

Basic Phonics Placement Assessment Directions

The Basic Phonics Placement Assessment is designed to provide information about appropriate placement in the K12 PhonicsWorks Program. Correct placement ensures that students will master early reading skills efficiently and without frustration.

The Basic Phonics Placement Assessment has four sections. After the student completes the first section, follow the directions for scoring the section and determining if the student is ready for the next section. Our goal is to help you find a starting point that is challenging, but not too difficult.

Test Administration Directions

Before administering the Basic Phonics Placement Assessment, please familiarize yourself with this manual and the assessment.

- 1) Take a moment to read and answer the assessment questions. You should test the student when he or she is well-rested and has adequate time to complete the assessment in a relaxed manner. The assessment should be administered in a well-lighted area that is comfortable for the student (e.g. dining room or kitchen table). The location should also be free from distractions and interruptions.
- 2) Talk with the student about the Basic Phonics Placement Assessment. The main purpose is to learn more about the student's phonics and reading skills. The student will be asked to identify beginning sounds, ending sounds, letter recognition, letter formation, words, sentences and correct spelling. The assessment results will help you choose where to place the student in the K12 Basic PhonicsWorks program.
- 3) Now go to the actual assessment that begins on page 2. The Answer Key can be found on page 6. For each section of the assessment, the instructions to be read to the student are located on the Answer Key. Read each question's instructions to the student.

Remember, you should let the student answer the questions without assistance. This assessment is designed to provide information on the student's phonics and reading skills.

If the student immediately self-corrects an incorrect answer, count the new answer as correct. If the student spends more than 20 seconds on any item, say "Let's try the next one."

Mark all responses as requested in the Answer Key and record the student's scores in the spaces provided.



Name _____

Date _____

Part I:

1. g K L c R

S H Z x t

m Q i

2. _____ _____ _____ _____ _____
 _____ _____ _____ _____ _____
 _____ _____ _____



Part 3:

1. ham

jet

rip

log

tub

2. dat

tel

bim

nox

suf



Part 4:

1. wish
much
when
math
thin
chop

2. the
and
to
he
have
where



3. Jim hid the bat in the shed.

Mom and I went to the mall to get some dishes.

4. a.) _____

b.) _____



Basic Phonics Placement Assessment Answer Key

Part 1:

1. Letter Naming

Say to the student: *These are letters. Point to the first letter and say the letter's name.*

If the student correctly names the letter, ask her to continue with the next letter. Be sure she moves from the left to the right.

If the student incorrectly names the letter, point to the letter and say: *This is the letter (name of letter) – touch the letter and say (name of letter). Let's try the next one.*

Mark the student's **correct** responses below.

g	_____	K	_____	L	_____	c	_____	R	_____
S	_____	H	_____	Z	_____	x	_____	t	_____
m	_____	Q	_____	i	_____				

TOTAL CORRECT _____

2. Letter Writing

Say to the student: *Now, you will write some letters. I'll say a letter, and you write that letter on the line.*

The student may write in capital or lowercase letters. Be sure he moves from the left to the right.

Mark the student's **correct** responses on the next page.

J_____ D_____ A_____ W_____ N_____

V_____ F_____ O_____ B_____ E_____

P_____ Y_____ U_____

TOTAL CORRECT _____

Part 1 Total: _____ (out of a possible 26)

If the student scored a total of 22 points or more in Part 1, then continue on to Part 2.

If the student scored a total of 21 points or fewer in Part 1, then enter the score online.

Part 2:

The following activities will help to assess the student's auditory abilities; the student should listen and respond. **For this reason, the student does not have an assessment page.**

1. Rhyming Words

Say to the student: *I want you to listen very carefully to the words I'm going to say. I'm going to say three words, and two of the words rhyme. Listen carefully, and then tell me the two words that rhyme. For example, if I say dog.....jet.....log... you would say to me dog/log because those words rhyme. Are you ready for your turn? Listen carefully.*

Mark the student's **correct** responses on the next page.

hat.....mat.....hip _____ (hat/mat)
peg.....sock.....rock _____ (sock/rock)
gum.....lap.....hum _____ (gum/hum)

TOTAL CORRECT _____

2. Compound Words

Say to the student: *Listen carefully. I'm going to say two little words. Then, you need to put the two little words together to make one big word. For example, if I say hot.....dog... you would say hotdog. Are you ready for your turn? Listen carefully.*

Mark the student's **correct** responses below.

up.....hill _____ (uphill)
sun.....tan _____ (suntan)
air.....plane _____ (airplane)

TOTAL CORRECT _____

3. Syllable

Say to the student: *Listen carefully. I'm going to say two word parts. Then, you need to put the two parts together to make a word. For example, if I say ta.....ble... you would say table. Are you ready for your turn? Listen carefully.*

Mark the student's **correct** responses below.

win.....dow _____ (window)
mar.....ket _____ (market)
o.....pen _____ (open)

TOTAL CORRECT _____

4. Sound

Say to the student: *Listen carefully. I'm going to say two word parts. Then, you need to put the two parts together to make a word. For example, if I say b.....ottle... you would say bottle. Are you ready for your turn? Listen carefully.*

Mark the student's **correct** responses below.

h.....at _____ (hat)
sh.....ape _____ (shape)
br.....ave _____ (brave)

TOTAL CORRECT _____

5. Phoneme

Say to the student: *Listen carefully. I'm going to say some sounds. Then, you need to put the sounds together to create a word. For example, if I say /m/../ă/../t/... you would say mat. Are you ready for your turn? Listen carefully.*

Mark the student's **correct** responses below.

/kw/../ĭ/../t/ _____ (quit)
/t/../ŏ/../p/ _____ (top)
/l/../ě/../f/../t/ _____ (left)

TOTAL CORRECT _____

6. Counting Sounds

Say to the student: *Listen carefully. I'm going to say a word, and your job is to tell me how many sounds are in the word. For example, if I say dog, you would say, /d/ (hold out your thumb)...../ŏ/ (hold out your index finger)...../g/ (hold out your middle finger – all three fingers should be*

extended, representing the three sounds in dog). There are three sounds in dog. Let's do one together. The word is tax. /t/ (hold out your thumb)...../ă/ (hold our your index finger)...../ks/ (hold out your middle finger). There are three sounds in the word tax. Are you ready for your turn?

Mark the student's **correct** responses below. Award 1 point for each sound the student correctly identifies.

leg _____ (3 -- /l/../ě/../g/)

ship _____ (3 -- /sh/../ĭ/../p/)

TOTAL CORRECT _____

Part 2 Total: _____ (out of a possible 21)

If the student scored a total of 18 points or more in Part 2, then continue on to Part 2.

If the student scored a total of 17 points or fewer in Part 2, then go to page 13 to combine the scores for Parts 1 and 2 and enter the total score online.

Part 3:

1. Read Real Words

Say to the student: Please read the list of words to yourself. When you're ready, read the words out loud to me. Give the student time to read the words to himself. When he is ready, have him read the words aloud.

Mark the student's **correct** responses on the next page.

ham _____
jet _____
rip _____
log _____
tub _____

TOTAL CORRECT _____

2. Read Nonsense Words

Say to the student: *Please read the list of words to yourself. These words are nonsense words – they are silly, made-up words, but it’s still important that you look at the words carefully and try your best to read them. When you’re ready, you’ll read the nonsense words out loud to me.*

Mark the student’s **correct** responses below.

dat _____ (/d/../ă/../t/)
tel _____ (/t/../ě/../l/)
bim _____ (/b/../ĩ/../m/)
nox _____ (/n/../ǒ/../ks/)
suf _____ (/s/../ů/../f/)

TOTAL CORRECT _____

Part 3 Total: _____ (out of a possible 10)

If the student scored a total of 9 points or more in Part 3, then continue on to Part 4.

If the student scored a total of 8 points or fewer in Part 3, then go to page 13 to combine the scores for Parts 1, 2, and 3 and enter the total score online.

Part 4:

1. Read Real Words

Say to the student: *Please read the list of words to yourself. When you're ready, read the words out loud to me.*

Mark the student's **correct** responses below.

wish	_____	much	_____
when	_____	math	_____
thin	_____	chop	_____

TOTAL CORRECT _____

2. Read Real Words

Say to the student: *Please read the list of words to yourself. When you're ready, read the words out loud to me.*

Mark the student's **correct** responses below.

the	_____	and	_____
to	_____	he	_____
have	_____	where	_____

TOTAL CORRECT _____

3. Read Sentences

Say to the student: *Please read the sentences to yourself. When you're ready, read each of the words in the sentence out loud to me.*

Mark the student's **correct** responses on the next page. Count each word as one point.

Jim hid the bat in the shed. _____ (7 points)

Mom and I went to the mall to get some dishes. _____ (11 points)

TOTAL CORRECT _____

4. Write Sentences

Say to the student: *Listen carefully. You are going to write a sentence for me. I will read the whole sentence once, and then I'll read it a second time. Then, you need to write the sentence correctly.*

Mark the student's **correct** responses below. Remember to count each word as a point, the beginning and ending punctuation as a point, and capitalization of a name or the beginning of a sentence as a point.

a) Did you have fun? _____ (6 points)

b) I got a big hat from Bob. _____ (9 points)

TOTAL _____

Part 4 Total: _____ (out of a possible 45)

Combine the scores for the parts of the assessment that the student completed and enter the total score online.

Part 1: _____

Part 2: _____

Part 3: _____

Part 4: _____

Total: _____ (out of a possible 102)