

# INSTRUCTIONS FOR THE WORD WISE PHONICS TEST

## **I. Phonics - A Definition**

Phonics is a method of teaching decoding skills which involves teaching the phonemes (sounds) of the various graphemes (letters) in our language and the rules governing the use of these sounds. This code-emphasis approach to teaching reading skills is generally referred to as “cracking the code.” Phonics is not a method of teaching all reading skills. It is a method of teaching decoding skills.

## **II. The Importance of Testing Phonics Skills**

- A. Individual testing of phonics skills is by far the best method of determining the student’s strengths and weaknesses in phonics.
- B. Deficiencies in phonics skills may be influencing all other areas of reading achievement - sight vocabulary skills, word attack skills, comprehension, oral reading skills, vocabulary skills, and reading rate. In addition, phonics skills play a major role in spelling skills.
- C. Testing is important for assessing progress in phonics skills. Test periodically to determine each student’s progress and to reassess plans for the student.

## **III. The Testing Procedure for the Word Wise Phonics Test**

- A. Phonics is tested by having the student sound aloud the phonics concepts on the test.
- B. Using two copies of the test, have the student read from one while you keep score on the other. The use of a clipboard is recommended while administering the test because it allows you to score the test without the student seeing the results.
- C. Make your directions clear to the student. For example, say, “Tell me the sound of each of these consonants.” “How would each of these consonants sound.”
- D. An error is any incorrect response or omitted response.
  - \* Put a plus sign ( + ) by each correct sound.
  - \* Circle or put a minus sign ( - ) by each incorrect sound.
  - \* Write what the students says for each incorrect response to help determine the type of errors made.
- E. Record any observable behavior of the student which gives a better understanding of the student’s skills. Note if the student is unsure of his responses or if the student has to think of a word before giving the sound for the letter. The test is untimed; however, do not allow the student to take more than three seconds for each test item. Write “slow rate,” “unsure,” “had to think of word,” or any reminder to help you assess his skills in this area.

## **IV. Contents and Specific Instructions for Administering the Phonics Test**

If any section of the test appears too difficult, stop administering that section. If it is obvious that the student cannot complete the test, discontinue the entire test. Place a plus ( + ) by each correct answer. Circle or place a minus ( - ) by each incorrect answer. The test consists of eight subtests.

### **1. Initial Consonant Sounds:**

The first section of the test can be used for testing both letter recognition and knowledge of consonant sounds. If there is a possibility that the student does not know the names of the letters, have the student say the name of each consonant first. Record the findings on the test. Have the student give the sound of each consonant next. Record the findings on the test. Count one point for each correct sound of the consonants for a total of 21 points. Do not count but one correct response for each letter. "Tell me how each of these consonants sound. Begin with the first one and go across the page."

**2. Long and Short Vowel Sounds:**

The second section of the test is to determine the student's knowledge of long and short vowel sounds. Point to the long "a" and have the student give the long sound for the letter. Tell the student to give the short sound next. Record the score. Count one point each for a total of ten points. "Tell me how the long "a" sounds. Tell me how the short "a" sounds."

**3. Applying Long and Short Vowel Sounds:**

The third section of the test is to assess the student's ability to apply the long and short vowel sounds. Tell the student that these are nonsense words and to sound each word with a long vowel first, then with the short vowel sound. Keep accurate findings of which sounds the student knows and does not know. Count one point each for a total of ten points.

**4. Applying Vowel Rules:**

The fourth test is one of the most important tests because it assesses the student's application of vowel rules along with the sounds of the consonants. Tell the student that the words are nonsense words and to use the vowel rules to pronounce the words as it would sound if it were a real word. Record the results. Count one point for each correct response for a total of 21 points. "Sound each of these nonsense words as if it were a real word."

**5. "R" Controlled Vowels:**

The fifth section of the test is to assess the student's knowledge of the "R" controlled vowels. Have the student give the sound of each of these vowels. Record the findings. Count one point for each test item for a total of six points. "Sound each of these "R" controlled vowels."

**6. Special Vowel Sounds:**

The sixth section tests the student's knowledge of many of the special vowel sounds. Have the student sound each of these special vowels. Several of these special vowels have more than one sound. If the student is able to give one sound to those special vowels with more than one sound, ask the student if he or she knows any other sound for that vowel combination. Only count one point for each special vowels for a total of 18 points.

**7. Consonant Blends:**

The seventh test is a test of consonant blends. Have the student sound each of these consonant blends. Once again, record the results of the test carefully. Count one point each for a total of 26 points. "Sound each of these consonant blends."

**8. Consonant Digraphs:**

The eighth test is a test of consonant digraphs. Have the student sound each of the consonant digraphs. Some consonant digraphs have more than one sound ( ch, wh, and th ) so ask the student to give any additional sounds if time permits. Count

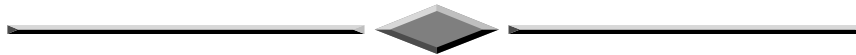
one point each for a total of ten points. If the student gives more than one correct answer, simply record that the student know these sounds. Do not count them in the total score. "Sound these consonant digraphs."

## **VI. Interpreting the Word Wise Phonics Test**

- A. Analyze the test to determine which phonics skills need to be learned. It is recommended that total mastery be achieved in each area. Remember that a student may make a perfect score in an area but may not feel confident of his or her skills. This area would still need study to build the student's confidence.
- B. Begin instruction in the area that is indicated by the test. If a student scores +18/21 on consonant sounds, study the three consonant sounds that need reviewing. If the student knows all the consonants sounds and the long and short vowel sounds, but does not apply these sounds, begin with applying vowel sounds.
- C. Special vowel sounds are often a problem. If the student has difficulty with these sounds, he or she will most likely require much instruction and practice to master these sounds.
- D. The Applying Vowel Rules Test can give a good indication of the student's true knowledge of phonics. If the student appears to have relatively good phonics skills but scores poorly on this test, the student should drill extensively on applying these sounds to words.

## **VII. Record Keeping**

- A. Record the student's original phonics raw scores on the Word Wise Phonics and Word Attack Tests Statistics Form.
- B. After post-testing the student, record the raw scores on the same statistics form.
- C. Mail the completed form to the Word Wise staff. Percentages will be calculated for the students and returned to the teacher.



## Word Wise Phonics Test

1. Consonant Sounds. Can you sound each of these consonants?

T    B    P    Z    F    G    K    M    R    S    J  
D    W    X    C    Y    H    L    V    Q    N

+ \_\_\_\_\_/21

2. Long and Short Vowels. Can you give the long and short vowel sounds?

Long Vowel Sound	A	_____	Short Vowel Sound	A	_____
	E	_____		E	_____
	I	_____		I	_____
	O	_____		O	_____
	U	_____		U	_____

+ \_\_\_\_\_/10

3. Applying Vowel Sounds. Can you say each nonsense word with the long and short vowel sound?

	Long Sound	Short Sound
vam	_____	_____
rek	_____	_____
biz	_____	_____
mof	_____	_____
puv	_____	_____

+ \_\_\_\_\_/10

4. Applying Vowel Rules. Do you know how to sound nonsense words?

ziz	zize	zoav	zaim	weab	fo	ap
aze	le	um	ute	ilt	ime	yop
tope	afe	aft	ume	leeb	leb	geme

+ \_\_\_\_\_/21

5. "R" Controlled Vowels. Can you sound each of these "R" controlled vowels?

ar	_____	or	_____
er	_____	ur	_____
ir	_____	wor	_____

+\_\_\_\_\_/6

6. Special Vowel Sounds. Do you know how each of these vowels would sound?

oy	aw	ie	ei	eu	oi	ue
ōo	oo	c	au	eigh	ou	ow
ay	ey	ea	ew			

+\_\_\_\_\_/18

7. Consonant Blends. Do you know the sounds of each blend?

br	st	pl	scr	str	tw	sp
cr	dw	dr	sl	spl	gl	sw
fl	sn	sm	squ	sc	fr	sk
cl	bl	tr	pr	gr		

+\_\_\_\_\_/26

8. Consonant Digraphs. Can you sound each digraph?

sh	ph	wh	ck	ps	th	gn
ch	kn	wr				

+\_\_\_\_\_/10

9. Evaluation and Recommendations: