



Phonics Survey

Before beginning In Tandem lessons, administer the Phonics Survey to individual students. The data you collect will help you determine a starting place in the lesson sequence and provide information to guide you in supporting individual students during instruction. The Phonics Survey is broken down into four parts. First, you will determine letter and sound knowledge. If the student can name 40 or more letters out of 52 and at least 8 of the 26 sounds, then you can move on to administer the CVC Inventories, which assess decoding and encoding skills. From there, the Scoring Matrix 1: CVC Words will help you determine a starting place in the lesson sequence or whether you need to move on to the additional inventories as needed according to the matrix.

Directions

STEP 1 (Letter-Sound Assessment) Download and administer the Letter-Sound Assessment (pioneervalleybooks.com/intandem-resources). Students will be asked to name upper- and lowercase letters and then tell you what sound each letter spells. Use the Letter-Sound Recording Form to determine whether the student should be placed in the Pre-Alphabetic Kit (20 or fewer letters), at Lesson 1 (21–39 letters), or move on to the CVC portion of the assessment (40 or more letters).

STEP 2 (Decoding Inventory: CVC) Administer the CVC section of the Decoding Inventory. Have students read each word in the first row of the Decoding Inventory Student Form one at a time. Say, *Please read this word.* Wait for 5 seconds. If the student does not respond, mark as incorrect and ask the student to try the next word. To be correct, the student must give the natural pronunciation of the word without teacher support. If a student sounds out the letters (*s-e-t*) but does not put the sounds together, it is still an error. After students finish reading the first line, record their score on the Decoding Inventory Recording Sheet. Then administer the encoding part of the CVC assessment.

STEP 3 (Encoding Inventory: CVC) Give each student a piece of paper and a pencil. Use the words listed on the CVC portion of the Encoding Inventory and say, *I am going to ask you to spell some words. Try to spell each word the best you can. Some of the words may be hard. If you don't know how to spell the word, say it slowly and write down all the sounds you hear.* After students finish writing the words, record their scores on the Encoding Inventory Recording Sheet.

STEP 4 (Placement) Take the Decoding and Encoding scores from the CVC portion of the assessments and plug them in to the Scoring Matrix 1: CVC Words. Depending on how the student scores, you will either place them in the appropriate sequence of lessons or move on to the additional inventories as needed according to the matrix.

Phonics Lesson Placement

Scoring Matrix 1: CVC Words

		Decoding Accuracy			
		5	3-4	2	0-1
Encoding Accuracy	5	Administer Initial/Final Digraphs Inventory	Unit 2: Lesson 25	Unit 2: Lesson 13	Unit 1: Lesson 1
	3-4				
	2				
	0-1				

Scoring Matrix 2: Initial/Final Digraphs

		Decoding Accuracy				
		6	5	4	3	0-2
Encoding Accuracy	6	Administer Initial Blends Inventory	Unit 3: Lesson 43	Unit 3: Lesson 42	Unit 3: Lesson 39	Unit 3: Lesson 37
	5					
	4					
	2-3					
	0-1					

Scoring Matrix 3: Initial Blends

		Decoding Accuracy	
		5-6	0-4
Encoding Accuracy	5-6	Consider using First Grade Kit Lesson 23	Unit 4: Lesson 44
	0-4		



Letter-Sound Recording Sheet

Student _____

Date _____

Directions

Use the Letter-Sound Assessment to determine what upper- and lowercase letters a student can name and whether they know the sound each letter spells. Follow the directions on the Letter-Sound Assessment Form to assess students individually. Transfer the data from the assessment to this recording sheet.

Data

Assessments	Score
Assessment 1: Naming Letters	___/52
Assessment 2: Letter-Sound	___/26

Placement/Next Steps

If students score ...

- 20 or fewer on letter names, begin at Pre-Alphabetic Lesson 1.
- 21–39 on letter names and/or fewer than 8 on letter sounds, begin at Kindergarten Lesson 1.
- At least 40 on letter names and at least 8 on letter sounds, then administer the CVC Decoding and Encoding Inventories.

For additional information on placement and teaching letter names and sounds, reference the *In Tandem Handbook*.



Decoding Inventory Student Form

CVC Words

rat

bop

set

win

mug

Initial/Final Digraphs

shut

chip

thin

mesh

path

such

Initial Blends

plot

slug

crab

brim

sped

clip



Decoding Inventory Recording Sheet

Student: _____

Date: _____

Analyze and Reflect: Use this form to record observations about individual students. Place a check mark next to the words the student reads correctly. If a student incorrectly reads a word, write the miscued word next to the actual word in the reflection column. Additionally, add helpful observations about how the student reads the words (segments each phoneme, gets it started with first sound, etc.).

Decoding CVC Words: SCORE ___/5

WORD		REFLECTION
rat		
bop		
set		
win		
mug		

Decoding Initial/Final Digraphs: SCORE ___/6

WORD		REFLECTION
shut		
chip		
thin		
mesh		
path		
such		

Decoding Initial Blends: SCORE ___/6

WORD		REFLECTION
plot		
slug		
crab		
brim		
sped		
clip		





Encoding Inventory Recording Sheet

Student: _____

Date: _____

Analyze and Reflect: Use this form to record observations about individual students. Note strengths as well as issues such as letter reversals, letter formation habits, and confusions in the reflection column. Circle those sounds that need to be taught during phonics instruction. Please note that only the shaded column will count toward the overall score; however, all other observations should inform your instruction.

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

Encoding CVC Words: SCORE ___/5 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
map	m	a	p	
sob	s	o	b	
dig	d	i	g	
fun	f	u	n	
pet	p	e	t	

Encoding Initial/Final Digraphs: SCORE ___/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
chop	ch	o	p	
shed	sh	e	d	
thin	th	i	n	
dash	d	a	sh	
bath	b	a	th	
much	m	u	ch	

Encoding Initial Blends: SCORE ___/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
clog	cl	o	g	
snap	sn	a	p	
crib	cr	i	b	
drum	dr	u	m	
fled	fl	e	d	
skit	sk	i	t	