

KeyPhonics Paper and Pencil Assessment Features

KeyPhonics is pleased to offer the free paper and pencil version of our technology-based screener. It provides helpful information about critical phonics skills all students need to become proficient readers.

This free version is fast and easy to administer and score, and measures a comprehensive set of phonics skills.

KeyPhonics Free paper and pencil version includes:

- 1 Score sheet, complete with directions
- 1 Student sheet, complete set of words
- Comprehensive assessment including 12 phonics skills:
 - CVC (cat)
 - CVCC (pact)
 - R-Controlled (her)
 - CVCe (note)
 - Vowel Team (coat)
 - Digraphs (ship)
 - Blends (flap)
 - CVCCVC (catnip)
 - Prefixes (unfair)
 - Short Vowel with Suffix (badly)
 - Long Vowel with Suffix (motion)
 - Contractions (can't)

Save Time Assessing by Trying the FREE Classroom Edition of KeyPhonics:

<https://keyphonics.org/trials-and-pricing/>



KeyPhonics Classroom Edition Features:

- Easy to use application using any computer device
- Comprehensive Screener including 12 phonics skills (administered 3+ times a year)
 - CVC (cat)
 - CVCC (pact)
 - R-Controlled (her)
 - CVCe (note)
 - Vowel Team (coat)
 - Digraphs (ship)
 - Blends (flap)
 - CVCCVC (catnip)
 - Prefixes (unfair)
 - Short Vowel with Suffix (badly)
 - Long Vowel with Suffix (motion)
 - Contractions (can't)
- 12 comprehensive Diagnostic Assessments measuring 102 phonics patterns
 - CVC (all 5 short vowels)
 - CVCC (all 5 short vowels)
 - R-Controlled (5 r-controlled vowels)
 - CVCe (4 long vowels)
 - Vowel Team (16 different vowel teams)
 - Digraphs (7 different digraphs)
 - Blends (14 different blends)
 - CVCCVC (5 different short vowel combinations)
 - Prefixes (12 different prefixes)
 - Short Vowel with Suffix (16 different suffixes)
 - Long Vowel with Suffix (7 different suffixes)
 - Contractions (6 different contractions)
- Automatic scoring and reports:
 - At Classroom and Student level
- Instructional recommendations and Progress monitoring


Free **KeyPhonics**[®] **Screen Diagnose Teach** **Screener (Paper and Pencil Version)**

MATERIALS: Student word list, teacher scoring sheet, and pen or pencil.

SCORING: Put a slash (/) through the incorrect letter or the entire word. Each word must be read correctly, as a whole word, to be scored as correct.

NOTES: Have the student point to each word as they read it. If the student does not say a word or hesitates **3 seconds**, mark that word as an error, point to the next word and say, **“Try the next word.”** If the student skips a word, circle the word and ask the student to go back and read the word when finished. If the student is reading too fast, say, **“It is more important to read it right than to read it fast.”** If the student is reading sound-by-sound say, **“Read it as a whole word and not sound-by-sound.”**

DIRECTIONS: **“I want you to read some words to me. These are not real words, except for these three (*point to the bolded words*). The rest are ALL made-up words. I want you to try your best to read each word. Point to each word as you read it. Start with the first word here (point to the first word) and read across the page. Be sure to do your best reading. Any questions? (Answer any questions). Put your finger on the first word. Please begin.”**

1. <u>v</u> od (rod)	7. <u>t</u> hod (rod)	13. <u>k</u> er (her)	19. <u>j</u> ūte (cute)	25. <u>z</u> ictive (fictive)	31. <u>pre</u> cred (pre/bred)
2. <u>n</u> am (ham)	8. <u>b</u> ish (fish)	14. <u>n</u> ir (sir)	20. <u>b</u> īne (mine)	26. <u>mag</u> ness (bag/ness)	32. <u>un</u> pram (un/gram)
3. <u>d</u> eg (beg)	9. <u>p</u> heg (beg)	15. <u>v</u> ur (fur)	21. <u>w</u> āme (name)	27. <u>n</u> iction (fiction)	33. <u>de</u> tact (de/tact)
4. <u>w</u> unk (junk)	10. <u>s</u> neb (web)	16. <u>h</u> aid (paid)	22. can't -	28. <u>gog</u> set (hog/set)	34. <u>gō</u> tion (motion)
5. <u>l</u> ect (sect)	11. <u>s</u> kap (map)	17. <u>n</u> oid (void)	23. should've -	29. <u>pun</u> mag (run/bag)	35. <u>vā</u> test (latest)
6. <u>z</u> ilk (milk)	12. <u>g</u> red (led)	18. <u>maw</u> n (lawn)	24. I'd -	30. <u>hann</u> it (ban/it)	36. <u>mē</u> bes (dweebs)

Scoring Directions: Add up the number of correct responses per skill category and mark 0, 1, 2, or 3 in the table below. Skills are organized into broad phonics categories from easiest to hardest, except for contractions, which are the easiest skill.

Next Steps: Skills with a score of 0 & 1: need the most attention and instruction, 2: needs some instruction, 3: needs review only. If a majority of the class scored ≤ 2 on a skill(s) then teach whole class. If only a small number of students scored ≤ 2 on a skill(s) then teach small group.

Short Vowels	Consonant Groupings	Vowel Combinations				Short Vowel Multisyllable	Advanced Affixes
CVC (#'s 1-3)	Digraph (#'s 7-9)	R-Control (#'s 13-15)	CVCe (#'s 19-21)		S.V. Suffix (#'s 25-27)	Prefix (#'s 31-33)	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
CVCC (#'s 4-6)	Blend (#'s 10-12)	Vowel Team (#'s 16-18)	Contractions (#'s 22-24)		CVCCVC (#'s 28-30)	L.V. Suffix (#'s 34-36)	
0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

vod thod ker jute zictive precred
nam bish nir bine magness unpram
deg pheg vur wame niction detact
wunk sneb haid **can't** gogset gotion
lect skap noid **should've** punmag vatest
zilk gred mawn **I'd** hannit mebes
