

CORE Reading Assessment Profile, Grades K-3

Name _____ Grade _____ Date _____

Phonological Awareness Screening Test

- Detecting rhymes _____/5 _____
- Counting syllables _____/5 _____
- Matching initial sounds _____/5 _____
- Counting phonemes _____/5 _____
- Comparing word lengths _____/5 _____
- Representing phonemes with letters _____/5 _____

CORE Phoneme Deletion Test _____/20 _____

CORE Phonological Segmentation Test _____/23 _____

CORE Phoneme Segmentation Test _____/15 _____

CORE Phonics Survey — Alphabet Skills

- Letter names—uppercase _____/26 _____
- Letter names—lowercase _____/26 _____
- Consonant sounds _____/23 _____
- Long vowel sounds _____/5 _____
- Short vowel sounds _____/5 _____

CORE Phonics Survey — Reading and Decoding Skills

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

CORE Phonics Survey — Spelling Skills

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

Fry Oral Reading Test

- Independent reading grade level: _____
- Instructional reading grade level: _____

San Diego Quick Assessment of Reading Ability

- Independent reading grade level: _____
- Instructional reading grade level: _____

“Words Their Way” Elementary Qualitative Spelling Inventory

- Spelling stage: _____

Critchlow Verbal Language Scale _____/75 _____

**McLeod Assessment of Reading Comprehension,
Elementary Level** _____/56 _____

Comments

Instructional Implications

CORE Reading Assessment Profile, Grades 4-8

Name _____ Grade _____ Date _____

McLeod Assessment of Reading Comprehension

- Elementary Level _____/56 _____
- Upper Level _____/55 _____

Critchlow Verbal Language Scale _____/75 _____

Fry Oral Reading Test

- Independent reading grade level: _____
- Instructional reading grade level: _____

San Diego Quick Assessment of Reading Ability

- Independent reading grade level: _____
- Instructional reading grade level: _____

“Words Their Way” Elementary Qualitative Spelling Inventory

- Spelling stage: _____

“Words Their Way” Upper Level Qualitative Spelling Inventory

- Spelling stage: _____

CORE Phonics Survey — Alphabet Skills

- Letter names—uppercase _____/26 _____
- Letter names—lowercase _____/26 _____
- Consonant sounds _____/23 _____
- Long vowel sounds _____/5 _____
- Short vowel sounds _____/5 _____

CORE Phonics Survey — Reading and Decoding Skills

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

CORE Phonics Survey — Spelling Skills

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

CORE Phoneme Segmentation Test _____/15 _____

Comments

Instructional Implications
