>
<td>b</td>
<td>K</td>
<td>B</td>
<td>X</td>
<td>Z</td>
<td>I</td>
<td>g</td>
<td>V</td>
</tr>
<tr>
<td>f</td>
<td>l</td>
<td>c</td>
<td>M</td>
<td>H</td>
<td>p</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>a</td>
<td>s</td>
<td>o</td>
<td>A</td>
<td>l</td>
<td>p</td>
<td>F</td>
<td>d</td>
</tr>
</tbody>
</table>

- Strike through to mark errors:
- Circle last attempted:
- Student Name
- Date
- Duration (60 sec max)
- Notes
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Say “I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?”
3. Start the timer and say “Begin!”
4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
- If immediate, count as correct.
Saying the sound instead of the name
- Say “Yes, that letter says [repeat the sound], but what do we call it?”
Hesitation
- After 3 seconds, say “Give it your best try!”
- If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.
Record
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.
**Letter Naming**

**INSTRUCTIONS:**

1. Set the timer for 1 minute.
2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"
3. Start the timer and say "Begin!"
4. Point to the first letter on the student's form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.
7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

**REMINDERS:**

- **Self-correction**
  - If immediate, count as correct.
- **Saying the sound instead of the name**
  - Say “Yes, that letter says [repeat the sound], but what do we call it?”
- **Hesitation**
  - After 3 seconds, say “Give it your best try!”
  - If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.
- **Record**
  - Student's name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

<table>
<thead>
<tr>
<th>Letter Naming</th>
<th>Strike through to mark errors:</th>
<th>Circle last attempted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>S Y Q Z A C s H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b a I o u c q T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E X n V e t d v</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U J O P B R k j</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M W D h z N K G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f L w y i r x m</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g p F n c U O b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l S p s W A w d</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J a K E T g f e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F D I N Z o t R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Name**

**Date**

**Duration (60 sec max)**

**Notes**

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Say “I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?”
3. Start the timer and say “Begin!”
4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINdERS:

Self-correction
• If immediate, count as correct.
Saying the sound instead of the name
• Say “Yes, that letter says [repeat the sound], but what do we call it?”
Hesitation
• After 3 seconds, say “Give it your best try!”
• If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.
Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date Duration (60 sec max)

Notes

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Say “I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?”

3. Start the timer and say “Begin!”

4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.

7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
• If immediate, count as correct.

Saying the sound instead of the name
• Say “Yes, that letter says [repeat the sound], but what do we call it?”

Hesitation
• After 3 seconds, say “Give it your best try!”
• If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:
Circle last attempted:

Student Name

Date Duration (60 sec max)

Notes
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"
3. Start the timer and say "Begin!"
4. Point to the first letter on the student's form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.
7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
• If immediate, count as correct.
Saying the sound instead of the name
• Say "Yes, that letter says [repeat the sound], but what do we call it?"
Hesitation
• After 3 seconds, say "Give it your best try!"
• If no response after 2 more seconds, say "Try the next one!" and mark this item incorrect.
Record
• Student's name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Say "I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"
3. Start the timer and say "Begin!"
4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.
7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
- If immediate, count as correct.

Saying the sound instead of the name
- Say “Yes, that letter says [repeat the sound], but what do we call it?”

Hesitation
- After 3 seconds, say “Give it your best try!”
- If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.

Record
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"
3. Start the timer and say "Begin!"
4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.
7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
- If immediate, count as correct.
Saying the sound instead of the name
- Say “Yes, that letter says [repeat the sound], but what do we call it?”
Hesitation
- After 3 seconds, say "Give it your best try!"
- If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.
Record
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:
Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"

3. Start the timer and say "Begin!"

4. Point to the first letter on the student's form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.

7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
• If immediate, count as correct.

Saying the sound instead of the name
• Say "Yes, that letter says [repeat the sound], but what do we call it?"

Hesitation
• After 3 seconds, say "Give it your best try!"
• If no response after 2 more seconds, say "Try the next one!" and mark this item incorrect.

Record
• Student's name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
**INSTRUCTIONS:**

1. Set the timer for 1 minute.

2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"

3. Start the timer and say "Begin!"

4. Point to the first letter on the student's form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.

7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

**REMINDERS:**

- **Self-correction**
  - If immediate, count as correct.

- **Saying the sound instead of the name**
  - Say "Yes, that letter says [repeat the sound], but what do we call it?"

- **Hesitation**
  - After 3 seconds, say "Give it your best try!"
  - If no response after 2 more seconds, say "Try the next one!" and mark this item incorrect.

- **Record**
  - Student's name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

<table>
<thead>
<tr>
<th>Letter Naming</th>
<th>Strike through to mark errors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>x D F B v E s I</td>
<td>Circle last attempted:</td>
</tr>
<tr>
<td>g L n c d t f q</td>
<td></td>
</tr>
<tr>
<td>C S Y K H m R M</td>
<td></td>
</tr>
<tr>
<td>i b a Q r Z A V</td>
<td></td>
</tr>
<tr>
<td>j y k O e X u w</td>
<td></td>
</tr>
<tr>
<td>U p o T W z G h</td>
<td></td>
</tr>
<tr>
<td>J N P o S e g f</td>
<td></td>
</tr>
<tr>
<td>p O l F N w n s</td>
<td></td>
</tr>
<tr>
<td>Z d c D K a W A</td>
<td></td>
</tr>
<tr>
<td>J U T I b t R E</td>
<td></td>
</tr>
</tbody>
</table>

**Student Name**

**Date**

**Duration (60 sec max)**

**Notes**
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"

3. Start the timer and say "Begin!"

4. Point to the first letter on the student's form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.

7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
• If immediate, count as correct.

Saying the sound instead of the name
• Say “Yes, that letter says [repeat the sound], but what do we call it?”

Hesitation
• After 3 seconds, say "Give it your best try!"
• If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.

Record
• Student's name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:
Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.
INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"

3. Start the timer and say "Begin!"

4. Point to the first letter on the student's form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.

7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction

- If immediate, count as correct.

Saying the sound instead of the name

- Say "Yes, that letter says [repeat the sound], but what do we call it?"

Hesitation

- After 3 seconds, say "Give it your best try!"
- If no response after 2 more seconds, say "Try the next one!" and mark this item incorrect.

Record

- Student's name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Say “I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?”
3. Start the timer and say “Begin!”
4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
- If immediate, count as correct.
Saying the sound instead of the name
- Say “Yes, that letter says [repeat the sound], but what do we call it?”
Hesitation
- After 3 seconds, say “Give it your best try!”
- If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.
Record
- Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date Duration (60 sec max)

Notes
INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Say "I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"

3. Start the timer and say "Begin!"

4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.

7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
• If immediate, count as correct.

Saying the sound instead of the name
• Say “Yes, that letter says [repeat the sound], but what do we call it?”

Hesitation
• After 3 seconds, say “Give it your best try!”
• If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date Duration (60 sec max)

Notes

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"

3. Start the timer and say "Begin!"

4. Point to the first letter on the student's form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.

7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction

- If immediate, count as correct.

Saying the sound instead of the name

- Say "Yes, that letter says [repeat the sound], but what do we call it?"

Hesitation

- After 3 seconds, say "Give it your best try!"
- If no response after 2 more seconds, say "Try the next one!" and mark this item incorrect.

Record

- Student's name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Letter Naming

REMINDERS:

Student Name

Date

Duration (60 sec max)

Notes

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.
2. Say “I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?”
3. Start the timer and say “Begin!”
4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
• If immediate, count as correct.

Saying the sound instead of the name
• Say “Yes, that letter says [repeat the sound], but what do we call it?”

Hesitation
• After 3 seconds, say “Give it your best try!”
• If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.
INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Say "I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"

3. Start the timer and say "Begin!"

4. Point to the first letter on the student's form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!"

7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
• If immediate, count as correct.

Saying the sound instead of the name
• Say "Yes, that letter says [repeat the sound], but what do we call it?"

Hesitation
• After 3 seconds, say "Give it your best try!"
• If no response after 2 more seconds, say "Try the next one!" and mark this item incorrect.

Record
• Student's name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes
Letter Naming

INSTRUCTIONS:

1. Set the timer for 1 minute.

2. Say “I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?”

3. Start the timer and say “Begin!”

4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.

7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:

Self-correction
• If immediate, count as correct.

Saying the sound instead of the name
• Say “Yes, that letter says [repeat the sound], but what do we call it?”

Hesitation
• After 3 seconds, say “Give it your best try!”
• If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.

Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:

Circle last attempted:

Student Name
________________________

Date
_______________________

Duration (60 sec max)
_______________________ sec

Notes
________________________
INSTRUCTIONS:
1. Set the timer for 1 minute.
2. Say “I'm going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?”
3. Start the timer and say “Begin!”
4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.
5. On the educator form, strike through each incorrect response.
6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say “Stop! You worked hard!” or give some other praise for effort.
7. Circle the last letter attempted. Record the student’s name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

REMINDERS:
Self-correction
• If immediate, count as correct.
Saying the sound instead of the name
• Say “Yes, that letter says [repeat the sound], but what do we call it?”
Hesitation
• After 3 seconds, say “Give it your best try!”
• If no response after 2 more seconds, say “Try the next one!” and mark this item incorrect.
Record
• Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

Strike through to mark errors:
Circle last attempted:

Student Name
Date
Duration (60 sec max)
Notes

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.
**Letter Naming**

**INSTRUCTIONS:**

1. Set the timer for 1 minute.

2. Say "I’m going to show you some letters in a mixed-up order. I want you to tell me the name of each one when I point to it. I want you to do your best work! Are you ready?"

3. Start the timer and say "Begin!"

4. Point to the first letter on the student’s form. After the student responds, point to the next letter. Continue pointing to the next letter until the student is independently responding in the correct sequence.

5. On the educator form, strike through each incorrect response.

6. If the student completes the assessment in less than 1 minute, stop the timer and record the elapsed time. After 1 minute, say "Stop! You worked hard!" or give some other praise for effort.

7. Circle the last letter attempted. Record the student's name, assessment date, test duration (typically 60 seconds), and observations. Return to Star CBM Reading to enter the score.

**REMINDERS:**

- **Self-correction**
  - If immediate, count as correct.

- **Saying the sound instead of the name**
  - Say “Yes, that letter says [repeat the sound], but what do we call it?”

- **Hesitation**
  - After 3 seconds, say "Give it your best try!"
  - If no response after 2 more seconds, say "Try the next one!" and mark this item incorrect.

- **Record**
  - Student’s name, assessment date, test duration (typically 60 seconds), each incorrect response, last problem attempted, and observations.

---

Strike through to mark errors:

Circle last attempted:

Student Name

Date

Duration (60 sec max)

Notes

©Copyright 2019-2020 Renaissance Learning, Inc. All rights reserved.