## COMPREHENSIVE PHONICS SURVEY

## ASSESSMENT DIRECTIONS

## Preparation

1. Make a class supply of the Comprehensive Phonics Survey: Nonsense-Word Reading and Comprehensive Phonics Survey: Individual Scoring Sheet. Also make a copy of the Comprehensive Phonics Survey: Class Record Sheet.
2. Administer the assessment to each child in the class three times a year-at the beginning, middle, and end.
3. Use the Comprehensive Phonics Survey: Class Record Sheet to gather and record all children's scores for each testing period to determine small-group differentiated instructional needs.

## Comprehensive Phonics Survey

This assessment consists of 50 nonsense words to confirm students' decoding skills. Some students do well on realword tests of phonics due to their wide sight-word knowledge, yet struggle when applying those same decoding skills to new words. The nonsense word test accounts for this and assesses true decoding application. Administer this assessment as a follow-up to the real-word tests (cumulative phonics assessments), especially for students who do okay on these assessments, but seem to struggle decoding while reading.

## 1. Display the Comprehensive Phonics Survey: Nonsense-Word Reading.

2. Have the child point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, send for smend). Record the number correct and note the speed in the boxes on the Comprehensive Phonics Survey: Individual Scoring Sheet.

COMPREHENSIVE PHONICS SURVEY:
NONSENSE-WORD READING

| A. Short Vowels | B. Consonant Blends and Digraphs |
| :--- | :--- |
| I. lat | I. sheg |
| 2. ped | 2. chab |
| 3. sib | 3. stot |
| 4. mog | 4. whid |
| 5. vun | 5. thuzz |
| 6. fim | 6. bruck |
| 7. hep | 7. cliss |
| 8. yot rud | 8. smend |
| 10. cag | 9. thrist |

COMPREHENSIVE PHONICS SURVEY:
NONSENSE-WORD READING

| C. Long Vowels | D. Complex Vowels |
| :--- | :--- |
| I. sote | 2. spoud |
| 2. mabe | 3. clar |
| 3. foap | 4. foy |
| 4. weam | 5. jern |
| 5. glay | 6. moof |
| 6. shain | 7. lurst |
| 7. dright | 8. porth |
| 8. hupe | 9. stook |
| 9. heest | 10. flirch |
| 10. sny |  |

COMPREHENSIVE PHONICS SURVEY:
NONSENSE-WORD READING
E. Word Study (Multisyllabic Words)
I. rigfap
2. churbit
3. napsate
4. reatloid
5. foutray
6. moku
7. wolide
8. Lofam
9. pagbo
10. plizzles

COMPREHENSIVE PHONICS SURVEY:
NONSENSE-WORD READING

Individual Scoring Sheet

Name $\qquad$ Date $\qquad$

Circle correct responses. Record the child's incorrect responses on the lines.

| A. Short Vowels | B. Consonant Blends and Digraphs |
| :---: | :---: |
| I. lat | I. sheg |
| 2. ped | 2. chab |
| 3. sib | 3. stot |
| 4. $\operatorname{mog}$ | 4. whid |
| 5. vun | 5. thuzz |
| 6. fim | 6. bruck |
| 7. hep | 7. cliss |
| 8. yot | 8. smend |
| 9. rud | 9. thrist |
| 10. cag | I0. phum |

Number correct: $\qquad$

Speed: $\square$ Slow/labored
$\square$ Moderate
$\square$ Fast

COMPREHENSIVE PHONICS SURVEY:
NONSENSE-WORD READING

Individual Scoring Sheet

Name $\qquad$ Date $\qquad$

Circle correct responses. Record the child's incorrect responses on the lines.

| C. Long Vowels | D. Complex Vowels |
| :--- | :--- |
| I. sote | I. doit |
| 2. mabe | 2. spoud |
| 3. foap | 3. clar |
| 4. weam | 4. foy |
| 5. glay | 5. jern |
| 6. shain | 6. moof |
| 7. dright | 7. lurst |
| 8. hupe | 8. porth |
| 9. heest | 9. stook |
| 10. sny | 10. flirch |

Number correct: $\qquad$

Speed: $\square$ Slow/labored
$\square$ Moderate
$\square$ Fast

## COMPREHENSIVE PHONICS SURVEY: <br> NONSENSE-WORD READING

Individual Scoring Sheet

Name $\qquad$ Date $\qquad$

Circle correct responses. Record the child's incorrect responses on the lines.

| E. Word Study (Multisyllabic Words) |
| :---: |
| I. rigfap |
| 2. churbit |
| 3. napsate |
| 4. reatloid |
| 5. foutray |
| 6. moku |
| 7. wolide |
| 8. lofam |
| 9. pagbo |
| 10. plizzles |

Number correct: $\qquad$

Speed: $\square$ Slow/labored
$\square$ Moderate
$\square$ Fast
COMPREHENSIVE PHONICS SURVEY：CLASS RECORD SHEET

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Source：Blevins，W．（2011）．Teaching phonics：A flexible，systematic approach to building early reading skills．New York，NY：Scholastic．
Child＇s Name

