

- ✓ Grades: K - 12
- ✓ Grouping: Individual assessment
- ✓ Approximate Time: 10 - 15 min
- ✓ Materials: pencil, Student Pages, Teacher Record Form, blank paper

PHONICS SURVEY

CORE Phonics Survey adapted to align with SD36 Phonics Scope & Sequence



WHAT?

This phonics survey assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. The survey presents a number of lists of letters and words for the student to identify and 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.

This survey can be used as a screening measure, and also as an outcome measure, providing data about growth and mastery at the end of an instructional period. As a diagnostic, it can indicate whether or not a student needs instruction in selected phonics concepts, or if further assessment is needed. It may also be used to track progress from earlier skills to grade level mastery.

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.

HOW?

Instructions for administering each part of the survey are included on the Teacher Record Form. Students read from the Student Pages. When using this survey as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the sections. Instead, move to the next section and continue testing. If the student was able to read most of the single syllable real and pseudowords, also administer the multisyllabic section.

To focus the student's attention on the part of the survey being given, cover the other parts of the page with a piece(s) of blank paper. The Teacher Record Form shows the same material that appears on the Student Pages, in a reduced size, so that you may easily record the student's responses. Be aware of the student's behaviour during the survey. If a student is tiring or making many consecutive errors, discontinue testing at that time.

Following administration, score each part of the survey, and transfer the results to the first page on the Teacher Record Form under Skills Summary.

El Paso Phonics Survey Examples

**Margaret Ann Richek, Lynne K.
List, Janet W. Lerner**

El Paso Phonics Survey Examples:

Reading Assessment and Instruction for All Learners Jeanne Shay Schumm, 2017-02-13 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners Uniquely integrative the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence based instruction Special features include Research Briefs Tech Tips Internet Resources Reflection and Action Questions and dozens of reproducible student activities and assessment tools

Alternative Assessment Techniques for Reading & Writing Wilma H. Miller, 1995-05-22 This practical resource helps elementary classroom remedial reading and LD teachers make the best possible informal assessment of a child's specific reading writing and spelling strengths and weaknesses and attitudes toward reading Written in easy to follow nontechnical language it provides a multitude of tested informal assessment strategies and devices such as kid watching retellings journals IRIs writing surveys portfolios think alouds and more including more than 200 reproducible assessment devices ready for immediate use You'll find a detailed description of each informal assessment techniques along with step by step procedures for its use and wherever possible one or more reproducible sample devices Complete answer keys for each device are included with the directions Among the unique topics covered are the innovative Individual Reading Inventory San Diego Quick Assessment List El Paso Phonics Survey QAD Chart Holistic scoring of writing and Reproducible devices for portfolio assessment In short Alternative Assessment Techniques for Reading and Writing offers a wealth of tested ready to use informal assessment information and devices that should save the teacher a great deal of time and energy in making a useful assessment of any student's literacy ability

Ekwall Reading Inventory Eldon E. Ekwall, 1986 **Locating and Correcting Reading Difficulties** Eldon E. Ekwall, 1981 **Handbook of Early Literacy Research, Volume 1** Susan B. Neuman, David K. Dickinson, 2017-05-08 Current research increasingly highlights the role of early literacy in young children's development and facilitates the growth of practices and policies that promote success among diverse learners The Handbook of Early Literacy Research presents cutting edge knowledge on all aspects of literacy learning in the preschool years Volume 1 covers such essential topics as major theories of early literacy writing development understanding learning disabilities including early intervention approaches cultural and socioeconomic contexts of literacy development and tutoring programs and other special intervention efforts

The Reading Teacher's Survival Kit Wilma H. Miller, 2001 The strategies and materials presented here provide the best of whole language and phonics instruction for setting up an appropriate well paced reading program that meets the needs of individual students small groups or the entire class grades K-8 For quick and easy access the Kit is organized into eight sections and includes such practical information as Over 80 stimulating hands on games and activity

sheets to build students skills in letter name knowledge sight word recognition word structure and more Up to date information and materials for teaching reading to students with special needs Comprehensive lists of fiction and nonfiction trade books that reinforce the learning of essential reading skills *Teaching Reading in the Elementary School* Eldon E. Ekwall,1985 **The ... Mental Measurements Yearbook** Oscar Krisen Buros,1985 **Reading Assessment for Placement and Programming** Judi Lesiak, Sharon Bradley-Johnson,1983 **Understanding Learning Disabilities** Drake Duane,2012-12-06 The authors of the papers presented in this volume are either members of the International Study Group on Special Educational Needs or their representatives This is a small seminar convened by invitation involving participants from the United Kingdom North America Europe and New Zealand The membership is multi disciplinary and all the participants have a professional interest in some aspect of special educational needs Several historical patterns played a part in the development of the seminar one being the evolution in England and Wales of special education legislation growing out of the Warnock Committee Report This legislation in turn has been influenced by the special education developments in the United States which led to the passage of The Education of All Handicapped Children Act Public Law 94 142 in 1975 A second theme leading to the development of the seminar was the growing interest internationally in learning disabilities and the establishment at the University of Southampton in England of the Learning Disabilities Unit headed by Colin Stevenson Discussions in 1979 and 1980 held at conferences of the Association for Citizens with Learning Disabilities the Orton Dyslexia Society meetings and elsewhere led to the proposal for a small international seminar meeting annually which would be concerned with research and education in the area of special educational needs The Lord Renwick then Chairman of the British Dyslexia Association and Colin Stevenson took the initiative in proposing that an International Conference be held at the University of Southampton **Assessment and Instruction of Reading and Writing Difficulty** Marjorie Y. Lipson, Karen K. Wixson,2003 Focusing on ability disability and reading writing from an interactive perspective this text emphasizes the importance of determining and establishing the appropriate learning environment for the individual learner Extensive in depth treatment of current research and best practices make this text a must have addition to any current or future teacher s library Section I Chs 1 3 provides the readers with a strong comprehensive knowledge of reading writing research and assessment practices from which readers can move forward to the second and third sections of the text Chs 4 10 which contain detailed discussions and examples of assessment practices Traditional assessments of students are fully explored and two chapters are devoted to assessing context factors like instructional methods and materials and tasks Both classroom based and standardized assessments are described Section IV stands alone as an important chapter linking assessment to instruction by means of diagnostic instruction Section V Ch 12 15 is devoted to instructional practices designed to improve reading and writing instruction for struggling students Chapters on word recognition vocabulary comprehension composition and high utility strategies address the major components of literacy development In the final

section Ch 16 issues related to professional standards and written reports is addressed Assessing Students with Special Needs James A. McLoughlin, Rena B. Lewis, 2008 This comprehensive text for future teachers of learners with disabilities is grounded in the idea that assessment is at the center of all good teaching Its hallmarks are its accessibility balanced coverage of both this formal and informal assessment plus thorough exploration of the link between gathering information and actually using it to make informed decisions Offering a step by step Assessment Question Model on the inside front cover it equips readers to understand the complete assessment process from choosing the best tool to adapting instruction to improving outcomes Popular as well as lesser known tools are examined in order to acquaint readers with promising procedures for assessing students with special needs **Assessing Special Students** James A. McLoughlin, Rena B. Lewis, 1990 McLoughlin and Lewis provide extensive information on the use of testing computers and other assessment tools Guidelines in the monitoring of test results are presented as well as methods of increasing parent participation in the assessment process *Reading Assessment* James F. Baumann, 1988 **Assessing and Correcting Classroom Reading Problems** J. Estill Alexander, Betty S. Heathington, 1988 **Reading Problems** Margaret Ann Richek, Lynne K. List, Janet W. Lerner, 1983 *Diagnosis and Remediation of the Disabled Reader* Eldon E. Ekwall, James L. Shanker, 1983 Reading Difficulties Guy Loraine Bond, 1989 **Curriculum Review**, 1980 **The Informed Reading Teacher** Bill Harp, Jo Ann Brewer, 2005 Based on the idea that the best literacy teacher is the informed literacy teacher this new book provides an accessible presentation of research and the teaching methods that stem from it By emphasizing assessment and evaluation along with literacy skills and strategies as the basis for effective literacy teaching chapters explain more than what to do in a literacy classroom they help you understand why to do it The book gives readers an understanding of the nature of reading and writing equips them with the materials to teach and develops in them the vital ability to select from this knowledge the best practices for meeting children s individual needs For parents teachers and child care specialists of elementary school reading students

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