

PHONICS

Literacy First Phonics Assessment Form A

Name _____ Date _____

Section I Letter Names and Sounds

1. Consonant Sounds

Directions:

- Show the student consonant letters in lower case.
- Ask the student to say the *sound* each letter makes.

Scoring:

- If the student cannot say the sound for more than four consecutive letters, ask the student to look at all letters and tell any sounds they know.
- If the student cannot tell the sound for at least the first 18/21 letters, go to items 2a and 2b.
- If the student knows at least the first 18 sounds, skip items 2a and 2b and go to 3.
- Either the “soft” or “hard” sound of *c* or *g* counts as a correct answer.

b m r s t g n

p c h f d l k

j w y z v q x

Mastery: 18/21 Date of Mastery: _____

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Literacy First Phonics Assessment (continued) Form A

2a. Consonant Names—Lower Case

Directions:

- If the student does not know the sounds for at least 16/21 letters (item 1), ask the student to *name* the letter.

b m r s t g n

p c h f d l k

j w y z v q x

Mastery: 18/21 Date of Mastery: _____

2b. Consonant Names—Upper Case

Directions:

- Ask the student to name the following letters.
- Record responses the same as lower case letter section above.

B M R S T G N

P C H F D L K

J W Y Z V Q X

Mastery: 18/21 Date of Mastery: _____

The order in which the consonants are listed is determined by frequency of occurrence in written English, visually distinct, and distinct in articulation. This sequence is suggested in *Words Their Way* by D.R. Bear, M. Invernizzi, S. Templeton, F. Johnston; Upper Saddle River, New Jersey: Prentice Hall, 1996.

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Literacy First Phonics Assessment (continued) Form A

3a. Vowel Sounds—Short

Directions:

- Ask the student to say the short sounds for the following letters.

a i o u e

Mastery: 4/5 Date of Mastery: _____

3b. Vowel Sounds—Long

Directions:

- Ask the student to say the long sounds for the following letters.

a i o u e

Mastery: 4/5 Date of Mastery: _____

3c. Vowel Name

Directions:

- Ask the student to say the name of the following letters.

a i o u e

Mastery: 4/5 Date of Mastery: _____

The order in which the vowel sounds are listed is the recommended order in which to teach the sounds, based on high utility and sound variations.

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Name _____ Date _____

Section II Reading and Phonetic Decoding

In this section, the student will be asked to read both real and pseudo words.

- Tell the student he or she will be asked to read sets of real, and then “silly” or “made-up” words.
- Tell the student not to make pseudo words sound like real words he or she has seen before, or think about the meaning, since there is none.

4. CVC Words—Short Vowel

Directions:

- Have the student read *across the real words first*.
- If the student cannot read real words, do not go on to pseudo words.

fit not set bag rut
(real words)

hep fim rud caf mog
(pseudo words)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

PHONICS

Literacy First Phonics Assessment (continued) Form A

5. Onset and Rime—Short Vowel

This activity is specifically designed to test the student's ability to use onset and rime as a decoding strategy.

Directions:

- Have the student make and read as many word combinations as possible, manipulating the rimes *at, in, ob, ug, et* (that the teacher has cut out) and placing them next to the letters *b, m, r, s, t* on the student answer form.
- Tell the student some combinations will make "silly" words.
- If the student is unfamiliar with the test format, use practice examples on the answer form.

Scoring:

- Record the total number of words read correctly for each rime (real or pseudo).

	at	in	ob	ug	et
b					
m					
r					
s					
t					

Mastery: 20/25 Date of Mastery: _____

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Literacy First Phonics Assessment (continued) Form A

Rimes to use with Number 5, Section II

Cut out all 5 rimes and have student manipulate on the answer form in order to make the various onset and rime combinations.

at

in

ob

ug

et

Practice:

Cut out the rime below. Have the student practice making words on #5 of the answer form. Tell the student to put “op” after the letter b and have them read the word they made (bop), then move the “op” to the letter m and have them read the word (mop). Have the student continue making words with r/s/t.

op

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Literacy First Phonics Assessment (continued) Form A

6. CVCV—Long Vowel (silent *e*)

Directions:

- Have the student read across the real words first.
- If the student cannot read real words, do not have the student read pseudo words.

note bite made cube cake
(real)

hupe sote zipe mabe rebe
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

7. High Frequency Words—List A (First 100 words)

Approximately first grade difficulty

Directions:

- See the list for words and directions.

Mastery: 95/100 Date of Mastery: _____

8. Endings—Not tested

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Literacy First Phonics Assessment Form A

Name _____ Date _____

Section III Reading and Phonetic Decoding

In this section, the student will be asked to read both real and pseudo words.

- Tell the student he or she will be asked to read sets of “silly” or “made-up” words.
- Tell the student not to make the pseudo words sound like real words.

Directions (for all of the following items, except the High Frequency Words checklist):

- Have the student read *across the real words first*.
- If the student cannot read real words, do not go on to pseudo words.

9. Consonant Digraphs—Beginning (*wh, ch, th, sh, ph*)

shack chomp phone when thud
(real)

chab whid shev thuz phum
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

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Literacy First Phonics Assessment (continued) Form A

10. Consonant Digraphs—Endings (short vowels: *sh, ch, ck, ng, th*)

rush much nick long path
(real)

boch feng mish mith zock
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

11. Consonant Blends—Beginning (short vowel)

trot crib plug flag snap
(real)

spom glep criz troz slad
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

12. Consonant Blends—Endings (short vowel: *nd, nt, mp, st, ft*)

pond dent lamp best soft
(real)

zint nund dift fomp bist
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

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Literacy First Phonics Assessment (continued) Form A

13. **Letter Sound Variations**—Not tested

14. **Vowel Digraphs—Long Vowel** (*ee, ai, oa, ie, ay*)

feet paid road play pie
(real)

baip zay meed loak rie
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

15. **High Frequency Words—List B (Second 100 words)**

Approximately first grade difficulty

Directions:

- See the list for words and directions.

Mastery: 95/100 Date of Mastery: _____

16. **Vowel Digraphs** (*oo, ew, ui, aw*)

book thaw chew suit saw
(real)

faw fuip stook blaw plew
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

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Literacy First Phonics Assessment (continued) Form A

17. Vowel Diphthongs (*oi, oy, ou, ow*)

boy coin cow enjoy couch
(real)

toit fow moy foun gloit
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

18. R- or L-Controlled (*er, ar, ir, or, al*)

after barn chirp sport salt
(real)

balt hort nars zerch mirb
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

19. Other Beginnings—Not tested

PHONICS

Literacy First Phonics Assessment (continued)

Form A

20a. Multisyllabic Words—Closed Syllables

To pronounce these words correctly, both syllables need to be pronounced using short vowel sounds and would be broken after the first consonant (except *quibrat* which could be broken as *quib/rat*, or *qui/brat*, either being correct if both vowels are pronounced as short vowels. If the student mispronounces the word, ask him or her to tell you another way to pronounce the word.

napkin racket picnic comment rabbit
(real)

sugnat quibrat nicnot zullit dactim
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

20b. Multisyllabic Words—Open Syllables

To pronounce these words correctly, both syllables need to be pronounced using long vowel sounds, i.e., *me/side*, not *mes/ide*, with the exception of “taper” (the second syllable is r-controlled) and “bugle” (the second syllable is a consonant-le syllable). The words are divided into syllables after the first vowel. If the student mispronounces the word, ask him or her to tell you another way to pronounce the word.

decide taper silo photo bugle
(real)

sobo plifray lutain maside zelow
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _____

21. High Frequency Words—List C (300 words)

Approximately second grade difficulty

Directions:

- See the list for words and directions.

Mastery: 285/300 Date of Mastery: _____

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Literacy First Phonics Assessment - Form A

Section I: Letter Names and Sounds

1. / 2a.

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

2b.

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

3a. / 3b. / 3c.

a	i	o	u	e
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Section II: Reading and Phonetic Decoding

4.

fit	not	set	bag	rut
hep	fim	rud	caf	mog

5.

b	m	r
s	t	

6.

note	bite	made	cube	cake
hupe	sote	zipe	mabe	rebe

7.

High Frequency Words—List A

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Section III: Reading and Phonetic Decoding

9.

shack	chomp	phone	when	thud
chab	whid	shev	thuz	phum

10.

rush	much	nick	long	path
boch	feng	mish	mith	zock

11.

trot	crib	plug	flag	snap
spom	glep	criz	troz	slad

12.

pond	dent	lamp	best	soft
zint	nund	dift	fomp	bist

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Literacy First Phonics Assessment - Form A Section III: Reading and Phonetic Decoding (continued)

14.

feet	paid	road	play	pie
baip	zay	meed	loak	rie

15.

High Frequency Words—List B

16.

book	thaw	chew	suit	saw
faw	fuip	stook	blaw	plew

17.

boy	coin	cow	enjoy	couch
toit	fow	moy	foum	gloit

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Literacy First Phonics Assessment - Form A Section III: Reading and Phonetic Decoding (continued)

18.

after	barn	chirp	sport	salt
balt	hort	nars	zerch	mirb

20a.

napkin	racket	picnic	comment	rabbit
sugnat	quibrat	nicnot	zullit	dactim

20b.

decide	taper	silo	photo	bugle
sobo	plifray	lutain	maside	zelow

21.

High Frequency Words—List C

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Student Summary

Name _____ Date _____

1. Consonant Sounds

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

Mastery: 18/21 Date of Mastery: _____

2a. Consonant Names—Lower Case

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

Mastery: 18/21 Date of Mastery: _____

2b. Consonant Names—Upper Case

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

Mastery: 18/21 Date of Mastery: _____

3a. Vowel Sounds—Short

a i o u e

Mastery: 4/5 Date of Mastery: _____

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Literacy First Phonics Assessment - Form A (continued)

Student Summary for _____

3b. Vowel Sounds—Long

a i o u e

Mastery: 4/5 Date of Mastery: _____

3c. Vowel Name

a i o u e

Mastery: 4/5 Date of Mastery: _____

4. CVC Words—Short Vowel

fit not set bag rut

(real words)

hep fim rud caf mog

(pseudo words)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

5. Onset and Rime—Short Vowel

	at	in	ob	ug	et
b					
m					
r					
s					
t					

Mastery: 20/25 Date of Mastery: _____

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Literacy First Phonics Assessment - Form A (continued)

Student Summary for _____

6. CVCV—Long Vowel (silent *e*)

note bite made cube cake
(real)

hupe sote zipe mabe rebe
(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

7. High Frequency Words—List A (First 100 words)

Approximately first grade difficulty (mid-first)

Mastery: 95/100 Date of Mastery: _____

8. Endings—Not tested

9. Consonant Digraphs—Beginning (*wh, ch, th, sh, ph*)

shack chomp phone when thud
(real)

chab whid shev thuz phum
(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

10. Consonant Digraphs—Endings (short vowels: *sh, ch, ck, ng, th*)

rush much nick long path
(real)

boch feng mish mith zock
(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

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Literacy First Phonics Assessment - Form A (continued)

Student Summary for _____

11. Consonant Blends—Beginning (short vowel)

trot crib plug flag snap

(real)

spom glep criz troz slad

(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

12. Consonant Blends—Endings (short vowel: *nd, nt, mp, st, ft*)

pond dent lamp best soft

(real)

zint nund dift fomp bist

(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

13. Letter Sound Variations—Not tested

14. Vowel Digraphs—Long Vowel (*ee, ai, oa, ie, ay*)

feet paid road play pie

(real)

baip zay meed loak rie

(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

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Literacy First Phonics Assessment - Form A (continued)

Student Summary for _____

15. High Frequency Words—List B (Second 100 words)

Approximately first grade difficulty (mid-first)

Mastery: 95/100 Date of Mastery: _____

16. Vowel Digraphs (*oo, ew, ui, aw*)

book thaw chew suit saw
(real)

faw fuip stook blaw plew
(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

17. Vowel Diphthongs (*oi, oy, ou, ow*)

boy coin cow enjoy couch
(real)

toit fow moy foun gloit
(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

18. R- or L-Controlled (*er, ar, ir, or, al*)

after barn chirp sport salt
(real)

balt hort nars zerch mirb
(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

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Literacy First Phonics Assessment - Form A (continued)

Student Summary for _____

19. Other Beginnings—Not tested

20a. Multisyllabic Words—Closed Syllables

napkin racket picnic comment rabbit
(real)

sugnat quibrat nicnot zullit dactim
(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

20b. Multisyllabic Words—Open Syllables

decide taper silo photo bugle ____/5
(real)

sobo plifray lutain maside zelow ____/5
(pseudo)

Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _____

21. High Frequency Words—List C (300 words)

Approximately second grade difficulty

Mastery: 95/100 Date of Mastery: _____

PHONICS

Literacy First Phonics Assessment - Form A Student Summary - Short

Name _____

Section I - Letter Names and Sounds

<p>1. Consonant Sounds</p> <p>b m r s t g n p c h f d l k j w y z v q x</p> <p>Mastery = 18/21 Date of Mastery _____ <i>(If mastered, go to item 3)</i></p>	<p>2a. Consonant Names-Lower</p> <p>b m r s t g n p c h f d l k j w y z v q x</p> <p>Mastery = 18/21 Date of Mastery _____</p>	<p>2b. Consonant Names-Upper</p> <p>B M R S T G N P C H F D L K J W Y Z V Q X</p> <p>Mastery = 18/21 Date of Mastery _____</p>
<p>3a. Vowel Sounds - Short</p> <p>a i o u e</p> <p>Mastery = 4/5 Date of Mastery _____</p>	<p>3b. Vowel Sounds - Long</p> <p>a i o u e</p> <p>Mastery = 4/5 Date of Mastery _____</p>	<p>3c. Vowel Name</p> <p>a i o u e</p> <p>Mastery = 4/5 Date of Mastery _____</p>

Section II - Reading and Phonetic Decoding

<p>4. CVC Words-Short Vowel</p> <p>fit not set bag rut hep fim rud caf mog</p> <p>Mastery=4/5 real + 4/5 pseudo Date of Mastery _____</p>	<p>5. Onset & Rime-Short Vowel</p> <p>bat mat rat sat tat bin min rin sin tin bob mob rob sob tob bug mug rug sug tug bet met ret set tet</p> <p>Mastery = 20/25 Date of Mastery _____</p>	<p>6. CVCV Words-Long Vowel (silent e)</p> <p>note bite made cube cake hupe sote zipe mabe rebe</p> <p>Mastery=4/5 real + 4/5 pseudo Date of Mastery _____</p>
<p>7. High Frequency Words - List A _____/100</p>		<p>Mastery 95/100 Date of Mastery _____</p>
<p>8. Endings - Not Tested</p>		

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Literacy First Phonics Assessment - Form A Student Summary - Short (Continued)

Section III - Reading and Phonetic Decoding

<p style="text-align: center;">9. Consonant Digraphs - Beginning</p> <p>shack chomp phone when thud chab whid shev thuz phum</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>	<p style="text-align: center;">10. Consonant Digraphs - Ending</p> <p>rush much nick long path boch feng mish mith zock</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>
<p style="text-align: center;">11. Consonant Blends - Beginning</p> <p>trot crib plug flag snap spom glep criz troz slad</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>	<p style="text-align: center;">12. Consonant Blends - Endings</p> <p>pond dent lamp best soft zint nund dift fomp bist</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>
<p style="text-align: center;">13. Letter Sound Variations</p> <p style="text-align: center;">Not Tested</p>	<p style="text-align: center;">14. Vowel Digraphs - Long Vowel</p> <p>feet paid road play pie baip zay meed loak rie</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>
<p style="text-align: center;">15. High Frequency Words - List B</p> <p style="text-align: center;">_____/100</p> <p>Mastery = 95/100 Date of Mastery _____</p>	<p style="text-align: center;">16. Vowel Digraphs - Other</p> <p>book thaw chew suit saw faw fuip stook blaw plew</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>
<p style="text-align: center;">17. Vowel Diphthongs</p> <p>boy coin cow enjoy couch toit fow moy foun gloit</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>	<p style="text-align: center;">18. R- or L-Controlled</p> <p>after barn chirp sport salt balt hort nars zerch mirb</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>
<p style="text-align: center;">19. Other Beginnings</p> <p style="text-align: center;">Not Tested</p>	<p style="text-align: center;">20a. Multisyllabic Words - Closed Syllables</p> <p>napkin racket picnic comment rabbit sugnat quibrat nicnot zullit dactim</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>
<p style="text-align: center;">20b. Multisyllabic Words - Open Syllables</p> <p>decide taper silo photo bugle sobob plifray lutain maside zelow</p> <p>Mastery = 4/5 real and 4/5 pseudo Date of Mastery _____</p>	<p style="text-align: center;">21. High Frequency Words - List</p> <p style="text-align: center;">_____/300</p> <p>Mastery = 285/300 Date of Mastery _____</p>