

## QUICK PHONICS SCREENER, Standard Version

The QPS helps determine which key phonics skills a student knows well or still needs to learn.

### Say to the student:

1. ***"I'm going to ask you to read some words and sentences to me so I can find out what kinds of words are easy for you to read and what kinds of words you still need to learn. I want you to try to do your best. We probably won't do this whole page; we'll stop if it gets too hard. Any questions?"*** (The teacher may explain that some of the words are make-believe or pseudo words.)
2. For the **NAMES** task, have students name the letter Q, not the /qu/ sounds. For the **SOUNDS** task, have students give you the SHORT sound for each of the VOWELS. If they say the long sound (letter name), say: ***"That is one sound that letter makes. Do you know the short sound for that letter?"***

### Procedures for Administration

#### STARTING POINT:

For students in Grade 3, start the QPS at Task 2A.

#### MOVING FROM TASK TO TASK:

3. If the student misses five words in Task 2A, move to 2B and then go back and administer letter sounds (Task 1B).
4. Administer each section of each task (i.e., words in isolation and then words in text).

#### ERROR CORRECTION:

If a student does not know a word, tell him/her to skip it and move on to the next one. Do not read the word for the student.

#### STOP TESTING:

5. **STOP** the assessment when the student appears frustrated or tired. **NOT ALL TASKS MUST BE ADMINISTERED**, but try to assess as many as possible so you will have sufficient information to plan instruction.
6. When a student misses five words in the word box, move to the words in text. Then, move to the next word box task. If the student misses five words in that word box, complete that task (administer the sentences), and stop the assessment.

Note: A teacher may choose to administer additional tasks in order to gain further information but care must be taken not to frustrate the student.

### Scoring the QPS

1. Mark errors and make notes/comments to help you remember how the student responded. Students should read the words as whole words without sounding them out to be recorded as a correct response.
2. **The QPS is scored by each individual task ONLY.** Record the ratio of CORRECT responses over the total number POSSIBLE (e.g., 13/21 or 8/10) for each task. For Tasks 2b, 3b, 4b, 5b, and 6b, only the underlined **word counts, but note or make comments about how well other words were read.**

**NOTE:** The grade level listed above each task is an APPROXIMATE level at which those phonics skills are taught. **Results from the QPS CANNOT be used to determine a student's grade-level performance in reading, only their strengths/needs in key phonics skills. Mastery level is at least 90%.**

# Quick Phonics Screener, Standard Version – Scoring Form

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Section 1: Letter Names & Sounds

K-1 <sup>st</sup>		Score
1. Letters		
(a) Names	m t a s i r d f o g l h u c n b j k	/26
(b) Sounds	y e w p v qu x z	/21 cons. /5 Vowels

## Section 2-7: Single Syllable Words

Gr. 1		Score
2. vc & cvc		
(a) in List	wat fod leb tum pon sib cug raf mip hev	/10
(b) in Text	<u>Sam</u> and <u>Ben</u> <u>hid</u> the <u>gum</u> . <u>Pat</u> <u>had</u> a <u>nap</u> <u>in</u> <u>bed</u> . <u>Mom</u> <u>had</u> a <u>top</u> <u>on</u> a <u>big</u> <u>pot</u> . <u>Tim</u> <u>can</u> <u>sit</u> <u>in</u> a <u>tub</u> .	/20

Gr.1		Score
3. cvcc & ccvc		
(a) in List	clab trin snaf greb slad fosp lonk mant jast sund	/10
(b) in Text	<u>Glen</u> will <u>swim</u> <u>past</u> the <u>raft</u> in the <u>pond</u> . The <u>frog</u> <u>must</u> <u>flip</u> and <u>spin</u> and <u>jump</u> .	/10

Gr. 1-2		Score
4. Silent e CVC-e		
(a) in List	sice nole fune moze vate rine lade sile gane fote	/10
(b) in Text	<u>Mike</u> and <u>Jane</u> <u>use</u> a <u>rope</u> to <u>ride</u> the <u>mule</u> . <u>Pete</u> has <u>five</u> <u>tapes</u> at <u>home</u> .	/10

Gr. 1-2		Score
5. R-Control Vowels		
(a) in List	cort pirk varb serl surd tarn forp murk tirn kerm	/10
(b) in Text	The <u>dark</u> <u>tar</u> on his <u>torn</u> <u>shirt</u> <u>burned</u> and <u>hurt</u> him. The <u>bird</u> <u>hid</u> <u>under</u> the <u>ferns</u> in the <u>park</u> .	/10

# Quick Phonics Screener – Scoring Form

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Gr. 1-3

Score

<b>6. Consonant Digraphs</b> th, ng, sh, wh, ing, ck, kn, wr, nk  (a) in List	shap ming gack whum pith  chan thog kosh mich whaf	/10
(b) in Text	<u>That duck</u> had a wet <u>wing</u> . Brad hit a log <u>with</u> a <u>whip</u> <u>When</u> can <u>Chip</u> <u>pack</u> ? A <u>fish</u> is in the <u>sunk</u> tub.	/10

## Gr. 1-3

<b>7. Vowel Digraphs &amp; Diphthongs</b>  oa, ea, oo, ee, ai, ol, ay, ou, oi, oy, au, aw, oe, ew, ow	foat roast frea creak moom scoop pigh fight raim waist felt scold dray gray chout mount poid join moy royal vaul fault praw straw koe toe frew jewel palk scald	/30
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## Sections 8-12 Multi – Syllable Words

### Gr. 2, 3, 4-6

<b>8/9. Prefixes &amp; Suffixes</b>  dis-, non-, in-, re-, -tion, -ous, -ness, -ion, - able, -est, -ie, - ful, -ic, be-, de-	discount dismiss nonsense nonstop index intent prefix prepare return regard unable uncertain confident concert station motion famous joyous madness witness portable drinkable fastest dampest mouthful fearful honorary literary instrument fragment	/30
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### Gr. 2, 3, 4-6

<b>Multi-Syllable</b>  <b>10. 2-Syllable</b>	mas-cot bas-ket mo-ment chow-der ba-con han-dle puz-zle car-toon or-der es-cape	/10
<b>Multi-Syllable</b>  <b>11. 3-Syllable</b>	am-pu-tate lib-er-ty dom-in-ate e-las-tic en-ter-tain prac-ti-cal in-no-cent e-lec-tric vol-ca-no seg-re-gate	/10
<b>Multi-Syllable</b>  <b>12. 4-Syllable</b>	par-tic-u-lar con-tam-in-ate com-mu-nit-y su-per-i-or vi-tal-i-ty e-vap-or-ate in-ven-tor-y pre-his-tor-ic sol-it-ar-y e-mer-gen-cy	/10

# Quick Phonics Screener Class Summary

\* Place an X in each column to show that have been mastered with at least **90%** of sounds or words correct.

Students Name	Letter Sounds	VC & CVC	CVCC & CCVC	CVCe	R-Control Vowels	Cons. Digraphs	Vowel Digraphs & Diphthongs	Prefix & Suffix	2- Syllable Words	3- Syllable Words	4- Syllable Words
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
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20.											
21.											
22.											
23.											
24.											
25.											
26.											
27.											

# **QUICK PHONICS SCREENER**

*Student Copy*

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

wat

fod

leb

tum

pon

sib

cug

raf

mip

hev

Sam and Ben hid the gum.

Pat had a nap in bed.

Mom had a top on a big pot.

Tim can sit in a tub.



clab

trin

snaf

greb

slad

fosp

lonk

mant

jast

sund

Glen will swim past the raft in the pond.

The frog must flip and spin and jump.

sice

nole

fune

moze

vate

rine

lade

sile

gane

fote

Mike and Jane use a rope to ride the mule.

Pete has five tapes at home.

cort

pirk

varb

serl

surd

tarn

forp

murk

tirn

kerm

The dark tar on his torn shirt burned and hurt him.

The bird hid under the ferns in the park.

shap

ming

gack

whum

pith

chan

thog

kosh

mich

whaf

That duck had a wet wing.

Brad hit a log with a whip.

When can Chip pack?

A fish is in the sunk tub.



foat

roast

frea

creak

moom

scoop

pigh

fight

raim

waist

folt

scold

dray

gray

chout

mount

poid

join

moy

royal

vaul

fault

praw

straw

koe

toe

frew

jewel

palk

scald

discount	dismiss
nonsense	nonstop
index	intent
prefix	prepare
return	regard
unable	uncertain
confident	concert
station	motion
famous	joyous
madness	witness
portable	drinkable
fastest	dampest
mouthful	fearful
honorary	literary
instrument	fragment

mascot

basket

moment

chowder

bacon

handle

puzzle

cartoon

order

escape

amputate

liberty

dominate

elastic

entertain

practical

innocent

electric

volcano

segregate

particular

contaminate

community

superior

vitality

evaporate

inventory

prehistoric

solitary

emergency