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PHONICS PROGRESS MONITORING ASSESSMENTS

Kindergarten through Grade 2

Monthly Assessment Probes for 20 Phonics Patterns
From Basic CVC to Advanced Variant Vowels

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THIS ENHANCED RESOURCE INCLUDES:

- 20 Phonics Assessment Probes (15 Core + 5 Bonus)
- Individual Student Tracking Form & Class Data Grid
- Administration Guide, Scoring Rubric & Progress Benchmarks
- Consolidated Answer Key with Common Error Patterns
- Family Communication Pack (Letter, Report, Spanish Notes)

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Administration Guide

This Phonics Progress Monitoring Assessment resource is designed for Kindergarten through Grade 2 students to systematically track decoding skills across 20 essential phonics patterns (15 core patterns plus 5 bonus patterns covering extended spellings). Each probe is designed to be administered individually or in small groups and takes approximately 1–3 minutes per student, depending on the student's reading rate.

Purpose & Goals

- **Progress Monitoring:** Track student growth in phonics skills over time.
- **Data-Driven Instruction:** Identify specific patterns requiring intervention.
- **Differentiation:** Group students by skill level for targeted small-group instruction.
- **Accountability:** Document student achievement for RTI/MTSS purposes.
- **Communication:** Share clear progress data with parents and administrators.

Assessment Schedule

Frequency	Recommended Timing	Notes
Monthly	Beginning of each month	Track monthly progress; recommended for all students
Bi-Monthly	Mid-month and end of month	For students receiving intensive intervention
Quarterly	End of each grading period	For benchmarking and report-card documentation

Administration Procedures

Step 1: Preparation. Select the appropriate probe based on your instructional focus or the student's current level. Ensure you have a printed copy of the probe, a scoring sheet, and a timer (a phone timer works well). If administering in a group, print one probe per student with the word list covered until each word is presented.

Step 2: Environment. Administer in a quiet location free from distractions. For individual administration, ensure privacy to reduce student anxiety. For small-group administration, seat students with adequate spacing so responses cannot be overheard.

Step 3: Standard Instructions. Say: *"We're going to read some words together. I'll point to each word, and I want you to sound it out and tell me what it says. Take your time and do your best."* Use these exact words each time for consistency across administrations and assessors.

Step 4: Administration. Present each word one at a time. Allow 3 seconds per word for response. Mark correct (+) or incorrect (–) on your copy. Record self-corrections within the 3-second window as correct. If a student hesitates but produces the word correctly, count it as correct.

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Scoring Rubric & Guidelines

Each phonics probe contains 10 words targeting the specified pattern. Use the following rubric to score student responses consistently and accurately across administrations.

Scoring Criteria

Score	Percentage	Proficiency Level	Instructional Recommendation
10/10	100%	Mastery	Advance to next pattern; maintain with periodic review
9/10	90%	Strong	Continue practice; introduce next level soon
7–8/10	70–80%	Developing	Focused instruction needed; small-group support
5–6/10	50–60%	Emerging	Intensive intervention required; explicit teaching
0–4/10	0–40%	Needs Support	Return to foundational skills; diagnostic assessment

What Counts as Correct vs. Incorrect

✓ **Precise Pronunciation:** Word pronounced correctly without hesitation

✓ **Self-Correction:** Student initially misreads but corrects within 3 seconds

✓ **Blended Correctly:** Student sounds out and blends accurately (even if slow)

✓ **Regional Variations:** Accept standard dialect variations (e.g., /a/ vs /ɔ/)

✗ **Omission:** Student skips the word or refuses to attempt

✗ **Incorrect Response:** Word is mispronounced and not self-corrected

✗ **Substitution:** Student reads a different word

✗ **Partial Credit:** Not given — word must be completely accurate

✗ **Timeout:** No response within the 3-second window

Error Analysis Codes

Use these codes when recording errors on the probe or tracking form for deeper analysis. Over time, recurring codes reveal each student's specific decoding breakdowns and guide targeted intervention.

Code	Meaning	Example
SUB	Substitution (says wrong word)	cat → cap
OMIT	Omission (skips word entirely)	cat → (no response)
INSERT	Insertion (adds extra sounds)	cat → cats
REV	Reversal (reverses sounds/letters)	cat → tac
TTF	Tries to figure out (long pause, guessing)	cat → c-a-t…cap?

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Progress Benchmarks by Grade

The benchmarks below represent end-of-window proficiency targets based on typical K–2 phonics scope and sequences aligned with Science of Reading research. Use these as a guide for tiering decisions in RTI/MTSS frameworks: students scoring below the window target should receive intensified small-group instruction, and those significantly below (more than 20 percentage points) should be considered for a diagnostic assessment and Tier 2 or Tier 3 intervention placement.

Grade	Fall Benchmark	Winter Benchmark	Spring Benchmark
Kindergarten	CVC short vowels (Probes 1–5) Target: 60%+ accuracy	Initial Blends (Probes 6–8) Target: 70%+ accuracy	Digraphs + CVCe (Probes 9–10) Target: 80%+ accuracy
Grade 1	Review CVC + Blends/Digraphs (Probes 1–9) Target: 80%+ accuracy	CVCe + Vowel Teams ai/ay, ee/ea (Probes 10–12) Target: 75%+ accuracy	All patterns incl. R-controlled (Probes 1–14) Target: 85%+ accuracy
Grade 2	All core patterns (Probes 1–13) Target: 90%+ accuracy	All patterns incl. adv. vowel teams (Probes 1–15) Target: 90%+ accuracy	All 20 patterns incl. bonus probes (1–15 + B1–B5) Target: 95%+ (mastery)

How to use these benchmarks:

- Tier 1 (Core): Students at or above benchmark — continue whole-group instruction.
- Tier 2 (Targeted): Students 10–20 points below benchmark — small-group intervention, 3×/week.
- Tier 3 (Intensive): Students 20+ points below benchmark — individualized intervention, 4–5×/week.
- Re-assess at the next window to measure response to intervention and adjust tiers as needed.

Note: Bonus probes (B1–B5) extend assessment to advanced phonics patterns and are most appropriate for end-of-Grade-1 and Grade-2 students who have demonstrated mastery of the 15 core patterns. Use them diagnostically to identify lingering skill gaps in upper elementary students who continue to struggle with multisyllabic decoding.

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PROBE 1

CVC Words (Short a)

Target Pattern: Consonant–Vowel–Consonant with Short /æ/

Instructions: *Student reads words with the short /a/ sound in CVC pattern.*

STUDENT WORD LIST

Present one word at a time. Allow 3 seconds per response.

cat	**map**	**fan**	**hat**	**ran**
sat	**bag**	**dad**	**jam**	**tap**

TEACHER SCORING RECORD

Mark + for correct, – for incorrect. Record error codes as needed.

#	1	2	3	4	5	6	7	8	9	10	Score
Word	___	___	___	___	___	___	___	___	___	___	__/10
+/ –	___	___	___	___	___	___	___	___	___	___	__%

Student Name: _____ **Date:** _____

Time to Complete: _____ **Administrator:** _____

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PROBE 6

Blends (Initial L-Blends)

Target Pattern: Initial Consonant Blends: bl-, cl-, fl-, gl-, pl-, sl-

Instructions: *Student reads words beginning with l-blends.*

STUDENT WORD LIST

Present one word at a time. Allow 3 seconds per response.

black	**clip**	**flag**	**glue**	**plan**
sled	**blot**	**clap**	**flip**	**glass**

TEACHER SCORING RECORD

Mark + for correct, – for incorrect. Record error codes as needed.

#	1	2	3	4	5	6	7	8	9	10	Score
Word	___	___	___	___	___	___	___	___	___	___	__/10
+/ –	___	___	___	___	___	___	___	___	___	___	__%

Student Name: _____ **Date:** _____

Time to Complete: _____ **Administrator:** _____

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Target Pattern: Vowel Teams ai and ay — Long A Sound

Instructions: *Student reads words with ai and ay spelling long /a/.*

STUDENT WORD LIST

Present one word at a time. Allow 3 seconds per response.

rain	**day**	**tail**	**play**	**mail**
say	**pain**	**way**	**gain**	**stay**

TEACHER SCORING RECORD

Mark + for correct, – for incorrect. Record error codes as needed.

#	1	2	3	4	5	6	7	8	9	10	Score
Word	___	___	___	___	___	___	___	___	___	___	__/10
+/ –	___	___	___	___	___	___	___	___	___	___	__%

Student Name: _____ **Date:** _____

Time to Complete: _____ **Administrator:** _____

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BONUS PROBE B1

Final Blends (-nt, -nd, -st, -sk)

Target Pattern: Final Consonant Blends: -nt, -nd, -st, -sk

Instructions: *Student reads words ending with final consonant blends.*

STUDENT WORD LIST

Present one word at a time. Allow 3 seconds per response.

ant	**hand**	**list**	**mask**	**bend**
tent	**sand**	**fast**	**desk**	**risk**

TEACHER SCORING RECORD

Mark + for correct, – for incorrect. Record error codes as needed.

#	1	2	3	4	5	6	7	8	9	10	Score
Word	___	___	___	___	___	___	___	___	___	___	__/10
+/ –	___	___	___	___	___	___	___	___	___	___	__%

Student Name: _____ **Date:** _____

Time to Complete: _____ **Administrator:** _____

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Answer Key: Probes 1–10

Use this consolidated answer key for assessor calibration and fidelity checks during training sessions. The word list column shows the 10 target words in administration order. The notes column highlights the most common error patterns observed for each phonics pattern, helping assessors anticipate where students are likely to struggle and score borderline responses consistently.

Probe	Phonics Pattern	Word List (in order)	Common Error Patterns / Watch-For Notes
1	Consonant–Vowel–Consonant with Short /æ/	**cat map fan hat ran sat bag dad jam tap**	Short /a/ sometimes confused with short /e/ by EL students; watch for /e/ substitution (cat→ket).
2	Consonant–Vowel–Consonant with Short /ɛ/	**bed pen net red wet jet ten leg hen set**	Short /e/ is the most frequently confused short vowel; watch for /ɪ/ substitution (bed→bid).
3	Consonant–Vowel–Consonant with Short /ɪ/	**pig sit hit lip fin bit dig rim win kit**	Watch for b/d reversals (bit/dig) and final /n/ vs /m/ confusion (fin→fim).
4	Consonant–Vowel–Consonant with Short /ɒ/	**dog hop hot pot lot cop mop dot rot fox**	Short /o/ sometimes pronounced /ʊ/ (pot→put) — accept standard dialect variation.
5	Consonant–Vowel–Consonant with Short /ʌ/	**bus cup cut mud sun nut tub rug hug bug**	Watch for /ʊ/ vs /ɒ/ confusion (cut→cot) and final cluster simplification (bug→bu).
6	Initial Consonant Blends: bl-, cl-, fl-, gl-, pl-, sl-	**black clip flag glue plan sled blot clap flip glass**	L-blends: watch for cluster reduction (black→back, flag→fag). The /l/ is often dropped.
7	Initial Consonant Blends: br-, cr-, dr-, fr-, gr-, pr-, tr-	**brown crab drop frog grab prop tree brick drum trap**	R-blends: /r/ distortion is common; watch for cr-/tr- merger (crab→tab) in some dialects.
8	Initial Consonant Blends: sc-, sk-, sm-, sn-, sp-, st-, sw-	**scan skin smell snap spot stop swim scar skip stem**	S-blends: cluster reduction very common (stop→top, swim→wim). Note position of /s/.
9	Consonant Digraphs: sh, ch, th (initial and final positions)	**ship chat thin fish rich bath shop chip moth mash**	Digraphs: watch for sh/ch substitution (ship→chip) and final th voicing (moth→mode).
10	Silent-E Pattern (Magic E)	**cake bike home cute tape kite rope tube dime note**	CVCe: watch for short-vowel reading (cake→cak) — student has not yet applied silent-e rule.

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Individual Student Tracking Form

Use this form to track an individual student's progress across all 20 phonics patterns over time. Record scores from monthly administrations to visualize growth and identify areas needing intervention. The Goal Met column lets you check off each pattern once the student has reached mastery (90%+ accuracy).

Student Name: _____ **Grade:** _____

Teacher: _____ **School Year:** _____

Phonics Pattern	Baseline	Mo. 1	Mo. 2	Mo. 3	Mo. 4	Mo. 5	Mo. 6	Goal Met
CVC Short a	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
CVC Short e	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
CVC Short i	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
CVC Short o	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
CVC Short u	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
L-Blends	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
R-Blends	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
S-Blends	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Digraphs sh/ch/th	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
CVCe (Long Vowels)	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Vowel Team ai/ay	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Vowel Team ee/ea	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
R-Controlled ar/or	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
R-Controlled er/ir/ur	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Vowel Team oa/ow	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Bonus: Final Blends	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Bonus: wh/ph/ck	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Bonus: ou/ow diphthong	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Bonus: oo/ew	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐
Bonus: au/aw/al	__/10	__/10	__/10	__/10	__/10	__/10	__/10	☐

Goal Met: Check the box (☑) once the student scores 90% or higher on a pattern for two consecutive administrations.

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Class Data Grid (At-a-Glance)

This class-wide data grid allows teachers to quickly view all students' performance on each phonics pattern. Use the scoring legend below to enter proficiency codes for each student × pattern cell. Color-code or highlight cells to identify trends, group students for instruction, and plan interventions.

SCORING LEGEND	M = Mastery (90–100%)	P = Proficient (80–89%)	D = Developing (70–79%)	E = Emerging (50–69%)	N = Needs Support (<50%)

Teacher: _____ **Grade Level:** _____

Class/Period: _____ **Assessment Window:** _____

Student Name	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	B1	B2	B3	B4	B5	Avg
1. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
2. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
3. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
4. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
5. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
6. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
7. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
8. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
9. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
10. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
11. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
12. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
13. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
14. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
15. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
16. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
17. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
18. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
19. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
20. _____	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___

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Parent Communication Letter Template

Use this editable letter template to introduce the phonics progress monitoring program to families at the start of the year, or to share results after an assessment window. Replace the bracketed placeholders with your specific information before sending home. The letter is designed to be family-friendly, jargon-free, and action-oriented.

[School Name] [Date]

[Teacher Name], [Grade] Classroom

[School Phone] • [Teacher Email]

Dear [Family Member Name],

I am writing to share information about your child's progress in phonics — the foundation of all reading and writing. At [School Name], we use a Phonics Progress Monitoring program to check each student's decoding skills in the key phonics patterns taught in [Grade]. This allows us to celebrate growth, identify areas where extra support is needed, and group students for targeted small-group instruction.

On [Date of Most Recent Assessment], [Student Name] completed our phonics assessment. Here is a summary of the results:

Summary of Results

Phonics Pattern	Score	Proficiency Level
[Pattern 1 — e.g., CVC Short Vowels]	[__]/10 ([__]%)	[Mastery / Strong / Developing / Emerging / Needs Support]
[Pattern 2 — e.g., Consonant Blends]	[__]/10 ([__]%)	[Mastery / Strong / Developing / Emerging / Needs Support]
[Pattern 3 — e.g., Vowel Teams]	[__]/10 ([__]%)	[Mastery / Strong / Developing / Emerging / Needs Support]

What These Results Mean

[Student Name] is showing [strength — e.g., strong mastery of short vowel sounds]. The area we will focus on next is [next-step pattern — e.g., consonant blends, where [he/she/they] scored [__]%, which falls in the [Developing] range]. This is a common next step for [Grade] students, and we will provide targeted small-group instruction on this pattern during our daily literacy block.

How You Can Help at Home

- Read together for 10–15 minutes each night, taking turns reading pages aloud.

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THE COMPLETE RESOURCE INCLUDES

WHAT YOU GET IN THE FULL PDF

51 pages • 20 phonics probes • K–Grade 2

SECTION 1 — GETTING STARTED
- Cover & Welcome (2 pages)
- Table of Contents
- Administration Guide (2 pages)
- Scoring Rubric & Guidelines
- Progress Benchmarks by Grade

SECTION 2 — 15 CORE PROBES
- Probes 1–5: CVC Short Vowels
- Probes 6–8: Consonant Blends
- Probe 9: Digraphs (sh, ch, th)
- Probe 10: CVCe Long Vowels
- Probes 11–12: Vowel Teams
- Probes 13–14: R-Controlled
- Probe 15: Vowel Teams (oa, ow)

SECTION 3 — 5 BONUS PROBES
- B1: Final Blends
- B2: Digraphs (wh, ph, ck)
- B3: Diphthongs (ou, ow)
- B4: Vowel Teams (oo, ew)
- B5: Variant Vowels (au, aw, al)

SECTION 4 — ANSWER KEY & TRACKING
- Consolidated Answer Key (2 pages)
- Individual Student Tracking Form
- Intervention Notes Form
- Class Data Grid (20 students)
- Probe Key & Grouping Guide

SECTION 5 — FAMILY COMMUNICATION
- Parent Letter Template
- Family Score Report Template
- Spanish / Dual-Language Notes

SECTION 6 — CLOSING
- Terms of Use & Resources
- TpT Review Request Page

TOTAL: 51 PAGES

20 Probes + Answer Key + Tracking Forms + Family Pack

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