

Appendix

CORE Reading Assessment Profile FormsA2

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CORE Reading Assessment Class RecordsA8

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Linda Diamond (from IDA Perspectives, Vol. 31, No. 4, Fall 2005, pp. 31–37)

Resources for Assessing ReadingA27

CORE Reading Assessment Profile, Grade K

Name _____ School Year _____

	Fall	Winter	Spring
CORE Phoneme Deletion Test		___/20	___/20
CORE Phonological Segmentation Test	___/23	___/23	___/23
CORE Phonics Survey—Alphabet Skills • Letter names—uppercase • Letter names—lowercase • Consonant sounds • Long vowel sounds • Short vowel sounds	___/26	___/26	___/26
	___/26	___/26	___/26
		___/21	___/21
		___/5	___/5
		___/5	___/5
CORE Phonics Survey — Reading and Decoding Skills • Short vowels in CVC words		___/15	___/15
CORE Graded High Frequency Word Survey Benchmark: 9–10 Strategic: 6–8 Intensive: 0–5	___/10	___/10	___/10
San Diego Quick Assessment of Reading Ability Independent level: 1 error Instructional level: 2 errors Frustration level: 3+ errors			

CORE Reading Assessment Profile, Grade 1

Name _____ School Year _____

	Fall	Winter	Spring
CORE Phoneme Deletion Test	___/20	___/20	___/20
CORE Phonological Segmentation Test	___/23	___/23	___/23
CORE Phonics Survey—Reading & Decoding Skills <ul style="list-style-type: none"> • Short vowels in CVC words • Consonant blends with short vowels • Short vowels, digraphs, and –tch trigraphs • R-controlled vowels • Long vowel sounds • Variant vowels • Low frequency vowel and consonant spellings • Multisyllabic words 	___/15	___/15	___/15
		___/15	___/15
		___/15	___/15
		___/15	___/15
		___/15	___/15
		___/15	___/15
		___/15	___/15
		___/24	___/24
CORE Graded High-Frequency Word Survey Benchmark: 21–24 Strategic: 18–20 Intensive: 0–17			
MASI-R Oral Reading Fluency Measures Benchmark: 50th percentile, in WCPM, +/- 10		wcpm _____ Target=23	wcpm _____ Target=53
San Diego Quick Assessment of Reading Ability Independent level: 1 error Instructional level: 2 errors Frustration level: 3+ errors			
CORE Vocabulary Screening	___/___	___/___	___/___

CORE Reading Assessment Profile, Grade 2

Name _____ School Year _____

	Fall	Winter	Spring
CORE Phoneme Deletion Test (Administer if indicated by results on other tests.)	___/20	___/20	___/20
CORE Phoneme Segmentation Test (Administer if indicated by results on other tests.)	___/15	___/15	___/15
CORE Phonics Survey—Reading & Decoding Skills (Administer E – K as diagnostics if indicated.)			
• Short vowels in CVC words	___/15	___/15	___/15
• Consonant blends with short vowels	___/15	___/15	___/15
• Short vowels, digraphs, and –tch trigraphs	___/15	___/15	___/15
• R-controlled vowels	___/15	___/15	___/15
• Long vowel spellings	___/15	___/15	___/15
• Variant vowels	___/15	___/15	___/15
• Low frequency vowel and consonant spellings	___/15	___/15	___/15
• Multisyllabic words		___/24	___/24
CORE Graded High Frequency Word Survey Benchmark: 21–24 Strategic: 18–20 Intensive: 0–17			
MASI-R Oral Reading Fluency Measures Benchmark: 50th percentile, in WCPM, +/- 10	wcpm _____ Target=51	wcpm _____ Target=72	wcpm _____ Target=89
San Diego Quick Assessment of Reading Ability Independent level: 1 error Instructional level: 2 errors Frustration level: 3+ errors			
CORE Vocabulary Screening	___/___	___/___	___/___
CORE Reading Maze Comprehension	___/___	___/___	___/___

CORE Reading Assessment Profile, Grade 3

Name _____ School Year _____

	Fall	Winter	Spring
CORE Phoneme Deletion Test (Administer if indicated by results on other tests.)	___/20	___/20	___/20
CORE Phoneme Segmentation Test (Administer if indicated by results on other tests.)	___/15	___/15	___/15
CORE Phonics Survey—Reading & Decoding Skills (Administer E – K as diagnostics if indicated.)			
• Short vowels in CVC words	___/15	___/15	___/15
• Consonant blends with short vowels	___/15	___/15	___/15
• Short vowels, digraphs, and –tch trigraphs	___/15	___/15	___/15
• R-controlled vowels	___/15	___/15	___/15
• Long vowel spellings	___/15	___/15	___/15
• Variant vowels	___/15	___/15	___/15
• Low frequency vowel and consonant spellings	___/15	___/15	___/15
• Multisyllabic words	___/24	___/24	___/24
CORE Graded High Frequency Word Survey Benchmark: 21–24 Strategic: 18–20 Intensive: 0–17			
MASI-R Oral Reading Fluency Measures Benchmark: 50th percentile, in WCPM, +/- 10	wcpm ____ Target=71	wcpm ____ Target=92	wcpm ____ Target=107
San Diego Quick Assessment of Reading Ability Independent level: 1 error Instructional level: 2 errors Frustration level: 3+ errors			
CORE Vocabulary Screening	___/___	___/___	___/___
CORE Reading Maze Comprehension	___/___	___/___	___/___

CORE Reading Assessment Profile, Grades 4-8

Name _____ School Year _____

	Fall	Winter	Spring
CORE Reading Maze Comprehension	___/___	___/___	___/___
MASI-R Oral Reading Fluency Measures (Through Grade 6 only.) See Grade Level Norms for Benchmark WCPM @ 50th percentile	___/___	___/___	___/___
CORE Vocabulary Screening	___/___	___/___	___/___
San Diego Quick Assessment of Reading Ability Independent level: 1 error Instructional level: 2 errors Frustration level: 3+ errors			
CORE Graded High-Frequency Word Survey (Grades 3, 4. Administer to other grades only if indicated.) Benchmark: 21–24 Strategic: 18–20 Intensive: 0–17			
CORE Phoneme Deletion Test (Administer if indicated by results on other measures.)	___/20	___/20	___/20
CORE Phoneme Segmentation Test (Administer if indicated by results on other measures.)	___/15	___/15	___/15
CORE Phonics Survey—Reading & Decoding Skills (Administer E – K as diagnostics if indicated.)			
• Short vowels in CVC words	___/15	___/15	___/15
• Consonant blends with short vowels	___/15	___/15	___/15
• Short vowels, digraphs, and –tch trigraphs	___/15	___/15	___/15
• R-controlled vowels	___/15	___/15	___/15
• Long vowel spellings	___/15	___/15	___/15
• Variant vowels	___/15	___/15	___/15
• Low frequency vowel and consonant spellings	___/15	___/15	___/15
• Multisyllabic words	___/24	___/24	___/24

CORE Reading Assessment Profile, Grades 9-12

Name _____ School Year _____

	Fall	Winter	Spring
CORE Reading Maze Comprehension	___/___	___/___	___/___
San Diego Quick Assessment of Reading Ability Independent level: 1 error Instructional level: 2 errors Frustration level: 3+ errors			
CORE Phoneme Segmentation Test (Administer only if indicated.)	___/20	___/20	___/20
CORE Phonics Survey—Reading & Decoding Skills (Administer E – K as diagnostics if indicated.)			
• Short vowels in CVC words	___/15	___/15	___/15
• Consonant blends with short vowels	___/15	___/15	___/15
• Short vowels, digraphs, and -tch trigraphs	___/15	___/15	___/15
• R-controlled vowels	___/15	___/15	___/15
• Long vowel spellings	___/15	___/15	___/15
• Variant vowels	___/15	___/15	___/15
• Low frequency vowel and consonant spellings	___/15	___/15	___/15
• Multisyllabic words	___/24	___/24	___/24
CORE Graded High-Frequency Word Survey (Administer only if indicated.)			

Class Record: Kindergarten Phonological Awareness Assessments

Teacher _____ School Year _____

STUDENTS	Tested in Possible Points	CORE Phonological Segmentation Test									CORE Phoneme Deletion Test					
		Part A			Part B			Part C			Part A			Part B		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
1.		5	5	5	8	8	8	10	10	10						
2.																
3.																
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Class Record: Grade 1 Phonological Awareness Assessments

Teacher _____ School Year _____

STUDENTS	CORE Phonological Segmentation Test						CORE Phoneme Deletion Test					
	Part A		Part B		Part C		Part A		Part B		Part C	
	F	S	F	S	F	S	F	S	F	S	F	S
1.	5	5	8	8	10	10	5	5	5	5	5	5
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Class Record: Grade 1 CORE Phonics Survey

Teacher _____ School Year _____

STUDENTS	Part E: Short Vowels in CVC Words		Part F: Consonant Blends w/ Short Vowels		Part G: Short Vowels, Digraphs and -tch Trigraph		Part H: R-Controlled Vowels		Part I: Long Vowel Spellings		Part J: Variant Vowels		Part K: Low-Frequency Vowel and Consonant Spellings		Part L: Multisyllabic Words	
	F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S
1.	15	15	15	15	15	15	15	15	15	15	15	15	15	15	24	24
2.																
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Class Record: Grade 1 Reading Assessments

Teacher _____ School Year _____

STUDENTS	Tested in Possible Points	MASI-R Oral Reading Fluency Measures		CORE Graded High- Frequency Word Survey			CORE Vocabulary Screening			
		F	W S	F	W S	F	W S	F	W S	
1.				24	24	24				
2.										
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Class Record: Grades 2 and 3 Phonemic Awareness Assessments

Teacher _____ School Year _____

	CORE Phoneme Deletion Test												CORE Phoneme Segmentation Test											
	Part A				Part B				Part C				Part D			F			W			S		
	F	W	S	5	F	W	S	5	F	W	S	5	F	W	S	5	F	W	S	15	15	15		
STUDENTS	T	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	
1.	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
2.																								
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Class Record: Grades 2 and 3 CORE Phonics Survey

Teacher _____ School Year _____

	Part E: Short Vowels in CVC Words			Part F: Consonant Blends w/ Short Vowels			Part G: Short Vowels, Digraphs and -tch Trigraph			Part H: R-Controlled Vowels			Part I: Long Vowel Spellings			Part J: Variant Vowels			Part K: Low Frequency Vowel and Consonant Spellings			Part L: Multisyllabic Words		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
STUDENTS	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
1.																								
2.																								
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Class Record: Grades 2 and 3 Reading Assessments

Teacher _____ School Year _____

STUDENTS	Tested in Possible Points	MASI-R Oral Reading Fluency Measures			CORE Graded High- Frequency Word Survey			CORE Vocabulary Screening			CORE Reading Maze Comprehension Test			San Diego Quick Assessment of Reading Ability		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
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Class Record: Grades 4 through 8 Reading Assessments

Teacher _____ School Year _____

STUDENTS	CORE Reading Maze Comprehension Test		MASI-R Oral Reading Fluency Measures (through Grade 6 only)		CORE Vocabulary Screening		CORE Graded High-Frequency Word Survey* (Grade 4 only)		San Diego Quick Assessment of Reading Ability		Diagnostic tests as needed	
	F	W	F	W	F	W	F	W	F	W	Test:	Test:
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*or if indicated

Class Record: Grades 9 through 12 Reading Assessments

Teacher _____ School Year _____

STUDENTS	Tested in Possible Points	CORE Reading Maze Comprehension Test (through Grade 10 only)			Diagnostic tests as needed		
		F	W	S	Test:	Test:	Test:
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