

Name _____ Grade _____ Date _____

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

- _____/26 A. Letter names—uppercase
- _____/26 B. Letter names—lowercase
- _____/21 C. Consonant sounds
- _____/5 D. Long vowel sounds
- _____/5 Short vowel sounds

Reading and Decoding Skills

- _____/15 E. Short vowels in CVC words
- _____/15 F. Consonant blends with short vowels
- _____/15 G. Short vowels, digraphs, and *-tch* trigraph
- _____/15 H. *R*-controlled vowels
- _____/15 I. Long vowel spellings
- _____/15 J. Variant vowels
- _____/15 K. Low-frequency vowel and consonant spellings
- _____/24 L. Multisyllabic words

Skills to review: _____

Skills to teach: _____

Alphabet Skills and Letter Sounds

PART A Letter names—uppercase

DIRECTIONS: Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.* If the letter name given is correct, do not mark the Record Form. If it is incorrect, write the letter name the student gives above each letter. If no letter name is given, circle the letter.

D	A	N	S	X	Z	J	L	H
T	Y	E	C	O	M	R	P	W
K	U	G	B	F	Q	V	I	

____/26

PART B Letter names—lowercase

DIRECTIONS: Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.* If the letter name given is correct, do not mark the Record Form. If it is incorrect, write the letter name the student gives above each letter. If no letter name is given, circle the letter.

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

____/26

PART C Consonant sounds

DIRECTIONS: Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* Be sure to ask the student if he or she knows of another sound for the letters *g* and *c*. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: *Look at all of the letters and tell me which sounds you do know.*

d	l	n	s	x	z	j
t	y	p	c	h	m	r
k	w	g	b	f	q	v

____/21

PART D Vowel sounds

DIRECTIONS: Ask the student: *Can you tell me the sounds of each letter?* If the student names the letter, count it as the long vowel sound. Then ask: *Can you tell me another sound for the letter?* The student should name the short vowel sound.

e _____ i _____ a _____ o _____ u _____

l = long sound s = short sound

On the first line, write the letter *l* if the student says the correct long vowel sound. On the second line, write the letter *s* if the student says the correct short vowel sound. If the vowel sound given is incorrect, write the sound the student gives above the corresponding vowel letter.

_____/5 Long vowel sounds (count the number of *l*'s above)

_____/5 Short vowel sounds (count the number of *s*'s above)

Reading and Decoding Skills

DIRECTIONS: For Parts E through K, students must read both real and pseudowords (i.e., made-up words). For the real words, tell the student: *I want you to read each line of words aloud.* If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords. Go to the next part of the assessment. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.* When administering Parts F through K as a screening or diagnostic measure, continue testing even if a student does not perform well on the previous part of the test.

PART E Short vowels in CVC words

_____/5	sip	mat	let	bun	hog	(real)
_____/5	rut	fit	bat	hot	set	(real)
_____/5	nop	sut	dit	pem	fap	(pseudo)

_____/15

PART F Consonant blends with short vowels

_____/5	stop	trap	quit	spell	plan	(real)
_____/5	silk	fast	sank	lump	held	(real)
_____/5	nask	dilt	qued	cang	dran	(pseudo)

_____/15

PART G Short vowels, digraphs, and -tch trigraph

____/5	when	chop	thin	shut	wick	(real)
____/5	dodge	rash	ring	then	match	(real)
____/5	chid	shom	dath	phid	futch	(pseudo)
____/15						

PART H R-controlled vowels

____/5	harm	dirt	form	fern	surf	(real)
____/5	worn	pert	bark	turn	bird	(real)
____/5	nerm	sirt	gorf	murd	carn	(pseudo)
____/15						

PART I Long vowel spellings

____/5	tape	key	toe	paid	feet	(real)
____/5	leap	boat	tie	ray	blow	(real)
____/5	loe	hine	beap	faim	soat	(pseudo)
____/15						

PART J Variant vowels

____/5	few	down	moon	hawk	coin	(real)
____/5	cue	loud	cook	haunt	toy	(real)
____/5	voot	rew	fout	zoy	bawk	(pseudo)
____/15						

PART K Low-frequency vowel and consonant spellings

____/5	kneel	cent	type	ghost	wrist	(real)
____/5	giant	sweat	gnat	bomb	sigh	(real)
____/5	bice	knod	dimb	tigh	wrep	(pseudo)
____/15						

PART L Multisyllabic words

DIRECTIONS: Say to the student: *I want you to read aloud down the first column of words. Each of the real words in this column has two syllables. Point to the first column. If the student can read at least five out of eight of the words in this column, point to the second column and say: Now I want you to read aloud the next column of words. If the student can read at least five of the words in the second column, point to the third column and say: Now I want you to read some made-up words. Do not try to make them sound like real words.*

____/3	Closed-closed	unless	consent	timbut
____/3	Closed-silent e	competes	admire	rompete
____/3	Open/closed/closed	depend	radishes	podated*
____/3	Open or closed	zero	menu	gromu*
____/3	Silent e	locate	inhaled	pentate
____/3	Consonant -le	stable	dimple	morkle
____/3	R-controlled	further	bordered	darber
____/3	Vowel team	railways	roaring	fauntoon

____/24

*The first syllable of *podated* and *gromu* can be either open or a closed (long or short vowel sound, respectively); the second syllable of *podated* can be either a closed (short vowel sound) or a silent -e (long vowel sound) syllable, due to the rules for adding -ed.

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Alphabet Skills and Letter Sounds

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PART A

D	A	N	S	X	Z	J	L	H
T	Y	E	C	O	M	R	P	W
K	U	G	B	F	Q	V	I	

PART B

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

PART C

d	l	n	s	x	z	j	
t	y	p	c	h	m	r	
k	w	g	b	f	q	v	

PART D

e	i	a	o	u	
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PART E

sip	mat	let	bun	hog
rut	fit	bat	hot	set
nop	sut	dit	pem	fap

PART F

stop	trap	quit	spell	plan
silk	fast	sank	lump	held
nask	dilt	qued	cang	dran

PART G

when	chop	thin	shut	wick
dodge	rash	ring	then	match
chid	shom	dath	phid	futch

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PART H

harm	dirt	form	fern	surf
worn	pert	bark	turn	bird
nerm	sirt	gorf	murd	carn

PART I

tape	key	toe	paid	feet
leap	boat	tie	ray	blow
loe	hine	beap	faim	soat

PART J

few	down	moon	hawk	coin
cue	loud	cook	haunt	toy
voot	rew	fout	zoy	bawk

PART K

kneel	cent	type	ghost	wrist
giant	sweat	gnat	bomb	sigh
bice	knod	dimb	tigh	wrep

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PART L

unless	consent	timbut
competes	admire	rompete
depend	radishes	podated
zero	menu	gromu
locate	inhaled	pentate
stable	dimple	morkle
further	bordered	darber
railways	roaring	fauntoon