

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

Grade 1

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

Grade 2

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

Grade 3

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

Assessment Directions: Phonemic Awareness

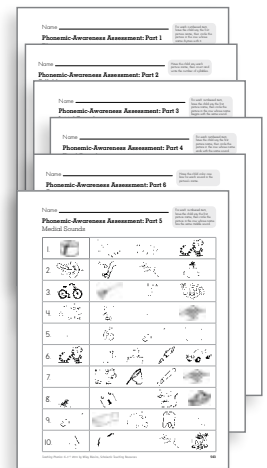
Preparation

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.

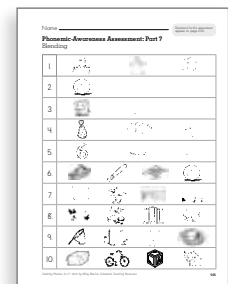
1. Distribute each assessment (parts 1–6) individually. Administer no more than three assessment parts per day or testing period.
2. For each assessment, begin by saying all of the picture names in the row to confirm that the child can correctly identify each one. (See the chart, page 558, for image 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*)

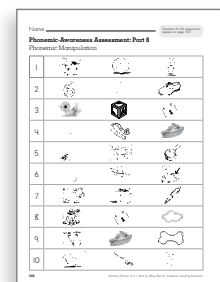


4. Collect the assessment sheet. Place a checkmark beside each correct response. Record the child's errors to use for error analysis. Then record the number correct and note the errors on the *Phonemic-Awareness Assessment: Individual Scoring Sheet*.

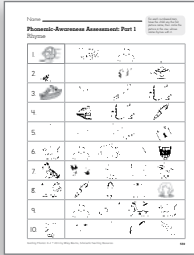
Part 8

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*.

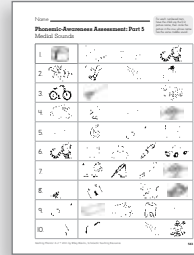


Phonemic-Awareness Assessments: Images and Answers



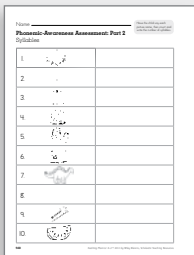
Part 1: Rhyme

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**



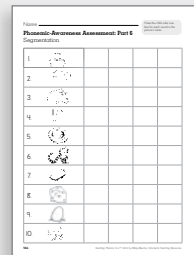
Part 5: Medial Sounds

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**



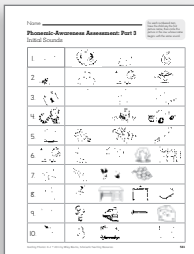
Part 2: Syllables

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**



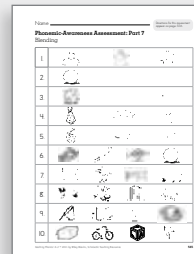
Part 6: Segmentation

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**



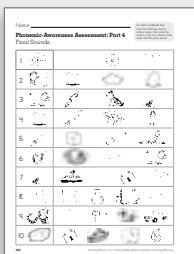
Part 3: Initial Sounds

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



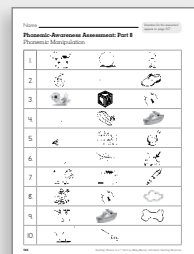
Part 7: Blending

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

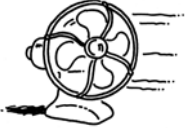
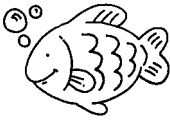

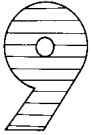
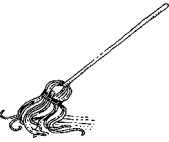
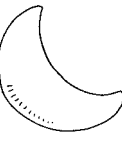




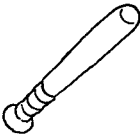
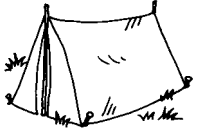
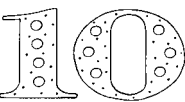




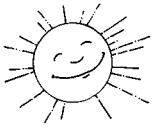
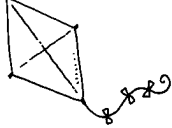



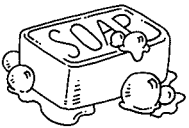


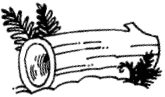

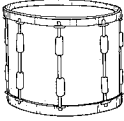
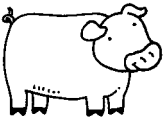


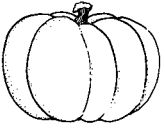
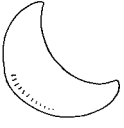




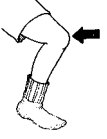
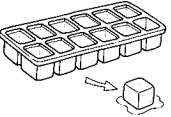
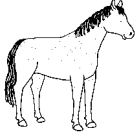
1. cow, ball, **boy**
2. six, **sun**, shoe
3. kick, block, **lock**
4. **bell**, belt, boat
5. mop, map, **pan**
6. feet, **leaf**, leash
7. **pig**, gift, pen
8. clown, lock, **cloud**
9. boots, **boat**, bone
10. fox, **fork**, five

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

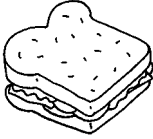
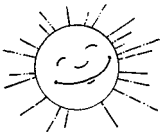
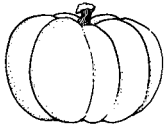




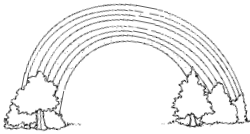
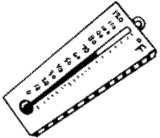

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Name _____

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

Phonemic-Awareness Assessment: Part 2

Syllables

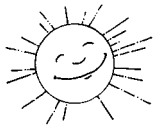



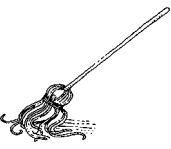

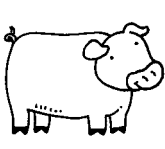



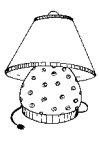
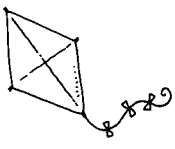

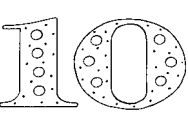
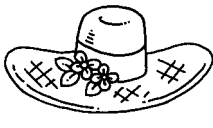
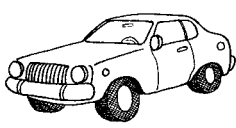



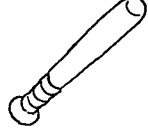
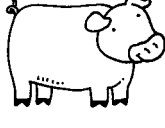

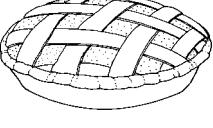

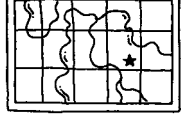
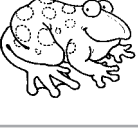

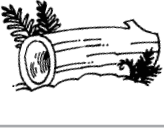



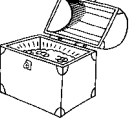
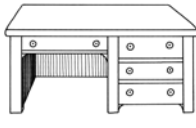
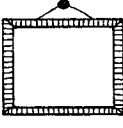
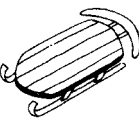



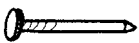
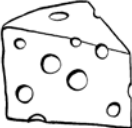


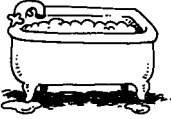
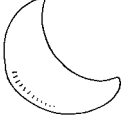
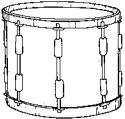
1.		
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Name _____

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

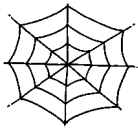

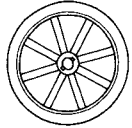




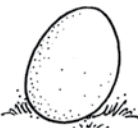
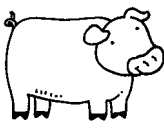


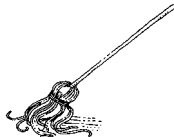
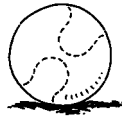
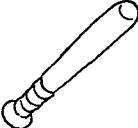
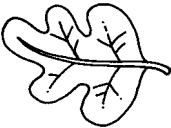

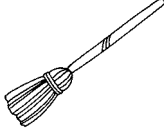
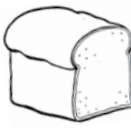

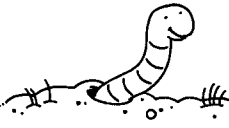



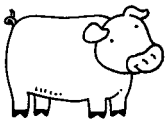
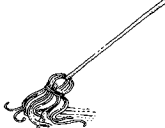

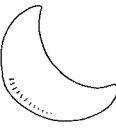

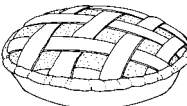

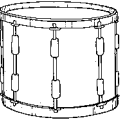
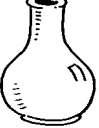
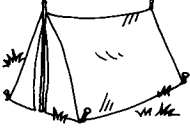





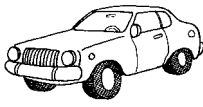
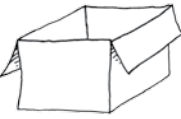




1.					
2.					
3.					
4.					
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6.					
7.					
8.					
9.					
10.					

Name _____

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

Phonemic-Awareness Assessment: Part 4

Final Sounds






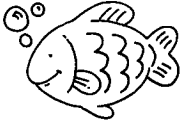




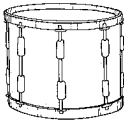



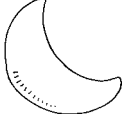



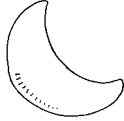
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

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


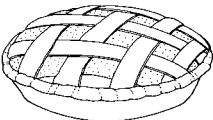
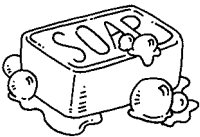



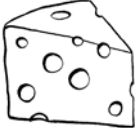
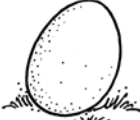

1.					
2.					
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4.					
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6.					
7.					
8.					
9.					
10.					

Name _____

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

Phonemic-Awareness Assessment: Part 6

Segmentation



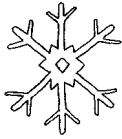
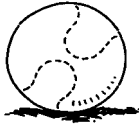
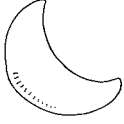



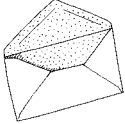

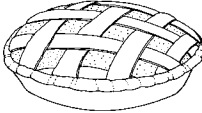



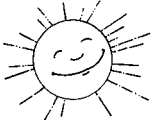

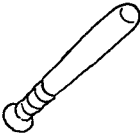

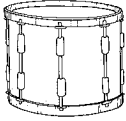
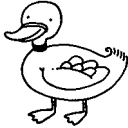
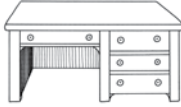
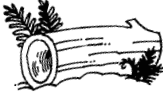

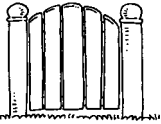



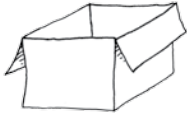


1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Name _____

Directions for this assessment appear on page 556.

Phonemic-Awareness Assessment: Part 7

Blending

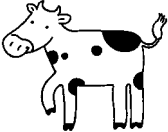
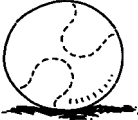


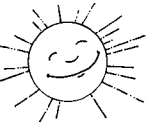




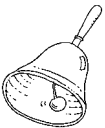
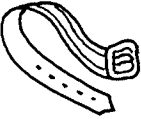

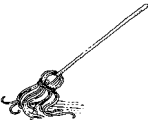
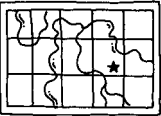


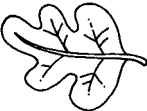

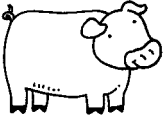








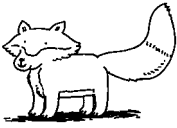


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10.			

Name _____

Directions for this assessment appear on page 557.

Phonemic-Awareness Assessment: Part 8

Phonemic Manipulation

1.			
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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:

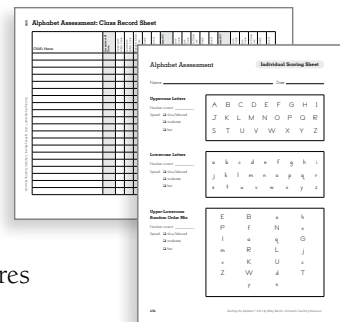
Phonemic-Awareness Assessment: Class Record Sheet

Child's Name	Assessment #1 Date _____ /10										Assessment #2 Date _____ /10										Assessment #3 Date _____ /10											
	Rhyme	Syllables	Initial Sounds	Final Sounds	Medial Sounds	Segmentation	Blending	Phonemic Manip.	Score: _____ /10		Rhyme	Syllables	Initial Sounds	Final Sounds	Medial Sounds	Segmentation	Blending	Phonemic Manip.	Score: _____ /10		Rhyme	Syllables	Initial Sounds	Final Sounds	Medial Sounds	Segmentation	Blending	Phonemic Manip.	Score: _____ /10			

Assessment Directions: Alphabet

Preparation

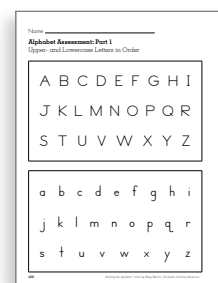
1. Make a class supply of the *Alphabet Assessments (Parts 1–4)*, pages 570–573, and the *Alphabet Assessment: Individual Scoring Sheet*, pages 574–575. Also make a copy of the *Alphabet Assessment: Class Record Sheet*, page 576.
2. Administer the assessment to each child in the class three times a year—at 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.



Part 1

Children recognize uppercase and lowercase letters in order.

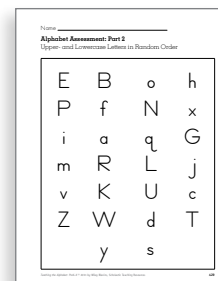
1. Display *Alphabet Assessment: Part 1*.
2. Have the child point to each letter in order as he or she says the letter’s name. Circle each correct response. Record the child’s errors to use for error analysis. Then record the number correct and note the speed in the boxes on the *Alphabet Assessment: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



Part 2

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

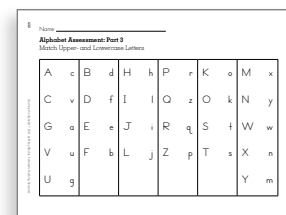
1. Display *Alphabet Assessment: Part 2*.
2. Have the child point to each letter as he or she says the letter’s name. Circle each correct response. Record the child’s errors to use for error analysis. Then record the number correct and note the speed in the boxes on the *Alphabet Assessment: Individual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



Part 3

Children match uppercase to lowercase letters.

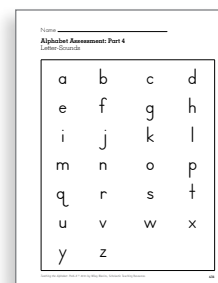
1. Distribute *Alphabet Assessment: Part 3*.
2. Have the child draw lines to match the upper- and lowercase letter forms. Record the child’s errors to use for error analysis. Then record the number correct and note the speed in the boxes on the *Alphabet Assessment: Individual Scoring Sheet*.



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*.



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	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	+	W	w
V	u	F	b	L	j	Z	p	T	s	X	n
U	g									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	

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

Child's Name	Assessment #1			Assessment #2			Assessment #3													
	Upper Case Letters	Lowercase Letters	Random Order	Letter Match	Letter-Sounds	Date	Upper Case Letters	Lowercase Letters	Random Order	Letter Match	Letter-Sounds	Date	Upper Case Letters	Lowercase Letters	Random Order	Letter Match	Letter-Sounds	Date		

Assessment Directions: Short Vowels

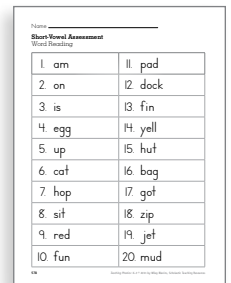
Preparation

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.

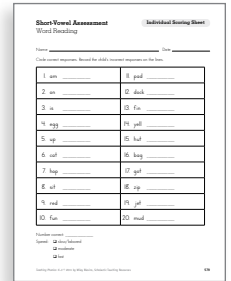
Short-Vowel Assessment: Word Reading

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.

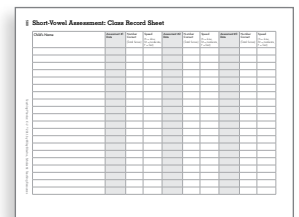
1. Display the *Short-Vowel Assessment: Word Reading*.
2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *well* for *yell*). Record the number correct and note the speed in the boxes on the *Short-Vowel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



This form is titled "Short-Vowel Assessment Word Reading". It contains 20 numbered items arranged in two columns. Each item consists of a number followed by a word in a box. The words are: 1 am, 2 on, 3 is, 4 egg, 5 up, 6 cat, 7 hop, 8 sit, 9 red, 10 fun, 11 pad, 12 dock, 13 fin, 14 yell, 15 hut, 16 bag, 17 got, 18 zip, 19 jet, 20 mud.



This form is titled "Short-Vowel Assessment Individual Scoring Sheet". It has a header for "Name" and "Date". Below is a table with 20 rows, each corresponding to a word from the assessment. Each row has a box for the number of correct responses and a box for the time taken. At the bottom, there are boxes for "Number correct" and "Time".



This form is titled "Short-Vowel Assessment: Class Record Sheet". It is a large grid with columns for "Student Name", "Date", "Number Correct", and "Time". There are 20 rows, one for each word, and multiple rows for each word to record multiple testing periods.

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

Individual Scoring Sheet

Word Reading

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

Child's Name	Assessment #1 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #2 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #3 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast

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.

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*.

Name _____

Consonant Blend and Digraph Assessment
Word Reading

1. smell	11. sunk
2. grid	12. moth
3. blip	13. Phil
4. shock	14. Han
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 each response. Record the child's correct response in the box.

1. smell	11. sunk
2. grid	12. moth
3. blip	13. Phil
4. shock	14. Han
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: 30 seconds 1 minute other _____

F Consonant Blend and Digraph Assessment: Class Record Sheet

Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Speed	

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

Name _____ Date _____

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

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 _____

Number correct: _____

- Speed: slow/labored
 moderate
 fast

Consonant Blend and Digraph Assessment: Class Record Sheet

Child's Name	Assessment #1 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #2 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #3 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast

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.

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*.

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

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

Date/Time	Student				Teacher	Speed	Total
	1	2	3	4			

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

Individual Scoring Sheet

Word Reading

Name _____ Date _____

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

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 _____

Number correct: _____

Speed: slow/labored

moderate

fast

Long Vowel Assessment: Class Record Sheet

Child's Name	Assessment #1 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #2 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #3 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast

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 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 stars	20 joy

Complex-Vowel Assessment Word Reading		Individual Scoring Sheet	
1 stir	_____	8 spark	_____
2 mood	_____	9 stalk	_____
3 frown	_____	10 flaw	_____
4 broil	_____	11 wear	_____
5 vault	_____	12 should	_____
6 glare	_____	13 clerk	_____
7 clue	_____	14 hood	_____
8 thorn	_____	15 burn	_____
9 knew	_____	16 ground	_____
10 stars	_____	17 joy	_____

Complex-Vowel Assessment: Class Record Sheet						
Student Name	1	2	3	4	5	6

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

Individual Scoring Sheet

Word Reading

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

Child's Name	Assessment #1 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #2 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #3 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast

Assessment Directions: Word Study

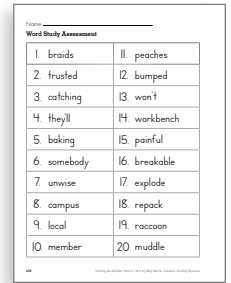
Preparation

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.

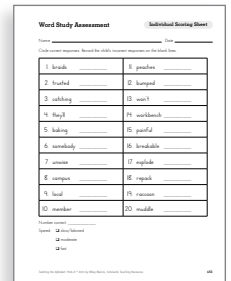
Word Study Assessment

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.

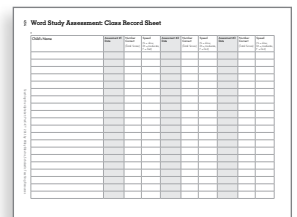
1. Display the *Word Study Assessment: Word Reading*.
2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *backing* for *baking*). Record the number correct and note the speed in the boxes on the *Word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



A form titled "Word Study Assessment" with a name field. It contains a 2x10 grid of words for reading. The words are: 1. braids, 2. trusted, 3. catching, 4. they'll, 5. baking, 6. somebody, 7. unwise, 8. campus, 9. local, 10. member, 11. peaches, 12. bumped, 13. won't, 14. workbench, 15. painful, 16. breakable, 17. explode, 18. repack, 19. raccoon, 20. muddle.



An "Individual Scoring Sheet" for the Word Study Assessment. It includes a name field and a table for recording scores. The table has columns for "Number of Words Read", "Number of Words Correct", and "Speed". The words listed are: 1. braids, 2. trusted, 3. catching, 4. they'll, 5. baking, 6. somebody, 7. unwise, 8. campus, 9. local, 10. member, 11. peaches, 12. bumped, 13. won't, 14. workbench, 15. painful, 16. breakable, 17. explode, 18. repack, 19. raccoon, 20. muddle.



A "Class Record Sheet" for the Word Study Assessment. It is a table with columns for "Student Name", "Date", "Number of Words Read", "Number of Words Correct", and "Speed". The table has 20 rows for recording data for each of the 20 words.

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

Individual Scoring Sheet

Word Reading

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

Child's Name	Assessment #1 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #2 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast	Assessment #3 Date	Number Correct (Total Score)	Speed S = slow M = moderate F = fast

Assessment Directions: Comprehensive Phonics Survey

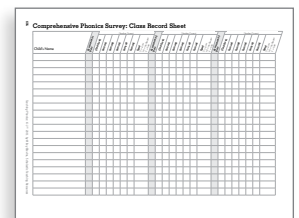
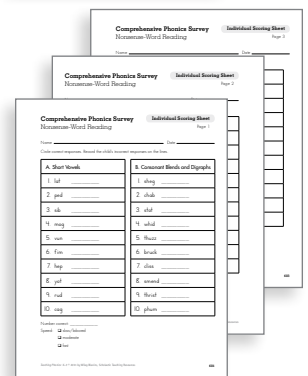
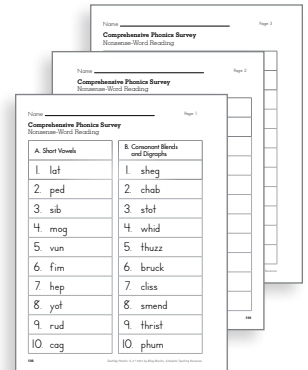
Preparation

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	
1.	lat
2.	ped
3.	sib
4.	mog
5.	vun
6.	fim
7.	hep
8.	yot
9.	rud
10.	cag

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

B. Consonant Blends and Digraphs	
1. sheg	_____
2. chab	_____
3. stot	_____
4. whid	_____
5. thuzz	_____
6. bruck	_____
7. cliss	_____
8. smend	_____
9. thrist	_____
10. phum	_____

Number correct: _____

- Speed: slow/labored
 moderate
 fast

Name _____ Date _____

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

C. Long Vowels	
1. sote	_____
2. mabe	_____
3. foap	_____
4. weam	_____
5. glay	_____
6. shain	_____
7. dright	_____
8. hupe	_____
9. heest	_____
10. sny	_____

D. Complex Vowels	
1. doit	_____
2. spoud	_____
3. clar	_____
4. foy	_____
5. jern	_____
6. moof	_____
7. lurst	_____
8. porth	_____
9. stook	_____
10. flirch	_____

Number correct: _____

- Speed: slow/labored
 moderate
 fast

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

Comprehensive Phonics Survey: Class Record Sheet

Child's Name	Assessment #1																																						
	Date	(Total Score)	Section A					Section B																															
			Section A	Section B	Section C	Section D	Section E	Section A	Section B	Section C	Section D	Section E																											
	Speed	S = slow	M = moderate	F = fast	Number Correct																																		
						Section A	Section B	Section C	Section D	Section E	Section A	Section B	Section C	Section D	Section E																								