

Foundations Survey

This assessment was created in alignment to the scope and sequence of UFLI Foundations. This survey is not created, distributed, or affiliated with University of Florida Literacy Institute and is for teacher and student use only.

The purpose of this assessment is to support educators and interventionists with a tool that demonstrates foundational strengths and weaknesses as well as provide information that can be helpful in targeting lessons using the UFLI: Foundations Scope and Sequence.

Administration Directions

- Print Pages 2-5 for the number of students you will be assessing. These will be your copies.
- Print 1 copy of Pages 6-8 for the spelling portion.
- Print Pages 9-16 in a stapled packet for each student. Your student may not use every page.

Letter Proficiency

- Begin by assessing student's alphabet knowledge through letter names, sounds, and formation. Add the totals of the correct responses on the recording sheet (page 2). If there are skill gaps in this area, identify the areas and compare to the Alphabet scope and sequence in UFLI and begin instruction.

Decoding

- If students have demonstrated adequate letter knowledge, continue to the decoding portion of this survey. Row by row, ask students to read the word aloud. Write any incorrect responses above the word or underlined the parts of the word that are incorrect. Then, write down how many words the student said correctly out of 5. Students will move on with 4 or 5 correct responses. Stop when students read 3 or below correct.

Encoding

- Using the same words the student was asked to decode, the student will now be asked to spell them. Similar to the decoding portion, students will move on to the next section with at least 4 correct responses. Stop when students answer 3 or below correct.

Placing Students

- Using the results from the decoding and encoding portion, analyze areas of weakness in both decoding and encoding. Once an area has been identified, begin instruction at the **beginning** of the targeted section. For example, if a student was struggling with vowel teams, start at the first vowel team lesson (Lesson 84).

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Student Name: _____

Grade: _____

Date: _____

Teacher: _____

Skills Summary

Letter Proficiency

- _____/26 Letter names: lowercase
- _____/21 Letter sounds: lowercase (consonants)
- _____/5 Vowel sounds: short
- _____/5 Vowel sounds: long
- _____/26 Letter Formation

UFLI Placement: _____

Decoding (Reading)

- _____/5 Short Vowels
- _____/5 Digraphs
- _____/5 VCE
- _____/5 Longer Words
- _____/5 Ending Spelling Patterns
- _____/5 R-Controlled Vowels
- _____/5 Long Vowel Teams
- _____/5 Other Vowel Teams
- _____/5 Diphthongs
- _____/5 Silent Letter
- _____/5 Suffixes & Prefixes
- _____/5 Suffix Spelling Changes
- _____/5 Low Frequency Spellings
- _____/5 Additional Affixes

Encoding (Spelling)

- _____/5 Short Vowels
- _____/5 Digraphs
- _____/5 VCE
- _____/5 Longer Words
- _____/5 Ending Spelling Patterns
- _____/5 R-Controlled Vowels
- _____/5 Long Vowel Teams
- _____/5 Other Vowel Teams
- _____/5 Diphthongs
- _____/5 Silent Letter
- _____/5 Suffixes & Prefixes
- _____/5 Suffix Spelling Changes
- _____/5 Low Frequency Spellings
- _____/5 Additional Affixes

Teacher's Copy

Directions

- **Letter Names** - *Say: I am going to ask you to tell me the names of each of these letters. If a child cannot get 3 in a row correct, prompt the student to point and say the letters the student already knows.*
- **Letter Sounds** - *Say: Next, I am going to ask you to tell me the sound each of these same letters represent. If a child cannot get 3 in a row correct, prompt the student to point and say the letters the student already knows.*
- **Letter Formation** - *Say: Finally, I am going to ask you to write the letter that I say the best you can on the line. Please see the following page for more information on proper letter formation. Letter Formation Guide (p.367-368)*

	Letter Name	Letter Sound	Letter Formation
a	<input type="checkbox"/>	<input type="checkbox"/> Short	<input type="checkbox"/>
		<input type="checkbox"/> Long	
m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	<input type="checkbox"/>	<input type="checkbox"/> Short	<input type="checkbox"/>
		<input type="checkbox"/> Long	
n	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	<input type="checkbox"/>	<input type="checkbox"/> Short	<input type="checkbox"/>
		<input type="checkbox"/> Long	
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u	<input type="checkbox"/>	<input type="checkbox"/> Short	<input type="checkbox"/>
		<input type="checkbox"/> Long	
g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Letter Name	Letter Sound	Letter Formation
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/> Short	<input type="checkbox"/>
		<input type="checkbox"/> Long	
s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
qu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes

Teacher's Copy

Decoding (Reading)

Directions

- **Decoding** - Say: *I would like you to read each row of words the best you can. The first 3 words on each row are real words, and the last two words (in bold) are nonsense words. Thank you for working hard and doing the best you can!*
- It can be helpful to write the student's response next to the word. If a student self corrects a word, write SC next to the word and do NOT count it as an error. Stop as soon as the child answers 3 out of 5 correctly.

bad hip bet **trop** **stum** ___/5

cliff small quick **dring** **shomp** ___/5

grape strive vote **zube** **lage** ___/5

inches pinched going **bopkin** **loment** ___/5

fetch pledge kind **wucky** **crample** ___/5

arch chore swerve **mursty** **vark** ___/5

trail zeal groan **dight** **zay** ___/5

nook moose bruise **nauce** **blawk** ___/5

Teacher's Copy

point soy frown **sloip** **bault** ___/5

knife wrong thumb **wrost** **knisk** ___/5

churches newest slightly **prelix** **dismog** ___/5

fried stopping hotter **florest** **mellied** ___/5

wizard airplane smear **tincil** **blimble** ___/5

mission creature sculptor **luggish** **rampy** ___/5

Teacher's Copy

Directions

- **Encoding-** *Say: Next I am going to ask you to spell some words for me. I am going to provide you with the word and a sentence, and I would like you to write it the best you can on the line. After each set of 5 words, assess the accuracy of the child's work and stop after 3 or less are written correctly.*

1. bad - The rotten egg smells really bad.
2. hip - Grandma is so cool; she knows all the latest trends and is really hip.
3. flop - The pancake landed with a flop on the breakfast plate.
4. stun - The magician's amazing tricks never fail to stun the audience.
5. bet - I bet you can't jump higher than me!
6. cliff - The brave explorer climbed the steep cliff to see the view from the top.
7. small - The tiny puppy fit into the palm of my hand; it was so small.
8. cling - The wet clothes seemed to cling to the clothesline.
9. skunk - Be careful! A skunk sprayed a smelly mist in the backyard.
10. quick - The rabbit was so quick; it hopped away before I could catch it.
11. grape - I love to eat grapes; they are juicy and sweet.
12. strive - Even when things are tough, always strive to do your best.
13. tube - I use a tube of toothpaste to keep my teeth clean.
14. wage - Dad earns a good wage working at the factory.
15. vote - People gather to vote for their favorite candidate in an election.
16. inches - The caterpillar crawled a few inches along the branch.
17. pinched - Ouch! I pinched my finger in the door.
18. napkin - Don't forget to use a napkin to wipe your mouth during dinner.
19. open - The door is open, come inside and join the fun.
20. going - Are you going to the park after school?

Teacher's Copy

21. fetch - The dog loves to play fetch with a ball.
22. pledge - We all stand and say the Pledge of Allegiance at school.
23. lucky - Finding a four-leaf clover is considered very lucky.
24. trample - Be careful not to trample the flowers in the garden.
25. kind - It's important to be kind and help others.
26. hark - Hark! I hear the sound of jingling bells.
27. chore - Cleaning your room is a household chore.
28. thirsty - After playing outside, I felt really thirsty.
29. backyard - We set up a tent in the backyard for a camping adventure.
30. swerve - The car had to swerve to avoid hitting the animal on the road.
31. trail - Let's explore the forest trail and see where it leads.
32. zeal - The soccer player tackled the game with great zeal.
33. thigh - The chicken drumstick is a part of the thigh.
34. today - What are we learning in school today?
35. groan - The old floorboards would groan when you walked on them.
36. nook - I found a cozy nook to read my book in the library.
37. moose - In the forest, we spotted a giant moose.
38. sauce - Spaghetti tastes better with a delicious tomato sauce.
39. bread - Mom baked fresh bread, and the whole house smelled wonderful.
40. bruise - Be careful not to bump into things; you might get a bruise.

Teacher's Copy

41. point - The teacher made a good point during the lesson.
42. soy - I like to eat tofu; it's made from soybeans.
43. southwest - We traveled in the southwest direction to reach the beach.
44. fault - It's not your fault; accidents happen.
45. frown - Why the frown? Let's turn it into a smile.
46. knife - Always be careful when using a sharp knife in the kitchen.
47. wrong - Oops, I gave you the wrong book; here's the correct one.
48. wrist - The bracelet looks pretty on her wrist.
49. known - The famous author is known for writing exciting stories.
50. thumb - Use your thumb to press the button.
51. churches - There are many beautiful churches in the city.
52. newest - The newest video game is really exciting to play.
53. precook - To save time, we decided to precook the pasta.
54. disrespect - It's important to show respect and not be disrespectful.
55. slightly - The door was slightly open, so I peeked inside.
56. shopped - We shopped for groceries at the supermarket.
57. stopping - The rain showed no sign of stopping.
58. bravest - The bravest firefighter rescued the kitten from the tree.
59. fried - Chicken tastes delicious when it's fried.
60. hotter - In summer, the weather gets hotter.
61. wizard - The wizard cast a magical spell on the old castle.
62. airplane - Look, it's an airplane flying high in the sky!
63. pencil - Use a sharp pencil to write neatly.
64. whistle - The referee blew the whistle to start the game.
65. smear - Be careful not to smear the paint on the paper.
66. mission - Our mission is to clean up the beach and make it beautiful.
67. creature - In the forest, we discovered a mysterious creature.
68. grouchy - Don't be grouchy; let's have some fun!
69. accomplishment - Finishing the puzzle was a great accomplishment.
70. sculptor - The sculptor created a beautiful statue out of stone.

Name: _____

Date: _____

Student Copy

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Student Copy

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6.	_____	19.	_____
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12.	_____	25.	_____
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13.	_____	26.	_____
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	_____		_____

Student Copy

bad hip bet **trop** **stum**

cliff small quick **dring** **shomp**

grape strive vote **zube** **lage**

inches pinched going **bopkin** **loment**

fetch pledge kind **wucky** **crample**

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Student Copy

point soy frown **sloip** **bault**

knife wrong thumb **wrost** **knisk**

churches newest slightly **prelix** **dismog**

shopped stopping hotter **florest** **mellied**

wizard airplane smear **tincil** **blimble**

mission creature sculptor **luggish** **rampy**

Student Copy

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Student Copy

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Student Copy

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Student Copy

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