

# Diagnostic Assessment (Phonics): Administration Guide

## Preparation

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- **Diagnostic Assessment (Phonics) Administration Guide:** Read this administration guide prior to administering the assessment.
- **Diagnostic Assessment (Phonics) Response Record (one copy per student):** This assessment will be administered one student at a time. Ensure you have a copy of the *Diagnostic Assessment (Phonics) Response Record* (Figure 1) for each student. You will record individual student data.
- **Diagnostic Assessment (Phonics) Student Handout (one laminated copy):** Prior to administration, laminate a copy of the *Diagnostic Assessment (Phonics) Student Handout* (Figure 2). You will use this one handout to assess all students.
- **Blank Cardstock or Laminated Paper (one piece):** Have a thicker piece of paper available to hide or mask sections and/or rows of the *Diagnostic Assessment (Phonics) Student Handout* (Figure 2), showing only one subsection or row at a time.
- **Window Card (optional):** If a student is having difficulty focusing on one letter at a time, create a “window card.” (Cut a square the size of the letter in an index card so that the letter will show through, but all other letters will be hidden from the student’s view.)

## Administration

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- You will administer the assessment one student at a time. You will read from the script within this administration guide, and record individual student response data on a *Diagnostic Assessment (Phonics) Response Record* (Figure 1) for each student.
- The skills assessed within each subsection progress from least complex (i.e., Name the Letters: Uppercase) to most complex (i.e., Multisyllabic Words).
- Depending on skill-level, each student could begin at a different subsection and/or complete a different amount of subsection(s) of the diagnostic assessment. A recommended starting point, along with additional scoring and administration guidance, is detailed within Table 1: Administration Guidance.
- Hide or mask sections/subsections/rows/parts of the assessment as needed, using a sheet of blank, thicker paper or a “window card” as described in the Preparation section.

## Scoring & Data Analysis

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- General scoring information is contained within this administration guide.
- You’ll find additional scoring information and data analysis resources (listed and hyperlinked below), including answers to the question “What do I do with the Diagnostic data?” referenced in the *Just Right Reader Assessment & Progress Monitoring Guide*.
  - [Diagnostic \(Phonics\) Graph \(K-2\)](#)
  - [Phonics Skills Checklist \(K-2\) \(b\)](#)
  - [Alphabet Principle: Letter Recognition & Letter Sound Recognition Checklist \(KG\)](#)
  - [Phonics Skills: Decoding/Encoding Checklist \(KG\)](#)
  - [Baseline Assessment: Connected Text Fluency Form](#)
  - [Self-Monitoring: My Literacy Journey Tracker](#)

Table 1: Administration Guidance

Grade	Starting Point	Additional Administration Recommendations	
<b>Kindergarten</b>	Alphabetic Principles: Name the Letters & Say the Sounds	If a student scores 92% or better on both Alphabetic Principles subsections, administer the Decoding subsections, beginning with VC & CVC and working toward more complex skills. If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection.	If a student scores below 50% on a Decoding subsection, stop the assessment.
<b>First Grade</b>	Decoding: Beginning Blends	If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection.	If a student scores below 50% on a Decoding subsection, administer the previous, less complex subsection until the student is able to score 50% or better on a subsection.
<b>Second Grade</b>	Decoding: Vowel Teams (List 1)		Once a student scores 50% or better on a previous, less-complex subsection, stop the assessment.

## Alphabetic Principle: Letter Recognition

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(Read the bolded sentences below exactly as written to ensure standardized administration.)

**Say: You are going to name letters today. First, you'll name these letters.** (Run your finger across the first row of letters on the *Diagnostic Assessment Student Handout* (Figure 2), showing the student which letters to read.) **You'll point to each letter as you say its name. Ready? You'll start here** (point to the first letter in the row) **and read across.** (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Now, you'll name these letters. You'll start here** (point to the first letter in the second row) **and read across. Remember to point to each letter as you say its name.**

### *Prompting, Scoring & Data Collection Guidance:*

- As the student names the letters, mark those they named correctly in the space below each letter on the *Diagnostic Assessment (Phonics) Response Record* (Figure 1). Record the student's incorrect response(s) on the blank(s) below the letter(s).
- If a student gives an incorrect answer but immediately self-corrects, it is correct.
- If a student gives the letter sound instead of the letter name, say "What is this letter's name?" (Point to the letter.)
- If a student provides the same letter sound or a different incorrect answer, it is an error. Record the student's incorrect response, and continue the assessment. Do not give corrective feedback.
- If a student is "stuck" and doesn't respond, say "What is this letter's name?" (Point to the letter.) If the student does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the *Observation(s)* space on page 3.
- Use this *Observation(s)* space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.

## Alphabetic Principle: Letter Sound Recognition

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(Read the bolded sentences below exactly as written to ensure standardized administration.)

**Say: You are going to say letter sounds today. First, you'll say the sounds that these letters make.** [Run your finger across the first row of letters, showing the student which letters to read on the *Diagnostic Assessment Student Handout* (Figure 2).] **Point to each letter as you say its sound. Ready? You'll start here** (point to the first letter in the row) **and read across.** (Once the student has finished with the first row, run your finger across the second row of letters, showing which letters to read.) **Now, you'll say these letters' sounds. You'll start here** (point to the first letter in the second row) **and read across. Remember to point to each letter as you say its sound.**

Prompting, Scoring & Data Collection Guidance:

- As the student says the sound, mark those they name correctly in the space below each letter on the Diagnostic Assessment (Phonics) Response Record (Figure 1). Record the student’s incorrect response(s) on the blank(s) below the letter(s).
- If a student gives an incorrect answer but immediately self-corrects, it is correct.
- If a student gives the letter name instead of the letter sound, say “What is this letter’s sound?” (Point to the letter.)
  - If a student provides the same letter name or a different incorrect answer, it is an error. Record the student’s incorrect response.
  - If a student is “stuck” and doesn’t respond, say “What is this letter’s sound?” (Point to the letter.) If the student does not know, leave the space blank below the letter. Instruct the student to look at the next letter(s), giving the opportunity to name all that they know.
- If a student provides the long vowel sound instead of the common, short vowel sound or the soft sounds of c and g instead of the hard sounds, say, “What is the other sound that letter makes?” (If an Emergent Bilingual student says the sound of the vowel in their native language, say “What is the sound of this letter in English?”)
  - If a student provides the same or a different incorrect answer, it is an error. Record the student’s incorrect response, and continue the assessment. Do not give corrective feedback.
  - If a student is “stuck” and does not know, leave the space blank below the letter, and encourage the student to continue on to the next letter, giving an opportunity to read all letters in the subsection.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 3 .
- Use the Observation(s) space to keep record of any additional, important observations or notes regarding the student’s performance on this section of the assessment.

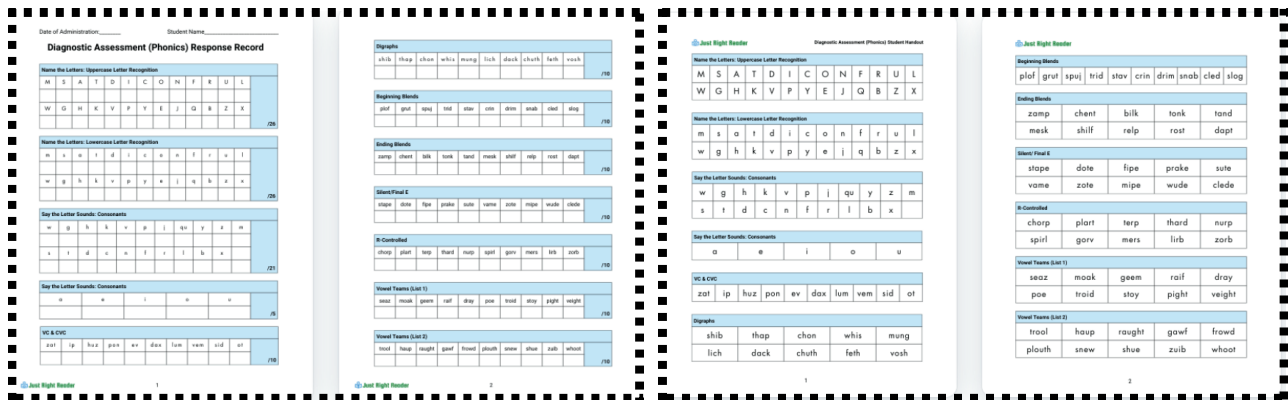


Figure 1:  
Diagnostic Assessment (Phonics)  
Response Record

Figure 2:  
Diagnostic Assessment (Phonics)  
Student Handout

## Decoding

(Read the bolded sentences below exactly as written to ensure standardized administration.)

**Say: You are going to read some words today. These words aren't real words. They are made-up words or nonsense words. You'll start with the first nonsense word in the row and read across.** (Point to the first word.)

*Prompting, Scoring & Data Collection Guidance:*

- As the student reads each word, mark those they name correctly in the space below each word on the Diagnostic Assessment (Phonics) Response Record (Figure 1). Pay attention to the vowel sounds as those in some sections (i.e., VC & CVC, Digraphs, Beginning Blends, Ending Blends, and Multisyllabic Words) require short vowel sounds. Record the student's incorrect response(s) on the blank(s) below the word(s).
- If a student gives an incorrect answer but immediately self-corrects, it is correct.
- If a student reads a closed-syllable word that requires a short vowel sound with a long vowel sound, it is an error. Mark the error in the blank below the word.
- If a student reads a word that should have a long vowel sound (e.g., Final/Silent e words) with a short vowel sound, or if an Emergent Bilingual student responds in their native language, it is an error. Mark the error in the blank below the word.
- If a student is "stuck" and doesn't respond, say "What is this word?" (Point to the word). If the student does not know, leave the space blank below the word, and encourage the student to continue on to the next word, giving an opportunity to read all words in the subsection.
- If a student becomes frustrated, stop and mark the stopping point, noting any pertinent observations in the Observation(s) space on page 2.
- Use this Observation(s) space to keep record of any additional, important observations or notes regarding the student's performance on this section of the assessment.

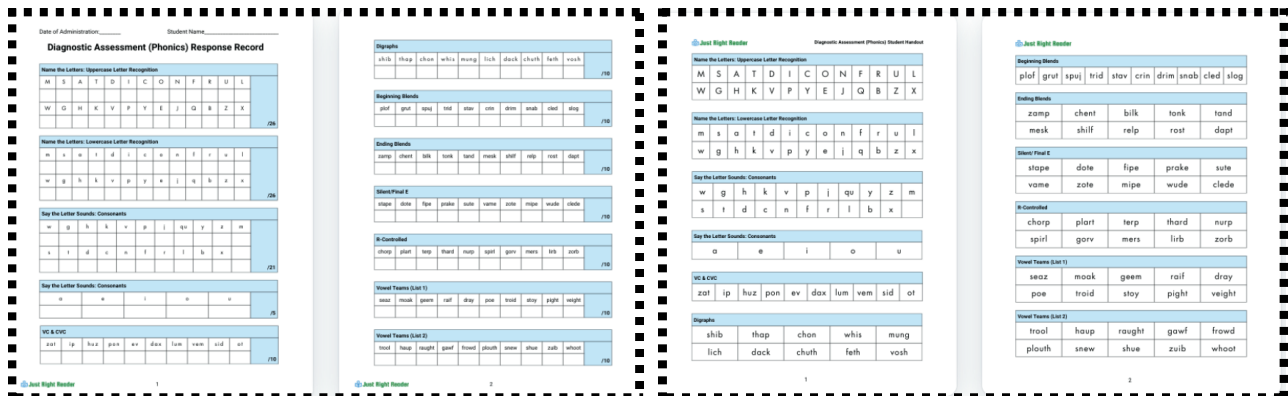


Figure 1:  
Diagnostic Assessment (Phonics)  
Response Record



Figure 2:  
Diagnostic Assessment (Phonics)  
Student Handout

**Name the Letters: Uppercase Letter Recognition**

M	S	A	T	D	I	C	O	N	F	R	U	L
W	G	H	K	V	P	Y	E	J	Q	B	Z	X

**Name the Letters: Lowercase Letter Recognition**

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

**Say the Letter Sounds: Consonants**

w	g	h	k	v	p	j	qu	y	z	m
s	t	d	c	n	f	r	l	b	x	

**Say the Letter Sounds: Vowels**

a	e	i	o	u
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**VC & CVC**

zat	ip	huz	pon	ev	dax	lum	vem	sid	ot
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**Digraphs**

shib	thap	chon	whis	mung
lich	dack	chuth	feth	vosh

**Beginning Blends**

plof	grut	spuj	trid	stav	crin	drim	snab	cled	slog
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**Ending Blends**

zamp	chent	bilk	tonk	tand
mesk	shilf	relp	rost	dapt

**Silent/ Final E**

stape	dote	fipe	prake	sute
vame	zote	mipe	wude	clede

**R-Controlled**

chorp	plart	terp	thard	nurp
spirl	gorv	mers	lirb	zorb

**Vowel Teams (List 1)**

seaz	moak	leem	raif	dray
poe	troid	stoy	pight	veight

**Vowel Teams (List 2)**

trool	haup	raught	gawf	frowd
plouth	snew	shue	zuib	wook

Multisyllabic Words			
pouber	awtting	unmelish	coughily
creful	wrillest	foobit	zomplex
gritlessly	shuzzled		



## Diagnostic Assessment (Phonics) Response Record

Name the Letters: Uppercase Letter Recognition													
M	S	A	T	D	I	C	O	N	F	R	U	L	/26
W	G	H	K	V	P	Y	E	J	Q	B	Z	X	

Name the Letters: Lowercase Letter Recognition													
m	s	a	t	d	i	c	o	n	f	r	u	l	/26
w	g	h	k	v	p	y	e	j	q	b	z	x	

Say the Letter Sounds: Consonants											
w	g	h	k	v	p	j	qu	y	z	m	/21
s	t	d	c	n	f	r	l	b	x		

Say the Letter Sounds: Vowels					
a	e	i	o	u	/5

VC & CVC										
zat	ip	huz	pon	ev	dax	lum	vem	sid	ot	/10

**Digraphs**

shib	thap	chon	whis	mung	lich	dack	chuth	feth	vosh	/10

**Beginning Blends**

plof	grut	spuj	trid	stav	crin	drim	snab	cled	slog	/10

**Ending Blends**

zamp	chent	bilk	tonk	tand	mesk	shilf	relp	rost	dapt	/10

**Silent/Final E**

stape	dote	fipe	prake	sute	vame	zote	mipe	wude	clede	/10

**R-Controlled**

chorp	plart	terp	thard	nurp	spirl	gorv	mers	lirb	zorb	/10

**Vowel Teams (List 1)**

seaz	moak	leem	raif	dray	poe	troid	stoy	pight	veight	/10

**Vowel Teams (List 2)**

trool	haup	raught	gawf	frowd	plouth	snew	shue	zuib	wook	/10

Multisyllabic Words					
pouber	awtting	unmelish	coughily	crelful	<b>/10</b>
wrillest	foobit	zomplex	gritlessly	shuzzled	

**Observation(s):**

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