

What Is the Quick Phonics Screener?

Purpose

The Quick Phonics Screener (QPS) is an informal, individually administered assessment tool designed to help teachers quickly and accurately diagnose their students' strengths and instructional needs in phonics and decoding skills. Three QPS forms, each of which is equivalent in difficulty, allow teachers to monitor students' progress by administering the QPS in the fall, winter, and spring of the school year.

QPS is an untimed, criterion-referenced assessment that measures students' ability to recognize, decode, and pronounce the following phonetic elements:

1. Letter Names and Letter Sounds
2. VC (Vowel-Consonant) and CVC (Consonant-Vowel-Consonant) (e.g., *am* and *cat*)
3. Common Beginning and Ending-Consonant Digraphs (e.g., *ch* and *-ng*)
4. CVCC and CCVC (e.g., *fast* and *glad*)
5. Silent e (e.g., *cane* and *hope*)
6. R-Controlled Vowels (e.g., *barn*, and *term*)
7. Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs (e.g., *soft c*, *kn*, and *tch*)
8. Vowel Digraphs and Diphthongs (e.g., *oa* and *oi*)
9. Two Syllables, Common Prefixes, and Common Suffixes
10. Three Syllables and Four Syllables

The QPS assessment consists of 10 tasks. These tasks correspond to the phonetic elements listed above.

- In Task 1, the student names letters and sounds.
- In Tasks 2–7, the student first reads a list of nonsense words containing a phonetic element, and then the student reads sentences using real words with those same elements.
- In Task 8, the student reads a nonsense word in isolation, followed by a real word.
- In Task 9, the student reads two-syllable words and words with common prefixes and suffixes.
- In Task 10, the student reads three- and four-syllable words.

Tasks 2–8 provide a method of determining whether the student's knowledge of a particular phonetic skill applies only to familiar, recognizable words with the support of meaningful context, or if the student has mastered the skill well enough to apply it to unfamiliar words without the support of context.

QPS Materials

The QPS folder contains the following materials:

- *QPS Student Booklet*. There are three QPS Student Forms (A, B, and C) in this spiral-bound booklet. Each form contains 10 tasks.
- *Examiner's Manual*. This manual contains information about QPS, complete instructions for administering the assessment, and blackline masters of the Examiner Scoring Sheets.
- *Quick-Start Guide*. This one-page guide provides easy, step-by-step administration instructions.
- *Cover Card*. Use this card to hide the task that the student is not working on.

Administration

The QPS was designed for use with any age group, from kindergartners to adult learners. It can be administered by teachers, reading specialists, school psychologists, diagnosticians, speech/language pathologists, or others with training in administering informal academic assessments and an accurate knowledge of phonics. The length of time needed to administer the QPS will vary depending on the task at which a student begins the assessment and how many tasks the student successfully completes.

The tasks in the QPS begin with the easiest phonics-related skills: letter names and sounds. Each subsequent task represents a slightly more difficult skill. *An examiner administers only those tasks that are appropriate for a student's age, grade, and performance level.* The assessment ends when the student reaches the level of difficulty that indicates his or her current skill level.

For example, an examiner may begin assessing a first grade student at Task 1 – Letter Names and Letter Sounds, while it may be more appropriate to begin assessing a fourth grader at Task 7 – Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs.

When to Stop the Assessment

Stop the assessment when a student scores less than 50 percent on a task (or less than 80 percent on Task 1). The student then needs to learn all of the skills that occur in tasks from this point forward. All of the previous tasks represent skills that the student is assumed to have mastered.

Using QPS Results

You can use the results from the QPS to plan classroom core (Tier 1) and/or supplemental instruction (Tier 2) as well as more intensive intervention (Tier 3) in phonics and decoding. However, the QPS is not a comprehensive test of reading. Therefore, you should not use it to assess a student's phonemic awareness, fluency, vocabulary, or comprehension. Also, you should not use the QPS to determine a student's grade level in reading.



Quick-Start Guide

It is very important that you thoroughly read the Examiner's Manual before administering the QPS.

Gather Materials

You will need the QPS Student Booklet, a copy of the corresponding Examiner Scoring Sheet (A, B, or C), the Cover Card, and a pencil. Use the Cover Card to hide the other task on the page. To keep the assessment flowing, quickly calculate the student's score at the end of each task.

Procedure for Task 1

1. Say to the student, *I'm going to ask you to name some letters or sounds so I can find out which ones are easy for you and which ones you still need to learn. I want you to try to do your best. We'll stop if the letters or sounds get too hard. Do you have any questions?*
2. **Part A.** Point to the first letter. Say to the student, *Please say the name of each letter.*
3. **Part B.** Point to the first letter. Say to the student, *Please make the sound of each letter.*
4. If the student's total score for the task is **less than 80 percent** (6 or more errors on either part), say to the student, *We'll stop here. Thank you.* If the student's score is **80 percent or greater** (fewer than 6 errors on either part), go on to Task 2.

Procedure for Tasks 2–10

1. Say to the student, *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. Some of these may not be real words. I want you to try to do your best. We'll stop if the words get too hard. Do you have any questions?*
2. **Part A.** Point to the first word. Say to the student, *Please read these words. Remember, some of these may not be real words. Read across the page.*
3. **Part B.** Point to the first word or sentence. For Tasks 2–7, say to the student, *Please read these sentences.* For Tasks 9–10, say to the student, *Please read these words. Read across the page.*
Note: Task 8 does not have a part B.
4. If the student's total score for the task is **less than 50 percent**:
 - Move up to an easier task if the student has not yet completed any task successfully. Repeat steps 2–4.
 - Stop the assessment if the student has already completed a task successfully. Say to the student, *We'll stop here. Thank you.*

If the student's total score for the task is **50 percent or greater**, move on to next task. Repeat steps 2–4.

Other Considerations

Make every effort to have the student complete a task once it has been started. However, you may stop at any time if the student appears to be very frustrated.

Refer to the Examiner's Manual for information on scoring and interpreting results.

Letter Names and Letter Sounds		Score
Task 1	<div>A</div> 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	/26
	<div>B</div> /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/	/21 const /5 vwl
	Comments:	

VC and CVC		Score
Task 2	<div>A</div> fod mip noz sib lec tut gat cug taf hev	/10
	<div>B</div> Ben <u>hid</u> the <u>gum</u> . Tim <u>sat</u> in a <u>tub</u> . Mom <u>had</u> a <u>big</u> <u>pot</u> . Tom is <u>on</u> the <u>bed</u> . Don <u>can</u> <u>nap</u> . Ted <u>can</u> <u>run</u> .	/20
	Comments:	

Common Beginning- and Ending-Consonant Digraphs		Score
Task 3	<div>A</div> lesh voth jing gack mich whum chun thog shif thip	/10
	<div>B</div> The <u>duck</u> had a wet <u>wing</u> . The big <u>ship</u> is <u>long</u> . Can <u>Chet</u> <u>pack</u> <u>much</u> in the bag? <u>When</u> did <u>fish</u> get in <u>that</u> tub?	/10
	Comments:	

CVCC and CCVC		Score
Task 4	<div>A</div> gosp rimp mant jast sund clof trin snaf prem slun	/10
	<div>B</div> Glen will <u>swim</u> <u>past</u> the <u>raft</u> in the <u>pond</u> . The <u>frog</u> can <u>spin</u> and <u>jump</u> and <u>flop</u> in the <u>sand</u> .	/10
	Comments:	

Silent e		Score
Task 5	<div>A</div> sipe nole fune moze vate rine lade zile gane fote	/10
	<div>B</div> Mike and Jane <u>use</u> a <u>rope</u> to <u>ride</u> the <u>mule</u> . Pete had <u>five</u> <u>tapes</u> at <u>home</u> .	/10
	Comments:	

Examiner Scoring Sheet
Form A (Continued)

		R-Controlled Vowels						Score
Task 6	A	cort	pirk	varb	serl	surp		
		tarn	forp	murk	ti rn	kerm		/10
	B	The <u>dark tar</u> on his <u>torn shirt</u> can <u>burn</u> and <u>hurt</u> him.						
		The <u>bird</u> hid <u>under</u> the <u>fern</u> in the <u>park</u> .						/10
Comments:								

Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs							Score
Task 7	A	litch	mudge	vux	quam	cep	/10
		gen	knaz	wrop	satch	quif	
	B	The <u>cider</u> is in the <u>wrong</u> cup.			She ran to the <u>center</u> of the <u>bridge</u> .		/10
		Mom will <u>stitch</u> a <u>knot</u> on the <u>quilt</u> .			The <u>giant</u> will <u>wrap</u> the big <u>box</u> .		
Comments:							

Task 8	Vowel Digraphs and Dipthongs			Score
	foat/roast	koe/toe	moy/ploy	
	kray/gray	moom/scoop	palt/scald	
	praw/straw	poid/join	folt/scold	
	frea/creak	frew/stew	vaul/fault	
	chout/mount	raim/waist	pigh/fight	
	Comments:			/30

Task 9	Two Syllables, Common Prefixes, and Common Suffixes						Score
	A	mascot	basket	moment	bacon	handle	/10
		puzzle	cartoon	order	escape	chowder	
	B	discount	index	return	confide	station	/10
		madness	portable	fastest	careless	nonsense	
Comments:							

[illegible]

1

A

B

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

Form A

2

A

fod

mip

noz

sib

lec

tut

gat

cug

taf

hev

B

Ben hid the gum.

Tim sat in a tub.

Mom had a big pot.

Tom is on the bed.

Don can nap.

Ted can run.

3

A

lesh

voth

jing

gack

mich

whum

chun

thog

shif

thip

B

The duck had a wet wing.

The big ship is long.

Can Chet pack much in the bag?

When did fish get in that tub?

4

A

gosp

rimp

mant

jast

sund

clorf

trin

snaf

prem

slun

B

Glen will swim past the raft in the pond.

The frog can spin and jump and flop in the sand.

5

A

sipe

nole

fune

moze

vate

rine

lade

zile

gane

fote

B

Mike and Jane use a rope to ride the mule.

Pete had five tapes at home.

Form A

6

A

cort

pirk

varb

serl

surp

tarn

forp

murk

tirn

kerm

B

The dark tar on his torn shirt can burn and hurt him.

The bird hid under the fern in the park.

7

A

litch

mudge

vux

quam

cep

gen

knaz

wrop

satch

quif

B

The cider is in the wrong cup.

She ran to the center of the bridge.

Mom will stitch a knot on the quilt.

The giant will wrap the big box.

8

A

foat

roast

koe

toe

moy

ploy

kray

gray

moom

scoop

palt

scald

praw

straw

poid

join

folt

scold

frea

creak

frew

stew

vaul

fault

chout

mount

raim

waist

pigh

fight

9

A

mascot

basket

moment

bacon

handle

puzzle

cartoon

order

escape

chowder

B

discount

index

return

confide

station

madness

portable

fastest

careless

nonsense

Form A

10

A

amputate

liberty

dominate

elastic

entertain

practical

innocent

electric

volcano

segregate

B

particular

contaminate

community

superior

vitality

evaporate

inventory

entertainment

solitary

emergency