

NOTE: The purpose of this phonics screener is to **help you quickly determine a starting level** in Springboard Curriculum for your student, **based on their proficiency in decoding words of increasingly more complex phonetic rules**. It does not provide a comprehensive overview of a child's reading abilities.

Administering the phonics quick screener

- This screener is administered one on one with the scholar.
- Print one copy of the “Student Version” and grab one solid color piece of construction paper.
- For each scholar, you will need a “Teacher Answer Form”.
- The scholar will read each letter or word aloud from the “Student Version” as the teacher records on the “Teacher Answer Form”.
- The teacher will have the child stop if the child misses 3 or more words in one box.
- **The scholar needs to score at least 80% to move to the next row/level.**
- NOTE about administering the PreK/ PR: If the child correctly sounds out the first ten letters, then continue to the rest of the alphabet. If the child does not know the sounds of the first 10 letters, stop the screener.

Script:

- Do: Place the Student Version of the screener and solid color construction paper in front of the scholar.
- Say: “On this paper are a few boxes of letters and words. In a second, I’m going to have you read this to me, line by line. We’ll use this piece of construction paper to help us keep track of where we are. Reading these letters and words will help me understand what you already know and what I can teach you to make you a stronger reader. While you read, I’m going to take some notes on my paper so that I remember what you said. Take your time and do your best. Do you have any questions? Ok. Put your finger here to start. Read the letters in this box. If the letter can make more than one sound, say all the sounds it can make. Go.”
- Do: The student will read the letters from the Student Version as teacher records on Teacher Answer Form.
- Say: “Move your construction paper down to the next box. Now you’re going to read words. Take your time and do your best. Ready? Go.”
- Do: Continue box by box until the student misses three or more words in one box or finishes the screener.
- Say: “Great work! I have a much better idea of how I can help you become a stronger reader. We’re all done.”

Scoring the phonics quick screener

- As the scholar is reading, the teacher should make marks on the Teacher Answer Form. This notetaking will give you invaluable instructional information.
 - Row PK/ PR
 - Record if the scholar says a correct sound for each letter and count it correct. **The whole letter is counted correct if the scholar can read at least one sound the letter makes.** This applies to letters A, E, I, O, U, C, and G. Noting which sounds the scholar does make will give you important instructional information.
 - Record which vowel sounds the scholar reads - short vowel sound, long vowel sound, or uncommon vowel sound.
 - For example, A can say /a/ like apple (short), /a/ like paint (long), or /a/ like all (uncommon).
 - Record what sounds the scholar makes for C and G.
 - C and G have two sounds each, the hard sound and the soft sound. C can say /k/ like cat (hard) and /s/ like city (soft). G can say /g/ like gate (hard) and /j/ like giraffe (soft).
 - Record any miss pronunciations the scholar makes. (For example, for the letter B, scholar says /d/).
 - Rows K/ A through 3rd/ D
 - Record if the scholar says the word correctly or not. Count it correct if they do.
 - Record miss pronunciations. (For example, the scholar reads the word fly as flee.)

Analyzing student work

- * **Remember, the goal of administering this phonics screener is to quickly determine a starting level for your student.** The mistakes that scholars make while reading the screener, gives you invaluable instructional information about what phonics rules they already know and what they have yet to demonstrate proficiency in.
 - Quick Guide: When a scholar misses 3 or more words in one box, that is their starting instructional level in the Springboard Curriculum. If the scholar reads everything correctly, use the scholar's grade level as their starting place.
 - Questions to ask yourself as you look at your scholar's work to guide your instructional practices.
 - Where did they excel? What can you celebrate?
 - Were there any patterns to their mistakes?
 - Do they always miss the same vowel or consonant sound?
 - Can they proficiently read one syllable words but make mistakes when decoding two syllable words?
 - Does the scholar struggle with a particular phonetic rule?
 - Where will you focus your instruction?

Phonics Quick Screener and how it aligns to Springboard Curriculum

Grade Level/ Springboard Level	Springboard unit 1	Springboard unit 2	Springboard unit 3	Springboard unit 4	Springboard unit 5
Pre-K/ PR	A, V, U	C, G	T, P, E	H, W	B, D F, I, J, K, L, M, N, O, Q, R, S, X, Y, Z
K/ A	up, as	top, fed	miss, bell	snap, grip	dock, hush
1st/ B	tame, faint	leak, teeth	bright, gem	float, cold	due, giving
2nd/ C	vein, obey	ceiling, shriek	pilot, sly	proch, banjo	feud, pupil
3rd/ D	coy, crown	lantern, tractor	tongue, wrestle	reattach, unequal	expansion, magician

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

up as top grip fed dock miss hush bell snap

tame faint leak teeth bright
gem float cold due giving

vein obey ceiling shriek pilot
sly porch banjo feud pupil

coy crown lantern tractor tongue
wrestle reattach unequal expansion
magician

Phonics quick screener

Teacher Answer Form

Scholar's Norm _____

Date _____

Grade Level/ Springboard Level	Springboard Unit 1	Springboard Unit 2	Springboard Unit 3	Springboard Unit 4	Springboard Unit 5	Score
Pre-K/PR	A V U	C G	T P E	H W	Did the student get 10/10? If yes, continue. If not, stop the screener.	
Notes				____/10		
Pre-K/PR	B D F I J K L M N O Q R S X Y Z					
Notes					____/16	
K/A	up as	top fed	miss bell	snap grip	dock hush	
Notes						____/10
1st/B	tame faint	leak teeth	bright gem	float cold	due giving	
Notes						____/10
2nd/C	vein obey	ceiling shriek	pilot sly	porch banjo	feud pupil	
Notes						____/10
3rd/D	coy crown	lantern tractor	tongue wrestle	reattach unequal	expansion magician	
Notes						____/10

Scholar's Instructional level is _____

How to mark the Teacher Answer Form

- If the scholar reads the letter or word correctly, put a small check under the letter or word. If it is read incorrectly, put a line through the word.
- Make notes under the letter or word noticing pronunciation, reading strategies, syllabication breaks, vowel sound used, etc.

Sample scored answer forms

Teacher Answer Form		Scholar's Name <u>Theo</u>					Date _____
Grade Level/ Springboard Level	Springboard Unit 1	Springboard Unit 2	Springboard Unit 3	Springboard Unit 4	Springboard Unit 5	SCORE	
PreK/ PR	A V U	C G	I P E	H W	Did the student get 10/10? If yes, continue. If not, stop the screener.		
NOTES	short + long	hard hard	short + long		10 / 10		
PreK/ PR	B D F I J K L M N O Q R S X Y Z						
NOTES		short + long	short + long	'er'	13 / 13	26 / 26	
K/A	up as	top fed	miss bell	snap grip	dock hush		
NOTES	sounds out each letter then blends! (u)					10 / 10	
1st/ B	tame faint	leak teeth	bright gem	float cold	due giving		
NOTES	tried short then tried long vowel	Doesn't know long	hard g sound	short vowel	d in (short u)	5 / 10	
2nd/ C	vein obey	ceiling shriek	pilot sly	porch banjo	feud pupil		
NOTES						___ / 10	
3rd/ D	coy crown	lantern tractor	tongue wrestle	reattach unequal	expansion magician		
NOTES						___ / 10	
Scholar's instructional level is <u>B</u>							

- Teacher noted that the scholar said both long and short vowel sounds for each vowel.
- Teacher noted the scholar only said the hard sound for C and G.
- Teacher noted that scholar pronunciation of /r/ sounds a bit like /er/.
- Teacher noted that the scholar decodes all sounds and then blends them together!
- Teacher noted scholar reading strategies of trying both vowel sounds to decode a word.
- Teacher noted scholar mispronunciation of "igh", hard g, short vowel, and short vowel.

Teacher Answer Form		Scholar's Name <u>Marnie</u>					Date _____
Grade Level/ Springboard Level	Springboard Unit 1	Springboard Unit 2	Springboard Unit 3	Springboard Unit 4	Springboard Unit 5	SCORE	
PreK/ PR	A V U	C G	I P E	H W	Did the student get 10/10? If yes, continue. If not, stop the screener.		
NOTES	All short and long vowel sounds					10 / 10	
PreK/ PR	B D F I J K L M N O Q R S X Y Z						
NOTES						13 / 13	
K/A	up as	top fed	miss bell	snap grip	dock hush		
NOTES						10 / 10	
1st/ B	tame faint	leak teeth	bright gem	float cold	due giving		
NOTES			used short	hard g		8 / 10	
2nd/ C	vein obey	ceiling shriek	pilot sly	porch banjo	feud pupil		
NOTES	ven	self-corrected	pi/ot		fed pup/i	6 / 10	
3rd/ D	coy crown	lantern tractor	tongue wrestle	reattach unequal	expansion magician		
NOTES						___ / 10	
Scholar's instructional level is <u>C</u>							

- Teacher noted that the scholar said all long and short vowel sounds.
- Teacher noted that the scholar used the short vowel sound instead of the long i made by "igh".
- Teacher noted that the scholar used the hard g sound.
- Teacher noted that the scholar used the long e sound.
- Teacher noted that the scholar self corrected after an incorrect attempt!
- Teacher noted 2 words where the scholar divided the word incorrectly into syllables and was not able to self correct.
- Teacher noted the incorrect pronunciation of "eu".

Phonics quick screener

Growth Goals and the Phonics Quick Screener

Phonics Quick Screener Growth Goals allow leaders, educators, families, and scholars to focus learning and celebrate literacy gains. The table below details the anticipated growth goals for scholars based on appropriate instructional dosage.

Springboard Phonics Quick Screener Growth Goals

Assessment test level	Instructional Dosage	Growth goal
Pre-K (Level PR)	5 Units, 25+ lessons with demonstrated proficiency of all skills*	+1 level
K (Level A)	5 Units, 34+ lessons with demonstrated proficiency of all skills*	+1 level
1st (Level B)	5 Units, 37+ lessons with demonstrated proficiency of all skills*	+1 level
2nd (Level C)	5 Units, 32+ lessons with demonstrated proficiency of all skills*	+1.3 level
3rd (Level D)	5 Units, 30+ lessons with demonstrated proficiency of all skills*	+1.3 level

***Note:** Springboard’s Reading Readiness & Phonics Curriculum is designed with explicit and systematic instruction to meet the needs of English Language Learners, students with reading disabilities, students with IEPs, and typical learners. Formative assessments are used at the end of every unit to determine if scholars demonstrated proficiency of unit skills. The “+” represents how this data is used to then provide either additional lessons with support or practice on the unit skills if needed. If there is demonstrated skill proficiency, scholars move onto the next skill. Due to this level of targeted data informed instruction, the curriculum is designed to meet the needs of all scholars.