

**Directions for Timing Sounds for Spellings (from left to right across the page):
See/Say/Sounds (consonants first and vowels second)**

Consonant Segment

1. Say the first row of consonant sounds with the student.
2. Tell the student to start at the beginning of the first row and continue until the timer goes off (30 seconds for a beginning first-grader and one minute for everyone else).
3. Tell the student he or she is to go back to the beginning and continue if the timer has not gone off when the segment is completed.
4. Set the timer and say, "Ready? Please begin."
5. During the timing, track the errors by marking the Student Record Sheet.
6. Report the score as the number correct over the number attempted (# correct/# attempted).

Vowel Segment

7. DO NOT say the first row of sounds with the student. Instead, say, "Vowel spellings often have more than one sound. Tell me one sound for each spelling. I may go back and ask you what other sounds spellings might have." For example, it is correct that *e* says /ee/ and /ow/ says /oe/. In response to the question, "What else can it say?" the expectation is that the student can say /e/ and /ow/, respectively.
8. Rather than timing a young student, say, "I want to know which sounds you already know, so we will look at them together. Point to each spelling in the first row and place a large check mark on the ones that are known. Check as many as possible without overwhelming the student, particularly, *i, ow, ou, oo, or, ar, ir, ur, ay*, etc. Report (# correct/27 spellings).

The baseline in this assessment consists of the Rate of Sounds for Spellings Correct per minute along with Sounds in Error and Sound Confusions. The range of Automaticity (Fluency) for both consonants and vowels is 90 to 120 Sounds Correct per minute in a one-minute timing. Successful students complete the task at a rate of:

- 40 sounds per minute at the end of first grade;
- 50 sounds per minute at the end of second grade;
- 60 sounds per minute at the end of third grade;
- 70 sounds per minute at the end of fourth grade; and
- 80 sounds per minute at the end of fifth grade with one or two errors.

Name _____ Date _____

See/Say/Sounds

Student Record

Haughton Learning Center™

Consonants

p	t	k	f	sh	d	s	l
b	v	th	j	n	w	qu	m
g	z	w	wh	y	th	h	ch
c	ph	sh	ng	kn	r	d	x
s	t	z	p	g	n	ch	v
g	l	f	d	c	th	wh	d
b	m	s	h	f	k	sh	w

Vowels

ee	a	u	o	e	ae	ue	er	8
oe	oi	oo	aw	ie	ur	oy	ow	16
ou	or	ir	ea	i	au	ar	ai	24
igh	ay	oa	a	o	ee	i	oo	32
u	ar	er	ow	e	ie	oi	ae	40
ou	or	oy	ea	ir	ue	ay	oa	48
oe	ur	aw	ai	igh	u	e	a	56

See/say Sounds

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Consonants

p	t	k	f	sh	d	s	l
b	v	th	j	n	w	qu	m
g	z	w	wh	y	th	h	ch
c	ph	sh	ng	kn	r	d	x
s	t	z	p	g	n	ch	v
g	l	f	d	c	th	wh	d
b	m	s	h	f	k	sh	w

Vowels

ee	a	u	o	e	ae	ue	er	8
oe	oi	oo	aw	ie	ur	oy	ow	16
ou	or	ir	ea	i	au	ar	ai	24
igh	ay	oa	a	o	ee	i	oo	32
u	ar	er	ow	e	ie	oi	ae	40
ou	or	oy	ea	ir	ue	ay	oa	48
oe	ur	aw	ai	igh	u	e	a	56