

CORE Phonics Surveys

SKILL ASSESSED

Phonics

Grade Level

K–12

Language

- English
- Spanish

Grouping

Individual

Approximate Testing Time

10–15 Minutes

Materials

- Pencil
- Lined Paper
- English Record Form (pp. 44–48)
- English Student Material (pp. 49–52)
- Spanish Record Form (pp. 53–58)
- Spanish Student Material (pp. 59–62)

Source

Consortium On Reading
Excellence (CORE)

► **WHAT** The *CORE Phonics Survey* and the *CORE Spanish Phonics Survey* assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudowords, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them.

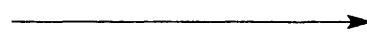
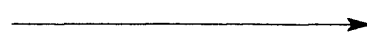
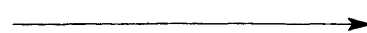
The *CORE Phonics Surveys* can be used as screening measures, and also as outcome measures, providing data about growth and mastery at the end of an instructional period. As diagnostics, they can indicate whether or not a student needs instruction in selected phonics concepts, or if further assessment is needed. They may also be used to track progress from earlier skills to grade level mastery. The *CORE Phonics Surveys* are not meant to replace screening and progress monitoring tests such as those from AIMSweb or DIBELS, or other CBM tests that may already be in place but can be used to augment such tests.

► **WHY** A student's ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills.

CONTINUED ►

► HOW Instructions for administering each part of the survey are included on the Record Form. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student's responses. Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. Retest parts not yet mastered according to schedules found on the Types and Frequency of Effective Assessment Systems chart, page 7, or the Assessment Sequence for Primary Grade Students or Assessment Sequence for Upper Grade Students charts, pages 12 and 13, or your school or district assessment plan. Be aware of the student's behavior during testing. If the student is tiring or making many consecutive errors, discontinue testing at that time.

► WHEN

	Fall	Winter	Spring
Kindergarten			
Parts A & B	X	X	X
Parts C–E		X	X
Grade 1			
Parts A–D	If indicated 		
Part E	X	X	X
Parts F–K		X	X
Part L			X
Grade 2			
Parts A–K	If indicated 		
Part L		X	X
Grades 3 and up			
Parts A–L	If indicated 		

See also ...

CORE's Teaching
Reading Sourcebook,
Second Edition

► **WHAT IT MEANS** This test is a mastery test. It is expected that students will ultimately get all items correct. Score each list completed by student as shown below.

CORE Phonics Survey—English, Mastery

	(Letter Names/ Sounds)	(15 Item)	(24 Item)
Benchmark	83 (all)	14+	21+
Strategic	65–82	10–13	15–20
Intensive	0–64	0–9	0–14

CORE Phonics Survey—Spanish, Mastery

	(Letter Names/ Sounds)	(5 Item)	(10 Item)	(24 Item)
Benchmark	73 (all)	4+	9+	21+
Strategic	58–72	3	6–8	15–20
Intensive	0–57	0–2	0–5	0–14

► **WHAT'S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonics concepts indicated. An analysis of individual errors can give more specific information about phonic elements that need instruction. Additionally, the *CORE Phoneme Segmentation Test* or other tests of phoneme awareness can be administered to isolate phoneme awareness as an underlying factor. Older struggling readers who score at Intensive levels will need basic phonics instruction, possibly including instruction in phonemic awareness and sound/spelling correspondences. Students at all levels need repeated opportunities to develop automaticity through practice in reading words in isolation and in appropriately decodable text. Model lessons for explicit instruction in introducing and practicing sound/spellings, blending, and reading and writing words can be found in the *Teaching Reading Sourcebook*.

CORE Phonics Survey—Record Form

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

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.*

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

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.*

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

Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* Be sure to ask 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

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

Record "l" on the first line for the long sound (letter name) and "s" for the short sound on the second line. If the student makes an error, record the error over the 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

For Parts E through K students must read both real and pseudowords (made-up words). For the real word lines, 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 set of items. 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 using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

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

To administer, 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-other	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 these words 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.)

CORE Phonics Survey—Student Material

Alphabet and Letter Sounds

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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CORE Phonics Survey—Student Material

Reading and Decoding

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

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

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