

Administering the GSF Assessment
GSF = Graphophonological-Semantic Cognitive Flexibility
(Letter-Sound-Meaning Flexibility)

Words you SAY are in BOLD, blue font

Materials and Preparation:

- Stopwatch/timer, 2 x 2 matrix, and GSF cards (1 for model, 4 for assessment)
- Shuffle each card set; randomize card set order and write Set Numbers in boxes on record form

Introduction: Model the GSF Task with Set 1 = /k/, /p/, school supplies, foods

Place 2 x 2 matrix on the table in front of the child.

SAY: I have some cards for you to sort, and you can sort these cards two ways at the same time. See, these cards can be sorted by how they sound and what they mean. Here, let me show you.

Sort Set 1 by sound and meaning, facing the student. **Read each word aloud as you place it in the matrix**, then EXPLAIN, waving your hand across each dimension as you mention it (say sounds, not letter names):

**SAY: See, I put all the foods here, all the school supplies here,
All the /k/ words here, and all the /p/ words here.**

(remember to use SOUNDS, not letters)

Assessment: Test Student with Set 2, 3, 4, and 5, one set at a time; presented in a random order

SCORE EACH SET: Speed (in seconds), Accuracy of Sorting, Accuracy of Explanation

*Later, calculate Composite Score: (Total Accuracy / Mean Sort Speed Across 4 Sets)*100*

SAY: NOW, I have some cards for you to sort, and you can sort these TWO WAYS AT THE SAME TIME, just like I showed you. I am going to time you, just to see how long it takes, but you don't have to hurry.

SAY: If you don't know a word, that's ok. You can ask me, and I will tell you.

Give student one set of GSF cards. Time student's sorts and check for accuracy
(Start timer when student looks at 1st card, Stop timer when student places last card in matrix)

After Student Sorts Each Set

If sort is correct, ask for explanation. **SAY: Tell me why you sorted them that way.**

If sort is incorrect, FIX IT. **Re-sort and THEN ask:**

SAY: What if we did this?

SAY: Why do you think we'd sort them this way?

Permitted Explanation Prompts (each may be given only one time):

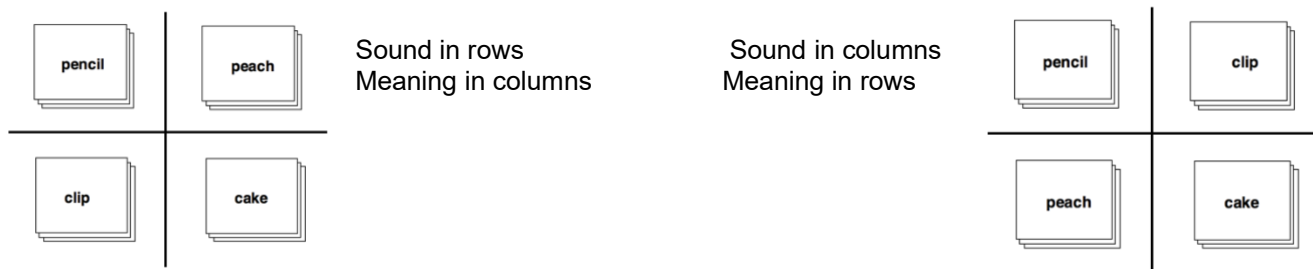
If student only mentions 1 dimension: **SAY: Anything else?**

If student gives one-stack-at-a-time explanation: **SAY: What 2 ways did you sort them?**

**Correct explanations must refer to both dimensions (I put all the foods here, body parts here, /f/ words here and /ch/ words here). Kid-friendly definitions are acceptable (e.g., stuff you eat and stuff on your body); child explanations that refer to letters instead of sounds are also acceptable.*

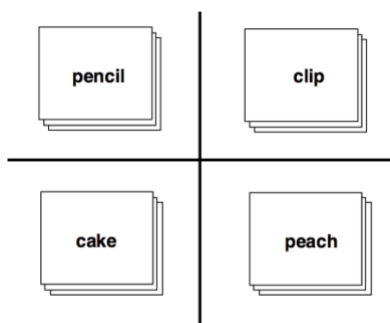
Correct Sort Examples:

Cards are sorted by both dimensions simultaneously. Each dimension is arranged across rows or columns.

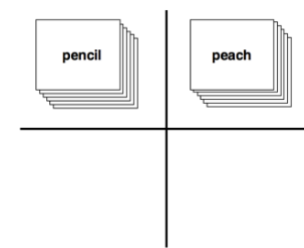
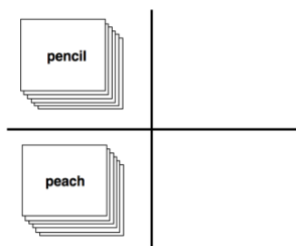


Incorrect Sort Examples: (For each of these, you must RE-SORT the cards BEFORE requesting an explanation.)

1. One or more cards is misplaced.
2. Cards are sorted on the diagonal (dimensions are not next to each other in rows and columns)



3. Cards are sorted by meaning only in one column or one row.



4. Cards are sorted by sound only in one column or row.

