

# CORE Phonics Survey

## WHAT

The *CORE Phonics Survey* assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudowords, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them. These assessments are best used to plan instruction for students in the primary grades and to develop instructional groups. They 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. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student's responses.

Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. Retest every 4–6 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 subtest, 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. Older students who score poorly on the CVC portion of the survey may need further assessment, such as the *CORE Phoneme Segmentation Test*.

<b>Skills Assessed:</b>	<b>Phonics</b>
<b>Grade Level:</b>	<b>K–8</b>
<b>Language:</b>	<b>English</b>
<b>Grouping:</b>	<b>Individual</b>
<b>Approximate Testing Time:</b>	<b>10–15 Minutes</b>
<b>Materials:</b>	<b>Pencil, Lined Paper</b>

## CORE Phonics Survey – Record Form

Name \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

### SKILLS SUMMARY

#### Alphabet Skills

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- \_\_\_/ 26 Letter names - uppercase
- \_\_\_/ 26 Letter names - lowercase
- \_\_\_/ 23 Consonant sounds
- \_\_\_/ 5 Long vowel sounds
- \_\_\_/ 5 Short vowel sounds

#### Reading and Decoding Skills

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- \_\_\_/ 10 Short vowels in CVC words
- \_\_\_/ 10 Short vowels, digraphs, and *-tch* trigraph
- \_\_\_/ 20 Consonant blends with short vowels
- \_\_\_/ 10 Long vowel spellings
- \_\_\_/ 10 Variant vowels and diphthongs
- \_\_\_/ 10 *r-* and *l-*controlled vowels
- \_\_\_/ 24 Multisyllabic words

#### Spelling Skills

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- \_\_\_/ 5 Initial consonants
- \_\_\_/ 5 Final consonants
- \_\_\_/ 5 CVC words
- \_\_\_/ 5 Long vowel spellings

#### Skills to review:

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\_\_\_\_\_

#### Skills to teach:

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\_\_\_\_\_

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## CORE Phonics Survey – Record Form

### 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? 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	w	g	b	f	q	v	

## CORE Phonics Survey – Record Form

### 4. Vowel Sounds

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**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)

## CORE Phonics Survey – Record Form

### 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      sip              cat              let              but              hog              (real)

\_\_\_ / 5      vop              fut              dit              kem              laz              (pseudo)

#### B. Short vowels, digraphs, and *-tch* trigraph

\_\_\_ / 5      when              chop              ring              shut              match              (real)

\_\_\_ / 5      wheck              shom              thax              phitch              chud              (pseudo)

#### C. Consonant blends with short vowels

\_\_\_ / 5      stop              trap              quit              spell              plan              (real)

\_\_\_ / 5      stig              brab              qued              snop              dran              (pseudo)

\_\_\_ / 5      clip              fast              sank              limp              held              (real)

\_\_\_ / 5      frep              nast              wunk              kimp              jelt              (pseudo)

#### D. Long vowel spellings

\_\_\_ / 5      tape              key              lute              paid              feet              (real)

\_\_\_ / 5      loe              bine              joad              vay              soat              (pseudo)

#### E. *r-* and *l-*controlled vowels

\_\_\_ / 5      bark              horn              chirp              term              cold              (real)

\_\_\_ / 5      ferm              dall              gorf              murd              chal              (pseudo)

#### F. Variant vowels and diphthongs

\_\_\_ / 5      few              down              toy              hawk              coin              (real)

\_\_\_ / 5      voot              rew              fout              zoy              bawk              (pseudo)

## CORE Phonics Survey – Record Form

### G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords 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 3 out of 8 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 e	compete	slifnate	prubkine
___/ 3	Open or closed	depend	sunop	wopam
___/ 3	Open or closed	zero	zubo	yodu
___/ 3	Silent e	locate	potife	zuride
___/ 3	Consonant + /e	stable	grickle	morkle
___/ 3	R-Controlled	further	tirper	pharbid
___/ 3	Vowel team	outlaw	doipnoe	loymaud

### 6. Spelling

Give the student a pencil and a sheet of lined paper. Write the student's responses over the words.

**A. Tell the student:** *Listen to each of the words I read and write the **first sound** you hear.*

\_\_\_/ 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.*

\_\_\_/ 5      rub                      fled                      leg                      sell                      less

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

\_\_\_/ 5      fork                      yam                      sip                      shop                      tub

\_\_\_/ 5      coin                      float                      steep                      drive                      spoon