

Phonics Progress Monitoring Tool

Instructions

The Phonics Progress Monitoring Tool should be used to guide instruction and monitor student learning. There are two parts to this assessment: 1.) Letter-Sound Correspondence and 2.) Syllable Sets.

Letter-Sound Correspondence

If the student is learning letters and sounds, provide a copy of the Letter-Sound Correspondence sheet. Instruct the student to identify the sound of the letter and then name the letter. Record any errors the student makes on the Student Record Sheet.

Syllable Sets

If the student knows many of the letter sounds, provide a copy of the Syllable Sets sheet. Instruct the student to read the nonsense syllables in the first set. The student should be able to read each syllable fluently without “sounding out” individual phonemes. The use of pseudowords helps accurately assess whether a student understands the phonetic patterns or simply recognizes words that he or she already knows. Record any errors the student makes on the Student Record Sheet. If the student correctly reads aloud at least eight of the ten syllables without blending the phonemes, move on to the next set of syllables. When the student makes more than two errors in a set, do not continue to the next set.

Performance Goals

Letters and Sounds	Kindergarten
Closed syllables with single consonants	Kindergarten
Closed syllables with blends	Kindergarten
Closed syllables with digraphs	Kindergarten
Syllables with silent <i>e</i>	Kindergarten/First Grade
Syllables with vowel teams	First Grade/Second Grade
Syllables with <i>r</i> -controlled vowels	First Grade

Interpreting Results

Use the Phonics Progress Monitoring Tool to assist you in understanding your student’s need for phonics instruction and the grade level of each skill. BJU Press’s Differentiated Phonics Lessons can be used to assist you in meeting the learning needs of your student. The Differentiated Phonics Lessons for each grade level have a chart to indicate the lesson to begin with based on your child’s results. In second grade, students should transition from simple letter-sound correspondences found in the Phonics Progress Monitoring Tool and the Differentiated Phonics Lessons to complex phonics patterns.

Phonics Progress Monitoring Tool

Letter-Sound Correspondence

t i s n a

m p f o b

k c d u g

l e v h w

r j x y z q

**Phonics Progress Monitoring Tool: Letter-Sound
Correspondence**

Student Record Sheet

Name _____

Grade _____

Date _____ *Sounds* ___/26 *Letters* ___/26

Date _____ *Sounds* ___/26 *Letters* ___/26

Date _____ *Sounds* ___/26 *Letters* ___/26

Date _____ *Sounds* ___/26 *Letters* ___/26

Row 1

t i s n a **Sounds ___/5**

Letters ___/5

Row 2

m p f o b **Sounds ___/5**

Letters ___/5

Row 3

k c d u g **Sounds ___/5**

Letters ___/5

Row 4

l e v h w **Sounds ___/5**

Letters ___/5

Row 5

r j x y z q **Sounds ___/6**

Letters ___/6

Phonics Progress Monitoring Tool

Syllable Sets

fid	nav	wol	gud	det
-----	-----	-----	-----	-----

min	daz	sog	fum	pel
-----	-----	-----	-----	-----

trid	bant	prog	cupt	fleb
------	------	------	------	------

dist	grof	nosk	tump	clen
------	------	------	------	------

nish	pham	chon	luch	whek
------	------	------	------	------

gith	zash	vock	thuf	leck
------	------	------	------	------

jine	bate	fote	nute	rete
------	------	------	------	------

tize	hape	pone	pume	kede
------	------	------	------	------

faib	caup	seef	voil	hawn
------	------	------	------	------

noe	mouch	noal	leam	shay
-----	-------	------	------	------

larm	shir	forp	murb	gert
------	------	------	------	------

tarl	kirg	gorm	zurn	nerb
------	------	------	------	------

Phonics Progress Monitoring Tool: Syllable Sets

Student Record Sheet

Name _____

Grade _____

Closed syllables with single consonants

fid nav wol gud det **Date** _____

min daz sog fum pel **Score** ___/10

Closed syllables with blends

trid bant prog cupt fleb **Date** _____

dist grof nosk tump clen **Score** ___/10

Closed syllables with digraphs

nish pham chon luch whek **Date** _____

gith zash vock thuf leck **Score** ___/10

Syllables with silent e

jine bate fote nute rete **Date** _____

tize hape pone pume kede **Score** ___/10

Syllables with vowel teams

faib caup seef voil hawn **Date** _____

noe mouch noal leam shay **Score** ___/10

Syllables with r-controlled vowels

larm shir forp murb gert **Date** _____

tarl kirg gorm zurn nerb **Score** ___/10