

Sample

- Quick Phonics Screener
- Quick Spelling Survey

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What Is Quick Phonics Screener?

Quick Phonics Screener (QPS) is an informal, individually administered assessment tool designed to help teachers and specialists quickly and accurately diagnose students' strengths and instructional needs in phonics and decoding skills. Alternate assessment forms (A, B, and C) have been designed to be equivalent in difficulty. These alternate forms enable teachers to monitor students' progress by administering the QPS assessment at three different times across the school year.

QPS is a criterion-referenced diagnostic assessment that measures a student's ability to recognize, decode, and pronounce the following phonics elements:

- Letter names
- Letter sounds
- VC (short vowel-consonant, e.g., *am*) and CVC (consonant-short vowel-consonant, e.g., *cat*)
- Common beginning- and ending-consonant digraphs (e.g., *ch*, *–ng*)
- CVCC (consonant-vowel-consonant blend, e.g., *fast*) and CCVC (consonant blend-vowel-consonant, e.g., *glad*)
- Silent e (e.g., *cane*, *hope*)
- R-controlled vowels (e.g., *barn*, *term*)
- Advanced consonant sounds, silent consonants, and consonant digraphs (e.g., soft *c*, *kn*, *tch*)
- Vowel digraphs, diphthongs, and advanced vowel sounds (e.g., *oa*, *oi*, *igh*)
- Common prefixes and common suffixes
- Two syllables
- Three syllables
- Four syllables

The QPS assessment includes multiple skill sets. The skill sets assess each of the phonics elements.

- Skill Set 1: Names of lower case letters, presented in random order
- Skill Set 2: Sounds of consonants and short vowels, presented in random order
- Skill Sets 3–9: Nonsense words containing a phonics element (Task A), and sentences using real words containing the same elements (Task B)
- Skill Set 10: Words with common prefixes and words with common suffixes
- Skill Set 11: Two-syllable words
- Skill Set 12: Three-syllable words
- Skill Set 13: Four-syllable words

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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, a timer, 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. I will set a timer, but this is not about speed. I'll start my timer when I hear your voice. 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.*** Start the timer when you hear the student's voice.
   - Skill Set 2, point to the first letter and say: ***Please say the sound of each letter.*** Start the timer when you hear the student's voice.
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. I will set a timer, but this is not about speed. I'll start my timer when I hear your voice. 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.*** Start the timer when you hear the student's voice.
   - Task B, point to the first sentence and say: ***Please read these sentences. The words in the sentences are real words.*** Start the timer when you hear the student's voice.
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. I will set a timer, but this is not about speed. I'll start my timer when I hear your voice. 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.*** Start the timer when you hear the student's voice.
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.

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1

m	t	a	s	i	r	d	f
c	n	b	j	k	y	e	w

o	g	l	h	u	p	v	q
x	z						

2

t	a	m	r	s	i	o	f
n	b	u	k	e	j	w	p

d	h	g	l	c	y	qu	v
z	x						

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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?

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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

Assessment began with Skill Set 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

29 — 26/26

Comments: fast!

Skill Set 2: Letter Sounds — Score

/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/	/r/	/z/	/x/

51 — 15/21 con; 3/5 vow; 18/26

Comments: not as confident—no response on several sounds

Skill Set 3: VC and CVC (Short Vowels) — Score

Task A

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

43 — 4/10

Task B

Ben hid the gum. ?
Tim sat in a tub. tube
Mom had a big pot. hid pad
Tom is on the bed.
Dad Don can nap. napkin
Tim Ted did run.

68 — 10/20

Comments: slow—guessing //stop

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

Assessment ended after Skill Set 3

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?

/10

Comments:

Skill Set 5: CVCC and CCVC (Blends) — Score

Task A

gosp	rimp	mant	jast	sund
clof	trin	snaf	prem	slun

/10

Task B

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

/10

Comments:

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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	Date: Sept. Form (A) B C (circle one)		Date: Jan. Form A (B) C (circle one)		Date: May Form A B (C) (circle one)		Comments and Instructional Planning
		⏱	Score	⏱	Score	⏱	Score	
1 Letter Names		29	26 /26		NA /26		NA /26	
2 Letter Sounds		51	15 /21 con 3 /5 vow 18 /26	32	19 /21 con 5 /5 vow 24 /26	29	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 (Short Vowels)	A	43	4 /10	26	8 /10	19	10 /10	Sept.: needs short o, u, e Jan.: needs short e, u
	B	68	10 /20	39	16 /20	18	20 /20	
4 Common Beginning- and Ending-Consonant Digraphs	A		/10	28	7 /10	17	9 /10	Jan.: needs sh, ch May: needs ch
	B		/10	26	8 /10	25	10 /10	
5 CVCC and CCVC (Blends)	A		/10	39	5 /10	21	9 /10	Jan.: needs l blends, nt, nd
	B		/10	32	6 /10	15	9 /10	
6 Silent e	A		/10	26	4 /10	13	10 /10	Jan.: knows a_e, i_e
	B		/10	28	5 /10	12	10 /10	
7 R-Controlled Vowels	A		/10		/10	17	8 /10	needs ir
	B		/10		/10	14	8 /10	
8 Advanced Consonant Sounds, Silent Consonants, and Consonant Digraphs	A		/10		/10	27	6 /10	needs wr, qu, soft c, soft g
	B		/10		/10	22	7 /10	
9 Vowel Digraphs, Diphthongs, and Advanced Vowel Sounds	A		/10		/10	30	4 /10	knows oy, ay, oa, ai
	B		/10		/10	41	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.

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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 (Short Vowels)

1. sit — The girl will sit on the stool.
2. gum — He is chewing bubble gum.
3. bed — My dog is sleeping in her bed.
4. nap — The man took a nap.
5. tub — The tub was full of warm water.
6. get — Susie will get a loaf of bread.
7. mop — Mom used a mop to clean the floor.
8. had — Blake had a snack after school.
9. did — The big tree did fall down during the storm.
10. pot — Juan is stirring a pot of soup.

4 Common Beginning- and Ending-Consonant Digraphs

1.	duck	The duck is swimming on the pond.
2.	wing	The bird's wing was broken.
3.	ship	The big ship is on the ocean.
4.	long	Michael took a long trip.
5.	pack	Pack a lunch for the picnic!
6.	much	How much does it cost to see a movie?
7.	math	Do your math homework first.
8.	rush	My mom had to rush to the store.
9.	then	Then we had the best meal ever!
10.	chat	Carlos will chat on the phone.

5 CVCC and CCVC (Blends)

1.	swam	Bob swam toward the shore.
2.	past	The road goes past the park.
3.	raft	Vicki built a raft to float in the stream.
4.	pond	Fish swim in the pond.
5.	frog	The green frog hopped to the flower.
6.	snip	Caroline will snip the string with her scissors.
7.	fast	Marcos is a very fast swimmer.
8.	flop	The fish started to flop out of the water.
9.	sand	The hot sand burned my feet.
10.	plug	Andy will plug in the charger.

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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, 2026 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	Date: Jan. Form A (B) C (circle one) Score	Date: May Form A B (C) (circle one) Score	Date: Form A B C (circle one) Score	Comments and Instructional Planning
1 Letter Names	NA /26	NA /26	/26	
2 Letter Sounds	/21 con /5 vow NA /26	/21 con /5 vow NA /26	/21 con /5 vow /26	
3 VC and CVC (Short Vowels)	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 (Blends)	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	

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