

DCRC Phonics Assessment ([Student Pages](#))

Heavy credit to: LETRS Phonics and Word Reading Survey (Moats, 2010) and Quick Phonics Screener (Hasbrouck & Parker, 2001), from which this assessment has been adapted.

General Teacher Guidelines:

- This assessment is built to assess students' ability to decode and recognize words.
 - It begins with **Letter-Naming** to assess the child's exposure to alphabet teaching. Though there may not be a causal connection between Letter-Naming and Decoding, several studies have found that Letter-Naming facilitates Letter-Sound Knowledge, and thus Decoding (Hohn & Ehri, 1983; McBride-Chang, 1999; McGuinness, 1997; Treiman, Tincoff, Rodregues, Mouzaki, & Francis, 1998).
 - The majority of subsequent subtests assess students' ability to **decode**, or quickly turn graphemes into phonemes and blend them together.
 - The final two subtests are **High Frequency Words** and **Encoding**. High-Frequency words facilitate connected text reading, and Encoding is an important measure to complement our understanding of a child's decoding ability.
- When do I "discontinue"?
 - Discontinue when the items become too hard for the student to read; skip to **High-Frequency Words** and **Encoding** when the child clearly does not know how to read the words or accuracy is below 50%.
- What's right?
 - The general rule is: **If it's automatic, it's correct.**
 - If a student segments an entire word (/r//o//t/), and then blends it back together ("rot") quickly, it is technically correct; however, note that the student is not automatically blending.
 - A pause longer than three seconds counts as an error; it's not automatic.
 - Self-corrections, if caught quickly, are counted as correct.
- Neutral encouragement is fine. (i.e. "Do your best!" "Keep going.")

Name: _____

Date: _____

Administration and Scoring Guide

Subtest 1: Letter Naming (Upper, then Lower case)

"I'm going to show you some letters in mixed up order. Tell me the name of each letter as you point to it. Remember, tell me the name, not the sound."

Upper case:

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

Correct: ___/26

Lower case:

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

Correct: ___/26

Subtest 2: Letter-Sound Correspondences (Single Consonants and Digraphs, then Short Vowels)

“I’m going to show you some letters in mixed up order. When you see the letter or letter team (digraph), say the sound that it represents. Do not say the letter names. For example, if you see “m”, you would say /m/.”

m	f	t	s	b	w
k	d	r	v	n	j
l	g	p	h	z	y
qu	th	sh	ch	wh	ck

Correct: ___/24

Letter-sound Correspondences, Short Vowels

“I’m going to show you some more letters. Tell me the short vowel sound each one stands for.”

i u a o e

Correct: ___/5

Subtest 3: Closed Syllable Words with Short Vowels and Single Consonants

“I’m going to show you some real words and some made-up words. You can read the made-up (nonsense) words as if they were parts of real words. Do the best you can.” (You can tell the student that the second set is nonsense or made-up words.)

Real	lap	rot	sum	wed	kit	bun
Nonsense	lom	mif	pez	gom	rad	Jun

Real correct: ___/6

Nonsense correct: ___/6

Note: Words with liquid consonants in the initial position, and consonants that are typically introduced earlier in systematic scopes and sequences, appear first. Some students will discontinue before this point. So, skip to High-Frequency Words and Encoding. Remember, do not belabor administration of elements the student clearly does not know.

Subtest 4: Closed Syllable Words with Short Vowels and Digraphs

“Let’s keep going! Do the best you can.”

Real	shut	cash	chap	much	moth	whack
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Real correct: ____/6

Subtest 5: Closed Syllable Words with Short Vowels, Blends, and Digraphs (mixed practice)

“Let’s keep going! Do the best you can.” (You can tell the student that the second set is nonsense or made-up words.)

Real	slip	clad	fast	tend	trust	punch
Nonsense	chonk	thremp	spaz	blick	steck	culf

Real correct: ____/6

Nonsense correct: ____/6

Note: Many students will discontinue before this point. So, skip to High-Frequency Words and Encoding. Remember, do not belabor administration of elements the student clearly does not know.

Subtest 6: Multisyllabic Words - CVC/CVC to increasingly more complex

“Let’s keep going! These words are longer, so just do the best you can.”

Real	upset	rabbit	unfed	picnic	napkin	sudden
	skimming	backdrop	upswing	complex	maddest	subject

Real correct: ____/12

Subtest 7: Long Vowel - VCe words and Multisyllabic Words

“Do the best you can.”

Real	dome	plate	tune	vote	chime	whale
Nonsense	lete	pruse	wabe	pire	throme	bline
Multisyllabic	suppose	compete	implode	unmade	insane	commune

Real correct: ___/6

Nonsense correct: ___/6

Multisyllabic correct: ___/6

Subtest 8: Open Syllables

“Do the best you can.”

Real	go	no	hi	shy	we	be
Nonsense*	fi	re	ze	pa	de	vi
Multisyllabic	halo	zero	open	raven	locust	humid

Real correct: ___/6

Nonsense correct: ___/6

Multisyllabic correct: ___/6

*Some of these are not nonsense words, but rather detached syllables (i.e. prefixes like “re.”)

Subtest 9: Vowel-r Syllables

“Do the best you can.”

Real	fur	or	yurt	girl	chard	jerk
Nonsense	jer	thir	zor	gurt	sarm	glers
Multisyllabic	setter	doctor	artwork	platform	surfer	starburst

Real correct: ___/6

Nonsense correct: ___/6

Multisyllabic correct: ___/6



Subtest 10: Vowel Team Syllables

"Do the best you can."

Real	ray	keel	mail	spout	foal	flight
Nonsense	voy	wain	loob	cruit	plaud	wright
Multisyllabic	sustain	turmoil	cheater	coleslaw	soupspoon	snowboard

Real correct: ___/6

Nonsense correct: ___/6

Multisyllabic correct: ___/6

Subtest 11: High Frequency Words

"I am going to show you some words to read. Read each word as it appears on the screen. It's okay if you don't know them -- these are called Trick Words!" (Encourage the student to try the next one if they don't know a word within 3 seconds. If it is clear they know very few, or no high-frequency words, you can discontinue after five.)

PART A

the	a	and	is	his	of
as	has	to	into	we	he
she	be	me	for	or	you
your	I	they	was	one	said

Correct: ___/24

Only administer Part B if the student is proficient with Part A.

PART B

from	have	do	does	were	are
who	what	when	where	there	here
why	by	my	try	put	two
too	very	also	some	come	would
could	should	her	over	say	says
see	between	each	any	many	how



now	down	about			
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Correct: ___/39

Subtest 12: Encoding (Students need a separate piece of paper here.)

1. Letter Formation Knowledge

“Can you write the alphabet in order? Show me the first few letters. Try to use lower case!”

If the child is able, say: *“Great! Keep going! Can you do the entire alphabet?”*

(If the child errs in the first 5 letters, simply say “that’s enough!”)

Notes on errors:

2. Encoding Individual Phonemes

“Write the letter or letters that represent each sound.”

/sh/	/j/	/y/	/h/	/l/	/d/
/ch/	/n/	/v/	/z/	/ks/ (x)	/kw/ (qu)

Correct: ___/12

3. Encoding Whole Words

“Write the words you hear me say. I will use each in a sentence as well.” Teachers discontinue after 2 consecutive errors (“fn” for “fan” is considered an error.)

#	Say the word.	Say the word in the sentence.	Repeat the word.	For teacher reference: What is being assessed?
1	fan	I use the fan on hot days.	fan	CVC, /a/ in medial position
2	pet	I have a pet cat.	pet	CVC, /e/ in medial position
3	gum	I love bubble gum .	gum	CVC, /u/ in medial position
4	dig	Let’s dig a hole in the sand.	dig	CVC, /i/ in medial position with “d”
5	rob	A raccoon will rob a bird’s nest for eggs.	rob	CVC, /o/ in medial position with “b”
6	sled	The dog sled was pulled by huskies.	sled	CCVC with initial blend
7	stick	I used a stick to poke the hole.	stick	CCVCC with initial blend and final digraph
8	hope	I hope you do well!	hope	VCe
8	wait	You will need to wait for the letter.	wait	Vowel team
9	shine	He rubbed the coin to make it shine .	shine	VCe with initial digraph
10	dream	I had a funny dream last night.	dream	Vowel team with initial blend



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11	blade	The blade of the knife was sharp.	blade	VCe with initial blend
12	coach	The coach called the team off the field.	coach	Vowel team with final digraph
13	fright	She was a fright in her costume.	fright	Vowel team with initial blend