Generic Phonics Screener

Directions

What you’ll need:
• A student copy
• An examiner copy
• Writing utensil
• Clip board

Sections Appropriate to Administer:

<table>
<thead>
<tr>
<th></th>
<th>Beginning of the Year</th>
<th>Middle of the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4, 5A</td>
</tr>
<tr>
<td>First</td>
<td>1, 2, 3, 4, 5A</td>
<td>1, 2, 3, 4, 5A - F</td>
</tr>
<tr>
<td>Second</td>
<td>1, 2, 3, 4, 5A - F</td>
<td>1, 2, 3, 4, 5A - H</td>
</tr>
<tr>
<td>Third</td>
<td>1, 2, 3, 4, 5A – H</td>
<td>1, 2, 3, 4, 5A – H</td>
</tr>
</tbody>
</table>

Administration Notes:

There is no need to retest a student on a section they have already mastered. For example if you are testing a second grade student who has already mastered sections 1, 2, & 3 (previously received 100%) there is no reason to retest that student each time on those sections. Start each administration with the lowest section that the student has not yet met criterion.

During the testing if a student is clearly struggling (e.g. missing 3 or more in a row) tell the student, “Just tell me the names/ sounds/ words/ that you know.”

Always use best judgment when administering this test to students. For example, if you are testing a kindergarten student and you have not yet taught the long vowel sounds than it is best to test only the short vowel sounds. In this example you would not test both short and long vowel sounds just because they appear together on this screener.
# Generic Phonics Screener

**Student Name:** _____________________  **Grade:** ___________

## 1. Letter Names

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

**“Tell me the names of these letters.”**

## 2. Letter Sounds

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

**“Tell me the sound that each letter makes.”**

## 3. Short Vowel Words

A. fog men gum fit lap len rab sim nug dom

B. shop them which chill hatch thun whaff sheck phip chon

C. spun clam quiz stab trip grom sleb swug brin quag

D. drop list rang self hunk vink fron nemp sust dram

## 4. Long Vowel Words

```
tile deep wake joke tube
tide hew keet raim poat
```

**“Read these words the best you can. The top row are words you may recognize. The bottom row are not real words.”**

Center on Teaching and Learning
Generic Phonics Screener

E.

<table>
<thead>
<tr>
<th>third</th>
<th>sort</th>
<th>wall</th>
<th>tar</th>
<th>herd</th>
</tr>
</thead>
<tbody>
<tr>
<td>sork</td>
<td>nar</td>
<td>wurg</td>
<td>wilk</td>
<td>birm</td>
</tr>
</tbody>
</table>

R- & L-Controlled Vowel Words

F.

<table>
<thead>
<tr>
<th>boil</th>
<th>lawn</th>
<th>dew</th>
<th>fool</th>
<th>loud</th>
</tr>
</thead>
<tbody>
<tr>
<td>laut</td>
<td>poy</td>
<td>fown</td>
<td>roim</td>
<td>doon</td>
</tr>
</tbody>
</table>

Diphthong Words

G.

<table>
<thead>
<tr>
<th>gather</th>
<th>intend</th>
<th>bridle</th>
<th>repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>contest</td>
<td>outward</td>
<td>hero</td>
<td>inform</td>
</tr>
<tr>
<td>tiger</td>
<td>portion</td>
<td>future</td>
<td>level</td>
</tr>
<tr>
<td>explone</td>
<td>figgle</td>
<td>lamper</td>
<td>moinap</td>
</tr>
<tr>
<td>sleeide</td>
<td>rame</td>
<td>vormig</td>
<td>denote</td>
</tr>
<tr>
<td>mardle</td>
<td>vaudene</td>
<td>chirden</td>
<td>soival</td>
</tr>
</tbody>
</table>

"Read these words the best you can. Some of the words are not real words."

2-Syllable Words (2nd Grade)

H.

<table>
<thead>
<tr>
<th>domino</th>
<th>barricade</th>
<th>tremendous</th>
</tr>
</thead>
<tbody>
<tr>
<td>assemblen</td>
<td>vormalun</td>
<td>shendoferm</td>
</tr>
</tbody>
</table>

3-Syllable Words (End of 2nd & all of 3rd)

**Score**  | **Criterion** | **Skill**
---|---|---
___/26 | Task 1. | Letter names--uppercase
___/26 | Task 2. | Letter names--lowercase
___/23 | Task 3. | Consonant sounds
___/5 | Task 4. | Long-vowel sounds
___/5 | Task 4. | Short-vowel sounds

**Task 5. Reading and Decoding Skills**

|   |   | **A.** |  | **B.** |  | **C.** |  | **D.** |  | **E.** |  | **F.** |  |
---|---|-------|---|-------|---|-------|---|-------|---|-------|---|-------|---|
___/10 | (8) | Short vowels in CVC words |
___/10 | (8) | Short vowels, digraphs, and -tch trigraph |
___/20 | (16) | Short vowels and consonant blends |
___/10 | (8) | Long vowels |
___/10 | (8) | r-controlled vowels |
___/10 | (8) | Vowel diphthongs |
___/24 | (19) | Two syllable words |
___/8  | (6)  | Multisyllable words |

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