

Foundational Skills Screener

Administering the Foundational Skills Screener

Explain the purpose of the Screener. Tell students that this is a test to see how well they can say the sounds of letters and read words. Tell them that the words will become more difficult as they take the test and that they might not know some of the words, but they should try their hardest to read as many words as they can. Explain that information from the test will be used to plan lessons that will help them become better readers.

If you have some knowledge of the students' decoding ability, estimate the level where you believe the student will be able to read all the items correctly. Begin testing at the level below the estimated perfect performance. If you are unable to estimate a beginning level, start with having the student say the beginning consonants. Continue testing until the student gets half the items in a level wrong. Begin instruction at the level in which the student first made two or more errors. If the student made only two errors, the student may only need a few lessons in that area. If the student is unable to provide the sounds for the letters in the Consonant Correspondences portion of the tests, see if the student knows the names of the letters. Record students' performance on the Foundational Skills Screener Record. To verify students' performance and to provide a more detailed look at their decoding ability, administer one of the diagnostic assessments: Beginning Letter Sounds Correspondences, Phonics Inventory, or Syllable Survey. Also note students' performance on reading, spelling, and writing tasks. Make adjustments in students' placement as needed.

Foundational Skills Screener Record

Name _____ Date _____

Mark the items as the student says or reads them. Circle those read correctly. Put a slash through those read incorrectly and write the student's response above it. Put a slash through items not attempted. Stop testing if student misses 5 items in a row.

Consonant Correspondences

s m h f k t d j sh ch

Short Vowels

hat run hit pet got wig bad fox ten cup

Short Vowels with Blends

block flag plum drop skin scratch crash stand swim spent

Long Vowels

cake seed hide goat use those stay beach might mule

R Vowels

large bear deer earth porch wire fur short spark store

Other Vowels

law group noise should south bought soon howl shook choice

Syllabic Analysis

sunset napkin alone locate secret beneath argument pollution announcement aquarium

Estimated Placement

____ Consonant Correspondences

____ Short Vowels

____ Short Vowels with Blends

____ Long Vowels

____ R Vowels

____ Other Vowels

____ Syllabic Analysis

Foundational Skills Screener Student Copy

s m h f k t d j sh ch

hat run hit pet got wig bad fox ten cup

block flag plum skin scratch crash stand swim spent

cake seed hide goat use those stay beach might mule

large bear deer earth porch wire fur spark store chair

law group noise should south bought soon howl shook choice

sunset napkin beneath locate argument pollution announcement

aquarium

Letter Sounds Students are shown a series of letters and asked to tell what sound the letter usually stands for or “makes.” The letters *q* and *x* are not included. Except when used in proper names, *q* always appears with *u*. The letter *x* represents a blend or cluster of sounds as in *box* /boks/ or, in a few words, the sound /z/. The letter *x* is usually found at the end of a word. The consonant digraphs *ch* and *sh* are included. If students know fewer than 80% of the consonants, they should be placed in *Beginnings*. However, if they know some consonants, they should be given credit for what they know. Provide instruction for unknown consonants. If students know at least 80% of the consonants, they should be given the Phonics Inventory.