




Reading Placement Tests


Easy Assessments to Determine
Students' Levels in Phonics, Vocabulary,
and Reading Comprehension



3rd Grade

S C H O L A S T I C
PROFESSIONAL BOOKS

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Overview

The Diagnostic Placement Tests and Phonics Survey for Grade 3 are designed as entry-level assessments. The Diagnostic Placement Test is intended to be used at the beginning of the school year and has three main purposes:

- to determine each child’s level of proficiency in reading based on grade-level skills
- to identify specific instructional needs for individuals and for the group as a whole
- to provide a baseline from which to measure a child’s growth in reading

During the first weeks of school, it is important to determine children’s reading levels. The Diagnostic Placement Test, designed to be administered to groups of students, measures important skills in Phonics/Phonological Awareness, grade-level Vocabulary, and Reading Comprehension. For most students, results from this test will provide the initial screening information you’ll need for instructional planning. After completing the Diagnostic Placement Test, you may want to collect more information about some children by administering the CORE Phonics Survey* (pages 24–32) to individuals. This survey measures alphabet skills, reading and decoding skills, and spelling skills.

Assessment information from prior years may also provide valuable information about each child’s current level of proficiency and his or her instructional needs for the coming year.

Phonological awareness is an umbrella term that includes phonemic awareness, or awareness of words at the phoneme level. It also includes an awareness of word units larger than the phoneme.

Phonological awareness includes the following (Eldridge, 1995):

- words within sentences
- rhyming units within words
- beginning and ending sounds within words
- syllables within words
- phonemes, or sounds, within words (phonemic awareness)
- features of individual phonemes such as how the mouth, tongue, vocal cords, and teeth are used to produce the sound

Description of the Placement Tests

Directions for administering and scoring the tests appear on the next few pages. The Diagnostic Placement Test has three sections:

Phonics/Phonological Awareness The first part of the test assesses skills phonics and phonological awareness, covering a range of skills from approximately the last half of second grade

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through the first half of third grade. (10 Questions)

Vocabulary This part of the test assesses children’s familiarity with grade-level vocabulary words. All vocabulary words are tested in sentence context. (10 Questions)

Comprehension The last part of the test assesses children’s comprehension of reading selections, both fiction and nonfiction. Children respond to comprehension questions based on fundamental grade-level skills. (15 Questions)

All questions on the Diagnostic Placement Test are in multiple-choice format. Each test item has four answer choices. Below you will find directions for administering the tests. Then turn to pages 20–23 for information on scoring the tests, and using the results.

Directions for Administering Tests

The Diagnostic Placement Test is designed to be administered to a group of students, in either one or more sittings. You, the teacher, should read aloud the directions. Students will read the questions and reading selections themselves and will respond to questions by filling in bubbles beside the answers they choose or by circling their answer choice on the answer sheet (page 14 of the Student Pages).

These tests are not intended to be timed; allow as much time as children need to complete each part of the test. However, for planning purposes, the chart below shows the estimated time required for administering the test.

Estimated Time for Administering Tests

Phonics	Vocabulary	Comprehension	Total
10 minutes	10 minutes	20–30 minutes	40–50 minutes

Make sure each child has a stapled copy of the reproducible test and two pencils. (The Student Test book consists of 14 pages. They can be found on pages 6–19 in this book.) Before starting, have each child write his or her name on the front page of the test or on the answer sheet, whichever he or she will be handing in for grading.

When you are ready to begin the test, read the directions on the front page. Then have children answer the sample question. Make sure children know how to mark their answers. Once everyone understands how the test works, have children turn to page 2 to begin.

Name _____ Date _____

Diagnostic Placement Test

Student Pages

Directions

This is a Reading test. Each question in this test has four answer choices. Read each question carefully. Then choose the best answer. Fill in the bubble next to the answer you choose or circle your answer choice on the Answer Sheet.

Sample Question

Read the sentence. Which word best fits in the blank?

Harry picked a red _____ from the garden.

- | | |
|-------------------------------|-------------------------------|
| <input type="radio"/> A. nose | <input type="radio"/> C. pose |
| <input type="radio"/> B. rose | <input type="radio"/> D. lose |

6. Sarah _____ go to the skating show tomorrow.
- F. might H. mate
- G. mitt J. meet
7. Dad will be _____ when we get home.
- A. their C. they're
- B. there D. they'll
8. We will ride our bikes _____ the park.
- F. after H. around
- G. arrow J. along
9. Grandma _____ me how to tie my shoes.
- A. taught C. teached
- B. tot D. teach
10. A word that has three syllables is _____.
- F. problem H. rooster
- G. friendship J. happiness

Vocabulary

Questions 11–20. Choose the word that best fits in each sentence.

11. After the storm, we saw a beautiful _____ in the sky.
- A. village C. crayon
 B. rainbow D. mountain
12. Tara wants to _____ ten girls to her party.
- F. invite H. gallop
 G. explore J. wander
13. Carlos and his family live in the _____ on the second floor.
- A. bedtime C. apartment
 B. playground D. shoulder
14. Grandpa always _____ when I tell him a joke.
- F. paddles H. remains
 G. chuckles J. includes
15. I hope that raincoat is _____.
- A. waterproof C. thoughtful
 B. nervous D. fierce

16. Mr. Jameson lives in the _____ on Cook Island.
- F. helmet H. lighthouse
- G. package J. orchestra
17. The sun is so bright that it makes me _____.
- A. flare C. escape
- B. hike D. squint
18. We were all _____ when our team lost the game.
- F. enormous H. national
- G. disappointed J. thousand
19. My dad likes to eat cornbread with _____ on it.
- A. liberty C. molasses
- B. rubbish D. energy
20. A mob of people ran through the yard and _____ all the flowers.
- F. trampled H. stammered
- G. pardoned J. conducted

Comprehension

Read each passage. Choose the best answer to each question.

Just the Right Size

Lani was eight years old and shorter than her older brother Ringo. Ringo always teased her because she was little. He called her names like “shorty” and “inch.”

One day in August, Lani and Ringo walked home from the playground. It was very hot. When they got to their house, they saw Mom sitting on the front porch. She had a bag of groceries.

“We’re locked out, kids!” Mom explained. “I locked my keys in the house when I went to the store. Now we have to wait until your father comes home.”

Ringo peered into the grocery bag. “Mom, it’s so hot!” he said. “The butter will melt soon!”

“I’m afraid so,” said Mom. “Our neighbors aren’t home either. So we can’t put our groceries in their refrigerator.”

“We could climb through a window!” Ringo said.

“No, I’ve already tried that. Only the kitchen window is unlocked, and it’s stuck. It only opens a little bit.”

Lani and Ringo checked the kitchen window to see how far it opened. Lani smiled and said, “I can get through there!”

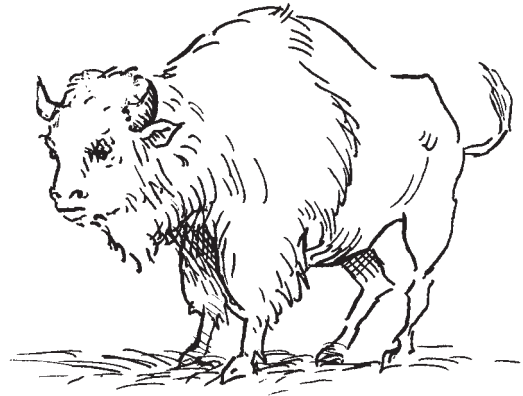
Ringo lifted Lani up to the window. She just squeezed through the opening. Then she opened the front door, and Mom and Ringo hugged her.

“Lani,” Ringo said, “I’ll never tease you about being small again!”

21. What was the main problem in this story?
- A. Lani was shorter than her brother.
 - B. Ringo often made fun of his sister Lani.
 - C. Mom, Ringo, and Lani were locked out.
 - D. The kitchen window did not open very far.
22. The story says, "Ringo peered into the grocery bag." The word peered means _____.
- F. packed
 - G. bought
 - H. fell
 - J. looked
23. What happened last in this story?
- A. Lani climbed through the window.
 - B. Mom sat on the porch.
 - C. Ringo said he would not tease Lani anymore.
 - D. Ringo and Lani walked home.
24. When she got inside, what did Mom probably do first?
- F. turned on the TV
 - G. put the groceries away
 - H. folded the laundry
 - J. called the father
25. What lesson did Ringo learn?
- A. Being small can be a good thing.
 - B. You can never count on anyone but yourself.
 - C. Windows never seem to work right.
 - D. Never buy butter on a hot day.

Bison: Yesterday and Today

The bison, or buffalo, is the largest land animal in North America. A grown male bison stands about 6 feet high. It is about 12½ feet long. It weighs between 1,600 and 2,000 pounds. A bison is easy to recognize. It has a hump on its shoulders and curved horns on its head.



Long ago, bison wandered freely on the American plains. In 1850, there were about 20 million bison in North America. A large herd of bison looked like a black cloud moving across the plains. The earth shook when the bison started to run.

For many years, Native Americans hunted bison. They used the bison for many things. They used the meat for food. They used the bones for making tools. Hides were made into clothing and tepees.

During that time, there were many bison. Later, new settlers began to hunt bison. They hunted mostly for sport and for the hides. Because of too much hunting, the number of bison dropped. Soon, the bison were almost all gone.

Today, there are few bison left in North America. They live in protected places where people take care of them. We can only imagine what the American plains looked like when bison wandered freely.

26. What is this passage mostly about?
- F. why there are so few bison left
 - G. what bison look like
 - H. how settlers used bison
 - J. where bison live today
27. The passage says, “Years ago, bison wandered freely on the American plains.” The word wandered means _____.
- A. ate
 - B. hunted
 - C. slept
 - D. traveled
28. Native Americans used bison bones for _____.
- F. food
 - G. clothes
 - H. tepees
 - J. tools
29. Why did the bison nearly disappear?
- A. Herds of bison looked like black clouds.
 - B. Settlers hunted them for sport and for hides.
 - C. Wild horses chased the bison away.
 - D. The bison could not find food.
30. You can tell from this passage that _____.
- F. Native Americans wasted many parts of the bison
 - G. some people want to save the bison
 - H. settlers used bison hides for tepees
 - J. bison meat does not taste very good

Sammy & Billy

Sammy the Squid and Billy the Blowfish were best friends. They lived in the ocean, and they loved to tease young fish. One day Sammy and Billy saw a school of tiny blue fish overhead.

"Let's give them a good scare!" said Sammy. "I'll scare them with my tentacles!" He waved his long legs around in the water.

"I'll puff myself up to be big and scary," said Billy. He puffed and puffed until he looked really big and scary.

Billy and Sammy split up. Sammy swam up behind the fishes. Billy swam up in front of them. The fishes shrieked when they saw Billy. They turned around very quickly. As they swam back the other way, they ran into Sammy! "Eeeek!" the fishes cried, and they scattered.

Billy and Sammy laughed hard. How funny it was! Then, as they were laughing, a huge net fell over them. They were trapped! They struggled to get free. No matter how hard they tried, they could not get out.

"Oh, no! What can we do?" Billy moaned.

Just then, a huge sea turtle swam by. He saw Sammy and Billy trapped in the net.

"I'll help you get out of there," said the turtle, "but only if you promise not to tease any more fishes."

"It's a deal!" Bill and Sammy shouted together.

The sea turtle ripped a hole through the net, and Sammy and Billy went free. They never played tricks on fishes again.

31. Where does this story take place?
- A. in the ocean
 - B. in a fishtank
 - C. in a pond
 - D. in a stream
32. Sammy said, "I'll scare them with my tentacles." What are tentacles?
- F. claws
 - G. long legs
 - H. teeth
 - J. bright colors
33. Which sentence summarizes the trick Sammy and Billy played on the blue fishes?
- A. They surrounded the blue fishes and frightened them.
 - B. They led the fishes into a cave.
 - C. They ate food that belonged to the blue fishes.
 - D. They changed colors and acted like sea turtles.
34. What happened while Sammy and Billy were laughing?
- F. Small blue fishes swam by.
 - G. Sammy waved his legs.
 - H. Billy puffed himself up.
 - J. A net fell on them.
35. When the sea turtle helped Sammy and Billy, they agreed that they would _____.
- A. swim away and never return
 - B. find food for the turtle
 - C. stop picking on fishes
 - D. take care of the blue fishes

Celebrating the New Year

People in different countries celebrate the New Year's holiday in different ways. Andrew lives in the United States, and Minh lives in Japan. Here is how they celebrate New Year's.

In the United States

Andrew thinks New Year's is the best holiday of the year. He and his family live in Georgia. On New Year's Eve, Andrew and his parents and sisters go to his grandparents' house for dinner. His cousins are always there, and all the children play games.

Andrew thinks his grandmother is the best cook in the world. She roasts a turkey and bakes corn bread and pumpkin pie.

Every New Year's Eve the children draw pictures of things they remember doing with their grandparents in the previous twelve months. Once Andrew drew a picture of his grandmother teaching him to dance. Another time, he drew a picture of Grandpa teaching him how to throw a football.

As the time approaches 12:00 midnight, everyone gets a pan and a spoon. They go outside and bang on the pans and shout, "Happy New Year!"

The next day is for watching football games on TV and resting. Of course, Mom also makes "Hopping John," a dish made with black-eyed peas. In the South, many people think eating Hopping John on New Year's Day will bring good luck.

In Japan

In Japan, everyone has a birthday on January 1st, and that is the day that Minh and her family like best. Like most people in Japan, Minh and her family think that everyone gets a new start on New Year's Day.

On New Year's Eve, Minh listens for the bells to ring. Beginning at 12:00 midnight, the bells chime 108 times. The next day, Minh and her family visit friends and send fancy cards. Minh and her brothers get new kimonos. A kimono is a special type of Japanese clothing that is usually colorful and very beautiful. Minh's brothers like to fly their kites and spin tops on this day.

Minh and her family eat a special meal on New Year's Day, and the meal always includes mochi, or rice cakes. The New Year's celebration lasts for 15 days! It ends with the burning of a beautiful decoration made of bamboo, plum, and pine tree branches.

36. How are the two New Year's celebrations alike?
- F. The celebrations last one day.
 - G. Families ring bells on New Year's Eve.
 - H. People stay up until 12:00 midnight on New Year's Eve.
 - J. Everyone sends fancy cards on New Year's Day.
37. How is Andrew's celebration different from Minh's?
- A. Children play games.
 - B. Mom makes "Hopping John."
 - C. The family eats a special meal.
 - D. The fun begins on New Year's Eve.
38. Why do Andrew and his family rest on New Year's Day?
- F. Eating the "Hopping John" makes them too full to move.
 - G. New Year's Day always comes on a Sunday.
 - H. They stay up late on New Year's Eve.
 - J. They have to be quiet and not wake the grandparents.
39. How are Andrew and Minh alike?
- A. They both have brothers.
 - B. They both celebrate their birthday on January 1st.
 - C. They both like football.
 - D. They both like New Year's Day.
40. What does Minh get each year on New Year's Day?
- F. a kimono
 - G. Hopping John
 - H. a kite
 - J. pumpkin pie

Diagnostic Placement Test

Answer Sheet

Name _____ Date _____

PHONICS	VOCABULARY	COMPREHENSION
Sample: A B C D	11. A B C D	21. A B C D
	12. F G H J	22. F G H J
1. A B C D	13. A B C D	23. A B C D
2. F G H J	14. F G H J	24. F G H J
3. A B C D	15. A B C D	25. A B C D
4. F G H J	16. F G H J	26. F G H J
5. A B C D	17. A B C D	27. A B C D
6. F G H J	18. F G H J	28. F G H J
7. A B C D	19. A B C D	29. A B C D
8. F G H J	20. F G H J	30. F G H J
9. A B C D		31. A B C D
10. F G H J		32. F G H J
		33. A B C D
		34. F G H J
		35. A B C D
		36. F G H J
		37. A B C D
		38. F G H J
		39. A B C D
		40. F G H J

Scoring the Tests

To score the Diagnostic Placement Test, refer to the Answer Key below. Each test item should be scored correct or incorrect. You may mark each item on the test page, or you may use a Scoring Chart (page 21). To find the total score for each part of the test or the total test, add the number of items answered correctly.

To use the Scoring Chart, make a copy of the chart for each child. Mark each correct answer by circling the item number on the chart. Mark each incorrect answer by drawing an X through the item number. To find the total score for each part of the test or the total test, add the number of items answered correctly, then calculate the percentage correct.

Mark the scores for each part of the test and the total test on the child's test book or on the scoring chart. Use the Placement Test Summary Chart (page 22) to record the results for all children in the class.

Answer Key

Phonics/Phonological Awareness

1. B (*r*-Blends)
2. F (Vowel /*e/ea, ee, e, y, ey*)
3. D (Words with /*oo/o, ue, ew, ough, ou*)
4. H (Plurals and Possessives)
5. C (*r*-Controlled Vowels /*â/air, are, ear, ere, eir*)
6. F (Vowel /*i/igh, y, i-e, ie*)
7. B (Homophones)
8. H (Words with /*schwa/*)
9. A (Vowel /*ô/a, au, aw*)
10. J (One-, Two-, Three-Syllable Words)

Vocabulary

- | | | | | |
|-------|-------|-------|-------|-------|
| 11. B | 13. C | 15. A | 17. D | 19. C |
| 12. F | 14. G | 16. H | 18. G | 20. F |

Comprehension

21. C (Plot)
22. J (Use Context Clues)

23. C (Sequence)
24. G (Make Predictions)
25. A (Draw Conclusions)
26. F (Main Idea/Details)
27. D (Use Context Clues)
28. J (Main Idea/Details)
29. B (Cause/Effect)
30. G (Make Inferences)
31. A (Setting)
32. G (Use Context Clues)
33. A (Summarize)
34. J (Sequence)
35. C (Plot)
36. H (Compare/Contrast)
37. B (Draw Conclusions)
38. H (Cause/Effect)
39. D (Compare/Contrast)
40. F (Main Idea/Details)

Diagnostic Placement Test Scoring Chart

Child's Name _____ Date _____

Test Section Test Item Numbers	Number of Correct Responses	Percentage Score
Phonics/Phonological Awareness 1 3 5 7 9 2 4 6 8 10	10	
Vocabulary 11 13 15 17 19 12 14 16 18 20	10	
Comprehension 21 25 29 33 37 22 26 30 34 38 23 27 31 35 39 24 28 32 36 40	20	
Total Test	40	
Comments/Notes		

Using the Results

Use the test scores from the Diagnostic Placement Test to determine each child's current level of reading proficiency and to help determine instructional plans for the beginning of the year. Information from other assessments may be used to support or supplement instructional decisions. For example, children may have different developmental needs in reading and writing.

To use the results of the Diagnostic Placement Test, evaluate each child's scores on the test. The total test scores may be used to identify those children who are reading below grade level, at grade level, or above grade level, as defined below.

A total test score of...	Suggests that...
Less than 60%	The child is reading below grade level.
60%–89%	The child is reading at grade level.
90% or higher	The child is reading above grade level.

Scores on each part of the test may be used to help determine instructional plans. For any part in which a child scores 60 percent or less, the child will probably need additional focused instruction. For example, a child might score 80 percent in Phonics, 50 percent in Vocabulary, and 70 percent in Comprehension. This child is probably at grade level in Phonics and Comprehension but will need additional help to improve Vocabulary.

To help pinpoint specific needs for children, you can refer to the Answer Key. For each test item in Phonics and Comprehension, the answer key lists the skill or strategy measured by the item. You may use this information to help identify a child's specific needs. For example, a child might answer four of ten Phonics items incorrectly, and all four items concern long and short vowels. This information might suggest that the child needs additional instruction in vowels and vowel sounds.

For any child whose test scores are ambiguous or seem inconclusive, additional, individualized assessment is recommended. You may want to administer the CORE Phonics Survey (page 24).

Follow-up

Many children develop reading skills rapidly and at different rates. The Diagnostic Placement Test provides an entry-level assessment and a baseline from which to judge children's progress. However, each child should be assessed periodically to monitor his or her progress and help make adjustments in instructional plans or grouping.

CORE Phonics Survey

SKILL ASSESSED: Phonics

GRADE LEVEL: K–6

GROUPING: Individual

APPROX. TESTING TIME:
10–15 Minutes

MATERIALS

- Pencil and Lined Paper
- Record Form (5 pages)
- Student Material (3 pages)

SOURCE

Consortium On Reading
Excellence (CORE)

WHAT The CORE Phonics Survey assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. The 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 pronounce these words correctly and cannot have memorized them. This assessment is best used to plan instruction for students in the primary grades and to develop instructional groups. It may be administered every four to six weeks.

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.

HOW Instructions for administering each part of the survey are included on the Record Form (pages 25–29). Students read from the Student Material (pages 30–32). 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 every four to six weeks but only on parts not yet mastered. Be aware of the student's behavior during testing. If the student is tiring or making many consecutive errors, discontinue testing at that time.

WHAT IT MEANS This test is a mastery test. It is expected that students will ultimately get all items correct.

- In five-item subtests, a student who misses two or more items would benefit from more direct instruction in the indicated element.
- In ten-item subtests, three or more errors warrant attention.

WHAT'S NEXT? Use the information to monitor phonics instruction and to design skill groups in direct instruction in the particular element measured.

CORE Phonics Survey Record Form

Name _____ Grade _____ Date _____

SKILL SUMMARY

Alphabet Skills

- _____/26 Letter Names – uppercase
- _____/26 Letter Names – lowercase
- _____/23 Consonant sounds
- _____/5 Long vowel sounds
- _____/5 Short vowel sounds

Reading and Decoding Skills

- _____/10 Short vowels in CVC words
- _____/10 Short vowels, digraphs, and *-tch* trigraph
- _____/20 Short vowels and consonant blends
- _____/10 Long vowels
- _____/10 Vowel diphthongs
- _____/10 *r-* and *l-*controlled vowels
- _____/24 Multisyllabic words

Spelling Skills

- _____/5 Initial consonants
- _____/5 Final consonants
- _____/5 CVC words
- _____/5 Long vowel words

Skills to review: _____

Skills to teach: _____

1. 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
___/26	K	U	G	B	F	Q	V	I	

2. 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
___/26	k	u	g	b	f	q	v	i	

3. 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
___/23	k	w	g	b	f	q	v

4. 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 the other 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)

5. Reading and Decoding

For items A through G, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: *I want you to read these words.* If the student cannot read two or more of the real words, 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.*

A. Short vowels in CVC words

____/5 sit cat get but hot (real)

____/5 vot fut dit ket lat (pseudo)

B. Short vowels, digraphs, and -tch trigraph

____/5 when chop thin shut match (real)

____/5 wheck shom thax phitch chud (pseudo)

C. Short vowels and consonant blends

____/5 stop trap quick spell plan (real)

____/5 stig brab qued snop dran (pseudo)

____/5 ring fast sank limp held (real)

____/5 mang nast wunk kimp jelt (pseudo)

D. Long vowels

_____/5 tape Pete cute paid feet (real)
_____/5 pofe bine joad vay soat (pseudo)

E. Vowel diphthongs

_____/5 few down toy hawk coin (real)
_____/5 moit rew fout zoy bawk (pseudo)

F. *r*- and *l*-controlled vowels

_____/5 bark horn chirp roar cold (real)
_____/5 ferm murd gair dall chail (pseudo)

G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudo-words in the previous items. Say to the student: *Now I want you to read 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 three out of eight of the words in this column, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.* Point to the second column. Repeat the same procedure for the third column.

NOTE: The following made-up words can be pronounced in two ways: *sunop* (su-nop or sun-op); *wopam* (wo-pam or wop-am); *potife* (po-tife or pot-ife); *zuride* (zu-ride or zur-ide); and *zubo* (zu-bo or zub-o).

_____/3	Closed-closed	kidnap	pugnad	quibrap
_____/3	Closed silent <i>e</i>	compete	slifnate	prubkine
_____/3	Open-closed	depend	sunop	wopam
_____/3	Open-open	zero	zubo	yodu
_____/3	Open silent <i>e</i>	locate	potife	zuride
_____/3	Consonant – <i>le</i>	stable	grickle	morkle
_____/3	<i>r</i> -controlled	further	tirper	pharbid
_____/3	Vowel team	outlaw	doipnow	loymaud

6. Spelling

A. Give the student a pencil and a sheet of lined paper. Tell the student: *Listen to each of the words I read and write the **first sound** you hear.* Write the student's responses over the words.

_____/5 fit map pen kid hand

B. Tell the student: *Listen to each of the words I read and write the **last sound** you hear.* Write the student's responses over the words.

_____/5 rub fled leg sell less

C. Tell the student: *Listen to each of the words I read and write the **whole word**.*

_____/5 beg yam sip rod tub

_____/5 train float steep drive spoon

CORE Phonics Survey

Student Material

1.

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	

2.

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	

3.

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

4.

e	i	a	o	u
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5. Reading and Decoding

A. sit cat get but hot
vot fut dit ket lat

B. when chop thin shut match
wheck shom thax phitch chud

C. stop trap quick spell plan
stig brab qued snop dran
ring fast sank limp held
mang nast wunk kimp jelt

D. tape Pete cute paid feet
pofe bine joad vay soat

E.

few	down	toy	hawk	coin
moit	rew	fout	zoy	bawk

F.

bark	horn	chirp	roar	cold
ferm	murd	gair	dall	chail

G.

kidnap	pugnad	quibrap
compete	slifnate	prubkine
depend	sunop	wopam
zero	zubo	yodu
locate	potife	zuride
stable	grickle	morkle
further	tirper	pharbid
outlaw	doipnow	loymaud