Benchmark PHONICS INTERVENTION™

Quick Placement Assessment

In a matter of minutes, you can assess your students to determine which Phonics Intervention levels to order. Use the Comprehensive Phonics and Spelling Assessments in this packet as a tool for guiding your purchase of Benchmark Phonics Intervention.

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About This Assessment

This Phonics Intervention Quick Placement Assessment provides a way for you to gather phonics data on your students for the purposes of ordering appropriate quantities and levels of Benchmark Phonics Intervention. Within minutes, you can assess each student and determine an appropriate starting place in the materials.

What's Included in This Packet?

The Comprehensive Phonics Assessment consists of fifty nonsense words to confirm students' decoding skills. Some students do well on real-word tests of phonics due to their wide sight-word knowledge yet struggle when applying those same decoding skills to new words. The nonsense-word test accounts for this and assesses true decoding application.

The Comprehensive Spelling Assessment consists of forty words to confirm students' spelling skills. Some students do well reading words with taught phonics skills yet struggle spelling words with those same skills. Spelling generally lags behind reading development and requires more time and intensity in terms of instruction and practice. In addition, students might be at different places in their development and mastery of a phonics skill in decoding (reading) versus encoding (spelling).

Preparing to Administer

As you get ready to administer, be sure to print copies of the assessments.

1. Print one copy of the Comprehensive Phonics Assessment on p. 4. You can reuse this page for each student.
2. Print one copy per student of the Comprehensive Phonics Assessment Individual Scoring Sheet on p. 5.
3. Print one copy of the Spelling Assessment on p. 6. This page is for the assessment administrator only.
4. Print one copy per student of the Comprehensive Spelling Assessment Individual Scoring Sheets on pp. 7–8.

How to Administer

Follow the steps below to administer the assessments.

1. Use the chart on the next page as a guide, starting with administering the Phonics Assessment for the first skill set: Short Vowels.
2. Based on the results of this assessment, follow the directions in the second column to determine next steps.
3. Continue to assess skill sets, using the chart to guide you. When you arrive at "Start instruction in this skill set," note the Level and Unit in the third column. Record this information for the student and keep a tally of the number of students that assess into each level.
4. Once you have assessed your students, record the total number of students at each level on the order form at the end of this document, p. 9.

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Placement into Benchmark Phonics Intervention

Placement Recommendations (Blevins, 20)

Skill Set	Comprehensive Phonics Assessment Scores	Possible Starting Point in Phonics Intervention
A. Short Vowels	• 9–10 correct: Move on to the next section of the assessment. • 7–8 correct: Administer the Spelling Assessment Section A. If fewer than 4 are correct, start instruction in this skill set. Otherwise, move on to Section 2 of the Phonics Assessment. • 0–6 correct: Start instruction in this skill set.	Level 1, Unit 1
B. Consonant Blends and Digraphs	• 9–10 correct: Move on to the next section of the assessment. • 7–8 correct: Check the scores on the Comprehensive Spelling Assessment (Sections B and C). If fewer than 4 are correct, start instruction in this skill set. Otherwise, move on to Section 3 of the Phonics Assessment. • 0–6 correct: Start instruction in this skill set.	Level 2, Unit 1
C. Long Vowels	• 9–10 correct: Move on to the next section of the assessment. • 7–8 correct: Check the scores on the Comprehensive Spelling Assessment (Sections D and E). If fewer than 4 are correct, start instruction in this skill set. Otherwise, move on to Section 4 of the Phonics Assessment. • 0–6 correct: Start instruction in this skill set.	Level 2, Unit 13
D. Complex Vowels	• 9–10 correct: Move on to the next section of the assessment. • 7–8 correct: Check the scores on the Comprehensive Spelling Assessment (Section F). If fewer than 4 are correct, start instruction in this skill set. Otherwise, move on to Section 5 of the Phonics Assessment. • 0–6 correct: Start instruction in this skill set.	Level 2, Unit 18
E. Word Study (Multisyllabic Words)	• 9–10 correct: Consider placement in Level 4, Unit 1 to build fluency. • 7–8 correct: Check the scores on the Comprehensive Spelling Assessment (Sections G and H). If fewer than 4 are correct, start instruction in this skill set.	Level 4, Unit 1
	• 0–6 correct: Start instruction in this skill set.	Level 3, Unit 1

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Comprehensive Phonics Assessment

Nonsense-Word Reading

Short Vowels
1. lat
2. ped
3. sib
4. mog
5. vun
6. fim
7. hep
8. yot
9. rud
10. cag

Consonant Blends and Digraphs
1. sheg
2. chab
3. stot
4. whid
5. thuzz
6. bruck
7. cliss
8. smend
9. thrist
10. phum

Long Vowels
1. sote
2. mabe
3. foap
4. weam
5. glay
6. shain
7. dright
8. hupe
9. heest
10. sny

Complex Vowels
1. doit
2. spoud
3. clar
4. foy
5. jern
6. moof
7. lurst
8. porth
9. stook
10. flirch

Word Study (Multisyllabic Words)
1. rigfap
2. churbit
3. napsate
4. reatloid
5. foutray
6. moku
7. wolide
8. lofam
9. pagbo
10. plizzles

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Comprehensive Phonics Assessment Individual Scoring Sheet

Nonsense-Word Reading

Circle correct responses. Record the student's incorrect responses on the lines.

Short Vowels
1. lat _____
2. ped _____
3. sib _____
4. mog _____
5. vun _____
6. fim _____
7. hep _____
8. yot _____
9. rud _____
10. cag _____

Number correct: _____
Speed:
☐ slow/labored
☐ moderate
☐ fast

Consonant Blends and Digraphs
1. sheg _____
2. chab _____
3. stot _____
4. whid _____
5. thuzz _____
6. bruck _____
7. cliss _____
8. smend _____
9. thrist _____
10. phum _____

Number correct: _____
Speed:
☐ slow/labored
☐ moderate
☐ fast

Long Vowels
1. sote _____
2. mabe _____
3. foap _____
4. weam _____
5. glay _____
6. shain _____
7. dright _____
8. hupe _____
9. heest _____
10. sny _____

Number correct: _____
Speed:
☐ slow/labored
☐ moderate
☐ fast

Complex Vowels
1. doit _____
2. spoud _____
3. clar _____
4. foy _____
5. jern _____
6. moof _____
7. lurst _____
8. porth _____
9. stook _____
10. flirch _____

Number correct: _____
Speed:
☐ slow/labored
☐ moderate
☐ fast

Word Study (Multisyllabic Words)
1. rigfap _____
2. churbit _____
3. napsate _____
4. reatloid _____
5. foutray _____
6. moku _____
7. wolide _____
8. lofam _____
9. pagbo _____
10. plizzles _____

Number correct: _____
Speed:
☐ slow/labored
☐ moderate
☐ fast

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Comprehensive Spelling Assessment

Read each word for students to spell.

A. Short Vowels
1. zap
2. peg
3. bid
4. fox
5. gum

B. Consonant Blends
1. glob
2. drill
3. stomp
4. crush
5. smell

C. Consonant Digraphs
1. thick
2. chap
3. mesh
4. whiz
5. sung

D. Final/Silent e
1. vote
2. grace
3. hive
4. fuse
5. slope

E. Long Vowels
1. train
2. soap
3. beam
4. stray
5. bright

F. Complex Vowels
1. boil
2. sprout
3. stark
4. dorm
5. poof

G. Word Study (Prefixes and Suffixes)
1. unclean
2. recook
3. turning
4. baking
5. stopped

H. Word Study (Multisyllabic Words)
1. frantic
2. recent
3. invade
4. oatmeal
5. barber

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Comprehensive Spelling Assessment Individual Scoring Sheet

Write each word that your teacher says.

A. Short Vowels
1.
2.
3.
4.
5.

Number correct: _____
Analyze results:

B. Consonant Blends
1.
2.
3.
4.
5.

Number correct: _____
Analyze results:

C. Consonant Digraphs
1.
2.
3.
4.
5.

Number correct: _____
Analyze results:

D. Final/Silent e
1.
2.
3.
4.
5.

Number correct: _____
Analyze results:

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Comprehensive Spelling Assessment Individual Scoring Sheet continued

Write each word that your teacher says.

E. Long Vowels
1.
2.
3.
4.
5.

Number correct: _____
Analyze results:

F. Complex Vowels
1.
2.
3.
4.
5.

Number correct: _____
Analyze results:

G. Word Study (Prefixes and Suffixes)
1.
2.
3.
4.
5.

Number correct: _____
Analyze results:

H. Word Study (Multisyllabic Words)
1.
2.
3.
4.
5.

Number correct: _____
Analyze results:

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