



# 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 more than 40 letters 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](http://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 Sheet to determine whether the student should begin at Lesson 1 or move on to the CVC portion of the assessment.

**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 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 Digraphs/Short Vowels Inventory	Lesson 32	Lesson 25	Lesson 13
	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	Lesson 43	Lesson 42	Lesson 39	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	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 know less than 40 letter names and/or less than 8 sounds, begin at Lesson 1. If students can name more than 40 letters and at least 8 of the 26 sounds, then administer the CVC Decoding and Encoding Inventories.



# 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	