

CORE Phonics Survey – Record Form

Name _____ Teacher/Grade _____

SKILLS SUMMARY

DATE Administered	1	2	3	4	5	6
	Alphabet Skills and Letter Sounds					
a. Letter Recognition – uppercase (/26)						
b. Letter Recognition – lowercase (/26)						
A. Letter names – uppercase (/26)						
B. Letter names – lowercase (/26)						
C. Consonant sounds (/23)						
D. Long vowel sounds (/5)						
D. Short vowel sounds (/5)						
Reading and Decoding Skills						
E. Short vowels in CVC words (/15)						
F. Short vowels and consonant blends (/15)						
G. Short vowels, digraphs, and <i>-tch</i> trigraph (/15)						
H. R -controlled vowels (/15)						
I. Long vowel Spellings (/15)						
J. Variant vowels (/15)						
K. Low frequency vowel and consonant spellings (/15)						
L. Multisyllabic words (/24)						

a. Letter Recognition - Uppercase

Say to the student: ***Point to the letter I say.*** Use the student material in section A.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ____/26 1	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ____/26 2	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ____/26 3
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ____/26 4	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ____/26 5	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z ____/26 6

b. Letter Recognition - Lowercase

Say to the student: ***Point to the letter I say.*** Use the student material in section B.

<p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p>___/26</p> <p style="text-align: right;">1</p>	<p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p>___/26</p> <p style="text-align: right;">2</p>	<p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p>___/26</p> <p style="text-align: right;">3</p>
<p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p>___/26</p> <p style="text-align: right;">4</p>	<p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p>___/26</p> <p style="text-align: right;">5</p>	<p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p>___/26</p> <p style="text-align: right;">6</p>

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 1	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 2	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 3
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 4	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 5	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 6

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 1	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 2	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 3
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 4	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 5	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 6

C. Consonant Sounds

Say to the students: **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 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 ___/23 1	d l n s x z j t y p c h m r k w g b f q v ___/23 2	d l n s x z j t y p c h m r k w g b f q v ___/23 3
d l n s x z j t y p c h m r k w g b f q v ___/23 4	d l n s x z j t y p c h m r k w g b f q v ___/23 5	d l n s x z j t y p c h m r k w g b f q v ___/23 6

D. Vowel Sounds

Ask the student: **Can you tell me the sound of each letter?** If the student names the letter, count it as the long vowel sound. Then ask: **Can you tell me the other sound for the letter?** The students should name the short vowel sound. If the student makes an error, record the error over the letter.

<p>Long Sound (check if correct): e __ i __ a __ o __ u __</p> <p>Short Sound (check if correct): e __ i __ a __ o __ u __</p> <p style="text-align: right;">1</p>	<p>Long Sound (check if correct): e __ i __ a __ o __ u __</p> <p>Short Sound (check if correct): e __ i __ a __ o __ u __</p> <p style="text-align: right;">2</p>	<p>Long Sound (check if correct): e __ i __ a __ o __ u __</p> <p>Short Sound (check if correct): e __ i __ a __ o __ u __</p> <p style="text-align: right;">3</p>
<p>Long Sound (check if correct): e __ i __ a __ o __ u __</p> <p>Short Sound (check if correct): e __ i __ a __ o __ u __</p> <p style="text-align: right;">4</p>	<p>Long Sound (check if correct): e __ i __ a __ o __ u __</p> <p>Short Sound (check if correct): e __ i __ a __ o __ u __</p> <p style="text-align: right;">5</p>	<p>Long Sound (check if correct): e __ i __ a __ o __ u __</p> <p>Short Sound (check if correct): e __ i __ a __ o __ u __</p> <p style="text-align: right;">6</p>

Reading and Decoding

For items E through K, students must read both real and pseudowords (made-up words). For the first line of real words, 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.***

E. Short vowels in CVC words

<p>____/5 sip mat let bun hog (real)</p> <p>____/5 rut fit bat hot set (real)</p> <p>____/5 nop sut dit pem fap (pseudo)</p> <p style="text-align: right;">1</p>	<p>____/5 sip mat let bun hog (real)</p> <p>____/5 rut fit bat hot set (real)</p> <p>____/5 nop sut dit pem fap (pseudo)</p> <p style="text-align: right;">2</p>
<p>____/5 sip mat let bun hog (real)</p> <p>____/5 rut fit bat hot set (real)</p> <p>____/5 nop sut dit pem fap (pseudo)</p> <p style="text-align: right;">3</p>	<p>____/5 sip mat let bun hog (real)</p> <p>____/5 rut fit bat hot set (real)</p> <p>____/5 nop sut dit pem fap (pseudo)</p> <p style="text-align: right;">4</p>
<p>____/5 sip mat let bun hog (real)</p> <p>____/5 rut fit bat hot set (real)</p> <p>____/5 nop sut dit pem fap (pseudo)</p> <p style="text-align: right;">5</p>	<p>____/5 sip mat let bun hog (real)</p> <p>____/5 rut fit bat hot set (real)</p> <p>____/5 nop sut dit pem fap (pseudo)</p> <p style="text-align: right;">6</p>

F. Short vowels and consonant blends

<p>____/5 stop trap quit spell plan (real)</p> <p>____/5 silk fast sank lump held (real)</p> <p>____/5 nask dilt qued cang dran (pseudo)</p> <p style="text-align: right;">1</p>	<p>____/5 stop trap quit spell plan (real)</p> <p>____/5 silk fast sank lump held (real)</p> <p>____/5 nask dilt qued cang dran (pseudo)</p> <p style="text-align: right;">2</p>
<p>____/5 stop trap quit spell plan (real)</p> <p>____/5 silk fast sank lump held (real)</p> <p>____/5 nask dilt qued cang dran (pseudo)</p> <p style="text-align: right;">3</p>	<p>____/5 stop trap quit spell plan (real)</p> <p>____/5 silk fast sank lump held (real)</p> <p>____/5 nask dilt qued cang dran (pseudo)</p> <p style="text-align: right;">4</p>
<p>____/5 stop trap quit spell plan (real)</p> <p>____/5 silk fast sank lump held (real)</p> <p>____/5 nask dilt qued cang dran (pseudo)</p> <p style="text-align: right;">5</p>	<p>____/5 stop trap quit spell plan (real)</p> <p>____/5 silk fast sank lump held (real)</p> <p>____/5 nask dilt qued cang dran (pseudo)</p> <p style="text-align: right;">6</p>

G. Short vowels, digraphs, and -tch trigraph

<p>___/5 when chop thin shut wick (real)</p> <p>___/5 dodge rash ring then match (real)</p> <p>___/5 chid shom dath phid futch (pseudo)</p> <p style="text-align: right;">1</p>	<p>___/5 when chop thin shut wick (real)</p> <p>___/5 dodge rash ring then match (real)</p> <p>___/5 chid shom dath phid futch (pseudo)</p> <p style="text-align: right;">2</p>
<p>___/5 when chop thin shut wick (real)</p> <p>___/5 dodge rash ring then match (real)</p> <p>___/5 chid shom dath phid futch (pseudo)</p> <p style="text-align: right;">3</p>	<p>___/5 when chop thin shut wick (real)</p> <p>___/5 dodge rash ring then match (real)</p> <p>___/5 chid shom dath phid futch (pseudo)</p> <p style="text-align: right;">4</p>
<p>___/5 when chop thin shut wick (real)</p> <p>___/5 dodge rash ring then match (real)</p> <p>___/5 chid shom dath phid futch (pseudo)</p> <p style="text-align: right;">5</p>	<p>___/5 when chop thin shut wick (real)</p> <p>___/5 dodge rash ring then match (real)</p> <p>___/5 chid shom dath phid futch (pseudo)</p> <p style="text-align: right;">6</p>

H. R-controlled vowels

<p>____/5 harm dirt form fern surf (real)</p> <p>____/5 worn pert bark turn bird (real)</p> <p>____/5 nerm sirt gorf murd carn (pseudo)</p> <p style="text-align: right;">1</p>	<p>____/5 harm dirt form fern surf (real)</p> <p>____/5 worn pert bark turn bird (real)</p> <p>____/5 nerm sirt gorf murd carn (pseudo)</p> <p style="text-align: right;">2</p>
<p>____/5 harm dirt form fern surf (real)</p> <p>____/5 worn pert bark turn bird (real)</p> <p>____/5 nerm sirt gorf murd carn (pseudo)</p> <p style="text-align: right;">3</p>	<p>____/5 harm dirt form fern surf (real)</p> <p>____/5 worn pert bark turn bird (real)</p> <p>____/5 nerm sirt gorf murd carn (pseudo)</p> <p style="text-align: right;">4</p>
<p>____/5 harm dirt form fern surf (real)</p> <p>____/5 worn pert bark turn bird (real)</p> <p>____/5 nerm sirt gorf murd carn (pseudo)</p> <p style="text-align: right;">5</p>	<p>____/5 harm dirt form fern surf (real)</p> <p>____/5 worn pert bark turn bird (real)</p> <p>____/5 nerm sirt gorf murd carn (pseudo)</p> <p style="text-align: right;">6</p>

I. Long vowels

<p>____/5 tape key toe paid feet (real)</p> <p>____/5 leap boat tie ray blow (real)</p> <p>____/5 loe hine beap faim soat (pseudo)</p> <p style="text-align: right;">1</p>	<p>____/5 tape key toe paid feet (real)</p> <p>____/5 leap boat tie ray blow (real)</p> <p>____/5 loe hine beap faim soat (pseudo)</p> <p style="text-align: right;">2</p>
<p>____/5 tape key toe paid feet (real)</p> <p>____/5 leap boat tie ray blow (real)</p> <p>____/5 loe hine beap faim soat (pseudo)</p> <p style="text-align: right;">3</p>	<p>____/5 tape key toe paid feet (real)</p> <p>____/5 leap boat tie ray blow (real)</p> <p>____/5 loe hine beap faim soat (pseudo)</p> <p style="text-align: right;">4</p>
<p>____/5 tape key toe paid feet (real)</p> <p>____/5 leap boat tie ray blow (real)</p> <p>____/5 loe hine beap faim soat (pseudo)</p> <p style="text-align: right;">5</p>	<p>____/5 tape key toe paid feet (real)</p> <p>____/5 leap boat tie ray blow (real)</p> <p>____/5 loe hine beap faim soat (pseudo)</p> <p style="text-align: right;">6</p>

J. Variant Vowels

<p>____/5 few down moon hawk coin (real)</p> <p>____/5 cue loud cook haunt toy (real)</p> <p>____/5 voot rew fout zoy bawk (pseudo)</p> <p style="text-align: right;">1</p>	<p>____/5 few down moon hawk coin (real)</p> <p>____/5 cue loud cook haunt toy (real)</p> <p>____/5 voot rew fout zoy bawk (pseudo)</p> <p style="text-align: right;">2</p>
<p>____/5 few down moon hawk coin (real)</p> <p>____/5 cue loud cook haunt toy (real)</p> <p>____/5 voot rew fout zoy bawk (pseudo)</p> <p style="text-align: right;">3</p>	<p>____/5 few down moon hawk coin (real)</p> <p>____/5 cue loud cook haunt toy (real)</p> <p>____/5 voot rew fout zoy bawk (pseudo)</p> <p style="text-align: right;">4</p>
<p>____/5 few down moon hawk coin (real)</p> <p>____/5 cue loud cook haunt toy (real)</p> <p>____/5 voot rew fout zoy bawk (pseudo)</p> <p style="text-align: right;">5</p>	<p>____/5 few down moon hawk coin (real)</p> <p>____/5 cue loud cook haunt toy (real)</p> <p>____/5 voot rew fout zoy bawk (pseudo)</p> <p style="text-align: right;">6</p>

K. Low frequency vowel and consonant spellings

<p>____/5 kneel cent type ghost wrist (real)</p> <p>____/5 giant sweat gnat bomb sigh (real)</p> <p>____/5 bice knod dimb tigh wrep (pseudo)</p> <p style="text-align: right;">1</p>	<p>____/5 kneel cent type ghost wrist (real)</p> <p>____/5 giant sweat gnat bomb sigh (real)</p> <p>____/5 bice knod dimb tigh wrep (pseudo)</p> <p style="text-align: right;">2</p>
<p>____/5 kneel cent type ghost wrist (real)</p> <p>____/5 giant sweat gnat bomb sigh (real)</p> <p>____/5 bice knod dimb tigh wrep (pseudo)</p> <p style="text-align: right;">3</p>	<p>____/5 kneel cent type ghost wrist (real)</p> <p>____/5 giant sweat gnat bomb sigh (real)</p> <p>____/5 bice knod dimb tigh wrep (pseudo)</p> <p style="text-align: right;">4</p>
<p>____/5 kneel cent type ghost wrist (real)</p> <p>____/5 giant sweat gnat bomb sigh (real)</p> <p>____/5 bice knod dimb tigh wrep (pseudo)</p> <p style="text-align: right;">5</p>	<p>____/5 kneel cent type ghost wrist (real)</p> <p>____/5 giant sweat gnat bomb sigh (real)</p> <p>____/5 bice knod dimb tigh wrep (pseudo)</p> <p style="text-align: right;">6</p>

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 5 out of 8 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 5 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.***

*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.)

____/3 Closed-closed unless consent timbut	____/3 Closed-closed unless consent timbut
____/3 Closed silent e competes admire rompete	____/3 Closed silent e competes admire rompete
____/3 Open/closed-other depend radishes podated*	____/3 Open/closed-other depend radishes podated*
____/3 Open or closed zero menu gromu*	____/3 Open or closed zero menu gromu*
____/3 Silent e locate inhaled pentate	____/3 Silent e locate inhaled pentate
____/3 Consonant –le stable dimple morkle	____/3 Consonant –le stable dimple morkle
____/3 r-Controlled further bordered darber	____/3 r-Controlled further bordered darber
____/3 Vowel team railways roaring fauntoon	____/3 Vowel team railways roaring fauntoon
1	2

___/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 <i>-le</i>	stable	dimple	morkle
___/3	r-Controlled	further	bordered	darber
___/3	Vowel team	railways	roaring	faunton
3				

___/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 <i>-le</i>	stable	dimple	morkle
___/3	r-Controlled	further	bordered	darber
___/3	Vowel team	railways	roaring	faunton
4				

___/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 <i>-le</i>	stable	dimple	morkle
___/3	r-Controlled	further	bordered	darber
___/3	Vowel team	railways	roaring	faunton
5				

___/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 <i>-le</i>	stable	dimple	morkle
___/3	r-Controlled	further	bordered	darber
___/3	Vowel team	railways	roaring	faunton
6				

Notes:

1	2	3
4	5	6

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

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

d l n s x z j

t y p c h m r

k w g b f q v

e i a o u

sip mat let bun hog

rut fit bat hot set

nop sut dit pem fap

stop trap quit spell plan

silk fast sank lump held

nask dilt qued cang dran

when chop thin shut wick

dodge rash ring then match

chid shom dath phid futch

harm dirt form fern surf

worn pert bark turn bird

nerm sirt gorf murd carn

tape key toe paid feet

leap boat tie ray blow

loe hine beap faim soat

few down moon hawk coin
cue loud cook haunt toy
voot rew fout zoy bawk

kneel cent type ghost wrist

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locate

inhaled

pentate

stable

dimple

morkle

further

bordered

darber

railways

roaring

fauntoon