

Vowel Sounds Phonics Assessment Directions

The purpose of this whole class assessment is to determine which vowel sounds students can and cannot accurately read. Although, the test actually determines word recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word prior knowledge. This is especially necessary for vulnerable reading students, who may have acquired a bank of sight words, but still lack decoding ability. Nonsense words help students attend to the vowel sounds so that the teacher can accurately assess student decoding ability.

Directions/Grading/Recording

Pass out the **Vowel Sounds Phonics Assessment** to students. Play this audio file, which includes the following directions and test administration: [Vowel Sounds Phonics Assessment \(10:42\)](#).

“This is a short test to see if you can identify the nonsense words I say out loud. Listen carefully because I won’t repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word, fill in the capital letter that best matches the spelling of that word I say. Let’s start with Number One. Ready? Number One is *hux* (repeat twice more).”

Note that the teacher reads only the underlined word in each row. Follow this script for the rest of the test.

Once the assessments have been scored using the teacher copy of the assessment, the errors should be recorded on the **Reading Mastery Matrix** with a / for each vowel sound component not meeting mastery criteria of 80% for each student. The numerical mastery criteria are listed in the right-hand margins.

Helpful Hints

- Do not elongate the vowel sounds.
- Use the (rhyme) as a key to correct pronunciation.
- Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming.

Vowel Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each underlined word three times. Use the (rhyme) as a key to correct pronunciation. Do not elongate the vowel sounds.

- ___ 1. A. hox B. hix C. hux (ducks) D. hax
- ___ 2. A. pem B. pum C. pim D. pom (mom)
- ___ 3. A. gud B. ged C. gid (bid) D. gad
- ___ 4. A. meg B. mig C. mog D. mag
- ___ 5. A. kes B. kus C. kos D. kas (pass)
- ___ 6. A. suef B. seaf (deaf) C. saef D. sif

Short Vowels 5/6 Mastery ___/6

- ___ 7. A. bin B. bine (fine) C. bian D. byan
- ___ 8. A. diak B. dak C. dake D. diek
- ___ 9. A. yut B. yeat C. yute (chute) D. yiout
- ___ 10. A. toup B. tope (rope) C. teop D. taop
- ___ 11. A. buot B. बात C. buit D. bute (mute)
- ___ 12. A. fene (bean) B. feun C. fen D. faen

Silent Final e 5/6 Mastery ___/6

- ___ 13. A. vaudy B. vawdy C. vady (lady) D. viedy
- ___ 14. A. fay (bay) B. fiay C. foay D. fuay
- ___ 15. A. kaek B. keak C. kik D. kaik (rake)
- ___ 16. A. bein (rain) B. boan C. bian D. baun
- ___ 17. A. motfew B. motfe (motley) C. motfeu D. motfoa
- ___ 18. A. jeu B. jiu C. jeo D. jee (me)
- ___ 19. A. cid B. ceid (need) C. cide D. ceud
- ___ 20. A. kybo B. kybi C. keby (freebie) D. keyb
- ___ 21. A. deat (meat) B. diut C. dight D. diegt
- ___ 22. A. zaen B. zein C. zien (bean) D. zen
- ___ 23. A. pioson B. piason C. piuson D. pison (bison)
- ___ 24. A. beu B. bigh (high) C. bei D. bia
- ___ 25. A. ceter B. caeter C. cyter (writer) D. couter

- ___ 26. A. mip B. miap C. mippe D. miep (wipe)
- ___ 27. A. biuped B. beoped C. boped (moped) D. baoped
- ___ 28. A. koel (goal) B. kuol C. kiol D. kaol
- ___ 29. A. moip B. mup C. moop D. moap (soap)
- ___ 30. A. kow (show) B. kuiw C. keiw D. kaw
- ___ 31. A. puwtest B. poutest C. poitest D. putest (cutest)
- ___ 32. A. kuo B. kuh C. kew (few) D. kau
- ___ 33. A. bau B. bui C. bue (view) D. beo

Long Vowels 17/21 ___/21

- ___ 34. A. goot (boot) B. guite C. giot D. gueth
- ___ 35. A. croi B. crue (blue) C. crau D. criu
- ___ 36. A. saeyt B. soty C. siuty D. suty (duty)
- ___ 37. A. taed B. tewd (food) C. tid D. teed
- ___ 38. A. wut (foot) B. waht C. weut D. wat
- ___ 39. A. muek B. mowk C. mook (book) D. mauk
- ___ 40. A. mayl B. mawl C. mool D. mowel (towel)
- ___ 41. A. sud B. soad C. soud (loud) D. siud
- ___ 42. A. pown B. poun C. poan D. poin (coin)
- ___ 43. A. luy loy (boy) C. lowy D. luyh
- ___ 44. A. bawn (dawn) B. ban C. boun D. bown
- ___ 45. A. loind B. loond C. lound D. laund (fond)
- ___ 46. A. algo (also) B. owlgo C. ailgo D. argo
- ___ 47. A. rael B. roul C. rall (tall) D. rial

Diphthongs 11/14 ___/14

- ___ 48. A. loirt B. loort C. lawrt D. lort (sort)
- ___ 49. A. gar B. gur (fur) C. gier D. gor
- ___ 50. A. dorb B. dowb C. derv (serve) D. darb
- ___ 51. A. tir (sir) B. ture C. teer D. tier
- ___ 52. A. morve B. marve (carve) C. merve D. mawrv

r-controlled Vowels ___/5

Vowel Sounds Phonics Assessment

- | | | | | | |
|---------|-----------|-----------|-----------|-----------|-------|
| ___ 1. | A. hox | B. hix | C. hux | D. hax | |
| ___ 2. | A. pem | B. pum | C. pim | D. pom | |
| ___ 3. | A. gud | B. ged | C. gid | D. gad | |
| ___ 4. | A. meg | B. mig | C. mog | D. mag | |
| ___ 5. | A. kes | B. kus | C. kos | D. kas | |
| ___ 6. | A. suef | B. seaf | C. saef | D. sif | ___/6 |
| ___ 7. | A. bin | B. bine | C. bian | D. byan | |
| ___ 8. | A. diak | B. dak | C. dake | D. diek | |
| ___ 9. | A. yut | B. yeat | C. yute | E. yiout | |
| ___ 10. | A. toup | B. tope | C. teop | D. taop | |
| ___ 11. | A. buot | B. बात | C. buit | D. bute | |
| ___ 12. | A. fene | B. feun | C. fen | D. faen | ___/6 |
| ___ 13. | A. vaudy | B. vawdy | C. vady | D. viedy | |
| ___ 14. | A. fay | B. fiay | C. foay | D. fuay | |
| ___ 15. | A. kaek | B. keak | C. kik | D. kaik | |
| ___ 16. | A. bein | B. boan | C. bian | D. baun | |
| ___ 17. | A. motfew | B. motfe | C. motfeu | D. motfoa | |
| ___ 18. | A. jeu | B. jiu | C. jeo | D. jee | |
| ___ 19. | A. cid | B. ceid | C. cide | D. ceud | |
| ___ 20. | A. kybo | B. kybi | C. keby | D. keyb | |
| ___ 21. | A. deat | B. diut | C. dight | D. diegt | |
| ___ 22. | A. zaen | B. zein | C. zien | D. zen | |
| ___ 23. | A. poison | B. piason | C. piuson | D. pison | |
| ___ 24. | A. beu | B. bigh | C. bei | D. bia | |
| ___ 25. | A. ceter | B. caeter | C. cyter | D. couter | |

- | | | | | | |
|---------|------------|------------|------------|-----------|--------|
| ___ 26. | A. mip | B. miap | C. mippe | D. miep | |
| ___ 27. | A. biuped | B. beoped | C. boped | D. baoped | |
| ___ 28. | A. koel | B. kuol | C. kiol | D. kaol | |
| ___ 29. | A. moip | B. mup | C. moop | D. moap | |
| ___ 30. | A. kow | B. kuiw | C. keiw | D. kaw | |
| ___ 31. | A. puwtest | B. poutest | C. poitest | D. putest | |
| ___ 32. | A. kuo | B. kuh | C. kew | D. kau | |
| ___ 33. | A. bau | B. bui | C. bue | D. beo | ___/21 |
| ___ 34. | A. goot | B. guite | C. giot | D. gueth | |
| ___ 35. | A. croi | B. crue | C. crau | D. criu | |
| ___ 36. | A. saeyt | B. soty | C. siuty | D. suty | |
| ___ 37. | A. taed | B. tewd | C. tid | D. teed | |
| ___ 38. | A. wut | B. waht | C. weut | D. wat | |
| ___ 39. | A. muek | B. mowk | C. mook | D. mauk | |
| ___ 40. | A. mayl | B. mawl | C. mool | D. mowel | |
| ___ 41. | A. sud | B. soad | C. soud | D. siud | |
| ___ 42. | A. pown | B. poun | C. poan | D. poin | |
| ___ 43. | A. luy | B. loy | C. lowy | D. luyh | |
| ___ 44. | A. bawn | B. ban | C. boun | D. bown | |
| ___ 45. | A. loind | B. loond | C. lound | D. laund | |
| ___ 46. | A. algo | B. owlgo | C. ailgo | D. argo | |
| ___ 47. | A. rael | B. roul | C. rall | D. rial | ___/14 |
| ___ 48. | A. loirt | B. loort | C. lawrt | D. lort | |
| ___ 49. | A. gar | B. gur | C. gier | D. gor | |
| ___ 50. | A. dorb | B. dowb | C. derv | D. darb | |
| ___ 51. | A. tir | B. ture | C. teer | D. tier | |
| ___ 52. | A. morve | B. marve | C. merve | D. mawrv | ___/5 |

Consonant Sounds Phonics Assessment Directions

Teacher Notes

The purpose of this whole class assessment is to determine which common consonant blends students can and cannot accurately read. Although, the test actually determines word recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word prior knowledge. This is especially necessary for remedial reading students, who may have acquired a bank of sight words, but still lack decoding ability. Nonsense words help students attend to the vowel sounds so that the teacher can accurately assess student decoding ability.

Directions/Grading/Recording

Pass out the **Consonant Sounds Phonics Assessment** to students. Play this audio file, which includes the following directions and test administration: [Consonant Sounds Phonics Assessment \(12:07\)](#).

“This is a short test to see if you can identify the nonsense words I say out loud. Listen carefully because I won’t repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word, fill in the capital letter that best matches the word I say. Let’s start with Number One. Ready? Number One is *shud* (repeat twice more).”

Note that the teacher reads only the underlined word in each row. Follow this script for the rest of the test.

Once the assessments have been scored using the teacher copy of the assessment, the number of unmastered consonant blends should be recorded in the Consonant Blends Pre-test column on the **Reading Mastery Matrix** for each student as a diagnostic baseline.

Helpful Hints

- Do not elongate the sounds.
- Keep a consistent pace of about seven seconds per test item—any longer and students will lose their place or begin daydreaming.
- After the first three items, walk around the class to ensure that students are circling by row and not by column.

Consonant Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each underlined word three times. Do not elongate the consonant sounds.

- | | | | | |
|---------|----------------|-----------------|-----------------|-----------------|
| ___ 1. | A. <u>shud</u> | B. sced | C. slod | D. swud |
| ___ 2. | A. cwib | B. clab | C. <u>cheb</u> | D. creb |
| ___ 3. | A. woud | B. wyed | C. wrid | D. <u>whid</u> |
| ___ 4. | A. <u>thog</u> | B. trig | C. teng | D. tuog |
| ___ 5. | A. teelg | B. trong | C. <u>theeg</u> | D. traeg |
| ___ 6. | A. bwom | B. <u>blam</u> | C. baim | D. bhum |
| ___ 7. | A. buix | B. blox | C. <u>brux</u> | D. beux |
| ___ 8. | A. chid | B. cwed | C. clud | D. <u>cred</u> |
| ___ 9. | A. dief | B. <u>dref</u> | C. dlif | D. dwof |
| ___ 10. | A. <u>clim</u> | B. chom | C. crum | D. cwim |
| ___ 11. | A. <u>flon</u> | B. famn | C. frun | D. foln |
| ___ 12. | A. fouz | B. faez | C. fliz | D. <u>fraz</u> |
| ___ 13. | A. ghup | B. gaep | C. <u>glup</u> | D. grop |
| ___ 14. | A. glus | B. <u>gres</u> | C. ghos | D. geas |
| ___ 15. | A. pwet | B. phit | C. prot | D. <u>plit</u> |
| ___ 16. | A. plav | B. phev | C. <u>prov</u> | D. pouv |
| ___ 17. | A. <u>scad</u> | B. slod | C. sted | D. smad |
| ___ 18. | A. strib | B. <u>screb</u> | C. swelb | D. scurb |
| ___ 19. | A. scrim | B. sharm | C. strem | D. <u>shrim</u> |
| ___ 20. | A. stof | B. swif | C. <u>skof</u> | D. shef |
| ___ 21. | A. <u>slun</u> | B. swun | C. ston | D. shen |
| ___ 22. | A. stos | B. shas | C. snus | D. <u>smos</u> |
| ___ 23. | A. stul | B. <u>snul</u> | C. smel | D. stol |
| ___ 24. | A. stiv | B. scev | C. <u>spiv</u> | D. hov |
| ___ 25. | A. sprex | B. sloux | C. scrix | D. <u>splex</u> |
| ___ 26. | A. scret | B. <u>sprat</u> | C. shrut | D. smaft |
| ___ 27. | A. sneb | B. smub | C. <u>squib</u> | D. scib |

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|---------|-----------------|----------------|-----------------|-----------------|
| ___ 28. | A. <u>stog</u> | B. scog | C. shug | D. slig |
| ___ 29. | A. shrom | B. squam | C. scrim | D. <u>stram</u> |
| ___ 30. | A. stin | B. <u>swen</u> | C. shon | D. sken |
| ___ 31. | A. <u>thrid</u> | B. thold | C. trusd | D. twird |
| ___ 32. | A. twaz | B. thoz | C. touz | D. <u>troz</u> |
| ___ 33. | A. <u>twaf</u> | B. trif | C. thef | D. toaf |
| ___ 34. | A. lult | B. lirt | C. <u>luft</u> | D. lest |
| ___ 35. | A. perd | B. pusd | C. pand | D. <u>peld</u> |
| ___ 36. | A. mork | B. <u>molk</u> | C. meck | D. mosk |
| ___ 37. | A. <u>hulm</u> | B. horm | C. huim | D. hism |
| ___ 38. | A. sawp | B. <u>selp</u> | C. surp | D. sesp |
| ___ 39. | A. bist | B. boft | C. burt | D. <u>bult</u> |
| ___ 40. | A. rurp | B. rilp | C. ronp | D. <u>rimp</u> |
| ___ 41. | A. lurch | B. lonsh | C. <u>lanch</u> | D. lamph |
| ___ 42. | A. <u>tond</u> | B. tuld | C. tusd | D. tord |
| ___ 43. | A. malg | B. <u>mang</u> | C. murg | D. mumg |
| ___ 44. | A. <u>denk</u> | B. dack | C. delk | D. dosk |
| ___ 45. | A. fept | B. fost | C. <u>funt</u> | D. fult |
| ___ 46. | A. <u>sept</u> | B. suft | C. sest | D. solt |
| ___ 47. | A. pulk | B. pock | C. pank | D. <u>posk</u> |
| ___ 48. | A. <u>risp</u> | B. rimp | C. ruwp | D. relp |
| ___ 49. | A. gilt | B. <u>gast</u> | C. gart | D. guft |
| ___ 50. | A. baln | B. bosn | C. <u>bawn</u> | D. birn |

Consonant Sounds Phonics Assessment

- | | | | | |
|---------|----------|----------|----------|----------|
| ___ 1. | A. shud | B. sced | C. slod | D. swud |
| ___ 2. | A. cwib | B. clab | C. cheb | D. creb |
| ___ 3. | A. woud | B. wyed | C. wrid | D. whid |
| ___ 4. | A. thog | B. trig | C. teng | D. tuog |
| ___ 5. | A. teelg | B. trong | C. theeg | D. traeg |
| ___ 6. | A. bwom | B. blam | C. baim | D. bhum |
| ___ 7. | A. buix | B. blox | C. brux | D. beux |
| ___ 8. | A. chid | B. cwed | C. clud | D. cred |
| ___ 9. | A. dief | B. dref | C. dlif | D. dwof |
| ___ 10. | A. clim | B. chom | C. crum | D. cwim |
| ___ 11. | A. flon | B. famn | C. frun | D. foln |
| ___ 12. | A. fouz | B. faez | C. fliz | D. fraz |
| ___ 13. | A. ghup | B. gaep | C. glup | D. grop |
| ___ 14. | A. glus | B. gres | C. ghos | D. geas |
| ___ 15. | A. pwet | B. phit | C. prot | D. plit |
| ___ 16. | A. plav | B. phev | C. prov | D. pouv |
| ___ 17. | A. scad | B. slod | C. sted | D. smad |
| ___ 18. | A. srib | B. screb | C. swelb | D. scurb |
| ___ 19. | A. scrim | B. sharm | C. strem | D. shrim |
| ___ 20. | A. stof | B. swif | C. skof | D. shef |
| ___ 21. | A. slun | B. swun | C. ston | D. shen |
| ___ 22. | A. stos | B. shas | C. snus | D. smos |
| ___ 23. | A. stul | B. snul | C. smel | D. stol |
| ___ 24. | A. stiv | B. scev | C. spiv | D. hov |
| ___ 25. | A. sprex | B. sloux | C. scrix | D. splex |
| ___ 26. | A. scret | B. sprat | C. shrut | D. smaft |

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|---------|----------|----------|----------|----------|
| ___ 27. | A. sneb | B. smub | C. squib | D. scib |
| ___ 28. | A. stog | B. scog | C. shug | D. slig |
| ___ 29. | A. shrom | B. squam | C. scrim | D. stram |
| ___ 30. | A. stin | B. swen | C. shon | D. sken |
| ___ 31. | A. thrid | B. thold | C. trusd | D. twird |
| ___ 32. | A. twaz | B. thoz | C. touz | D. troz |
| ___ 33. | A. twaf | B. trif | C. thef | D. toaf |
| ___ 34. | A. lult | B. lirt | C. luft | D. lest |
| ___ 35. | A. perd | B. pusd | C. pand | D. peld |
| ___ 36. | A. mork | B. molk | C. meck | D. mosk |
| ___ 37. | A. hulm | B. horm | C. huim | D. hism |
| ___ 38. | A. sawp | B. selp | C. surp | D. sesp |
| ___ 39. | A. bist | B. boft | C. burt | D. bult |
| ___ 40. | A. rurp | B. rilp | C. ronp | D. rimp |
| ___ 41. | A. lurch | B. lonsh | C. lanch | D. lamph |
| ___ 42. | A. tond | B. tuld | C. tusd | D. tord |
| ___ 43. | A. malg | B. mang | C. murg | D. mumg |
| ___ 44. | A. denk | B. dack | C. delk | D. dosk |
| ___ 45. | A. fept | B. fost | C. funt | D. fult |
| ___ 46. | A. sept | B. suft | C. sest | D. solt |
| ___ 47. | A. pulk | B. pock | C. pank | D. posk |
| ___ 48. | A. risp | B. rimp | C. ruwp | D. relp |
| ___ 49. | A. gilt | B. gast | C. gart | D. guft |
| ___ 50. | A. baln | B. bosn | C. bawn | D. birn |

Reading Mastery Matrix

Record un-mastered skills with a  and subsequent mastery with a  . Record pre and post assessment scores.

Teacher	Alphabetic Awareness	Syllable Awareness	Syllable Rhyming	Phonemic Isolation	Phonemic Blending	Phonemic Segmenting	Short Vowels	Silent Final e	Consonant Digraphs	Long Vowels	Diphthongs	r-controlled Vowels	Consonant Blends	Pre-test /50	Consonant Blends	Post-test /50	Heart Words	Pre-test /99	Heart Words	Post-test /99	Rimes Pre-test /79	Rimes Post-test /79	Sight Syllables	Pre-test /86	Sight Syllables	Post-test /86	Fluency

Class																											
Student Names																											
Totals																											