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The original assessment can be found by clicking the link below.

[https://esu11.org/wp-content/uploads/sites/13/2010/11/Phonics Survey.pdf](https://esu11.org/wp-content/uploads/sites/13/2010/11/Phonics_Survey.pdf)

CORE Phonics Survey

➤ WHAT

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

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

➤ WHY

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

CORE Phonics Survey

➤ HOW

Instructions for administering each part of the survey are included on the Record Form. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student's responses.

Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. If the student is tiring or making many consecutive errors, discontinue testing at that time.

➤ WHEN

	FALL	WINTER	SPRING
KINDERGARTEN Parts A & B	X	X	X
Parts C-E		X	X
GRADE 1 Parts A-D	X	if indicated	if indicated
Part E	X	X	X
Parts F-K		X	X
Part L			X
GRADE 2 Parts A-K	X	if indicated	if indicated
Part L		X	X
GRADES 3 and up Parts A-L	if indicated	if indicated	if indicated

CORE Phonics Survey

➤ WHAT IT MEANS

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

CORE Phonics Survey – English, Mastery

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

➤ WHAT'S NEXT?

Students who score at Strategic or Intensive Levels will benefit from targeted and intensified instruction and extensive practice in the phonics concepts indicated. An analysis of individual errors can give more specific information about phonic elements that need instruction. Additionally, the *CORE Phoneme Segmentation Test* or other tests of phoneme awareness can be administered to isolate phoneme awareness as an underlying factor. Older struggling readers who score at Intensive levels will need basic phonics instruction, possibly including instruction in phonemic awareness and sound/spelling correspondences. Students at all levels need repeated opportunities to develop automaticity through practice in reading words in isolation and in appropriate decodable text.

CORE Phonics Survey - Record Form

Name _____

Grade _____ Date _____

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

Letter Names - uppercase	A.	/26
Letter Names - lowercase	B.	/26
Consonant Sounds	C.	/21
Long Vowel Sounds	D.	/5
Short Vowel Sounds		/5

Reading and Decoding Skills

Short Vowels in CVC Words	E.	/15
Consonant Blends with Short Vowels	F.	/15
Short Vowels, Digraphs, & -tch Trigraph	G.	/15
R-Controlled Vowels	H.	/15
Long Vowel Spellings	I.	/15
Variant Vowels	J.	/15
Low Frequency Vowel & Consonant Spellings	K.	/15
Multisyllabic Words	L.	/24

Skills to review: _____

Skills to teach: _____

CORE Phonics Survey - Record Form

Alphabet Skills and Letter Sounds

PART A: LETTER NAMES - UPPERCASE

Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all the letters and tell me which ones you do know.*

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

/26

PART B: LETTER NAMES - LOWERCASE

Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all the letters and tell me which ones you do know.*

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

/26

PART C: CONSONANT SOUNDS

Say to the student: *Can you tell me the sound each letter makes?* Be sure to ask if she/he knows of another sound for the letters G and C. If the sound is incorrect, write the sound the child says. If no sound is given, circle the letter. If the student cannot say the sound of three or more consecutive letters, say: *Look at all the letters and tell me which ones you do know.*

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

/21

PART D: VOWEL SOUNDS

Ask the student: *Can you tell me the sound of each letter?* If the student names the letter, count it as the long vowel sound. Then ask: *Can you tell me another sound for the letter?* The student should name the short vowel sound.

	e	i	a	o	u
long sound					
short sound					

Long Vowel Sounds /5

Short Vowel Sounds /5

Reading and Decoding

For Parts E through K student must read both real and pseudowords (make-up words). For the real word lines, tell the students: *I want you to read each line of the words aloud.* If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.* When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E: SHORT VOWELS IN CVC WORDS

/5	sip	mat	let	bun	hog	real
/5	rut	fit	bat	hot	set	real
/5	nop	sut	dit	pem	fap	pseudo

PART F: CONSONANT BLENDS WITH SHORT VOWELS

/5	stop	trap	quit	spell	plan	real
/5	silk	fast	sank	lump	held	real
/5	nask	dilt	qued	cang	dran	pseudo

PART G: SHORT VOWELS, DIGRAPHS, and -TCH TRIGRAPH

/5	when	chop	thin	shut	wick	real
/5	dodge	rash	ring	then	match	real
/5	chid	shom	dath	phid	futch	pseudo

PART H: R-CONTROLLED VOWELS

/5	harm	dirt	form	fern	surf	real
/5	worn	pert	bark	turn	bird	real
/5	nerm	sirt	gorf	murd	carn	pseudo

PART I: LONG VOWEL SPELLINGS

/5	tape	key	toe	paid	feet	real
/5	leap	boat	tie	ray	blow	real
/5	loe	hine	beap	faim	soat	pseudo

PART J: VARIANT VOWELS

/5	few	down	moon	hawk	coin	real
/5	cue	loud	cook	haunt	toy	real
/5	voot	rew	fout	zoy	bawk	pseudo

PART K: LOW FREQUENCY VOWEL and CONSONANT SPELLINGS

/5	kneel	cent	type	ghost	wrist	real
/5	giant	sweat	gnat	bomb	sigh	real
/5	bice	knod	dimb	tigh	wrep	pseudo

PART L: MULTISYLLABIC WORDS

To administer, say to student: *I want you to read aloud down the first column of words.* Each of the real words in this column has two syllables. Point to the first column. If the students can read at least five out of the eight of the words in this column, point to the second column and say: *Now I want you to read aloud the next column of words.* If the students can read at least five out of the eight of the words in this column, point to the third column and say: *Now I want you to read some made-up words. Do not try to make them sound like real words.*

/3	Closed-closed	unless	consent	timbut
/3	Closed-silent e	competes	admire	rompete
/3	Open/closed - other	depend	radishes	podated*
/3	Open or closed	zero	menu	gromu*
/3	Silent e	locate	inhaled	pentate
/3	Consonant -le	stable	dimple	morkle
/3	r-Controlled	further	bordered	darber
/3	Vowel Team	railways	roaring	fauntoon

*The first syllable of these words can be either open or closed (long or short vowel sound, respectively); the second syllable of "podated" can be either closed (short vowel sound) or a silent -e (long vowel sound) syllable, due to the rules for adding -ed.

CORE Phonics Survey

PART A

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

CORE Phonics Survey

PART B

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

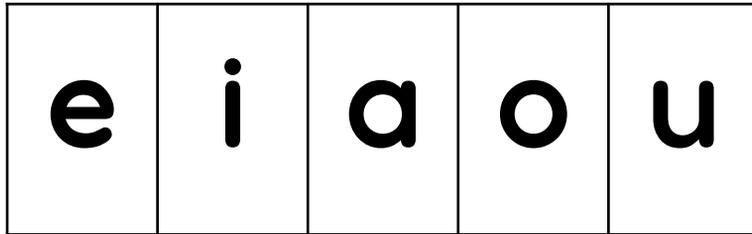
CORE Phonics Survey

PART C

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

CORE Phonics Survey

PART D



CORE Phonics Survey

PART E

sip	mat	let	bun	hog
rut	fit	bat	hot	set
nop	sut	dit	pem	fap

CORE Phonics Survey

PART F

stop	trap	quit	spell	plan
silk	fast	sank	lump	held
nask	dilt	qued	cang	dran

CORE Phonics Survey

PART G

when	chop	thin	shut	wick
dodge	rash	ring	then	match
chid	shom	dath	phid	futch

CORE Phonics Survey

PART H

harm	dirt	form	fern	surf
worn	pert	bark	turn	bird
nerm	sirt	gorf	murd	carn

CORE Phonics Survey

PART I

tape	key	toe	paid	feet
leap	boat	tie	ray	blow
loe	hine	beap	faim	soat

CORE Phonics Survey

PART J

few	down	moon	hawk	coin
cue	loud	cook	haunt	toy
voot	rew	fout	zoy	bawk

CORE Phonics Survey

PART K

kneel	cent	type	ghost	wrist
giant	sweat	gnat	bomb	sigh
bice	knod	dimb	tigh	wrep

CORE Phonics Survey

PART L

unless	consent	timbut
competes	admire	rompete
depend	radishes	podated
zero	menu	gromu
locate	inhaled	pentate
stable	dimple	morkle
further	bordered	darber
railways	roaring	fauntoon