

## Directions for Administration and Scoring

1. Say to the student:

*"I'm going to ask you to read some letters, 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. Do you have any questions?"*

Start the QPS assessment where you believe the student's skills are fairly strong. For beginning readers (K–1 level), start with sounds or letter names.

For the *NAMES* task, have the student name the letter Q, not the *qu* digraph. For the *SOUNDS* task, have the student give you the short sound for each of the vowels. If the student says the long sound (letter name), say: *"That is one sound that letter makes. Do you know the short sound for that letter?"* For the letter *c*, ask for the "hard sound" /k/, as in *cat*. For the letter *g* ask for the "hard sound" /g/, as in *gas*. For the letter *y* ask for the /y/ sound, as in *yes*. If the student offers a correct alternative sound for these letters, you should say, *"Yes, that is one sound for that letter. Do you know another sound that letter makes?"*

Most students in grade 4 and above would not be given the letter names/sounds task. Letter names would usually only be given to K–1 students. (If a student reads 6/10 or more in Task 2a, you may skip Task 1, Letter Sounds).

2. If the student has difficulty (half or fewer correct on any task) move up the page to an easier task. If the student does well (more than half correct on a task), move down to a harder task.
3. On Tasks 2–6: If the student reads all or almost all words correctly on part (a) of the task (reading words), you may want to skip part (b) of the task (reading sentences). If the next task is difficult for the student, you can go back and complete the part of a previous task that was skipped.
4. When the student is reading the words in text, only count errors on the target words (those underlined and in italics).
5. Stop the assessment when the student appears frustrated or tired. It is OK to stop in the middle of a task. Not all tasks must be administered, but try to assess as many as possible so you will have sufficient information to plan instruction or monitor progress.

6. Mark errors and make notes/comments to help you remember how the student responded. Note that in Task 9, students read the entire word, not syllable-by-syllable. The teacher's copy is written in syllables to facilitate marking/recording of errors within a word.
7. 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). A chart format can be helpful for reporting QPS results.

1. Letters		Score
(a) Names	N/A not administered	_____ /26
(b) Sounds		<u>18</u> /21 cons. <u>4</u> /5 vowels
2. VC and CVC		Score
(a) List		<u>8</u> /10
(b) Text		<u>17</u> /20
3. Digraphs		Score
(a) List		<u>6</u> /10
(b) Text		<u>4</u> /10

8. The grade level listed above each task is an approximate level at which those phonics skills are often taught. **NOTE:** *Results from the QPS CAN ONLY be used to determine a student's strengths/needs in key phonics and decoding skills, NOT his or her grade-level performance in reading.*

## Quick Phonics Screener - Standard Version

<b>Task 1(a)</b>	m	t	a	s	i	r	d	f	o
	g	l	h	u	c	n	b	j	k
<b>Task 1(b)</b>	y	e	w	p	v	qu	x	z	
<b>Task 2(a)</b>	wat	fod	leb	tum	pon				
	sib	cug	raf	mip	hev				
<b>Task 2(b)</b>	<p>Sam and Ben hid the gum.</p> <p>Pat had a nap in bed.</p> <p>Mom had a top on a big pot.</p> <p>Tim can sit in a tub.</p>								
<b>Task 3(a)</b>	shap	ming	gack	whum	pith				
	chan	thog	kosh	mich	whaf				
<b>Task 3(b)</b>	That duck had a wet wing.				Brad hit a log with a whip.				
	When can Chip pack?				A fish is in that tub.				
<b>Task 4(a)</b>	clab	trin	snaf	greb	slad				
	fosp	lonk	mant	jast	sund				
<b>Task 4(b)</b>	<p>Glen will swim past the raft in the pond.</p> <p>The frog must flip and spin and jump.</p>								
<b>Task 5(a)</b>	sice	nole	fune	moze	vate				
	rine	lade	sile	gane	fote				
<b>Task 5(b)</b>	<p>Mike and Jane use a rope to ride the mule.</p> <p>Pete had five tapes at home.</p>								

## Quick Phonics Screener – Standard Version

<b>Task 6(a)</b>	cort tarn	pirk forp	varb murk	serl tirn	surd kerm			
<b>Task 6(b)</b>	The far on his torn shirt burned and hurt him. The bird hid under the short ferns in the park.							
<b>Task 7(a)</b>	litch gerb	mudge knaz	glux gnap	quam wrill	celp ralk			
<b>Task 7(b)</b>	The cider is in the wrong cup. She ran to the center of the bridge. I will stitch a knot on the quilt. The giant can gnaw on the box.							
<b>Task 8</b>	foat folt moy frew	roast scold royal jewel	frea dray vaul palk	creak gray fault scald	moom chout praw pigh	scoop mount straw fight	raim poid koe	waist join toe
<b>Task 9(a)</b>	mascot puzzle	basket cartoon	moment order	bacon escape	handle chowder			
<b>Task 9(b)</b>	amputate practical	liberty innocent	dominate electric	elastic volcano	entertain segregate			
<b>Task 9(c)</b>	particular evaporate	contaminate inventory	community prehistoric	superior solitary	vitality emergency			
<b>Task 10</b>	discount prefix confident madness mouthful	dismiss prepare concert witness fearful	nonsense return station portable honorary	nostop regard motion drinkable literary	index unable famous fastest instrument	intent uncertain joyous dampest fragment		

Grades K-1														
1. Letters							Score	(b) Sounds					Score	
(a) Names	m	t	a	s	i	r		/m/	/t/	/a/	/s/	/i/	/r/	/21 cons.
	d	f	o	g	l	h		/d/	/f/	/o/	/g/	/l/	/h/	
	u	c	n	b	j	k		/u/	/k/	/n/	/b/	/j/	/k/	
	y	e	w	p	v	qu		/y/	/e/	/w/	/p/	/v/	/kw/	
	x	z	/27	/ks/	/z/	/5 vowels								

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

Grade 1					Score	
3. Consonant Digraphs					Comments	Score
(a) In List	shap	ming	gack	whum		/10
	pith	chan	thog	kosh		
	mich	whaf				
(b) In Text	<u>That</u> <u>duck</u> had a wet <u>wing</u> .		<u>Brad</u> hit a log <u>with</u> a <u>whip</u> .			/10
	<u>When</u> can <u>Chip</u> <u>pack</u> ?		A <u>fish</u> is in <u>that</u> <u>tub</u> .			

Grade 1					Score	
4. CVCC and CCVC					Comments	Score
(a) In List	clab	lrin	snaf	greb		/10
	slad	fosp	lonk	mant		
	jast	sund				
(b) In Text	<u>Glen</u> will <u>swim</u> <u>past</u> the <u>raft</u> in the <u>pond</u> .					/10
	The <u>frog</u> <u>must</u> <u>flip</u> and <u>spin</u> and <u>jump</u> .					

Grades 1-2					Score	
5. Silent e					Comments	Score
(a) In List	sice	nole	fune	moze		/10
	vate	rine	lade	sile		
	gone	fote				
(b) In Text	<u>Mike</u> and <u>Jane</u> use a <u>rope</u> to <u>ride</u> the <u>mule</u> .					/10
	<u>Pete</u> had <u>five</u> <u>tapes</u> at <u>home</u> .					

Grades 1-2						
6. r-Controlled Vowels					Comments	Score
(a) In List	corf	pirk	varb	serl		
	surd	larn	forp	murk		/10
	tirn	kerm				
(b) In Text	The <u>tar</u> on his <u>tor</u> <u>shirt</u> <u>burned</u> and <u>hurt</u> him.					
	The <u>bird</u> hid <u>under</u> the <u>short ferns</u> in the <u>park</u> .					/10

Grades 1-3						
7. Advanced Consonants (-tch, -dge, -x, qu, soft c & g, kn, gn, wr, -lk)					Comments	Score
(a) In List	litch	mudge	glux	quam		
	celp	gerb	knaz	gnap		/10
	wrill	ralk				
(b) In Text	The <u>cider</u> is in the <u>wrong</u> cup.		She ran to the <u>center</u> of the <u>bridge</u> .			
	I will <u>stitch</u> a <u>knot</u> on the <u>quilt</u> .		The <u>giant</u> can <u>gnaw</u> on the <u>box</u> .			/10

Grades 1-3								
8. Vowel Teams					Comments	Score		
oa, ea, oo, ai, ol, ay, ou, oi, oy, au, aw, oe, ew, al, igh	foat	roast	frea	creak	moom	scoop	raim	
	waist	falt	scold	dray	gray	chout		
	mount	poid	join	moy	royal	vaul	fault	
	praw	straw	koe	toe	frew	jewel	palk	
	scald	pigh	fight					/30

Grades 2, 3, 4-6+						
9. Multi-Syllable					Comments	Score
(a) 2-Syllable	mas-cot	bas-kef	mo-ment	ba-con		
	han-dle	puz-zle	car-toon	or-der		/10
	es-cape	chow-der				
(b) 3-Syllable	am-pu-tate	lib-er-ty	dom-in-ate	e-las-tic		
	en-ter-tain	prac-ti-cal	in-no-cent	e-lec-tric		/10
	vol-ca-no	seg-re-gate				
(c) 4-Syllable	par-tic-u-lar	con-lam-in-ate	com-mu-ni-ty	su-per-i-or		
	vi-tal-i-ty	e-vap-or-ate	in-ven-tor-y	pre-his-tor-ic		/10
	sol-i-tar-y	e-mer-gen-cy				

Grades 2, 3, 4-6+						
10. Prefixes and Suffixes					Comments	Score
dis-, non-, in-, pre-, re-, un-, con-, -tion, -ous, -ness, -able, -est, -ful, -ary, -ment	discount	dismiss	nonsense	nonstop	index	
	intent	prefix	prepare	return	regard	
	unable	uncertain	confident	concert	station	
	motion	famous	joyous	madness	witness	
	portable	drinkable	fastest	damppest	mouthful	
	fearful	honorary	literary	instrument	fragment	/30