Quick Phonics Screener (QPS)

Starting the QPS

Say to the student: “I'm going to ask you to read some words and sentences to me so I can find out what kinds of words are easy for you to read and what kinds of words you still need to learn. I want you to try to do your best. We probably won't do this whole page; we'll stop if it gets too hard. Any questions?”

For the NAMES task, have students name the letter Q, not the qu digraph.

For the SOUNDS task, have students give you the SHORT sound for each of the VOWELS. If they say the long sound (letter name), say: “That is one sound that letter makes. Do you know the short sound for that letter?”

Procedures for Administration

STARTING POINT:
For students in Grade 4, the recommended starting point is Task 3a.

MOVING FROM TASK TO TASK:
If the student misses five words in Task 3a, have the student read the sentences in 3b. Then go back and administer Task 2b.

Administer each section of each task (i.e., words in isolation and then words in text).

ERROR CORRECTION:
If a student does not know a word, tell him/her to skip it and move on to the next one. Do not read the word for the student.

STOPPING TESTING:
Stop the assessment when the student appears frustrated or tired. NOT ALL TASKS MUST BE ADMINISTERED, but try to assess as many as possible so you will have sufficient information to plan instruction.

When a student misses five words in the word box, move to the words in text. Then, move to the next word box task. If the student misses five words in that word box, complete that task (administer the sentences), and stop the assessment.

A teacher may choose to administer additional tasks in order to gain further information but care must be taken not to frustrate the student.

Scoring the QPS

Mark errors and make notes/comments to help you remember how the student responded.

The QPS is scored by each individual task ONLY. Record the ratio of CORRECT responses over the total number POSSIBLE (e.g., 13/21 or 8/10) for each task. For Tasks 2b, 3b, 4b, 5b, and 6b, only the underlined word counts, but note or make comments about how well other words were read.

NOTE: The grade level listed above each task is an APPROXIMATE level at which those phonics skills are taught. Results from the QPS CANNOT be used to determine a student's grade-level performance in reading, only their strengths/needs in key phonics skills.

### Quick Phonics Screener

#### Student Copy - page 1

| Task 1(a) | m t a s i r d f o  |
| Task 1(b) | g l h u c n b j k |
| Task 2(a) | y e w p v qu x z |

| Task 2(b) | dad fog let tub in sit cup red map on |
| Task 2(b) | Sam and Ben hid the gum. Pat had a nap in bed. |
| Task 2(b) | Mom had a top on a big pot. Tim can sit in a tub. |

| Task 3(a) | gasp romp mint just soft club bran snip prod sled |
| Task 3(b) | Glen will swim past the raft in the pond. |
| Task 3(b) | The frog must flip and spin and jump. |

| Task 4(a) | nice mole rule doze fate ripe cave tile cane vote |
| Task 4(b) | Mike and Jane use a rope to ride the mule. |
| Task 4(b) | Pete has five tapes at home. |

| Task 5(a) | cart pork verb shirt furl torn fern mark turn stir |
| Task 5(b) | The dark tar on his torn shirt burned and hurt him. |
| Task 5(b) | The bird hid under the ferns in the park. |

## Quick Phonics Screener

### Task 6(a)
- lick
- sling
- sunk
- wrap
- ship
- whiz
- moth
- sigh
- chin
- knob

### Task 6(b)
The ducks chomp on the knot. What is that on the right? Wring the wet dish cloth in the sink.

### Task 7
- foam
- roast
- flea
- creak
- mood
- scoop
- steep
- bleed
- raise
- waist
- fold
- scold
- spray
- gray
- shout
- mount
- spoil
- join
- joy
- royal
- haul
- fault
- brawl
- straw
- toe
- goes
- chew
- jewel
- thrown
- pillow

### Task 8
- discount
- dismiss
- nonsense
- nonstop
- index
- intent
- return
- regard
- station
- motion
- famous
- jealous
- madness
- witness
- mission
- session
- portable
- drinkable
- fastest
- dampest
- battle
- handle
- mouthful
- fearful
- traffic
- plastic
- beware
- beneath
- decay
- demand

### Task 9(a)
- moment
- crater
- bacon
- spider
- escape
- crazy
- mascot
- address
- basket
- punish

### Task 9(b)
- amputate
- liberty
- dominate
- elastic
- entertain
- practical
- innocent
- electric
- volcano
- segregate

### Task 9(c)
- particular
- contaminate
- community
- superior
- vitality
- evaporate
- inventory
- prehistoric
- solitary
- emergency

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<td>NAMES</td>
<td>SOUNDS</td>
<td>K-1st SCORE</td>
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<td>COMMENTS</td>
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<td>(a) Names</td>
<td>m t a s i r d f o</td>
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<td>(a) in List</td>
<td>dad fog let tub in</td>
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<td>lick sling sunk wrap ship</td>
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<td>foam roast • flea creak • mood scoop • steep bleed</td>
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<td>(b) Sounds</td>
<td>m t a s i r d f o</td>
<td>/26</td>
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<td>Sam and Ben hid the gum. Pat had a nap in bed.</td>
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<td>whiz moth sigh chin knob</td>
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<td>raise waist • fold scold • spray gray • shout mount</td>
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# QPS Class Summary

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<th>Student Name</th>
<th>Task 1</th>
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<th>Task 7</th>
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<td>CVCC &amp; CCVC</td>
<td>VCe</td>
<td>Vowel+r</td>
<td>Cons. Digraph</td>
<td>Vowel Pair</td>
<td>Prefix/ Suffix</td>
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Adapted from Denton, C. (2002). *QPS class summary.* Houston, TX: Center for Academic and Reading Skills, University of Texas, Houston; *Third Grade Teacher Reading Academy.* (2002). Austin, TX: UT System; Texas Education Agency; Education Service Center Region 13; Education Service Center Region 4.