

QPS

Quick Phonics Screener, Standard Version

Jan Hasbrouck, Ph.D.

© 2005 JH Consulting

The purpose of the Quick Phonics Screener (QPS) is to provide informal diagnostic information that can be used to help (a) PLAN a student's instructional program in basic word reading skills, and (b) MONITOR THE PROGRESS or IMPROVEMENT in phonics skill development. The QPS has not been normed or standardized. It is meant to be used as an informal classroom assessment tool.

Directions for Administration and Scoring

1. Say to the student:

"I'm going to ask you to read some letters, 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. Do you have any questions?"

Start the QPS assessment where you believe the student's skills are fairly strong. For beginning readers (K–1st level) start with sounds or letter names.

For the *NAMES* task, have the student name the letter Q, not the *qu* digraph. For the *SOUNDS* task, have the student give you the short sound for each of the vowels. If the student says the long sound (letter name), say: *"That is one sound that letter makes. Do you know the short sound for that letter?"* For the letter *c* ask for the "hard sound" /k/ as in *cat*. For the letter *g* ask for the "hard sound" /g/ as in *gas*. For the letter *y* ask for the /y/ sound as in *yes*. If the student offers a correct alternate sound for these letters, you should say, *"Yes, that is one sound for that letter. Do you know another sound that letter makes?"*

Most students in 4th grade and above would not be given the letter names/sounds task. Letter names would usually only be given to K–1st students. (If a student reads 6/10 or more in Task 2a, you may skip Task 1 Letter Sounds).

2. If the student has difficulty (half or fewer correct on any task) move up the page to an easier task. If the student does well (more than half correct on a task), move down to a harder task.
3. On Tasks 2–6: If the student reads all or almost all words correctly on part (a) of the task (reading words), you may want to skip part (b) of the task (reading sentences). If the next task is difficult for the student you can go back and complete the part of a previous task that was skipped.
4. When the student is reading the words in text, only count errors on the target words (those underlined and in italics).
5. Stop the assessment when the student appears frustrated or tired. It is OK to stop in the middle of a task. Not all tasks must be administered, but try to assess as many as possible so you will have sufficient information to plan instruction or monitor progress.

6. Mark errors and make notes/comments to help you remember how the student responded. Note that in Task 9, students read the entire word, not syllable-by-syllable. The teacher's copy is written in syllables to facilitate marking/recording of errors within a word.
7. 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). A chart format can be helpful for reporting QPS results.

1. Letters		Score
(a) Names	N/A not administered	_____/26
(b) Sounds		<div>18 /21 cons.</div> <div>4 /5 vowels</div>
2. VC and CVC		Score
(a) List		8 /10
(a) Text		17 /20
3. Consonant Digraphs		Score
(a) List		6 /10
(a) Text		4 /10

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

Quick Phonics Screener - Standard Version

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

Task 2(a)	wat	fod	leb	tum	pon
	sib	cug	raf	mip	hev

Task 2(b)	Sam and Ben hid the gum. Pat had a nap in bed. Mom had a top on a big pot. Tim can sit in a tub.
------------------	---

Task 3(a)	shap	ming	gack	whum	pith
	chan	thog	kosh	mich	whaf

Task 3(b)	That duck had a wet wing. When can Chip pack?	Brad hit a log with a whip. A fish is in that tub.
------------------	--	---

Task 4(a)	clab	trin	snaf	greb	slad
	fosp	lonk	mant	jast	sund

Task 4(b)	Glen will swim past the raft in the pond. The frog must flip and spin and jump.
------------------	--

Task 5(a)	sice	nole	fune	moze	vate
	rine	lade	sile	gane	fote

Task 5(b)	Mike and Jane use a rope to ride the mule. Pete had five tapes at home.
------------------	--

Quick Phonics Screener - Standard Version

Task 6(a)	cort tarn	pirk forp	varb murk	serl tirn	surd kerm			
Task 6(b)	The tar on his torn shirt burned and hurt him. The bird hid under the short ferns in the park.							
Task 7(a)	litch gerb	mudge knaz	glux gnap	quam wrill	celp ralk			
Task 7(b)	The cider is in the wrong cup. She ran to the center of the bridge. I will stitch a knot on the quilt. The giant can gnaw on the box.							
Task 8	foat folt moy frew	roast scold royal jewel	frea dray vail palk	creak gray fault scald	moom chout praw pigh	scoop mount straw fight	raim poid koe	waist join toe
Task 9(a)	mascot puzzle	basket cartoon	moment order	bacon escape	handle chowder			
Task 9(b)	amputate practical	liberty innocent	dominate electric	elastic volcano	entertain segregate			
Task 9(c)	particular evaporate	contaminate inventory	community prehistoric	superior solitary	vitality emergency			
Task 10	discount prefix confident madness mouthful	dismiss prepare concert witness fearful	nonsense return station portable honorary	nostop regard motion drinkable literary	index unable famous fastest instrument	intent uncertain joyous dampest fragment		

Grades K-1														
1. Letters							Score							
(a) Names	m	t	a	s	i	r	(b) Sounds	/m/	/t/	/a/	/s/	/l/	/r/	/21 cons.
	d	f	o	g	l	h		/d/	/f/	/o/	/g/	/l/	/h/	
	u	c	n	b	j	k		/u/	/k/	/n/	/b/	/j/	/k/	
	y	e	w	p	v	qu		/y/	/e/	/w/	/p/	/v/	/kw/	
	x	z						/27	/ks/	/z/				/5 vowels

Grade 1						
2. VC and CVC					Comments	Score
(a) In List	wat	fod	leb	tum		/10
	pon	sib	cug	raf		
	mip	hev				
(b) In Text	<u>Sam</u> and <u>Ben</u> <u>hid</u> the <u>gum</u> .		<u>Pat</u> had a <u>nap</u> in <u>bed</u> .			/20
	<u>Mom</u> had a <u>top</u> on a <u>big</u> <u>pot</u> .		<u>Tim</u> can <u>sit</u> in a <u>tub</u> .			

Grade 1						
3. Consonant Digraphs					Comments	Score
(a) In List	shap	ming	gack	whum		/10
	pith	chan	thog	kosh		
	mich	whaf				
(b) In Text	<u>That duck</u> had a wet <u>wing</u> .		<u>Brad</u> hit a log <u>with</u> a <u>whip</u> .			/10
	<u>When</u> can <u>Chip pack</u> ?		A <u>fish</u> is in <u>that</u> tub.			

Grades 1-2						
6. R-Control Vowels					Comments	Score
(a) In List	cort	pirk	varb	serl		/10
	surd	tarn	forp	murk		
	tirn	kerm				
(b) In Text	The <u>tar</u> on his <u>tom</u> shirt <u>burned</u> and <u>hurt</u> him. The <u>bird</u> hid <u>under</u> the <u>short</u> <u>fems</u> in the <u>park</u> .					/10

Grades 1-3						
7. Advanced Consonants (-tch, -dge, -x, qu, soft c & g, kn, gn, wr, -lk)					Comments	Score
(a) In List	litch	mudge	glux	quam		/10
	celp	gerb	knaz	gnap		
	will	ralk				
(b) In Text	The <u>cider</u> is in the <u>wrong</u> cup. She ran to the <u>center</u> of the <u>bridge</u> . I will <u>stitch</u> a <u>knot</u> on the <u>quilt</u> . The <u>giant</u> can <u>gnaw</u> on the <u>box</u> .					/10

Grades 1-3									
8. Vowel Teams								Comments	Score
oa, ea, oo, ai, oi, ay, ou, ol, oy, au, aw, oe, ew, al, igh	foat	roast	frea	creak	moom	scoop	raim		/30
	waist	folt	scold	dray	gray	chout			
	mount	poid	join	moy	royal	vaul	fault		
	praw	straw	koe	toe	frew	jewel	palk		
	scald	pigh	fight						

Grades 2, 3, 4-6+						
9. Multi-Syllable					Comments	Score
(a) 2-Syllable	mas-cot	bas-kef	mo-ment	ba-con		/10
	han-dle	puz-zle	car-toon	or-der		
	es-cape	chow-der				
(b) 3-Syllable	am-pu-tate	lib-er-ty	dom-in-ate	e-las-tic		/10
	en-ter-tain	prac-ti-cal	in-no-cent	e-lec-tric		
	vol-ca-no	seg-re-gate				
(c) 4-Syllable	par-tic-u-lar	con-tam-in-ate	com-mu-ni-ty	su-per-i-or		/10
	vi-tal-i-ty	e-vap-or-ate	in-ven-tor-y	pre-his-tor-ic		
	sol-i-tar-y	e-mer-gen-cy				

Grades 2, 3, 4-6+						
10. Prefixes and Suffixes					Comments	Score
dis-, non-, in-, pre-, re-, un-, com-, -tion, -ous, -ness, -able, -est, -ful, -ary, -ment	discount	dismiss	nonsense	nonstop	index	
	intent	prefix	prepare	return	regard	
	unable	uncertain	confident	concert	station	
	motion	famous	joyous	madness	witness	
	portable	drinkable	fastest	damppest	mouthful	
	fearful	honorary	literary	instrument	fragment	

Introduction

What Is Fluency?

Fluency is the critical bridge between two key elements of reading—decoding and comprehension. In its 2000 report, the National Reading Panel defined it as “the ability to read text quickly, accurately, and with proper expression.” Fluency has several dimensions. Successful readers must decode words accurately. But they must move beyond decoding and recognize words in connected text quickly and automatically. They must also read with expression in order to bring meaningful interpretation to the text. All three dimensions—accurate decoding, automaticity, and ability to read expressively—work together to create effective comprehension and overall success in reading.

In its 1994 study of reading, the National Assessment of Educational Progress (NAEP) established a clear connection between fluency and comprehension. NAEP defined fluency as the ease or “naturalness” of reading. It recognized certain key elements as contributing to fluency. These included the reader’s grouping or phrasing of words as shown through intonation, stress, and pauses and the reader’s adherence to the author’s syntax. They also included expressiveness as reflected by the reader’s interjection of a sense of feeling, anticipation, or characterization in oral reading. These elements are called *prosody*. When readers use appropriate volume, tone, emphasis, and phrasing, they give evidence of comprehension. They demonstrate that they are actively constructing meaning from the text.

Why Is Fluency Important?

Fluency is critical because it directly impacts the comprehension process. For years, teachers thought that if students could decode words accurately, they would become strong readers. Fluency, which has been referred to as a “neglected” aspect of reading, received little attention. Now it is recognized as one of the five critical components of reading.

Researchers have pointed out that people can successfully focus on only one thing at a time. They can, however, do more than one thing at a time if one of those things is so well learned that it can be done automatically. In its simplest form, reading can be seen as (1) word identification or decoding and (2) comprehension, or the active construction of meaning. Effective readers cannot focus on both of these processes at the same time. If a reader is focused almost entirely on decoding, that reader will have few resources left over for constructing meaning. Only when readers can read the words in connected text automatically are they free to focus their attention on making inferences, drawing conclusions, and applying other critical thinking skills associated with constructing meaning.