QPS
Quick Phonics Screener
THIRD EDITION

can
cane
dog
mug
misplace
place

Sample

■ Quick Phonics Screener

■ Quick Spelling Survey

Contents

About Quick Phonics Screener, Third Edition

The third edition of QPS includes both Quick Phonics Screener and the new Quick Spelling Survey. Quick Phonics Screener (QPS) is a phonics assessment that teachers have successfully used for more than 10 years to diagnose a student's strengths and instructional needs in phonics and decoding skills. Quick Spelling Survey (QSS) is a spelling assessment that a teacher can administer to a group or a whole class. The words used in QSS follow the same phonics continuum of skills used in QPS.

Administering QSS before QPS can save significant assessment time. A teacher can use QSS to screen a group or a whole class of students to determine which students should be given QPS (a one-to-one assessment) and on which skill set the assessment should begin.

Both QPS and QSS can be administered across a school year (fall, winter, spring) to monitor a student's performance. QPS provides information about the student's progress in phonics and decoding skills. The QSS results across a school year can confirm that the student has learned the phonics and decoding skills and can apply those skills when spelling words with the same patterns.

Skill Sets

These assessments are untimed, criterion-referenced diagnostic assessments that measure a student's ability to recognize, decode, and pronounce or spell the following phonics elements organized into 13 skill sets:

- Skill Set 1: Letter names

- Skill Set 2: Letter sounds

- Skill Set 3: VC (vowel-consonant, e.g., *am*) and CVC (consonant-vowel-consonant, e.g., *cat*)

- Skill Set 4: Common beginning- and ending-consonant digraphs (e.g., *ch*, −*ng*)

- Skill Set 5: CVCC (consonant-vowel-consonant-consonant, e.g., *fast*) and CCVC (consonant-consonant-vowel-consonant, e.g., *glad*)

- Skill Set 6: Silent e (e.g., *cane, hope*)

- Skill Set 7: R-controlled vowels (e.g., *barn, term*)

- Skill Set 8: Advanced consonant sounds, silent consonants, and consonant digraphs (e.g., soft *c, kn, tch*)

- Skill Set 9: Vowel digraphs, diphthongs, and advanced vowel sounds (e.g., *oa, oi, igh*)

- Skill Set 10: Common prefixes and common suffixes

- Skill Set 11: Two syllables

- Skill Set 12: Three syllables

- Skill Set 13: Four syllables

Quick Phonics Screener — Assessment Overview

Before administering QPS, read the detailed instructions in the *Quick Phonics Screener Examiner's Manual.* Use this overview as a reference when you administer the QPS assessment or for a quick review of the steps.

To administer the assessment, you need the *QPS Assessment Book*, a copy of the corresponding QPS Examiner Scoring Sheets (Form A, B, or C), the cover card, and a pencil. Use the cover card to hide the skill set that the student is not reading.

Procedure for Skill Sets 1 and 2

1. **Directions:**
   Say to the student: *I'm going to ask you to tell me the names (sounds) of some letters, so I can find out which ones you already know and which ones you still need to learn. I want you to try to do your best. We'll stop if they get too hard. Do you have any questions?*

2. **Administering the assessment:**
   - Skill Set 1, point to the first letter and say: *Please say the name of each letter.*
   - Skill Set 2, point to the first letter and say: *Please say the sound of each letter.*

3. **Deciding how to proceed:**
   If a student's score for either skill set is 20 items or more correct, proceed to the next skill set.
   - If the student's total score for Skill Set 1 is fewer than 20 correct, say to the student: *We'll stop here. Thank you.*
   - If the student's total score for Skill Set 2 is fewer than 20 correct, and the student has completed Skill Set 1, say to the student: *We'll stop here. Thank you.* If the student has not yet attempted Skill Set 1, back up and administer it.

Procedure for Skill Sets 3–9

1. **Directions:**
   Say to the student: *I'm going to ask you to read some words and sentences to me, so I can find out which kinds of words are easy for you to read and which kinds of words you still need to learn. Some of these are not real words. I want you to try to do your best. We'll stop if the words get too hard. Do you have any questions?*

2. **Administering the assessment:**
   - Task A, point to the first word and say: *Please read these words. These are not real words. Read across the page.*
   - Task B, point to the first sentence and say: *Please read these sentences. The words in the sentences are real words.*

3. **Deciding how to proceed:**
   If a student's scores on both Task A and Task B are half or more correct, proceed to the next skill set. If the student's score on either task is fewer than half correct, decide how to proceed.
   - If the student completed the previous/easier skill set, say to the student: *We'll stop here. Thank you.*
   - If the student has not attempted the previous skill set, back up and administer it. Continue backing up and assessing until the student scores at least half of the items correct on a skill set.

Procedure for Skill Sets 10–13

1. **Directions:**
   Say to the student: *I'm going to ask you to read some words, so I can find out which kinds of words are easy for you and which ones you still need to learn. I want you to try to do your best. We'll stop if the words get too hard. Do you have any questions?*

2. **Administering assessment:**
   For each skill set, point to the first word and say to the student: *Please read these words. These are real words.*

3. **Deciding how to proceed:**
   If a student's score on a skill set is half or more correct, proceed to the next skill set. If the student's score on a skill set is fewer than half correct, decide how to proceed.
   - If the student completed the previous/easier skill set, say to the student: *We'll stop here. Thank you.*
   - If the student has not yet attempted the previous skill set, back up and administer it. Continue backing up and assessing until the student scores at least half of the items correct on a skill set.

Assessment Tips

- To pace the student and give yourself time to record responses, you may want to tell the student to wait until you say *next* before going to the next item. If the student does not respond, point to the next item and say *next*.
- Make every effort to have a student complete a skill set once it has been started. However, you may stop at any time if the student appears to be very frustrated.
- For efficiency, calculate the student's score at the end of each skill set (for Skill Sets 3-9, calculate the score after each task). Refer to the examiner's manual for information on scoring the assessment and interpreting results.

1

m t a s i r d f o g l h u

c n b j k y e w p v q x z

2

t a m r s i o f d h g l c

n b u k e j w p y qu v z x

3

A

fod	mip	noz	sib	lec
tut	gat	cug	taf	hev

B

Ben hid the gum.   Tim sat in a tub.   Mom had a big pot.

Tom is on the bed.   Don can nap.   Ted did run.

4

A

lesh	voth	jing	gack	mich
whum	chun	thog	shif	thip

B

The duck had a wet wing.   The big ship is long.

Can Chet pack much in the bag?   When did fish get in that tub?

QPS Examiner Scoring Sheet Examples

QPS Examiner Scoring Sheet for Haley, a First-Grade Student

The "Interpreting QPS Results" section in the *QPS Examiner's Manual* provides a full explanation of Haley's results.

Quick Phonics Screener

Examiner Scoring Sheet
FORM A

Student: *Haley*
Teacher: *McNamara*
Date: *September*   Grade: *1st*

1 — Skill Set 1: Letter Names

												Score
m	t	a	s	i	r	d	f	o	g	l	h	u
c	n	b	j	k	y	e	w	p	v	q	x	z

Score: **26/26**

Comments: *fast!*

2 — Skill Set 2: Letter Sounds

/t/	/a/	/m/	/r/	/s/	/i/	/o/ ᵘ	/f/	/d/ ᵇ	/h/	/g/ ʲ	/l/	/c/
/n/	/b/	/u/	/k/	/e/ ⁱ	/j/	/w/	/p/	/y/	/qu/	/v/	/z/	/x/

Score: **15/21 con**   **3/5 vow**   **18/26**

Comments: *not as confident—no response on several sounds*

3 — Skill Set 3: VC and CVC

Task A

fod *feb*	mip	noz *noze*	sib	lec *leak*
tot *tok*	gat	cug *cof*	taf	hev *heal*

Score: **4/10**

Task B

Ben hid the gym. ? *hid*   Tim sat in a tub. *tube*   Mom had a big pot. *pad*

Tom is on the bed.   Dad Don can nap. *napkin* *Tim*   Ted did run.

Score: **10/20**

Comments: *slow—guessing*   *//stop*

4 — Skill Set 4: Common Beginning- and Ending-Consonant Digraphs

Task A

lesh	voth	jing	gack	mich
whum	chun	thog	shif	thip

Task B

The duck had a wet wing.   The big ship is long.

Can Chet pack much in the bag?   When did fish get in that tub?

Score: **/10**

Comments:

5 — Skill Set 5: CVCC and CCVC

Task A

gosp	rimp	mant	jast	sund
clof	trin	snaf	prem	slun

Score: **/10**

Task B

Glen swam past the raft in the pond.   The frog can spin and jump and flop in the sand.

Score: **/10**

Comments:

QPS Summary Score Sheet for Haley, a First-Grade Student

Quick Phonics Screener

Summary Score Sheet

Student: _Haley_
Teacher: _McNamara_
Grade: _1st_

Skill Set	Task	Form (A) B C (circle one) Date: Sept.	Form A (B) C (circle one) Date: Jan.	Form A B (C) (circle one) Date: May	Comments and Instructional Planning
1 Letter Names		26 /26	NA /26	NA /26	
2 Letter Sounds		15 /21 con 3 /5 vow 18 /26	19 /21 con 5 /5 vow 24 /26	21 /21 con 5 /5 vow 26 /26	Sept.: needs o, d, g, k, e, qu, v, x Jan.: needs qu, x
3 VC and CVC	A	4 /10	8 /10	10 /10	Sept.: needs short o, u, e Jan.: needs short e, u
	B	10 /20	16 /20	20 /20	
4 Common Beginning- and Ending-Consonant Digraphs	A	/10	7 /10	9 /10	Jan.: needs sh, ch May: needs ch
	B	/10	8 /10	10 /10	
5 CVCC and CCVC	A	/10	5 /10	9 /10	Jan.: needs l blends, nt, nd
	B	/10	6 /10	9 /10	
6 Silent e	A	/10	4 /10	10 /10	Jan.: knows a_e, i_e
	B	/10	5 /10	10 /10	
7 R-Controlled Vowels	A	/10	/10	8 /10	needs ir
	B	/10	/10	8 /10	
8 Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs	A	/10	/10	6 /10	needs wr, qu, soft c, soft g
	B	/10	/10	7 /10	
9 Vowel Digraphs, Diphthongs, and Advanced Vowel Sounds	A	/10	/10	4 /10	knows oy, ay, oa, ai
	B	/10	/10	5 /10	
10 Common Prefixes and Common Suffixes		/10	/10	/10	
11 Two Syllables		/10	/10	/10	
12 Three Syllables		/10	/10	/10	
13 Four Syllables		/10	/10	/10	

Quick Spelling Survey — Assessment Overview

Before administering QSS, read the detailed instructions in the *Quick Phonics Screener Examiner's Manual*. Use this overview as a reference when you administer the QSS assessment or for a quick review of the steps.

To administer the assessment, you need the Assessment Book. Each student will need a QSS Student Response Form (for Skill Sets 1 & 2 and/or for Skill Sets 3–13) and a pen or a pencil.

Procedure for Skill Sets 1 and 2

1. **Directions:**
   a. Say to the student(s): *Write your name, your teacher's name, your grade, and the date at the top of your QSS Student Response Form.* Then say: *Circle Form ___* (A, B, or C) *at the top of your form.*
   b. Say to the student(s): *I want to find out which letter names (sounds) you already know and which ones you still need to learn. I'm going to say a letter that represents the name (sound) of a letter. I want you to repeat the name (sound) of the letter aloud. Then write that letter on your paper. If you do not know how to write the letter (or which letter makes that sound), leave the line blank and wait until I say the next letter (sound). Write the next letter on the following line.* (DEMONSTRATE.) *Please look up when you have finished writing the letter and are ready to go on. If you are not ready when I begin the next letter, raise your hand and I will wait. Do you have any questions?*

2. **Administering assessment:**
   - Skill Set 1, say: *Number ____. Please write the letter _____. What letter?* (Students repeat the letter name.) *Yes. Write the letter ____.*
   - Skill Set 2, say: *Number _____. Please write the letter that makes the sound _____. What sound?* (Students repeat the sound.) *Yes. Write the letter that makes the sound ____.*

3. **Deciding how to proceed:**
   One-to-One Assessment: If a student's score for either skill set is 20 items or more correct, proceed to the next skill set.
   - If the student's total score for Skill Set 1 is fewer than 20 correct, say to the student: *We'll stop here. Thank you.*
   - If the student's total score for Skill Set 2 is fewer than 20 correct, and the student has completed Skill Set 1, say to the student: *We'll stop here. Thank you.* If the student has not yet attempted Skill Set 1, back up and administer it.

   Group/Class Assessment: Before beginning QSS, determine how many skill sets you believe the students should attempt to complete, and stop the assessment once all those skill sets have been administered.

Procedure for Skill Sets 3–13

1. **Directions:**
   a. Say to the student(s): *Write your name, your teacher's name, the date, and your grade at the top of your QSS Student Response Form. Then say: Circle Form ___* (A, B, or C) *at the top of your form. Write Skill Set ___ at the top of the first column.*
   b. Say to the student(s): *I will be asking you to write words on your paper, similar to a spelling test. I want to find out which words you already know how to spell and which ones you still need to learn how to spell. I will say a word and use the word in a sentence. Then I want you to repeat the word aloud and write the word using (printed or cursive) letters.* (NOTE: BE CLEAR TO THE STUDENTS ABOUT YOUR EXPECTATIONS FOR HOW TO WRITE THE WORDS.) *If you make a mistake, just draw a line through the word or letter and write a new word or letter.* (DEMONSTRATE.) *Please look up when you have finished spelling the word and are ready to go on. If you are not ready when I begin the next word, raise your hand and I will wait. Do you have any questions?*

2. **Administering assessment:**
   Say to the student(s): *Number _____. Write the word _____.* (Read the example sentence and say the word to be spelled again.) Say: *What word?* (Students repeat the word.) *Yes. Write ____. If you are not sure how to spell _____ correctly, try to spell it the best you can.*

3. **Deciding how to proceed:**
   One-to-One Assessment: If a student's score on a skill set is half or more correct, proceed to the next skill set. If the student's score on a skill set is fewer than half correct, decide how to proceed.
   - If the student completed the previous/easier skill set, say to the student: *We'll stop here. Thank you.*
   - If the student has not yet attempted the previous skill set, back up and administer it. Continue backing up and assessing until the student scores at least half of the items correct on a skill set.

   Group/Class Assessment: Before beginning QSS, determine how many skill sets you believe the students should attempt to complete, and stop the assessment once all those skill sets have been administered.

Assessment Tips

- To better analyze student(s) errors, have students cross out rather than erase a letter or word they believe is incorrect.
- Make every effort to have a student complete a skill set once it has been started. However, you may stop at any time if the student appears to be very frustrated.
- Refer to the examiner's manual for information on scoring the assessment and interpreting results.

1   Letter Names

1. m	2. s	3. i	4. a	5. t	6. f	7. d	8. o	9. r	10. l	11. g	12. n	13. b
14. h	15. c	16. j	17. k	18. u	19. w	20. e	21. y	22. v	23. p	24. z	25. q	26. x

2   Letter Sounds

1. /m/	2. /t/	3. /a/	4. /s/	5. /i/	6. /r/	7. /d/	8. /f/	9. /o/	10. /g/	11. /l/	12. /h/	13. /u/
14. /c/	15. /n/	16. /b/	17. /j/	18. /k/	19. /y/	20. /e/	21. /w/	22. /p/	23. /v/	24. /qu/	25. /x/	26. /z/

3   VC and CVC

1. sit   The girl will <u>sit</u> on the stool.

2. gum   He is chewing bubble <u>gum</u>.

3. bed   My dog is sleeping in her <u>bed</u>.

4. nap   The man took a <u>nap</u>.

5. tub   The <u>tub</u> was full of warm water.

6. get   Susie will <u>get</u> a loaf of bread.

7. mop   Mom used a <u>mop</u> to clean the floor.

8. had   Blake <u>had</u> a snack after school.

9. did   The big tree <u>did</u> fall down during the storm.

10. pot   Juan is stirring a <u>pot</u> of soup.

4 Common Beginning- and Ending-Consonant Digraphs

1. duck   The <u>duck</u> is swimming on the pond.

2. wing   The bird's <u>wing</u> was broken.

3. ship   The big <u>ship</u> is on the ocean.

4. long   Michael took a <u>long</u> trip.

5. pack   <u>Pack</u> a lunch for the picnic!

6. much   How <u>much</u> does it cost to see a movie?

7. math   Do your <u>math</u> homework first.

8. rush   My mom had to <u>rush</u> to the store.

9. then   <u>Then</u> we had the best meal ever!

10. chat   Carlos will <u>chat</u> on the phone.

5 CVCC and CCVC

1. swam   Bob <u>swam</u> toward the shore.

2. past   The road goes <u>past</u> the park.

3. raft   Vicki built a <u>raft</u> to float in the stream.

4. pond   Fish swim in the <u>pond</u>.

5. frog   The green <u>frog</u> hopped to the flower.

6. snip   Caroline will <u>snip</u> the string with her scissors.

7. fast   Marcos is a very <u>fast</u> swimmer.

8. flop   The fish started to <u>flop</u> out of the water.

9. sand   The hot <u>sand</u> burned my feet.

10. plug   Andy will <u>plug</u> in the charger.

Quick Spelling Survey
Form B

QSS Student Response Form Examples

QSS Student Response Form for Jackson, a First-Grade Student

The "Interpreting QSS Results" section in the *QPS Examiner's Manual* provides a full explanation of Jackson's results.

Quick **Spelling** Survey

Student Response Form
Skill Sets 3–13
Form: A (B) C *(circle one)*

Student _Jackson_
Teacher _Mr. Brown_
Date _Jan. 12, 2017_ Grade _1st_

Skill Set __3__		Skill Set __4__		Skill Set __5__	
1. _sit_	2/2	1. _duk_ duck	0/2	1. _swam_	2/2
2. _gum_	2/2	2. _weng_ wing	1/2	2. _pas_ past	0/2
3. _bed_	2/2	3. _chip_ ship	0/2	3. _raft_	2/2
4. _nap_	2/2	4. _long_	2/2	4. _pon_ pond	0/2
5. _tub_	2/2	5. _pack_	2/2	5. _frog_	2/2
6. _git_ get	0/2	6. _much_	2/2	6. _snep_ snip	1/2
7. _nop_ mop	1/2	7. _math_	2/2	7. _fast_	2/2
8. _had_	2/2	8. _rush_	2/2	8. _fop_ flop	0/2
9. _ded_ did	0/2	9. _thin_ then	1/2	9. _san_ sand	0/2
10. _put_ pot	0/2	10. _shat_ chat	0/2	10. _plog_ plug	1/2

| Comments: Slow but methodical handwriting. | Score: __13__ /20 | Comments: | Score: __12__ /20 | Comments: Getting tired. | Score: __10__ /20 |

Continue QSS Assessment: Yes   (No)
1   2   3   4   5   6   7   8   9   10   11   12   13
(circle next skill set for QSS)

QPS Assessment: (Yes)   No *Start at 4 to build confidence.*
1   2   3   (4)   5   6   7   8   9   10   11   12   13
(circle beginning skill set for QPS)

QSS Summary Score Sheet for Jackson, a First-Grade Student

Quick Spelling Survey

Summary Score Sheet

Student _Jackson_
Teacher _Mr. Brown_
Grade _1st_

Skill Set	Form A (B) C *(circle one)* Date: _Jan._	Form A B (C) *(circle one)* Date: _May_	Form A B C *(circle one)* Date:	Comments and Instructional Planning
1 Letter Names	NA /26	NA /26	/26	
2 Letter Sounds	NA /21 con /5 vow /26	NA /21 con /5 vow /26	/21 con /5 vow /26	
3 VC and CVC	13 /20	18 /20	/20	*Jan.: Needs short e, i, o, m/n* *May: Needs short e and i*
4 Common Beginning- and Ending- Consonant Digraphs	12 /20	20 /20	/20	*Jan: Needs short e, i, ck/k, sh/ch*
5 CVCC and CCVC	10 /20	15 /20	/20	*Jan.: Needs short e, i, -st, -nd, fl-* *May: Needs -nd, fl-, short e*
6 Silent e	/20	12 /20	/20	*May: Needs a_e, i_e, u_e*
7 R-Controlled Vowels	/20	/20	/20	
8 Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs	/20	/20	/20	
9 Vowel Digraphs, Diphthongs, and Advanced Vowel Sounds	/20	/20	/20	
10 Common Prefixes and Common Suffixes	/20	/20	/20	
11 Two Syllables	/20	/20	/20	
12 Three Syllables	/20	/20	/20	
13 Four Syllables	/20	/20	/20	