

Cache County School District Core Phonics Survey – 2013 Revised Edition

Student Name: _____

Teacher:		Teacher:		Teacher:	
Kindergarten		First Grade		Second Grade	
mid	end	mid	end	mid	end

Date(s) administered: _____

K	A	Letter names – uppercase	/26	/26	/26	/26	/26	/26	/26
	B	Letter names – lowercase	/26	/26	/26	/26	/26	/26	/26
	C	Consonant sounds	/23	/23	/23	/23	/23	/23	/23
	D	Short vowel sounds	/5	/5	/5	/5	/5	/5	/5
		Long vowel sounds	/5	/5	/5	/5	/5	/5	/5
E	Short vowels in CVC words	/15	/15	/15	/15	/15	/15	/15	
1st	F	Consonant blends with short vowels			/15	/15	/15	/15	
	G	Short vowels, digraphs, and <i>-tch</i> trigraph			/15	/15	/15	/15	
	H	<i>R</i> -controlled vowels			/15	/15	/15	/15	
	I	Long vowel spellings			/15	/15	/15	/15	
2nd	J	Variant vowels					/15	/15	
	K	Low frequency vowel and consonant spellings					/15	/15	
	L	Multisyllabic words					/24	/24	

Determining Benchmark Status: **Benchmark** = All subtests at Benchmark
Strategic = Any subtests below Benchmark
Intensive = 2 or more subtests at Intensive

B
S
I

(Circle one)

B
S
I

(Circle one)

B
S
I

(Circle one)

Core Phonics Subtest Accuracy Criteria										
SUBTESTS		End of Kindergarten			End of First Grade			End of Second Grade		
		<i>Benchmark</i>	<i>Strategic</i>	<i>Intensive</i>	<i>Benchmark</i>	<i>Strategic</i>	<i>Intensive</i>	<i>Benchmark</i>	<i>Strategic</i>	<i>Intensive</i>
A	Uppercase letters	25+	20-24	0-19	26	24-25	0-23	26	25	0-24
B	Lowercase letters	25+	20-24	0-19	26	24-25	0-23	26	25	0-24
C	Sounds	20+	16-19	0-15	22+	18-21	0-17	23	20-22	0-19
D	Short vowels	4+	3	0-2	10	8-9	0-7	10	9	0-8
	Long vowels	0	0	0						
E	CVC words	13+	8-12	0-7	14+	10-13	0-9	14+	10-13	0-9
F	Consonant blends				14+	10-13	0-9	14+	10-13	0-9
G	Short Vs, digraphs, -tch				13+	8-12	0-7	14+	10-13	0-9
H	<i>R</i> -controlled vowels				13+	8-12	0-7	14+	10-13	0-9
I	Long vowel spellings				12+	5-11	0-4	14+	10-13	0-9
J	Variant vowels							14+	10-13	0-9
K	Low frequency spelling							13+	10-12	0-9
L	Multisyllabic words							21+	15-20	0-14

CORE Phonics Survey

Student Name: _____

Directions: Fill in the date and initials of the person administering the assessment.

Mark answers as follows:

| = correct

O = incorrect

r		
o	o	
		2

Place mark over the watermark for the current grade.

DATE	DATE	DATE	DATE	DATE	DATE
TESTER	TESTER	TESTER	TESTER	TESTER	TESTER

K		1st		2nd	
A <i>mid</i>	A <i>end</i>	A <i>mid</i>	A <i>end</i>	A <i>mid</i>	A <i>end</i>
/26	/26	/26	/26	/26	/26

B <i>mid</i>	B <i>end</i>	B <i>mid</i>	B <i>end</i>	B <i>mid</i>	B <i>end</i>
/26	/26	/26	/26	/26	/26

C <i>mid</i>	C <i>end</i>	C <i>mid</i>	C <i>end</i>	C <i>mid</i>	C <i>end</i>
/23	/23	/23	/23	/23	/23

D <i>mid</i>	D <i>end</i>	D <i>mid</i>	D <i>end</i>	D <i>mid</i>	D <i>end</i>
/5	/5	/5	/5	/5	/5

D <i>mid</i>	D <i>end</i>	D <i>mid</i>	D <i>end</i>	D <i>mid</i>	D <i>end</i>
/5	/5	/5	/5	/5	/5

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 know.*

D	A	N	S	X	Z	J	L	H
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
T	Y	E	C	O	M	R	P	W
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
K	U	G	B	F	Q	V	I	
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	

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 know.*

d	a	n	s	x	z	j	l	h
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
t	y	e	c	o	m	r	p	w
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
k	u	g	b	f	q	v	i	
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	

PART C Consonant sounds

Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* Be sure to ask if the student knows both sounds for letters g and c. If the student cannot make the sound for three or more consecutive letters, say: *Look at all of the letters and tell me which ones you know.*

d	l	n	s	x	z	j	
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	
t	y	p	c (hard)	c (soft)	h	m	r
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
k	w	g (hard)	g (soft)	b	f	q	v
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2

PART D Vowels 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 the other sound of the letter?* The student should name the short vowel sound.

	e - short	i - short	a - short	o - short	u - short
Mid	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
End	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
	e - long	i - long	a - long	o - long	u - short
Mid	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2
End	K 1 2	K 1 2	K 1 2	K 1 2	K 1 2

PART E Short vowels in CVC words

For items E through K, students must read both real and pseudowords (made-up). 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 words of the real words, do not administer 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.*

K		1st		2nd	
E <i>mid</i> /15	E <i>end</i> /15	E <i>mid</i> /15	E <i>end</i> /15	E <i>mid</i> /15	E <i>end</i> /15
		F <i>mid</i> /15	F <i>end</i> /15	F <i>mid</i> /15	F <i>end</i> /15
		G <i>mid</i> /15	G <i>end</i> /15	G <i>mid</i> /15	G <i>end</i> /15
		H <i>mid</i> /15	H <i>end</i> /15	H <i>mid</i> /15	H <i>end</i> /15

	sip			mat			let			bun			hog		
<i>Mid</i>	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2
<i>End</i>	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2
	rut			fit			bat			hot			set		
<i>Mid</i>	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2
<i>End</i>	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2
	nop			sut			dit			pem			fap		
<i>Mid</i>	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2
<i>End</i>	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2

KINDERGARTEN – STOP HERE

PART F Consonant blends with short vowels

	stop		trap		quit		spell		plan	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2
	silk		fast		sank		lump		held	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2
	nask		dilt		qued		cang		dran	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2

PART G Short vowels, digraphs, and -tch trigraph

	when		chop		thin		shut		wick	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2
	dodge		rash		ring		then		match	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2
	chid		shom		dath		phid		lutch	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2

PART H R-controlled vowels

	harm		dirt		form		fern		surf	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2
	worn		pert		bark		turn		bird	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2
	nerm		sirt		gorf		murd		carn	
<i>Mid</i>	1	2	1	2	1	2	1	2	1	2
<i>End</i>	1	2	1	2	1	2	1	2	1	2

