Cache County School District Core Phonics Survey – 2013 Revised Edition

			Teacher:		reacher:		reacher:	
Stude	ent Na	me:	Kinde	rgarten	First (Grade	Second	Grade
			mid	end	mid	end	mid	end
		Date(s) administered:						
	A	Letter names – uppercase	/26	/26	/26	/26	/26	/26
	В	Letter names – lowercase	/26	/26	/26	/26	/26	/26
K	C	Consonant sounds	/23	/23	/23	/23	/23	/23
IX	D	Short vowel sounds	/5	/5	/5	/5	/5	/5
	D	Long vowel sounds	/5	/5	/5	/5	/5	/5
	E	Short vowels in CVC words	/15	/15	/15	/15	/15	/15
	F	Consonant blends with short vowels			/15	/15	/15	/15
1 st	G	Short vowels, digraphs, and -tch trigraph			/15	/15	/15	/15
1	Н	R-controlled vowels			/15	/15	/15	/15
	I	Long vowel spellings			/15	/15	/15	/15
	J	Variant vowels					/15	/15
2 nd	K	Low frequency vowel and consonant spellings					/15	/15
	L	Multisyllabic words					/24	/24
Dete	rminin	g Benchmark Status: Benchmark = All subtests at Benchmark Strategic Any subtests below Benchmark 2 or more subtests at Benchmark 2 or more subtests at Benchmark 3 or more subtests 3 or more subtest	enchmark	B S I		B S I		B S I

			Core Ph	onics Su	btest Acc	uracy Cr	iteria			
		End o	f Kinderga	rten	End o	of First Gra	nde	End of	Second G	rade
	SUBTESTS	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
Α	Uppercase letters	25+	20-24	0-19	26	24-25	0-23	26	25	0-24
В	Lowercase letters	25+	20-24	0-19	26	24-25	0-23	26	25	0-24
С	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	10	0-9	0-7	10	9	0-8
Ε	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
Н	R-controlled vowels				13+	8-12	0-7	14+	10-13	0-9
ı	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

DATE	DATE	DATE	DATE	DATE	DATE
TESTER	TESTER	TESTER	TESTER	TESTER	TESTER
_	_	_	c4		n d
ľ	(1	St	2	na
A	A	A	A	A	A
mid	end	mid	end	mid	end
/26	/26	/26	/26	/26	/26
В	В	В	В	В	В
mid	end	mid	e nd	mid	end
/26	/26	/26	/26	/26	/26
C	С	С	C	С	C
mid	end	mid	end	mid	end
/23	/23	/23	/23	/23	/23
143	143	143	123	123	123
D	D	D	D	D	D
mid	end	mid	end	mid	end
/5	/5	/5	/5	/5	/5
D	D	D	D	D	D
mid	end	mid	end	mid	end
/5	/5	/5	/5	/5	/5

CORE Phonics Survey

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	Κ	1	2	K	1	2	K	1	2	K	1	2	K	1	2	Κ	1	2
K	1	2	K	1	2	K	1	2	Κ	1	2	K	1	2	K	1	2	K	1	2	K	1	2	Κ	1	2
	T			Y			E			C			0			M			R			P			W	
K	1	2	K	1	2	Κ	1	2	Κ	1	2	Κ	1	2	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2
K	1	2	K	1	2	Κ	1	2	Κ	1	2	K	1	2	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2
	K			U			G			В			F			Q			V			I				
K	1	2	K	1	2	Κ	1	2	Κ	1	2	K	1	2	Κ	1	2	K	1	2	Κ	1	2			
K	1	2	Κ	1	2	Κ	1	2	Κ	1	2	K	1	2	K	1	2	K	1	2	Κ	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	Κ	1	2	Κ	1	2	Κ	1	2	Κ	1	2	Κ	1	2
K	1	2	K	1	2	K	1	2	Κ	1	2	K	1	2	K	1	2	Κ	1	2	Κ	1	2	K	1	2
	t			y			e			c			0			m			r			р			W	
Κ	1	2	K	1	2	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2	Κ	1	2	Κ	1	2	Κ	1	2
K	1	2	K	1	2	K	1	2	Κ	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	Κ	1	2	Κ	1	2	K	1	2	K	1	2	K	1	2	K	1	2			
K	1	2	Κ	1	2	K	1	2	K	1	2	K	1	2	K	1	2	Κ	1	2	Κ	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	Κ	1	2	K	1	2	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2			
K	1	2	Κ	1	2	Κ	1	2	K	1	2	Κ	1	2	K	1	2	K	1	2			
	t			y			р		c	(ha	rd)	С	(soi	ft)		h			m			r	
K	1	2	Κ	1	2	Κ	1	2	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2	Κ	1	2
K	1	2	Κ	1	2	Κ	1	2	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2	Κ	1	2
	k			w		g (har	d)	g	g (so	ft)		b			f			q			v	
K	1	2	Κ	1	2	Κ	1	2	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2	Κ	1	2
K	1	2	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2	Κ	1	2	Κ	1	2	Κ	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	- sho	rt	i	- sho	rt	a	- sho	rt	0	- sho	rt	u	- sho	rt
Mid	K	K 1 2 K 1 2		K	1	2	K	1	2	Κ	1	2	K	1	2
End	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2
	e - long		i	- lon	g	a	- lon	ıg	0	- lon	ıg	u	- sho	rt	
Mid	Κ	1	2	K	1	2	Κ	1	2	Κ	1	2	K	1	2

ľ	(1	st	2'	nd
E	E end	E	E end	E mid	E end
/15	/15	/15	/15	/15	/15
		F mid	F end	F mid	F
		/15	/15	/15	/15
		G mid	G end	G mid	G end
		/15	/15	/15	/15
		M <i>mid</i> /15	H <i>end</i> /15	mid /15	H <i>end</i> /15

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*.

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

KINDERGARTEN – STOP HERE

PART F Consonant blends with short vowels

	st	ор	tr	ар	qı	ıit	sp	ell	pla	an
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2
	si	lk	fa	st	sa	nk	lur	np	he	ld
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2
	na	ısk	d	ilt	qu	ed	ca	ng	dr	an
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2

PART G Short vowels, digraphs, and -tch trigraph

	w	hen	che	op	th	in	shu	ıt	wie	ck
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2
	do	odge	ras	sh	ri	ng	the	n	mat	tch
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2
	c	hid	sho	m	da	th	phi	id	lut	ch
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2

PART H R-controlled vowels

	harm		dirt		form		fern		surf	
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2
	worn		pert		bark		turn		bird	
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2
	ne	nerm sirt		go	gorf		murd		rn	
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2

1	st	2'	nd
mid	end	mid	end
/15	/15	/15	/15
		J	J
		/15	/15
		K <i>mid</i> /15	K <i>end</i> /15
		mid /24	end /24

PART I Long vowel spellings

	tape		key		toe		paid		feet	
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2
	leap		boat		tie		ray		blow	
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2
	loe		hine		beap		faim		soat	
Mid	1	2	1	2	1	2	1	2	1	2
End	1	2	1	2	1	2	1	2	1	2

FIRST GRADE – STOP HERE

PART J Variant vowels

few		down		moon		hawk		coin	
mid	end	mid	end	mid	end	mid	end	mid	end
cue		loud		cook		haunt		toy	
mid	end	mid	end	mid	end	mid	end	mid	end
voot		rew		fout		zoy		bawk	
mid	end	mid	end	mid	end	mid	end	mid	end

PART K Low frequency vowel and consonant spellings

kneel		cent		ty	pe	ghost		wrist		
mid	end	mid	end	mid	end	mid	end	mid	end	
gi	giant		sweat		gnat		bomb		sigh	
mid	end	mid	end	mid	end	mid	end	mid	end	
b	bice		knod		dimb		tigh		ер	
mid	end	mid	end	mid	end	mid	end	mid	end	

PART L Multisyllabic words

Say to the student: I want you to read aloud down the first column of words. Each of the real words in this column has two syllables. If the student can read at least five out of the eight words in the first column, ask the student to read the words in the second column, point to the third column and say: Now I want you to read some made-up words. Do not try to make them sound like real words.

unl	unless		sent	tim	but	Classed alone devillables	
mid	end	mid	end	mid	end	- Closed-closed syllables	
comp	competes		admire		pete	Claradailant a sallahlas	
mid	end	mid	end	mid	end	Closed-silent e syllables	
dep	end	radishes		podated		Open/closed-other	
mid	end	mid	end	mid	end	syllables	
zei	zero		menu		mu	On an an alas a localishing	
mid	end	mid	end	mid	end	Open or closed syllables	
loca	locate		inhaled		tate	Silent e syllables	
mid	end	mid	end	mid	end	Stient e syllables	
sta	ble	dimple		morkle		Canada da callablac	
mid	end	mid	end	mid	end	Consonant-le syllables	
furt	further		bordered		ber		
mid	end	mid	end	mid	end	<i>r-controlled</i> syllables	
railv	railways		roaring		toon	V	
mid	end	mid	end	mid	end	Vowel team syllables	