

CORE Phonics Surveys

SKILL ASSESSED

Phonics

Grade Level

K-8

Language

- English
- Spanish

Grouping

Individual

Approximate Testing Time

10-15 Minutes

Materials

- Pencil
- Lined Paper
- English Record Form (pp. 65-68)
- English Student Material (pp. 69-72)
- Spanish Record Form (pp. 73-76)
- Spanish Student Material (pp. 77-80)

Source

Consortium On Reading Excellence (CORE)

► **WHAT** The *CORE Phonics Survey* and the *CORE Spanish 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 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 subtests, a student who misses *two or more items* would benefit from more direct instruction in the indicated element.

▶ In ten-item subtests, *three or more errors* warrant attention.

See also...

CORE Teaching
Reading Sourcebook,
Section IV: Decoding and
Word Attack

▶ **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 English survey may need further assessment, such as the *CORE Phoneme Segmentation Test*.

CORE Spanish Phonics Survey – Record Form

Name _____ Grade _____ Date _____

SKILLS SUMMARY

Alphabet Skills

- _____/21 Consonant names – uppercase
- _____/21 Consonant names – lowercase
- _____/10 Vowel names and sounds – uppercase and lowercase
- _____/23 Consonant sounds

Reading and Decoding Skills

- _____/10 Open syllables, CV
- _____/10 Open syllables, V and CV
- _____/10 Closed syllables, CVC and VC
- _____/10 Open syllables with blends, CCV
- _____/10 Vowel combinations in open syllables
- _____/10 Diphthongs in closed syllables
- _____/24 Multisyllabic words

Spelling Skills

- _____/4 Initial consonant *mal, pon, tus, leo*
- _____/1 Initial vowel *iba*
- _____/3 Final consonant *sin, mes, por*
- _____/2 Final vowel *uva, hace*
- _____/2 Consonant digraphs *leche, carro*
- _____/3 Phoneme /k/ *carro, cocina, parque*
- _____/2 Phoneme /rr/, spelled r and rr *carro, rompen*
- _____/1 Phoneme /x/, spelled j in *ja, jo, ju hijo*
- _____/2 Phoneme /s/, spelled s *triste, abuelos*
- _____/3 Phoneme /b/, spelled b and v *baño, voy, abuelos*
- _____/1 Phoneme /s/, spelled c in *ce, ci cocina*
- _____/4 Closed syllables *parque, rompen, triste, abuelos*
- _____/1 Blends *triste*
- _____/1 Silent h *hijo*
- _____/1 Words with m before p and b *rompen*
- _____/2 Diphthongs *voy, abuelos*

Skills to review: _____

Skills to teach: _____

1. Consonant Names – Uppercase

Say to the student: *¿Puedes decirme los nombres de estas letras?* If the student cannot name three or more consecutive letters, say: *Mira todas las letras y dime si conoces alguna.*

____/21 D L N S V Z J
 T Y P C M CH Ñ
 LL G F B Q R X

2. Consonant Names – Lowercase

Say to the student: *¿Puedes decirme los nombres de estas letras?* If the student cannot name three or more consecutive letters, say: *Mira todas las letras y dime si conoces alguna.*

____/21 d l n s v z j
 t y p c m ch ñ
 ll g f b q r x

3. Vowel Names and Sounds

Ask the student: *¿Puedes decirme cuáles son los sonidos de estas letras?* If the student names the letter, that is its sound. If the student makes an error, record the error over the letter.

____/5 O A I U E ____/5 o a i u e

4. Consonant Sounds

Say to the student: *Mira estas letras. ¿Puedes decirme qué sonido tiene cada letra?* (The digraphs *ch* and *ll* are included here because they are usually taught as part of the Spanish alphabet.) Be sure to ask if he or she knows of another sound for the letters *c* and *g*. Do not expect the student to know more than one sound for *r* (either /r/ or /rr/ is acceptable). If the student gives the correct sound, do not mark the Record Form. If the sound given 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: *Mira todas las letras y dime qué sonidos conoces.*

____/23 d l n s v z j
 t y p c m ch ñ
 ll g f b q r x

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: *Quiero que leas estas palabras*. 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: *Ahora voy a pedirte que leas algunas palabras inventadas. No intentes leerlas como palabras reales que ya conoces*.

A. Open syllables, CV

____/5	su	yo	luna	techo	jefe
____/5	ne	cu	mepa	silá	rago

B. Open syllables, V and CV

____/5	año	iba	oro	ella	ocho
____/5	oba	udo	eca	alle	imo

C. Closed syllables, CVC and VC

____/5	sol	pan	tambor	juntos	artes
____/5	jez	dor	cambal	portir	entad

D. Open syllables with blends, CCV

____/5	brazo	grillo	clase	pluma	globo
____/5	flece	crima	bruco	clopo	pleso

E. Vowel combinations in open syllables

____/5	cae	lee	hoy	ruido	quiere
____/5	cheo	moa	ray	yugia	vaida

F. Diphthongs in closed syllables

____/5	puerta	siempre	treinta	cuando	viento
____/5	pueste	quanto	tiemba	reinda	fianco

G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudo-words in the previous items. Say to the student: *Ahora quiero que leas algunas palabras que tienen tres o cuatro sílabas. Empieza con la primera palabra de cada columna y lee todas las palabras de esa columna.* Point to the first column. If the student can read at least 3 out of 8 of the words in this column, say: *Ahora las palabras serán inventadas. No intentes leerlas como palabras reales que ya conoces.* Point to the second column. Repeat the same procedure for the third column.

____/3	Open CV (4 SYLLABLES)	carretera	calabaje	taregudo
____/3	Closed CVC (3 SYLLABLES)	compartes	rescardan	zarcambol
____/3	Variable Letter/Sound (3 SYLLABLES)	gigante	caroce	giloga
____/3	Blends (3 SYLLABLES)	problema	frascura	tropazo
____/3	Hiatos (4 SYLLABLES)	soleado	paonante	nealtura
____/3	Diphthongs (3 SYLLABLES)	ciudades	jeralio	laicando
____/3	Diphthongs (4 SYLLABLES)	bailaremos	gilacioso	pauladista
____/3	Prefixes (4 SYLLABLES)	descompuesto	remolante	excavario

6. Spelling

A. Give the student a pencil and a sheet of lined paper. Tell the student: *Escucha las palabras que te voy a leer y escribe el primer sonido que oigas.* Write the student's responses over the words.

____/5 mal pon tus leo iba

B. Tell the student: *Escucha las palabras que te voy a leer y escribe el último sonido que oigas.*

____/5 sin mes por uva hace

C. Tell the student: *Escucha las palabras que te voy a leer y escribe la palabra entera.*

____/5 leche baño carro hijo cocina
____/5 parque rompen triste voy abuelos

CORE Spanish Phonics Survey – Student Material

1.

D	L	N	S	V	Z	J
T	Y	P	C	M	CH	Ñ
LL	G	F	B	Q	R	X

2.

d	l	n	s	v	z	j
t	y	p	c	m	ch	ñ
ll	g	f	b	q	r	x

3.

O	A	I	U	E
o	a	i	u	e

4.

d	l	n	s	v	z	j
t	y	p	c	m	ch	ñ
ll	g	f	b	q	r	x

5. Reading and Decoding

A.

su	yo	luna	techo	jefe
ne	cu	mepa	sila	rago

B.

año	iba	oro	ella	ocho
oba	udo	eca	alle	imo

C.

sol	pan	tambor	juntos	artes
jez	dor	cambal	portir	entad

D.

brazo	grillo	clase	pluma	globo
flece	crima	bruco	clopo	pleso

E.

cae	lee	hoy	ruido	quiere
cheo	moa	ray	yugia	vaida

F.

puerta	siempre	treinta	cuando	viento
pueste	guanto	tiemba	reinda	fianco

G.

carretera

calabaje

taregudo

compartes

rescardan

zarcambol

gigante

caroce

giloga

problema

frascura

tropazo

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