



Phonics Diagnostic
Scoring Guide Form A

Please read aloud the ***bolded, italicized words*** and fill out the scoring sheet accordingly.

1. Letter Names

“In this part, your job is to tell me the name of each letter. Make sure to tell me the name of each letter, not the sound it makes.”

- a. Mark each letter the student names incorrectly. If the student provides the sound, you may prompt them by saying ***“That is the sound the letter makes, but can you tell me its name?”***

D	a	k	g	A	F	p	x	L	R
I	y	b	J	v	n	d	S	o	W
G	Y	r	c	q	e	z	X	E	m
N	Z	w	s	f	V	P	K	t	O
I	H	M	j	i	u	Q	T	B	h
U	C								

Number Correct: ____/52



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2. Consonant Sounds

“In this part, your job is to tell me the sound each letter makes. Make sure to tell me the sound of each letter, not its name.”

- a. Mark each letter the student reads incorrectly. If the student provides the name, you may prompt them by saying ***“That is the name of the letter, but can you tell me the sound it makes?”***
- b. For C and G, if students provide only one sound, you may prompt them by saying ***“There’s another sound this letter makes. Do you know the other sound?”*** Then, note if the student fails to produce either sound.

f	j	r	h	l	n	d
p	y	s	qu	g (soft, hard)	z	t
w	b	m	c (soft, hard)	v	k	x

Number Correct: ____/23

3. Short Vowel Sounds

“In this part, your job is to tell me the short vowel sound for each letter. Remember, vowels can have a short sound and a long sound, but right now, I want you to tell me the short vowel sound.”

- a. Mark each letter the student reads incorrectly. If the student provides the long vowel sound, you may prompt them by saying ***“That is the long sound for this vowel, but can you tell me its short sound?”***

i	a	o	e	u
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Number Correct: ____/5

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4. Long Vowel Sounds

“In this part, your job is to tell me the long vowel sound for each letter. Remember, vowels can have a short sound and a long sound, but right now, I want you to tell me the long vowel sound.”

- a. Mark each letter the student reads incorrectly. If the student provides the short vowel sound, you may prompt them by saying *“That is the short sound for this vowel, but can you tell me its long sound?”*
- b. For the letter U, you may accept either the /ū/ or /yū/ pronunciation.

o	u	a	i	e
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Number Correct: ____/5

5. Consonant Digraphs and Trigraphs

“Sometimes, two or three letters work together to make one sound. In this section, your job is to tell me the sound these letters make together.”

- a. Mark each digraph/trigraph the student reads incorrectly

sh	th	wh	__ck	ch
ng	__tch	__dge	ph	

Number Correct: ____/9



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6. VC and CVC Syllables

“In this part, you will see ‘pretend’ words, but you can still use what you know about letters to read them. Your job is to do your best reading.”

- a. On the scoring sheet, you will see that one of the letters is underlined. This is the only letter that “counts” as correct/incorrect. The student copy does not have any underlined letters; this is for you to keep track of which skill is being assessed with each item. For example, if the student reads “p**b**” as “rib,” you should still count that as correct, because the skill being assessed is short i.
- b. If you would like, you may choose to make a note of any uncounted errors the student makes, as this may be a sign that their letter-sound knowledge is not fluent. For instance, in the previous example, you might mark the student as correct but note that they read the letter p as if it were an r.
- c. If the student pronounces each letter but does not blend them together, you may prompt them by saying ***“Can you blend those sounds together into a word?”*** If the student is unable to do so, you should mark the target sound as correct/incorrect, but note that the student could not blend the sounds together.
- d. Feel free to change the phrasing “pretend” to another term that your students might know, such as “fake” or “nonsense” words.
- e. Be sure to record both the student’s performance for each vowel as well as their overall score.

<u>r</u> t	a <u>p</u>	e <u>t</u>	o <u>b</u>	i <u>p</u>
p <u>i</u> b	r <u>a</u> b	m <u>e</u> f	z <u>o</u> t	l <u>u</u> b

short a: _____/2

short e: _____/2

short

i: _____/2

short o: _____/2

short u: _____/2

Number Correct: _____/10



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7. CCVC and CVCC Syllables

"In this part, you will see 'pretend' words, but you can still use what you know about letters to read them. Your job is to do your best reading."

- a. The purpose of this section is to assess the student's ability to read words with consonant blends. If the student pronounces each letter but does not blend them together, you may prompt them by saying **"Can you blend those sounds together into a word?"** **For this section, if the student is unable to blend the target sounds together, you should mark them as incorrect.**
- b. Feel free to change the phrasing "pretend" to another term that your students might know, such as "fake" or "nonsense" words.

<u>sl</u> ad	pr <u>et</u>	gl <u>ip</u>	flob	tr <u>um</u>
ba <u>st</u>	hent	bi <u>mp</u>	pos <u>k</u>	mu <u>nd</u>

Number Correct: ____/10

8. Closed Syllables with Consonant Digraphs/Trigraphs

"In this part, you will see 'pretend' words, but you can still use what you know about letters to read them. Your job is to do your best reading."

- a. If the student pronounces each letter but does not blend them together, you may prompt them by saying **"Can you blend those sounds together into a word?"** If the student is unable to do so, you should mark the target sound as correct/incorrect, but note that the student could not blend the sounds together.
- b. Feel free to change the phrasing "pretend" to another term that your students might know, such as "fake" or "nonsense" words.

y <u>ash</u>	th <u>ap</u>	li <u>ng</u>	mo <u>dge</u>	ph <u>im</u>
wh <u>ib</u>	ku <u>tch</u>	bo <u>ck</u>	ch <u>ud</u>	le <u>th</u>

Number Correct: ____/10



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9. VCe Syllables

"In this part, you will see 'pretend' words, but you can still use what you know about letters to read them. Your job is to do your best reading."

a. Be sure to record both the student's performance for each vowel as well as their overall score.

s <u>a</u> be	l <u>e</u> te	h <u>i</u> be	p <u>o</u> me	t <u>u</u> pe
sh <u>a</u> te	th <u>e</u> de	wh <u>i</u> ke	ch <u>o</u> te	sh <u>u</u> le

a_e: ____/2

e_e: ____/2

i_e:

____/2

o_e: ____/2

u_e: ____/2

Number Correct: ____/10

10. Vowel + R Syllables

"In this part, you will see 'pretend' words, but you can still use what you know about letters to read them. Your job is to do your best reading."

a. If the student pronounces each letter but does not blend them together, you may prompt them by saying **"Can you blend those sounds together into a word?"** If the student is unable to do so, you should mark the target sound as correct/incorrect, but note that the student could not blend the sounds together.

b. Feel free to change the phrasing "pretend" to another term that your students might know, such as "fake" or "nonsense" words.

n <u>a</u> r	t <u>e</u> r	th <u>i</u> rn	p <u>o</u> rg	n <u>u</u> rt
fl <u>a</u> r	sh <u>e</u> r	l <u>i</u> rt	bl <u>o</u> rd	fl <u>u</u> rk



Number Correct: ____/10

11. Beginner Vowel Teams

“In this part, you will see ‘pretend’ words, but you can still use what you know about letters to read them. Your job is to do your best reading.”

- a. If the student pronounces each letter but does not blend them together, you may prompt them by saying **“Can you blend those sounds together into a word?”** If the student is unable to do so, you should mark the target sound as correct/incorrect, but note that the student could not blend the sounds together.
- b. Feel free to change the phrasing “pretend” to another term that your students might know, such as “fake” or “nonsense” words.

l <u>a</u> ip	ro <u>a</u> k	sh <u>oa</u> d	l <u>ea</u> m	t <u>a</u> y
pi <u>gh</u> t	pre <u>a</u> k	fo <u>o</u> m	da <u>w</u> k	t <u>ai</u> m

Number Correct: ____/10

12. Advanced Vowel Teams and Diphthongs

“In this part, you will see ‘pretend’ words, but you can still use what you know about letters to read them. Your job is to do your best reading.”

- a. If the student pronounces each letter but does not blend them together, you may prompt them by saying **“Can you blend those sounds together into a word?”** If the student is unable to do so, you should mark the target sound as correct/incorrect, but note that the student could not blend the sounds together.
- b. Feel free to change the phrasing “pretend” to another term that your students might know, such as “fake” or “nonsense” words.

t <u>oi</u> m	g <u>ow</u>	fl <u>au</u> d	z <u>ei</u> gh	na <u>igh</u> t
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<u>g</u> oish	gl <u>au</u> t	b <u>e</u> w	bro <u>y</u>	n <u>ou</u> t
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Number Correct: ____/10

13. Multisyllabic Words

“In this part, your job is to read some longer words with more than one syllable.”

- a. Note any syllable(s) read incorrectly (on the student copy, the syllable divisions are not visible).
- b. Give students a point for each two-, three-, and four-syllable word they read correctly. While students only receive a point for reading the entire word correctly, it may be helpful to mark specific syllables and/or morphemes that they misread on the data sheet, as this may guide future instruction.

Two-Syllable Words	re/spect	dis/trust	man/ner	moun/tain
Three-Syllable Words	pro/vi/der	dan/ger/ous	sub/mar/ine	dis/taste/ful
Four-Syllable Words	res/i/den/tial	in/vi/ta/tion	su/per/sti/tious	in/ter/ro/gate

Two-Syllable Words: ____/4 Three-Syllable Words: ____/4 Four-Syllable Words: ____/4

Number Correct: ____/12



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