

# Assessment Overview

The assessments in this section can be used to evaluate children's mastery of specific skills or a cluster of skills (for example, short vowels). They can also be used to determine where in the materials to start individual children.

The following eight assessments are included. The Phonemic Awareness and Alphabet Assessments contain a series of subtests, allowing for both overall and individual sub-skill area scores (for example, rhyme). The assessments for Short Vowels, Consonant Blends and Digraphs, Long Vowels, Complex Vowels, and Word Study are real-word reading tests. The Comprehensive Phonics Survey is a nonsense-word reading test used to confirm findings in the other assessments.

1. [\*\*Phonemic Awareness\*\*](#) (pages 556–568) Subtests: rhyme, syllables, initial sounds, final sounds, medial sounds, segmentation, blending, phonemic manipulation)
2. [\*\*Alphabet\*\*](#) (pages 569–576) Subtests: uppercase, lowercase, mixed review; letter-sounds
3. [\*\*Short Vowels\*\*](#) (pages 577–580) Word Reading
4. [\*\*Consonant Blends and Digraphs\*\*](#) (pages 581–584) Word Reading
5. [\*\*Long Vowels\*\*](#) (pages 585–588) Word Reading
6. [\*\*Complex Vowels\*\*](#) (pages 589–592) Word Reading
7. [\*\*Word Study\*\*](#) (pages 593–596) Word Reading
8. [\*\*Comprehensive Phonics Survey\*\*](#) (pages 597–604) Subtests: Nonsense Word Reading—short vowels, consonant blends and digraphs, long vowels, complex vowels, multisyllabic words

# Recommended Assessment Schedules

I recommend formally assessing all children three times a year—beginning, middle, and end. You can assess individuals for which you have concerns whenever you feel it is appropriate in order to inform instruction (for example, to adjust pacing or provide additional reteaching and practice on skills not yet mastered).

Below are suggested assessment schedules for each testing period, including the recommended subtests.

## Kindergarten

Beginning of Year	Middle of Year	End of Year
<ul style="list-style-type: none"> <li>• <b>Phonemic Awareness</b> (rhyme, syllables, initial sounds, final sounds)</li> <li>• <b>Alphabet</b> (uppercase, lowercase, mixed review, letter-sounds)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonemic Awareness</b> (rhyme, syllables, initial sounds, final sounds, medial sounds, segmentation, blending)</li> <li>• <b>Short Vowels</b> (word reading)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonemic Awareness</b> (rhyme, syllables, initial sounds, final sounds, medial sounds, segmentation, blending, phonemic manipulation)</li> <li>• <b>Short Vowels</b> (word reading)</li> </ul>

## Grade 1

Beginning of Year	Middle of Year	End of Year
<ul style="list-style-type: none"> <li>• <b>Phonemic Awareness</b> (rhyme, syllables, initial sounds, final sounds, medial sounds, segmentation, blending, phonemic manipulation)</li> <li>• <b>Alphabet</b> (uppercase, lowercase, mixed review, letter-sounds)</li> <li>• <b>Short Vowels</b> (word reading)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Phonemic Awareness</b> (medial sounds, segmentation, blending, phonemic manipulation)</li> <li>• <b>Short Vowels</b> (word reading)</li> <li>• <b>Consonant Blends and Digraphs</b> (word reading)</li> <li>• <b>Long Vowels</b> (word reading)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Short Vowels</b> (word reading)</li> <li>• <b>Consonant Blends and Digraphs</b> (word reading)</li> <li>• <b>Long Vowels</b> (word reading)</li> <li>• <b>Complex Vowels</b> (word reading)</li> <li>• <b>Word Study</b> (word reading)</li> <li>• <b>Comprehensive Phonics Survey</b> (nonsense-word reading—sections A, B, C, D)</li> </ul>

## Grade 2

Beginning of Year	Middle of Year	End of Year
<ul style="list-style-type: none"> <li>• Short Vowels (word reading)</li> <li>• Consonant Blends and Digraphs (word reading)</li> <li>• Long Vowels (word reading)</li> <li>• Complex Vowels (word reading)</li> <li>• Word Study (word reading)</li> <li>• Comprehensive Phonics Survey (nonsense-word reading—sections A, B, C, D, E)</li> </ul>	<ul style="list-style-type: none"> <li>• Long Vowels (word reading)</li> <li>• Complex Vowels (word reading)</li> <li>• Word Study (word reading)</li> <li>• Comprehensive Phonics Survey (nonsense-word reading—sections A, B, C, D, E)</li> </ul>	<ul style="list-style-type: none"> <li>• Complex Vowels (word reading)</li> <li>• Word Study (word reading)</li> <li>• Comprehensive Phonics Survey (nonsense-word reading—sections A, B, C, D, E)</li> </ul>

## Grade 3

Beginning of Year	Middle of Year	End of Year
<ul style="list-style-type: none"> <li>• Long Vowels (word reading)</li> <li>• Complex Vowels (word reading)</li> <li>• Word Study (word reading)</li> <li>• Comprehensive Phonics Survey (nonsense-word reading—sections A, B, C, D, E)</li> </ul>	<ul style="list-style-type: none"> <li>• Word Study (word reading)</li> <li>• Comprehensive Phonics Survey (nonsense-word reading—sections A, B, C, D, E)</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive Phonics Survey (nonsense-word reading—sections A, B, C, D, E)</li> </ul>

# Assessment Directions: Phonemic Awareness

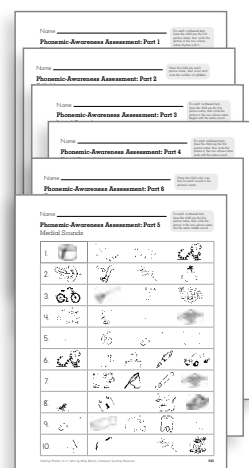
## Preparation

1. Make a class supply of the *Phonemic-Awareness Assessments (Parts 1-8)*, pages 559–566, and the *Phonemic-Awareness Assessment: Individual Scoring Sheet*, page 567. Also make a copy of the *Phonemic-Awareness Assessment: Class Record Sheet*, page 568.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the *Phonemic-Awareness Assessment: Class Record Sheet* to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

## Parts 1–6

Children recognize rhyme; count syllables; identify initial, final, and medial sounds; and segment words.

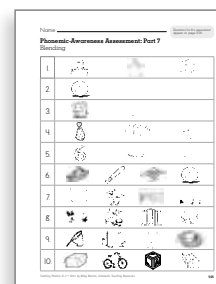
1. Distribute each assessment (parts 1–6) individually. Administer no more than three assessment parts per day or testing period.
2. For each assessment, begin by saying all of the picture names in the row to confirm that the child can correctly identify each one. (See the chart, page 558, for image names. The correct answer for each item appears in boldface.) Then follow the directions on the assessment sheet and have the child complete the task independently (for example, circle the rhyming word).
3. Collect the assessment sheet. Place a checkmark beside each correct response. Record the child's errors to use for error analysis. Then record the number correct and note the errors on the *Phonemic Awareness Assessment: Individual Scoring Sheet*.



## Part 7

Children blend sounds to form words.

1. Distribute *Phonemic-Awareness Assessment: Part 7*.
2. Have the child point to number 1. Say all of the picture names in the row to confirm that the child can correctly identify each one. (See the chart, page 558, for image names. The correct answer for each item appears in boldface.) Repeat for each numbered item, in turn.
3. Then say the following syllables or sounds for each item (for example, /s/ /u/ /n/ for *sun*). Ask the child to blend the word parts or sounds, then circle the corresponding picture.
  - (1) snow . . . man (*snowman*)
  - (2) ba . . . lloon (*balloon*)
  - (3) el . . . e . . . phant (*elephant*)
  - (4) /t/ . . . /ɪ/ (*tie*)
  - (5) /s/ . . . /u/ . . . /n/ (*sun*)
  - (6) /b/ . . . /a/ . . . /t/ (*bat*)
  - (7) /d/ . . . /u/ . . . /k/ (*duck*)
  - (8) /f/ . . . /r/ . . . /o/ . . . /g/ (*frog*)
  - (9) /n/ . . . /e/ . . . /s/ . . . /t/ (*nest*)
  - (10) /b/ . . . /l/ . . . /o/ . . . /k/ (*block*)



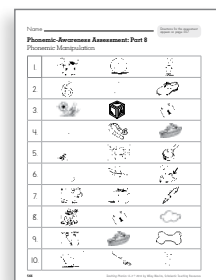


4. Collect the assessment sheet. Place a checkmark beside each correct response. Record the child's errors to use for error analysis. Then record the number correct and note the errors on the *Phonemic-Awareness Assessment: Individual Scoring Sheet*.

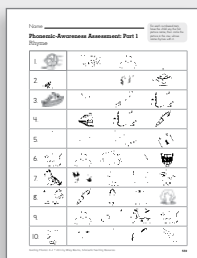
## Part 8

Children delete, substitute, or add sounds to words (phonemic manipulation tasks).

1. Distribute *Phonemic-Awareness Assessment: Part 8*.
2. Have the child point to number 1. Say all of the picture names in the row to confirm that the child can correctly identify each one. (See the chart, page 558, for image names. The correct answer for each item appears in boldface.) Repeat this for each numbered item, in turn.
3. Then say the following:
  - (1) What is *cowboy* without *cow*? Circle the picture. (*boy*)
  - (2) What is *sunshine* without *shine*? Circle the picture. (*sun*)
  - (3) What is *clock* without /k/ at the beginning? Circle the picture. (*lock*)
  - (4) What is *belt* without /t/ at the end? Circle the picture. (*bell*)
  - (5) Change the /m/ in *man* to /p/. Circle the picture. (*pan*)
  - (6) Change the /ō/ in *loaf* to /ē/. Circle the picture. (*leaf*)
  - (7) Change the /n/ in *pin* to /g/. Circle the picture. (*pig*)
  - (8) Add /k/ to the beginning of *loud*. Circle the picture. (*cloud*)
  - (9) Add /b/ to the beginning of *oat*. Circle the picture. (*boat*)
  - (10) Add /k/ to the end of *for*. Circle the picture. (*fork*)
4. Collect the assessment sheet. Place a checkmark beside each correct response. Record the child's errors to use for error analysis. Record the number correct and note the errors on the *Phonemic-Awareness Assessment: Individual Scoring Sheet*.

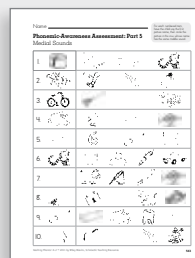


# Phonemic-Awareness Assessments: Images and Answers



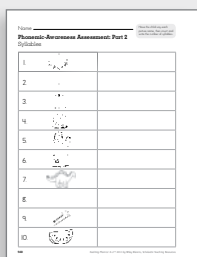
## Part 1: Rhyme

1. fan: fish, **man**, nine
2. mop: moon, pan, **top**
3. boat: **coat**, bat, tent
4. ten: train, tent, **pen**
5. sock: sun, kite, **lock**
6. mouse: man, soap, **house**, mouth
7. dog: **log**, goat, drum, duck
8. pig: pen, girl, pumpkin, **wig**
9. moon: man, **spoon**, roof, mouse
10. nose: knee, ice, horse, **rose**



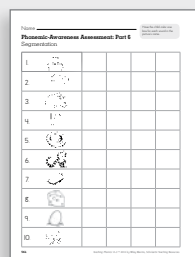
## Part 5: Medial Sounds

1. cake: kite, **rain**, cat
2. leaf: leg, rose, **read**
3. bike: rake, **five**, fish
4. soap: **nose**, sun, top
5. sun: six, spoon, **drum**
6. cat: cup, **man**, pen, car
7. ten: pig, **net**, bat, top
8. mop: **lock**, moon, mouse, boat
9. spoon: saw, soap, **tooth**, steps
10. house: horse, moon, rose, **clown**



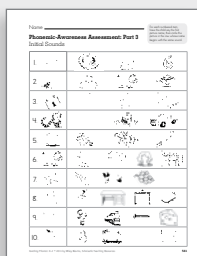
## Part 2: Syllables

1. sandwich: **2**
2. sun: **1**
3. pumpkin: **2**
4. elephant: **3**
5. king: **1**
6. kangaroo: **3**
7. dinosaur: **3**
8. rainbow: **2**
9. thermometer: **4**
10. watermelon: **4**



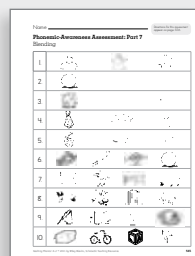
## Part 6: Segmentation

1. man: **3**
2. pie: **2**
3. soap: **3**
4. five: **3**
5. nest: **4**
6. cat: **3**
7. sled: **4**
8. cheese: **3**
9. egg: **2**
10. frog: **4**



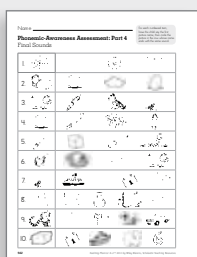
## Part 3: Initial Sounds

1. sun: nest, run, **six**
2. mop: **man**, pig, top
3. lock: sock, **lamp**, kite
4. cat: ten, hat, **car**
5. ball: doll, leaf, **bat**
6. pig: goat, **pie**, wig, map
7. frog: rose, log, grapes, **five**
8. dress: chest, **desk**, frame, sled
9. chain: jump, train, nail, **cheese**
10. thumb: **three**, tub, moon, drum



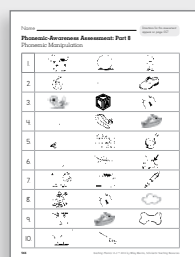
## Part 7: Blending

1. man, **snowman**, snowflake
2. ball, moon, **balloon**
3. **elephant**, elf, envelope
4. **tie**, pie, tree
5. six, nut, **sun**
6. boat, **bat**, top, ball
7. drum, **duck**, desk, truck
8. log, fruit, gate, **frog**
9. net, tent, nine, **nest**
10. box, bike, **block**, brick



## Part 4: Final Sounds

1. web: ten, wheel, **crib**
2. bed: ball, **cloud**, egg
3. pig: pen, **dog**, mop
4. ball: bat, leaf, **girl**
5. broom: bread, spoon, **worm**
6. pan: nest, **sun**, pig
7. mop: **ship**, moon, lock, pie
8. dress: drum, **vase**, tent, sun
9. cat: **shirt**, king, kick, car
10. box: lock, boat, bear, **six**



## Part 8: Phonemic Manipulation

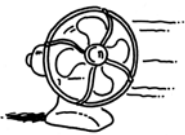
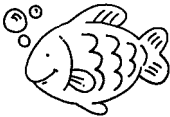

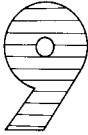
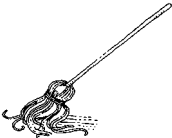





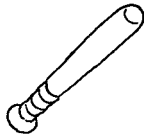

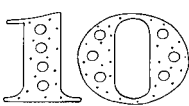




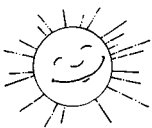
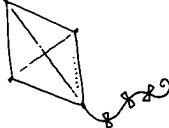



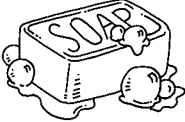



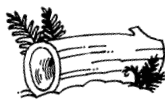

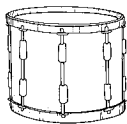
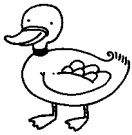
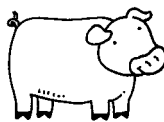




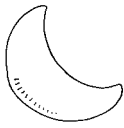





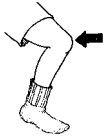
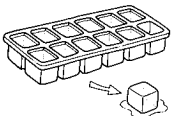
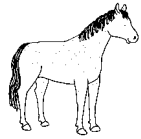
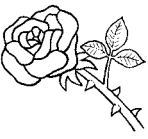
1. cow, ball, **boy**
2. six, **sun**, shoe
3. kick, block, **lock**
4. **bell**, belt, boat
5. mop, map, **pan**
6. feet, **leaf**, leash
7. **pig**, gift, pen
8. clown, lock, **cloud**
9. boots, **boat**, bone
10. fox, **fork**, five

Name \_\_\_\_\_

For each numbered item, have the child say the first picture name, then circle the picture in the row whose name rhymes with it.

# Phonemic-Awareness Assessment: Part 1

## Rhyme

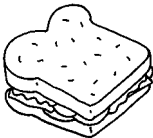

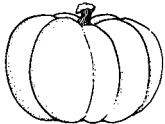




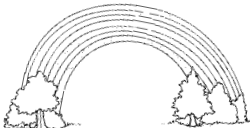
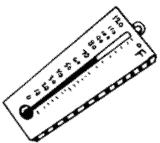

1. 				
2. 				
3. 				
4. 				
5. 				
6. 				
7. 				
8. 				
9. 				
10. 				

Name \_\_\_\_\_

Have the child say each picture name, then count and write the number of syllables.

## Phonemic-Awareness Assessment: Part 2

### Syllables

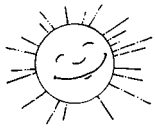



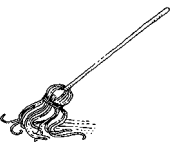

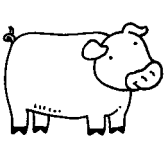



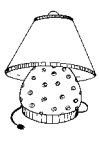
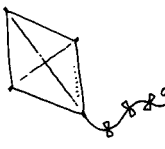

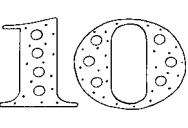
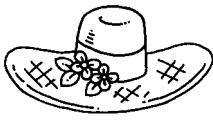
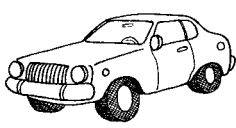




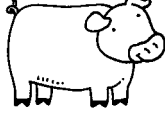

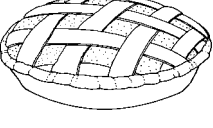

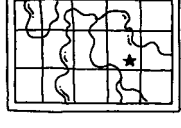
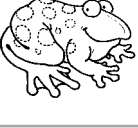

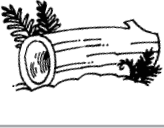



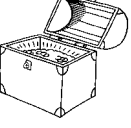
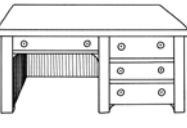
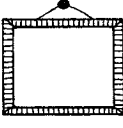
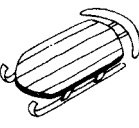



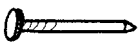



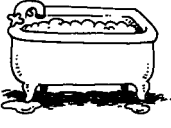
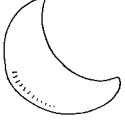
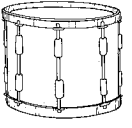
1.		
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9.		
10.		

Name \_\_\_\_\_

For each numbered item, have the child say the first picture name, then circle the picture in the row whose name begins with the same sound.

# Phonemic-Awareness Assessment: Part 3

## Initial Sounds

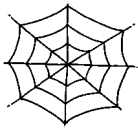
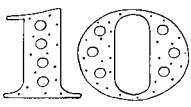
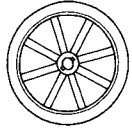




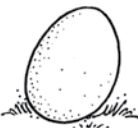
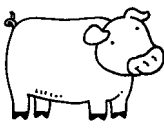


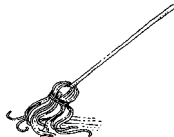
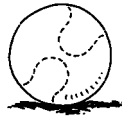
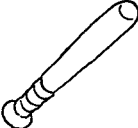
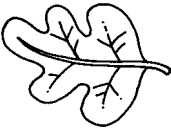

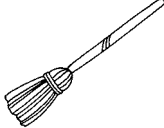
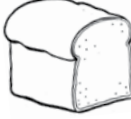

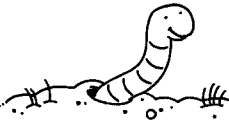



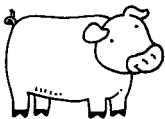
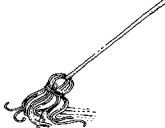

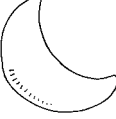


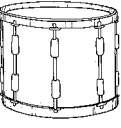
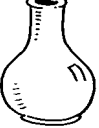
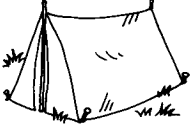




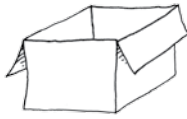




1.					
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6.					
7.					
8.					
9.					
10.					

Name \_\_\_\_\_

For each numbered item, have the child say the first picture name, then circle the picture in the row whose name ends with the same sound.

# Phonemic-Awareness Assessment: Part 4

## Final Sounds


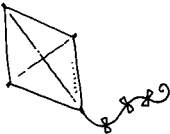
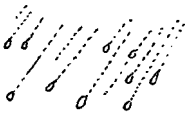







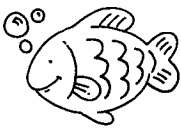
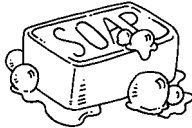






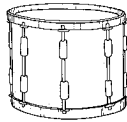



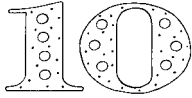
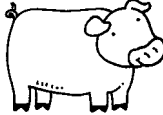

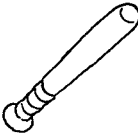
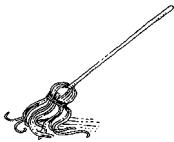




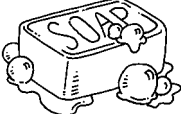

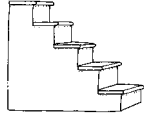


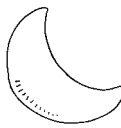


1.				
2.				
3.				
4.				
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6.				
7.				
8.				
9.				
10.				
				

Name \_\_\_\_\_

For each numbered item, have the child say the first picture name, then circle the picture in the row whose name has the same middle sound.

# Phonemic-Awareness Assessment: Part 5

## Medial Sounds


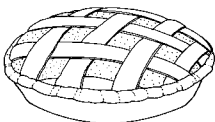
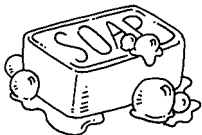



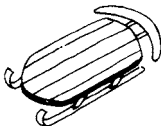

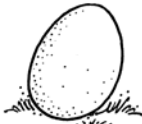

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Name \_\_\_\_\_

Have the child color one box for each sound in the picture's name.

# Phonemic-Awareness Assessment: Part 6

## Segmentation

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					



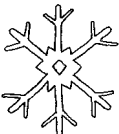
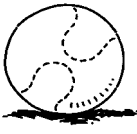
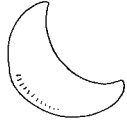



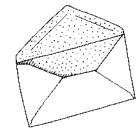

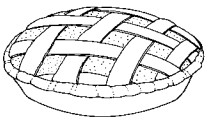





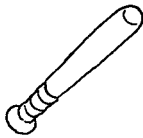

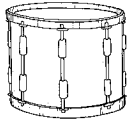
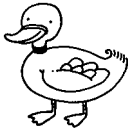
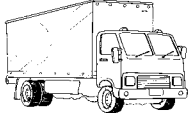
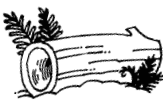

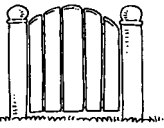



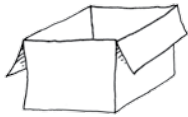




Name \_\_\_\_\_

Directions for this assessment appear on page 556.

# Phonemic-Awareness Assessment: Part 7

## Blending

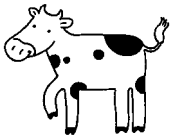
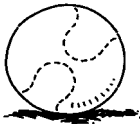







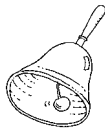
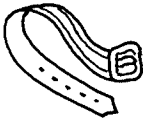

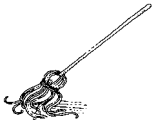
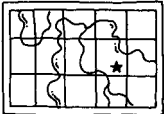

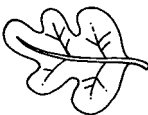









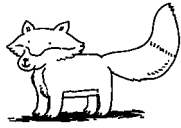


1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Name \_\_\_\_\_

Directions for this assessment appear on page 557.

# Phonemic-Awareness Assessment: Part 8

## Phonemic Manipulation

1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Name \_\_\_\_\_ Date \_\_\_\_\_

### Part 1: Rhyme

Score: \_\_\_\_\_ / 10      Comments:

### Part 2: Syllables

Score: \_\_\_\_\_ / 10      Comments:

### Part 3: Initial Sounds

Score: \_\_\_\_\_ / 10      Comments:

### Part 4: Final Sounds

Score: \_\_\_\_\_ / 10      Comments:

### Part 5: Medial Sounds

Score: \_\_\_\_\_ / 10      Comments:

### Part 6: Segmentation

Score: \_\_\_\_\_ / 10      Comments:

### Part 7: Blending

Score: \_\_\_\_\_ / 10      Comments:

### Part 8: Phonemic Manipulation

Score: \_\_\_\_\_ / 10      Comments:

### Next Steps:

[illegible]

# Assessment Directions: Alphabet

## Preparation

1. Make a class supply of the *Alphabet Assessments (Parts 1–4)*, pages 570–573, and the *Alphabet Assessment: Individual Scoring Sheet*, pages 574–575. Also make a copy of the *Alphabet Assessment: Class Record Sheet*, page 576.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the *Alphabet Assessment: Class Record Sheet* to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

The image shows two sheets of paper. The top sheet is the 'Alphabet Assessment: Class Record Sheet' which has a grid for recording scores for each student across multiple testing periods. The bottom sheet is the 'Alphabet Assessment: Individual Scoring Sheet' which contains three sections: 'Upper- and Lowercase Letters in Order', 'Upper- and Lowercase Letters in Random Order', and 'Letter Sounds'.

## Part 1

Children recognize uppercase and lowercase letters in order.

1. Display *Alphabet Assessment: Part 1*.
2. Have the child point to each letter in order as he or she says the letter's name. Circle each correct response. Record the child's errors to use for error analysis. Then record the number correct and note the speed in the boxes on the *Alphabet Assessment: Individual Scoring Sheet*.

This is 'Alphabet Assessment: Part 1' which shows two rows of uppercase letters (A-Z) and two rows of lowercase letters (a-z) in alphabetical order for identification.

## Part 2

Children recognize a sampling of uppercase and lowercase letters in random order.

1. Display *Alphabet Assessment: Part 2*.
2. Have the child point to each letter as he or she says the letter's name. Circle each correct response. Record the child's errors to use for error analysis. Then record the number correct and note the speed in the boxes on the *Alphabet Assessment: Individual Scoring Sheet*.

This is 'Alphabet Assessment: Part 2' which shows a grid of 20 letters (E, B, o, h, P, f, N, x, i, a, q, G, m, R, L, j, v, K, U, c, Z, W, d, T, y, s) in random order for identification.

## Part 3

Children match uppercase to lowercase letters.

1. Distribute *Alphabet Assessment: Part 3*.
2. Have the child draw lines to match the upper- and lowercase letter forms. Record the child's errors to use for error analysis. Then record the number correct and note the speed in the boxes on the *Alphabet Assessment: Individual Scoring Sheet*.

This is 'Alphabet Assessment: Part 3' which shows a grid of 20 letters (A, c, B, d, H, h, P, r, K, o, M, x, C, v, D, f, I, l, Q, z, O, k, N, y, G, a, E, e, J, i, R, q, S, t, W, w, V, u, F, b, L, j, Z, p, T, s, X, n, U, g) in random order for matching.

## Part 4

Children identify the primary sound for each letter.

1. Display *Alphabet Assessment: Part 4*.
2. Have the child point to each letter and state the sound it represents. Circle each correct response. Record the child's errors to use for error analysis. Note that some letters represent multiple sounds, for example, the short and long sound for vowels. Record and accept any correct response. Then record the number correct and note the speed in the boxes on the *Alphabet Assessment: Individual Scoring Sheet*.

This is 'Alphabet Assessment: Part 4' which shows a grid of 20 letters (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z) for identifying primary sounds.

Name \_\_\_\_\_

## **Alphabet Assessment: Part 1**

Upper- and Lowercase Letters in Order

A B C D E F G H I

J K L M N O P Q R

S T U V W X Y Z

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

Name \_\_\_\_\_

## Alphabet Assessment: Part 2

Upper- and Lowercase Letters in Random Order

E	B	o	h
P	f	N	x
i	a	q	G
m	R	L	j
v	K	U	c
Z	W	d	T
	y	s	

Name \_\_\_\_\_

### Alphabet Assessment: Part 3

Match Upper- and Lowercase Letters

A	B	d	H	h	P	r	K	o	M	x
C	D	f	I	l	Q	z	O	k	N	y
G	E	e	J	i	R	q	S	+	W	w
V	F	b	L	j	Z	p	T	s	X	n
U									Y	m



Name \_\_\_\_\_

## Alphabet Assessment: Part 4

### Letter-Sounds

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

Name \_\_\_\_\_ Date \_\_\_\_\_

### Uppercase Letters

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored

☐ moderate

☐ fast

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

### Lowercase Letters

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored

☐ moderate

☐ fast

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

### Upper-Lowercase Random Order Mix

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored

☐ moderate

☐ fast

E	B	o	h
P	f	N	x
i	a	q	G
m	R	L	j
v	K	U	c
Z	W	d	T
	y	s	

# Alphabet Assessment

## Individual Scoring Sheet

Page 2

Name \_\_\_\_\_ Date \_\_\_\_\_

### Match Upper- and Lowercase Letters

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored  
☐ moderate  
☐ fast

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

### Letter-Sounds

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored  
☐ moderate  
☐ fast

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

# Alphabet Assessment: Class Record Sheet

[illegible]

## Assessment Directions: Short Vowels

## Preparation

1. Make a class supply of the *Short-Vowel Assessment: Word Reading*, page 578, and the *Short-Vowel Assessment: Individual Scoring Sheet*, page 579. Also make a copy of the *Short-Vowel Assessment: Class Record Sheet*, page 580.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the *Short-Vowel Assessment: Class Record Sheet* to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

1. am	11. pad
2. on	12. dock
3. is	13. fin
4. egg	14. yell
5. up	15. hut
6. cat	16. bag
7. hop	17. got
8. sit	18. zip
9. red	19. jet
10. fun	20. mud

Short Vowel Assessment		Individual Reading Sheet
Word Recognition		
Name _____	Date _____	
Circle one answer. Record the child's answer separately on the line.		
1. ate _____	1. pad _____	
2. ice _____	2. duck _____	
3. in _____	3. fax _____	
4. egg _____	4. pal _____	
5. up _____	5. hat _____	
6. off _____	6. bag _____	
7. leg _____	7. get _____	
8. at _____	8. up _____	
9. out _____	9. pal _____	
10. fax _____	10. out _____	

Teacher's record \_\_\_\_\_

Number correct \_\_\_\_\_ of \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Short-Vowel Assessment: Word Reading

This assessment consists of 20 words—10 that will probably be very familiar to children and 10 that are less familiar. Use this assessment with children who are beginning to read simple CVC words.

1. Display the *Short-Vowel Assessment: Word Reading*.
2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *well* for *yell*). Record the number correct and note the speed in the boxes on the *Short-Vowel Assessment: Individual Scoring Sheet*.

[illegible]

Name \_\_\_\_\_

## Short-Vowel Assessment

### Word Reading

1. am	11. pad
2. on	12. dock
3. is	13. fin
4. egg	14. yell
5. up	15. hut
6. cat	16. bag
7. hop	17. got
8. sit	18. zip
9. red	19. jet
10. fun	20. mud

# Short-Vowel Assessment

## Word Reading

### Individual Scoring Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle correct responses. Record the child's incorrect responses on the lines.

1. am _____	11. pad _____
2. on _____	12. dock _____
3. is _____	13. fin _____
4. egg _____	14. yell _____
5. up _____	15. hut _____
6. cat _____	16. bag _____
7. hop _____	17. got _____
8. sit _____	18. zip _____
9. red _____	19. jet _____
10. fun _____	20. mud _____

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored

☐ moderate

☐ fast

# Short-Vowel Assessment: Class Record Sheet

[illegible]



## Assessment Directions: Consonant Blends and Digraphs

## Preparation

1. Make a class supply of the *Consonant Blend and Digraph Assessment: Word Reading*, page 582, and the *Consonant Blend and Digraph Assessment: Individual Scoring Sheet*, page 583. Also make a copy of the *Consonant Blend and Digraph Assessment: Class Record Sheet*, page 584.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the *Consonant Blend and Digraph Assessment: Class Record Sheet* to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

1. smell	11. sunk
2. grid	12. moth
3. blip	13. Phil
14. shock	15. than
5. whip	16. stretch
6. chest	17. whisk
7. think	18. crush
8. graph	19. flag
9. wing	20. thrill
10. punch	20. spent

[illegible]

## Consonant Blend and Digraph Assessment: Word Reading

This assessment consists of 20 short-vowel words that contain consonant blends or digraphs.

1. Display the *Consonant Blend and Digraph Assessment: Word Reading*.
2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *sell* for *smell*). Record the number correct and note the speed in the boxes on the *Consonant Blend and Digraph Assessment: Individual Scoring Sheet*.

[illegible]

Name \_\_\_\_\_

## Consonant Blend and Digraph Assessment

### Word Reading

1. smell	11. sunk
2. grid	12. moth
3. blip	13. Phil
4. shock	14. than
5. whip	15. stretch
6. chest	16. whisk
7. think	17. crush
8. graph	18. flag
9. wing	19. thrill
10. punch	20. spent

# Consonant Blend and Digraph Assessment

## Word Reading

### Individual Scoring Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle correct responses. Record the child's incorrect responses on the lines.

I. smell _____	11. sunk _____
2. grid _____	12. moth _____
3. blip _____	13. Phil _____
4. shock _____	14. than _____
5. whip _____	15. stretch _____
6. chest _____	16. whisk _____
7. think _____	17. crush _____
8. graph _____	18. flag _____
9. wing _____	19. thrill _____
10. punch _____	20. spent _____

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored

☐ moderate

☐ fast

# Consonant Blend and Digraph Assessment: Class Record Sheet

[illegible]

## Assessment Directions: Long Vowels

1. Make a class supply of the *Long-Vowel Assessment: Word Reading*, page 586, and the *Long-Vowel Assessment: Individual Scoring Sheet*, page 587. Also make a copy of the *Long-Vowel Assessment: Class Record Sheet*, page 588.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the *Long-Vowel Assessment: Class Record Sheet* to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

1. scrape	11. menu
2. trail	12. fright
3. jeep	13. thief
4. load	14. few
5. mild	15. dream
6. spies	16. shy
7. view	17. blown
8. choke	18. cube
9. grind	19. price
10. honey	20. spray

## Long-Vowel Assessment: Word Reading

This assessment consists of 20 words that contain long-vowel spellings including words with final *e* (silent *e*), long *a*, long *e*, long *i*, long *o*, and long *u*.

1. Display the *Long-Vowel Assessment: Word Reading*.
2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *chock* for *choke*). Record the number correct and note the speed in the boxes on the *Long-Vowel Assessment: Individual Scoring Sheet*.

Long-Vowel Assessment		Individual Reading Score
Word Reading		_____
Circle one answer. Record the child's answer in the box.		
1. orange _____	6. mouse _____	
2. hat _____	7. night _____	
3. prey _____	8. hat _____	
4. head _____	9. few _____	
5. cold _____	10. dress _____	
6. open _____	11. ship _____	
7. crew _____	12. knee _____	
8. clock _____	13. old _____	
9. pond _____	14. price _____	
10. honey _____	15. sky _____	

Student Name \_\_\_\_\_  
 Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 Date \_\_\_\_\_

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[illegible]

Name \_\_\_\_\_

## Long-Vowel Assessment

### Word Reading

1. scrape	11. menu
2. trail	12. fright
3. jeep	13. thief
4. load	14. few
5. mild	15. dream
6. spies	16. shy
7. view	17. blown
8. choke	18. cube
9. grind	19. price
10. honey	20. spray

# Long-Vowel Assessment

## Word Reading

### Individual Scoring Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle correct responses. Record the child's incorrect responses on the lines.

I. scrape _____	II. menu _____
2. trail _____	12. fright _____
3. jeep _____	13. thief _____
4. load _____	14. few _____
5. mild _____	15. dream _____
6. spies _____	16. shy _____
7. view _____	17. blown _____
8. choke _____	18. cube _____
9. grind _____	19. price _____
10. honey _____	20. spray _____

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored

☐ moderate

☐ fast

# Long Vowel Assessment: Class Record Sheet

[illegible]



## Assessment Directions: Complex Vowels

## Preparation

1. Make a class supply of the *Complex-Vowel Assessment: Word Reading*, page 590, and the *Complex-Vowel Assessment: Individual Scoring Sheet*, page 591. Also make a copy of the *Complex-Vowel Assessment: Class Record Sheet*, page 592.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the *Complex-Vowel Assessment: Class Record Sheet* to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

### Complex-Vowel Assessment: Word Reading

This assessment consists of 20 short-vowel words that contain diphthongs and variant-vowel spellings.

1. Display the *Complex-Vowel Assessment: Word Reading*.
2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *bun* for *burn*). Record the number correct and note the speed in the boxes on the *Complex-Vowel Assessment: Individual Scoring Sheet*.

Complex Vowel Assessment Word Fluency	
1 stir	11 spark
2 mood	12 stalk
3 frown	13 flow
4. broil	14. wear
5 vault	15 should
6 glare	16 clerk
7 clue	17 hood
8 thorn	18 burn
9 knew	19 ground
10 stars	20 joy

<b>Complex Vowel Assessment</b> Short Voweling		<b>Individual Reading Sheet</b>
Student Name: _____ Date: _____		
Guidelines: Students Record the (SVCs) dependent on the box.		
1. ate _____	1. speak _____	
2. maid _____	2. stalk _____	
3. Enema _____	3. flow _____	
4. heard _____	4. water _____	
5. wash _____	5. should _____	
6. given _____	6. clerk _____	
7. alone _____	7. hand _____	
8. again _____	8. here _____	
9. lesson _____	9. ground _____	
10. others _____	10. joy _____	

[illegible]

Name \_\_\_\_\_

## Complex-Vowel Assessment

### Word Reading

1. stir	11. spark
2. mood	12. stalk
3. frown	13. flaw
4. broil	14. wear
5. vault	15. should
6. glare	16. clerk
7. clue	17. hood
8. thorn	18. burn
9. knew	19. ground
10. stairs	20. joy

# Complex-Vowel Assessment

## Word Reading

### Individual Scoring Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle correct responses. Record the child's incorrect responses on the lines.

1. stir _____	11. spark _____
2. mood _____	12. stalk _____
3. frown _____	13. flaw _____
4. broil _____	14. wear _____
5. vault _____	15. should _____
6. glare _____	16. clerk _____
7. clue _____	17. hood _____
8. thorn _____	18. burn _____
9. knew _____	19. ground _____
10. stairs _____	20. joy _____

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored

☐ moderate

☐ fast

# Complex-Vowel Assessment: Class Record Sheet

[illegible]

## Assessment Directions: Word Study

## Preparation

1. Make a class supply of the *Word Study Assessment: Word Reading*, page 594, and the *Word Study Assessment: Individual Scoring Sheet*, page 595. Also make a copy of the *Word Study Assessment: Class Record Sheet*, page 596.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the *Word Study Assessment: Class Record Sheet* to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

**Word Study Assessment**

1. braids	11. peaches
2. trusted	12. bumped
3. catching	13. won't
4. they'll	14. wrench
5. baking	15. painful
6. somebody	16. breakable
7. unwise	17. explode
8. campus	18. repack
9. local	19. raccoon
10. member	20. muddle

## Word Study Assessment

This assessment consists of 20 words that contain plurals, -ed and -ing endings, inflectional endings (some with spelling changes), prefixes, suffixes, contractions, compound words, and multisyllabic words with all six major syllable types.

1. Display the *Word Study Assessment: Word Reading*.
2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *backing* for *baking*). Record the number correct and note the speed in the boxes on the *Word Study Assessment: Individual Scoring Sheet*.

Word Study Assessment		Individual Reading Score
Date _____		Score _____
Circle one response. Record the student's response on the third line.		
1. I breathe	2. I breathe	3. I breathe
4. I breathe	5. I breathe	6. I breathe
7. I breathe	8. I breathe	9. I breathe
10. I breathe	11. I breathe	12. I breathe
13. I breathe	14. I breathe	15. I breathe
16. I breathe	17. I breathe	18. I breathe
19. I breathe	20. I breathe	21. I breathe
22. I breathe	23. I breathe	24. I breathe
25. I breathe	26. I breathe	27. I breathe
28. I breathe	29. I breathe	30. I breathe
31. I breathe	32. I breathe	33. I breathe
34. I breathe	35. I breathe	36. I breathe
37. I breathe	38. I breathe	39. I breathe
40. I breathe	41. I breathe	42. I breathe
43. I breathe	44. I breathe	45. I breathe
46. I breathe	47. I breathe	48. I breathe
49. I breathe	50. I breathe	51. I breathe
52. I breathe	53. I breathe	54. I breathe
55. I breathe	56. I breathe	57. I breathe
58. I breathe	59. I breathe	60. I breathe
61. I breathe	62. I breathe	63. I breathe
64. I breathe	65. I breathe	66. I breathe
67. I breathe	68. I breathe	69. I breathe
70. I breathe	71. I breathe	72. I breathe
73. I breathe	74. I breathe	75. I breathe
76. I breathe	77. I breathe	78. I breathe
79. I breathe	80. I breathe	81. I breathe
82. I breathe	83. I breathe	84. I breathe
85. I breathe	86. I breathe	87. I breathe
88. I breathe	89. I breathe	90. I breathe
91. I breathe	92. I breathe	93. I breathe
94. I breathe	95. I breathe	96. I breathe
97. I breathe	98. I breathe	99. I breathe
100. I breathe	101. I breathe	102. I breathe
103. I breathe	104. I breathe	105. I breathe
106. I breathe	107. I breathe	108. I breathe
109. I breathe	110. I breathe	111. I breathe
112. I breathe	113. I breathe	114. I breathe
115. I breathe	116. I breathe	117. I breathe
118. I breathe	119. I breathe	120. I breathe
121. I breathe	122. I breathe	123. I breathe
124. I breathe	125. I breathe	126. I breathe
127. I breathe	128. I breathe	129. I breathe
130. I breathe	131. I breathe	132. I breathe
133. I breathe	134. I breathe	135. I breathe
136. I breathe	137. I breathe	138. I breathe
139. I breathe	140. I breathe	141. I breathe
142. I breathe	143. I breathe	144. I breathe
145. I breathe	146. I breathe	147. I breathe
148. I breathe	149. I breathe	150. I breathe
151. I breathe	152. I breathe	153. I breathe
154. I breathe	155. I breathe	156. I breathe
157. I breathe	158. I breathe	159. I breathe
160. I breathe	161. I breathe	162. I breathe
163. I breathe	164. I breathe	165. I breathe
166. I breathe	167. I breathe	168. I breathe
169. I breathe	170. I breathe	171. I breathe
172. I breathe	173. I breathe	174. I breathe
175. I breathe	176. I breathe	177. I breathe
178. I breathe	179. I breathe	180. I breathe
181. I breathe	182. I breathe	183. I breathe
184. I breathe	185. I breathe	186. I breathe
187. I breathe	188. I breathe	189. I breathe
190. I breathe	191. I breathe	192. I breathe
193. I breathe	194. I breathe	195. I breathe
196. I breathe	197. I breathe	198. I breathe
199. I breathe	200. I breathe	201. I breathe
202. I breathe	203. I breathe	204. I breathe
205. I breathe	206. I breathe	207. I breathe
208. I breathe	209. I breathe	210. I breathe
211. I breathe	212. I breathe	213. I breathe
214. I breathe	215. I breathe	216. I breathe
217. I breathe	218. I breathe	219. I breathe
220. I breathe	221. I breathe	222. I breathe
223. I breathe	224. I breathe	225. I breathe
226. I breathe	227. I breathe	228. I breathe
229. I breathe	230. I breathe	231. I breathe
232. I breathe	233. I breathe	234. I breathe
235. I breathe	236. I breathe	237. I breathe
238. I breathe	239. I breathe	240. I breathe
241. I breathe	242. I breathe	243. I breathe
244. I breathe	245. I breathe	246. I breathe
247. I breathe	248. I breathe	249. I breathe
250. I breathe	251. I breathe	252. I breathe
253. I breathe	254. I breathe	255. I breathe
256. I breathe	257. I breathe	258. I breathe
259. I breathe	260. I breathe	261. I breathe
262. I breathe	263. I breathe	264. I breathe
265. I breathe	266. I breathe	267. I breathe
268. I breathe	269. I breathe	270. I breathe
271. I breathe	272. I breathe	273. I breathe
274. I breathe	275. I breathe	276. I breathe
277. I breathe	278. I breathe	279. I breathe
280. I breathe	281. I breathe	282. I breathe
283. I breathe	284. I breathe	285. I breathe</

[illegible]

Name \_\_\_\_\_

## Word Study Assessment

### Word Reading

1. braids	11. peaches
2. trusted	12. bumped
3. catching	13. won't
4. they'll	14. workbench
5. baking	15. painful
6. somebody	16. breakable
7. unwise	17. explode
8. campus	18. repack
9. local	19. raccoon
10. member	20. muddle

# Word Study Assessment

## Word Reading

### Individual Scoring Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle correct responses. Record the child's incorrect responses on the lines.

1. braids _____	11. peaches _____
2. trusted _____	12. bumped _____
3. catching _____	13. won't _____
4. they'll _____	14. workbench _____
5. baking _____	15. painful _____
6. somebody _____	16. breakable _____
7. unwise _____	17. explode _____
8. campus _____	18. repack _____
9. local _____	19. raccoon _____
10. member _____	20. muddle _____

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored  
☐ moderate  
☐ fast

# Word Study Assessment: Class Record Sheet

[illegible]



# Assessment Directions: Comprehensive Phonics Survey

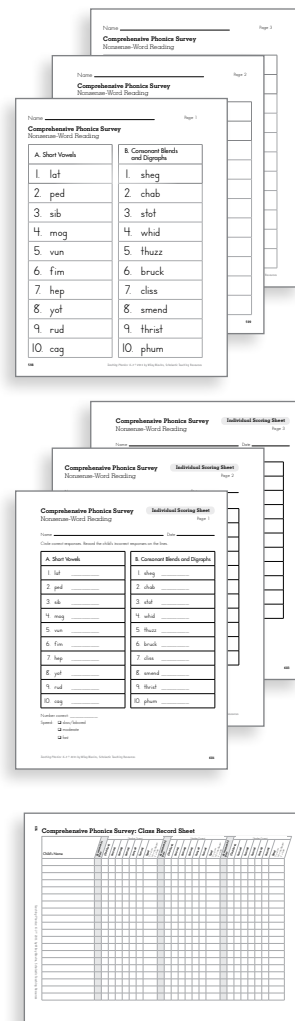
## Preparation

1. Make a class supply of the *Comprehensive Phonics Survey: Nonsense-Word Reading* (Sections A–E), pages 598–600, and the *Comprehensive Phonics Survey: Individual Scoring Sheet*, pages 601–603. Also make a copy of the *Comprehensive Phonics Survey: Class Record Sheet*, page 604.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the *Comprehensive Phonics Survey: Class Record Sheet* to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

## Comprehensive Phonics Survey

This assessment consists of 50 nonsense words to confirm students' decoding skills. Some students do well on real-word tests of phonics due to their wide sight-word knowledge, yet struggle when applying those same decoding skills to new words. The nonsense word test accounts for this and assesses true decoding application. Administer this assessment as a follow-up to the real-word tests, especially for students who do okay on these assessments, but seem to struggle decoding while reading.

1. Display the *Comprehensive Phonics Survey: Nonsense-Word Reading* (Sections A–E).
2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *send* for *smend*). Record the number correct and note the speed in the boxes on the *Comprehensive Phonics Survey: Individual Scoring Sheet*.



**Comprehensive Phonics Survey**

## Nonsense-Word Reading

A. Short Vowels		B. Consonant Blends and Digraphs	
1.	lat	1.	sheg
2.	ped	2.	chab
3.	sib	3.	stot
4.	mog	4.	whid
5.	vun	5.	thuzz
6.	fim	6.	bruck
7.	hep	7.	cliss
8.	yot	8.	smend
9.	rud	9.	thrist
10.	cag	10.	phum

**Comprehensive Phonics Survey**

## Nonsense-Word Reading

C. Long Vowels	D. Complex Vowels
1. sote	1. doit
2. mabe	2. spoud
3. foap	3. clar
4. weam	4. foy
5. glay	5. jern
6. shain	6. moof
7. dright	7. lurst
8. hupe	8. porth
9. heest	9. stook
10. sny	10. flirch

**Comprehensive Phonics Survey**

## Nonsense-Word Reading

E. Word Study (Multisyllabic Words)	
1.	rigfap
2.	churbit
3.	napsate
4.	reatloid
5.	foutray
6.	moku
7.	wolide
8.	lofam
9.	pagbo
10.	plizzle

# Comprehensive Phonics Survey

## Nonsense-Word Reading

### Individual Scoring Sheet

Page 1

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle correct responses. Record the child's incorrect responses on the lines.

A. Short Vowels	B. Consonant Blends and Digraphs
1. lat _____	1. sheg _____
2. ped _____	2. chab _____
3. sib _____	3. stot _____
4. mog _____	4. whid _____
5. vun _____	5. thuzz _____
6. fim _____	6. bruck _____
7. hep _____	7. cliss _____
8. yot _____	8. smend _____
9. rud _____	9. thrist _____
10. cag _____	10. phum _____

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored  
☐ moderate  
☐ fast

# Comprehensive Phonics Survey

## Nonsense-Word Reading

### Individual Scoring Sheet

Page 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle correct responses. Record the child's incorrect responses on the lines.

C. Long Vowels	D. Complex Vowels
1. sote _____	1. doit _____
2. mabe _____	2. spoud _____
3. foap _____	3. clar _____
4. weam _____	4. foy _____
5. glay _____	5. jern _____
6. shain _____	6. moof _____
7. dright _____	7. lurst _____
8. hupe _____	8. porth _____
9. heest _____	9. stook _____
10. sny _____	10. flirch _____

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored  
☐ moderate  
☐ fast

# Comprehensive Phonics Survey

## Nonsense-Word Reading

### Individual Scoring Sheet

Page 3

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle correct responses. Record the child's incorrect responses on the lines.

E. Word Study (Multisyllabic Words)	
1. rigfap	_____
2. churbit	_____
3. napsate	_____
4. reatloid	_____
5. foutray	_____
6. moku	_____
7. wolide	_____
8. lofam	_____
9. pagbo	_____
10. plizzle	_____

Number correct: \_\_\_\_\_

Speed: ☐ slow/labored  
☐ moderate  
☐ fast

[illegible]