

CORE Reading Assessment Profile, Grades 4-8

Name Bobby School Year _____

	Fall	Winter	Spring	
CORE Reading Maze Comprehension	___/___	___/___	___/___	
MASI-R Oral Reading Fluency Measures (Through Grade 6 only.) See Grade Level Norms for Benchmark WCPM @ 50th percentile	___/___	___/___	___/___	
CORE Vocabulary Screening	___/___	___/___	___/___	
San Diego Quick Assessment of Reading Ability Independent level: 1 error Instructional level: 2 errors Frustration level: 3+ errors				
CORE Graded High-Frequency Word Survey (Grades 3, 4. Administer to other grades only if indicated.) Benchmark: 21-24 Strategic: 18-20 Intensive: 0-17				
CORE Phoneme Deletion Test (Administer if indicated by results on other measures.)	7/20	___/20	___/20	
CORE Phoneme Segmentation Test (Administer if indicated by results on other measures.)	8/15	___/15	___/15	
CORE Phonics Survey—Reading & Decoding Skills (Administer E – K as diagnostics if indicated.)	• Short vowels in CVC words	11/15	___/15	___/15
	• Consonant blends with short vowels	10/15	___/15	___/15
	• Short vowels, digraphs, and -tch trigraphs	5/15	___/15	___/15
	• R-controlled vowels	6/15	___/15	___/15
	• Long vowel spellings	5/15	___/15	___/15
	• Variant vowels	2/15	___/15	___/15
	• Low frequency vowel and consonant spellings	0/15	___/15	___/15
• Multisyllabic words	___/24	___/24	___/24	

CORE Phoneme Deletion Test

SKILL ASSESSED

Phoneme Deletion

Grade Level

K-3

Language

English

Grouping

Individual

Approximate Testing Time

10-15 Minutes

Materials

Record Form (p.24)

Author

Orna Lenchner, Ph.D.

► **WHAT** This assessment includes four phoneme deletion tasks arranged in order of difficulty. The first task assesses the student's ability to delete initial phonemes. For example, the examiner may say the word *cat* and ask the student to say *cat* without the initial /k/ sound. The remaining tasks assess the student's ability to delete final phonemes, such as /t/ in the word *seat*; initial phonemes in blends, such as /s/ in the word *slip*; and phonemes embedded in blends, such as /l/ in the word *play*.

The *CORE Phoneme Deletion Test* can be used as a screening measure, a progress monitoring measure, and a diagnostic measure. The assessment contains tasks that are expected to be mastered in Grades K-3, but it can also be used for older students.

► **WHY** These tasks may help to determine whether deficits in phonemic, or sound, awareness account for the student's reading or spelling delays. According to research, the lack of phonemic awareness is the most powerful determinant of the likelihood of a student's failure to learn to read.

► **HOW** Before administering each task, administer the Practice Items. Use the Practice Items to teach the task. When teaching the task using the Practice Items, praise the student for even close approximations of the correct answer. However, when administering the Test Items, give only general feedback. Do not correct errors; instead encourage students by praising their willingness to participate.

Ending Grade Level Expectations

	Ending Grade K	Ending Grade 1	Ending Grade 2	Ending Grade 3+
Part A: Initial Sounds				
Benchmark	5	5	5	5
Strategic	4	4	n/a	n/a
Intensive	0-3	0-3	0-4	0-4
Part B: Final Sounds				
Benchmark	5	5	5	5
Strategic	4	4	n/a	n/a
Intensive	0-3	0-3	0-4	0-4
Part C: First Sound, Blend				
Benchmark	n/a	5	5	5
Strategic	n/a	4	4	n/a
Intensive	n/a	0-3	0-3	0-4
Part D: Embedded Sound, Blend				
Benchmark	n/a	3-5	4-5	5
Strategic	n/a	2	3	4
Intensive	n/a	0-1	0-2	0-3

See also...

CORE's *Teaching Reading Sourcebook*,
Second Edition

► **WHAT'S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonemic awareness concepts indicated. The *CORE Phoneme Deletion Test* can be used to monitor student progress or to assess outcomes from instruction.

Model lessons for explicit instruction in introducing and practicing phoneme awareness can be found in the "How" section of Phonemic Awareness in the *Teaching Reading Sourcebook*. Suggested lessons include "Bridge Game," "Sound Match," and "Say-It-and-Move-It."

CORE Phoneme Deletion Test

Name Bobby Grade 4 Date 9/15

Directions: Follow the format used in the Practice Items to administer the items for each level. Mark "+" to indicate a correct response or "-" to indicate an incorrect response. Write down incorrect responses, but do not correct the student. If the student cannot complete any of the items in Parts A or B, discontinue testing. If the student cannot do at least two items in Part C, discontinue testing. Remember that this is an auditory assessment. Students do not see the items. The Correct Response column tells how the student's answer should sound, not how it should be spelled.

Part A: Initial Sound (Late Kindergarten, Grade 1)

Practice Items

Say *cat* ... now say it without the /k/ ___(at)

Say *table* ... now say it without the /t/ ___(able)

TEST ITEM	CORRECT RESPONSE
1. (t)ower	our (+) (-) <u>+</u>
2. (c)old	old (+) (-) <u>+</u>
3. (b)ake	ache (+) (-) <u>+</u>
4. (s)ize	eyes (+) (-) <u>+</u>
5. (l)ow	owe (+) (-) <u>+</u>

Part B: Final Sound (Grade 1)

Practice Items

Say *seat* ... now say it without the /t/ ___(sea)

Say *rake* ... now say it without the /k/ ___(ray)

TEST ITEM	CORRECT RESPONSE
6. to(n)e	toe (+) (-) <u>-</u>
7. droo(p)	drew (+) (-) <u>-</u>
8. ti(m)e	tie (+) (-) <u>-</u>
9. ro(d)e	row (+) (-) <u>-</u>
10. pla(c)e	play (+) (-) <u>-</u>

Items Correct 7 Grade Level _____

Part C: First Sound of a Consonant Blend (Grade 2)

Practice Items

Say *slip* ... now say it without the /s/ ___(lip)

Say *cloud* ... now say it without the /k/ ___(loud)

TEST ITEM	CORRECT RESPONSE
11. (f)reight	rate (+) (-) <u>-</u>
12. (p)layed	laid (+) (-) <u>-</u>
13. (s)weet	wheat (+) (-) <u>-</u>
14. (b)reak	rake (+) (-) <u>+</u>
15. (s)pill	pill (+) (-) <u>+</u>

Part D: Embedded Sound of a Consonant Blend (Grade 3)

Practice Items

Say *slip* ... now say it without the /l/ ___(sip)

Say *play* ... now say it without the /l/ ___(pay)

TEST ITEM	CORRECT RESPONSE
16. b(l)end	bend (+) (-) <u>-</u>
17. t(w)in	tin (+) (-) <u>-</u>
18. g(r)ow	go (+) (-) <u>-</u>
19. be(s)t	bet (+) (-) <u>-</u>
20. li(f)t	lit (+) (-) <u>-</u>

CORE Phoneme Segmentation Test

SKILL ASSESSED

Phoneme Segmentation

Grade Level

2–12

Language

English

Grouping

Individual

Approximate Testing Time

5–10 minutes

Materials

- Colored Blocks
- Record Form (p. 33)

Author

Orna Lenchner, Ph.D.

► **WHAT** This measure for Grades 2–12 assesses the student’s ability to break a word into its component phonemes, or sounds. For example, the word *sat* has three phonemes: /s/ /a/ /t/. The word *shoe*, although it has four letters, has only two phonemes: /sh/ /oo/.

The *CORE Phoneme Segmentation Test* can be used as a screening measure, a progress monitoring measure, and a specific skills measure. It can provide information about a student’s response to instruction. Use this assessment with students in Grades 2–12 who are experiencing delays in reading and spelling that cannot be attributed to limited English or limited exposure to instruction. Administer this measure only after giving tests of comprehension, fluency, and phonics.

► **WHY** Many older students who are significantly behind in reading or spelling may have underdeveloped phonemic awareness. Use this test to determine whether deficits in sound awareness may account for serious delays in reading or spelling.

► **HOW** Proceed to the Test Items only after the student demonstrates understanding of the Practice Item tasks. When teaching the task using the Practice Items, praise the student for even close approximations of the correct answer. However, when administering the Test Items, give only general feedback. Do not correct errors or praise correct answers. Record the student’s exact response on the blank line. Then after administering each item, circle whether the response was correct or incorrect. Ask for the “sound” if the student says the letter name. If the student cannot segment the entire word correctly, ask just for the first and last sound. Discontinue testing if the student misses five items in a row.

If the student puts down four blocks, he or she is probably trying to spell the word. Remind the student to attend to sounds, rather than letters. Once the student can at least point to the block that represents the correct sound, proceed to the test items.

► **WHAT IT MEANS** Use the guidelines below to determine the student’s performance level. The ability to segment a word fully into phonemes can be mastered as early as Grade 1, and should be mastered no later than ending Grade 2. Scores shown are end-of-year scores.

Ending Grade Level Expectations	Grade 2	Grade 3 and up
Benchmark	12–15	14–15
Strategic	9–11	11–13
Intensive	0–8	0–10

See also . . .

**CORE’s Teaching
Reading Sourcebook,
Second Edition**

► **WHAT’S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in phonemic awareness. *The Phonological Awareness Training Kit—Intermediate* (LinguiSystems, East Moline, IL) and the *Lindamood Phoneme Sequencing Program* (PRO-ED, Austin, TX) are both useful resources for this purpose. Encouraging these students to write regularly will also improve their phonemic awareness. The *CORE Phoneme Segmentation Test* can be used to monitor student progress or to assess outcomes from instruction.

The model lesson “Elkonin Sound Boxes,” which provides explicit instruction in phoneme segmentation, can be useful with younger students. This lesson can be found in the “How” section of Phonemic Awareness in the *Teaching Reading Sourcebook*.

CORE Phoneme Segmentation Test

Name Bobby Grade 4 Date _____

Directions: Have students use different-colored blocks to show the number of phonemes in each of the Practice Items. Then administer the test. Mark "+" to indicate a correct response or "-" to indicate an incorrect response. Record students' exact responses on the blank lines.

Practice Items: sit (s-i-t); shop (sh-o-p)

- | | | |
|-----------------------|--|----------------|
| 1. thumb (th-u-m) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | th - u - m |
| 2. skate (s-k-ā-t) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | s - k - a - t |
| 3. shriek (sh-r-ē-k) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | shr - e - k |
| 4. large (l-ar-j) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | l - ar - j |
| 5. drop (d-r-o-p) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | dr - o - p |
| 6. flew (f-l-oo) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | f - l - oo |
| 7. chalk (ch-au-k) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | ch - au - k |
| 8. germ (j-er-m) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | j - er - m |
| 9. spread (s-p-r-e-d) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | spr - e - d |
| 10. train (t-r-ā-n) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | tr - a - n |
| 11. stork (s-t-or-k) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | s - t - or - k |
| 12. bolt (b-ō-l-t) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | b - o - l - t |
| 13. glare (g-l-air) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | g - l - air |
| 14. crowd (k-r-ou-d) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | cr - ow - d |
| 15. point (p-oi-n-t) | <input checked="" type="radio"/> (+) <input type="radio"/> (-) | p - oi - n - t |

Items Correct + 8

CORE Phonics Surveys

SKILL ASSESSED

Phonics

Grade Level

K–12

Language

- English
- Spanish

Grouping

Individual

Approximate Testing Time

10–15 Minutes

Materials

- Pencil
- Lined Paper
- English Record Form (pp. 44–48)
- English Student Material (pp. 49–52)
- Spanish Record Form (pp. 53–58)
- Spanish Student Material (pp. 59–62)

Source

Consortium On Reading
Excellence (CORE)

► **WHAT** The *CORE Phonics Survey* and the *CORE Spanish Phonics Survey* assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudowords, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them.

The *CORE Phonics Surveys* can be used as screening measures, and also as outcome measures, providing data about growth and mastery at the end of an instructional period. As diagnostics, they can indicate whether or not a student needs instruction in selected phonics concepts, or if further assessment is needed. They may also be used to track progress from earlier skills to grade level mastery. The *CORE Phonics Surveys* are not meant to replace screening and progress monitoring tests such as those from AIMSweb or DIBELS, or other CBM tests that may already be in place but can be used to augment such tests.

► **WHY** A student's ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills.

CONTINUED ►

► HOW Instructions for administering each part of the survey are included on the Record Form. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student's responses. Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. Retest parts not yet mastered according to schedules found on the Types and Frequency of Effective Assessment Systems chart, page 7, or the Assessment Sequence for Primary Grade Students or Assessment Sequence for Upper Grade Students charts, pages 12 and 13, or your school or district assessment plan. Be aware of the student's behavior during testing. If the student is tiring or making many consecutive errors, discontinue testing at that time.

► WHEN

	Fall	Winter	Spring
Kindergarten			
Parts A & B	X	X	X
Parts C–E		X	X
Grade 1			
Parts A–D	If indicated 		
Part E	X	X	X
Parts F–K		X	X
Part L			X
Grade 2			
Parts A–K	If indicated 		
Part L		X	X
Grades 3 and up			
Parts A–L	If indicated 		

See also...

CORE's *Teaching Reading Sourcebook*,
Second Edition

► **WHAT IT MEANS** This test is a mastery test. It is expected that students will ultimately get all items correct. Score each list completed by student as shown below.

CORE Phonics Survey—English, Mastery				
	(Letter Names/ Sounds)	(15 Item)	(24 Item)	
Benchmark	83 (all)	14+	21+	
Strategic	65–82	10–13	15–20	
Intensive	0–64	0–9	0–14	

CORE Phonics Survey—Spanish, Mastery				
	(Letter Names/ Sounds)	(5 Item)	(10 Item)	(24 Item)
Benchmark	73 (all)	4+	9+	21+
Strategic	58–72	3	6–8	15–20
Intensive	0–57	0–2	0–5	0–14

► **WHAT'S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonics concepts indicated. An analysis of individual errors can give more specific information about phonic elements that need instruction. Additionally, the *CORE Phoneme Segmentation Test* or other tests of phoneme awareness can be administered to isolate phoneme awareness as an underlying factor. Older struggling readers who score at Intensive levels will need basic phonics instruction, possibly including instruction in phonemic awareness and sound/spelling correspondences. Students at all levels need repeated opportunities to develop automaticity through practice in reading words in isolation and in appropriately decodable text. Model lessons for explicit instruction in introducing and practicing sound/spellings, blending, and reading and writing words can be found in the *Teaching Reading Sourcebook*.

CORE Phonics Survey—Record Form

Name Bobby Grade 4 Date _____

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

- | | | |
|---------------|----|------------------------|
| <u>26</u> /26 | A. | Letter names—uppercase |
| <u>26</u> /26 | B. | Letter names—lowercase |
| <u>21</u> /21 | C. | Consonant sounds |
| <u>5</u> /5 | D. | Long vowel sounds |
| <u>5</u> /5 | | Short vowel sounds |

Reading and Decoding Skills

- | | | |
|---------------|----|--|
| <u>11</u> /15 | E. | Short vowels in CVC words |
| <u>10</u> /15 | F. | Consonant blends with short vowels |
| <u>5</u> /15 | G. | Short vowels, digraphs, and <i>-tch</i> trigraph |
| <u>6</u> /15 | H. | <i>R</i> -controlled vowels |
| <u>5</u> /15 | I. | Long vowel spellings |
| <u>2</u> /15 | J. | Variant vowels |
| <u>0</u> /15 | K. | Low frequency vowel and consonant spellings |
| ____/24 | L. | Multisyllabic words |

Skills to review: _____

Skills to teach: _____

Alphabet Skills and Letter Sounds

PART A Letter names—uppercase

Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.*

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

26/26

PART B Letter names—lowercase

Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.*

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

26/26

PART C Consonant sounds

Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* Be sure to ask if he or she knows of another sound for the letters *g* and *c*. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: *Look at all of the letters and tell me which sounds you do know.*

d l n s x z j
t y p c h m r
k w g b f q v

21/21

PART D Vowel sounds

Ask the student: *Can you tell me the sounds of each letter?* If the student names the letter, count it as the long vowel sound. Then ask: *Can you tell me another sound for the letter?* The student should name the short vowel sound.

e ✓✓ i ✓✓ a ✓✓ o ✓✓ u ✓✓
 l = long sound s = short sound

Record "l" on the first line for the long sound (letter name) and "s" for the short sound on the second line. If the student makes an error, record the error over the letter.

5 /5 Long vowel sounds (count the number of l's above)

5 /5 Short vowel sounds (count the number of s's above)

Reading and Decoding

For Parts E through K students must read both real and pseudowords (made-up words). For the real word lines, tell the student: *I want you to read each line of words aloud.* If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.* When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E Short vowels in CVC words

<u>4</u> /5	ip	mat	let	bun	hog	(real)
<u>4</u> /5	ut	fit	bat	hot	set	(real)
<u>3</u> /5	nop e	sute e	dit	pem	fap	(pseudo)

11 /15

PART F Consonant blends with short vowels

<u>5</u> /5	stop	trap	quit	spell	plan	(real)
<u>3</u> /5	silk	fast	sink sank	lump	held	(real)
<u>2</u> /5	nask	dilt	qued	capg	dran	(pseudo)

10 /15

PART G Short vowels, digraphs, and -tch trigraph

<u>5</u> /15	<u>2</u> /5	when	chep	thin ^{then}	shut	wick	(real)
	<u>2</u> /5	dodge	rash	ring	then	match	(real)
	<u>1</u> /5	chid	shom	dath	phid	futeh	(pseudo)

PART H R-controlled vowels

<u>6</u> /15	<u>1</u> /5	ham	dirt	form ^{from}	fern	surf	(real)
	<u>3</u> /5	wom	per	bark	turn	bird	(real)
	<u>2</u> /5	nerm	sirt	gorf	murd	carn	(pseudo)

PART I Long vowel spellings

<u>5</u> /15	<u>2</u> /5	tape	key	toe	paid	feet	(real)
	<u>2</u> /5	loop	boat	tie	ray	blow	(real)
	<u>1</u> /5	loe	hine	beap	fair	soat	(pseudo)

PART J Variant vowels

<u>2</u> /15	<u>1</u> /5	few	down	moon	hawk	coin	(real)
	<u>1</u> /5	cue	loud	cook	haunt	toy	(real)
	<u>0</u> /5	voot	rew	fout	zoy	bawk	(pseudo)

PART K Low frequency vowel and consonant spellings

<u>0</u> /15	<u>0</u> /5	kneel	cent	type	ghost	wrist	(real)
	<u>0</u> /5	giant	sweat	gnat	bomb	sigh	(real)
	<u>0</u> /5	bice	knod	dimb	tigh	wrep	(pseudo)

PART L Multisyllabic words

To administer, say to the student: *I want you to read aloud down the first column of words. Each of the real words in this column has two syllables.* Point to the first column. If the student can read at least five out of eight of the words in this column, point to the second column and say: *Now I want you to read aloud the next column of words.* If the student can read at least five of the words in the second column, point to the third column and say: *Now I want you to read some made-up words. Do not try to make them sound like real words.*

____/3	Closed-closed	unless	consent	timbut
____/3	Closed-silent e	competes	admire	rompete
____/3	Open/closed-other	depend	radishes	podated*
____/3	Open or closed	zero	menu	gromu*
____/3	Silent e	locate	inhaled	pentate
____/3	Consonant -le	stable	dimple	morkle
____/3	r-Controlled	further	bordered	darber
____/3	Vowel team	railways	roaring	fauntoon

____/24

* The first syllable of these words can be either open or a closed (long or short vowel sound, respectively); the second syllable of podated can be either a closed (short vowel sound) or a silent -e (long vowel sound) syllable, due to the rules for adding -ed.)

CORE Graded High-Frequency Word Survey—Record Form

Name Bubba Grade _____ Date _____

List K	List I	List II	List III	List IV
a ✓ can ✓ I ✓ to ✓ in ✓ the ✓ is ✓ on ✓ you ✓ it ✓	will ✓ and ✓ up ✓ me ✓ are was then of ✓ she ✓ said we ✓ at ✓ my ✓ what but ✓ do ✓ they for have that he ✓ not ✓ with her ✓	all ✓ your this so ✓ how as ✓ were out be ✓ could if ✓ from down when get ✓ had ✓ them him ✓ would just ✓ his ✓ like ✓ there one ✓	make their about now an who other been things by very day know or made over think many some time more way people too	which after much thought each years also long another first water never around than because only called may these before work even most through
# correct <u>10</u>	# correct <u>14</u>	# correct <u>12</u>	# correct _____	# correct _____
Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>
Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>
Intensive <input type="checkbox"/>	Intensive <input checked="" type="checkbox"/>	Intensive <input checked="" type="checkbox"/>	Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>

Observations:

extremely slow, guessed and looked at me often for confirmation

