



STUDYDADDY

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BPST II (Basic Phonics Skills Test) Consonant Sounds

SKILL: Give the sounds of letters.

TIME: This is an individually administered assessment. Use your discretion.

DIRECTIONS: Present BPST sheet. Ask the child to tell you the sound that each letter makes.

SAY:

1. Tell me the sound for each of the letters. **(Point to each letter and record correct response above each letter.)**

SCORING:

2. Record correct responses above each letter.
3. Mark correct answers with a check, incorrect answers with the actual response, and no response with a question mark.

NOTES:

1. Record incorrect responses.
2. Record sounds which are distorted, e.g., “fuh” for /f/, but do not mark them as incorrect.
3. For assessment purposes, you may use letter flashcards or retype the letter sheet to match the font taught at your school site.

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The CRLP RESULTS assessments are aligned with the California English Language Arts Content Standards.



Frequently Asked Questions BPST II

1. Am I supposed to assess the student's knowledge of the letters or the sounds they make?

The BPST consonant check is an assessment of student knowledge of letter sounds.

2. What if a child tells me the letter sounds with a schwa sound added?

If the student adds a schwa sound, note this response for your own information, and mark the responses correct.

3. What if the child does not know the sound a letter makes?

If the student does not know the sound a letter makes, ask the student to tell you the name of the letter. Make a check mark below the letter if the student tells you the name. Then ask the student for the sound once more. If the student is now able to tell the sound, make a check mark above the letter and continue assessing.

4. What if a student becomes frustrated or seems to be getting more wrong than right? May I stop the assessment?

If a student has four or fewer words correct when he/she comes to the work *ray*, you may stop the assessment. If the student becomes frustrated, you may stop the assessment. Perhaps try again another day.

5. What if a student tells the long sounds of the vowels and not the short sounds?

If a student tells the long sounds of the vowels, ask the student what other sounds the letters make. With this prompt, students will then probably tell you the short sounds.

6. On the bottom part of the assessment, if a student sounds out the words but does not blend them together, do I score the sounding out as correct?

No, words must be blended to receive credit.

7. For the middle and end-of-year assessment windows, do I reassess all students on the entire BPST? Or do I just reassess the items missed previously?

For the middle and end-of-year assessment windows, reassess students on each section until all items are correct. If a student has responded correctly to items in an entire section, do not reassess that section. Go on to sections in which items were previously missed.



m

s

f

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h

v

w

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c

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BPST II (Basic Phonics Skills Test) Consonant Digraph Sounds

SKILL: Read digraphs.

TIME: This is an individually administered assessment. Use your discretion.

DIRECTIONS: Present the BPST digraph sheet. Ask the child to tell you the sound that each digraph makes.

SAY:

1. Tell me the sound for the groups of letters. **(Point to each digraph and record correct response above each digraph.)** What sound do these letters make?

SCORING:

2. Record correct responses above each digraph.
3. Mark correct answers with a check, incorrect answers with the actual response, and no response with a question mark.

NOTES:

1. Record incorrect responses.
2. For assessment purposes, you may use letter flashcards or retype the digraph sheet to match the font taught at your school site.

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sh

th

ch

wh

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BPST II (Basic Phonics Skills Test) Short Vowel Sounds

SKILL: Give short vowel sounds.

TIME: This is an individually administered assessment. Use your discretion.

DIRECTIONS: Present BPST sheet. Ask the child to tell you the sound that each letter makes.

SAY:

1. Tell me the sound for each of these letters. **(Point to each letter and record correct response above each letter.)**

SCORING:

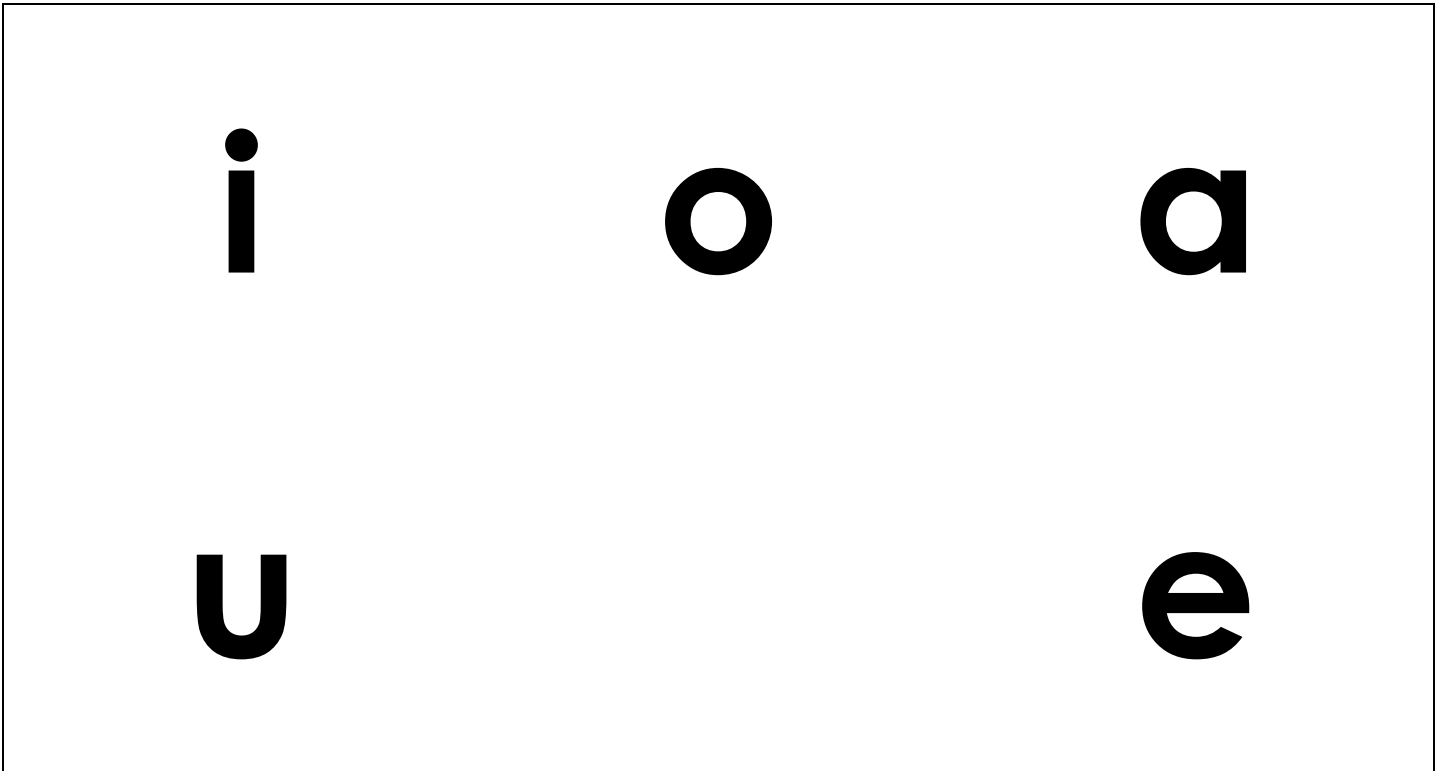
2. Record short vowel sounds only above each letter.
3. Mark correct answers with a check, incorrect answers with the actual response, and no response with a question mark.

NOTES:

1. Record incorrect responses.
2. If the child gives a long vowel, ask if the child can give another sound that the letter makes.
3. For assessment purposes, you may use letter flashcards or retype the letter sheet to match the font taught at your school site.

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BPST II (Basic Phonics Skills Test)

Short Vowels
Final – e
r – Controlled Vowel Pattern
Inflections
Affixes

Blends
Long Vowels
Other Vowel Digraphs
2 Syllables
3-4 Syllables

SKILL: Blend words.

TIME: This is an individually administered assessment. Use your discretion.

DIRECTIONS: Present the BPST word reading sheet. Ask the child to tell read the words to you.

SAY:

1. Tell me the sound for each of the letters. **(Point to each letter and record correct response above each letter.)**

SCORING:

1. Record correct responses above each letter.
2. Mark correct answers with a check, incorrect answers with the actual response, and no response with a question mark.

NOTES:

1. Record incorrect responses.
2. Words must be blended, not just sounded out.
3. For assessment purposes, you may use letter flashcards or retype the letter sheet to match the font taught at your school site.
4. Show just one row of new words at a time, covering the rest with a sheet of paper.

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|-----------------|----------------|-----------------|---------------------|-----------------------|
| map | rip | met | rub | mop |
| lip | lot | zap | fell | nut |
| left | must | frog | flip | snack |
| fine | rope | rake | cute | kite |
| soap | leak | pain | feed | ray |
| burn | fork | dirt | part | serve |
| coin | soon | round | lawn | foot |
| filled | letting | rested | passes | licked |
| silent | ladder | napkin | polite | cactus |
| distrust | useful | unfair | hardship | nonsense |
| volcano | potato | electric | respectfully | transportation |

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Decoding and Word Recognition (Shefelbine)
California English Language Arts Content Standards: Third Grade, 1.2

| | | | | | | | | | | | | | | |
|--|---------------|---------|----------|--------------|----------------|---|---|---|---|---|---|-------|-------|----------|
| BPST II Basic Phonics Skills Test | Dates: | _____ | _____ | _____ | | | | | | | | | | |
| Name: _____ | Total: | _____ | _____ | _____ | /85 | | | | | | | | | |
| Consonant sounds | | | | | | | | | | | | | | |
| (continuous sounds) | m | s | f | l | r | n | h | v | w | z | | | | |
| (stop sounds) | b | c | d | g | p | t | j | k | y | x | q | _____ | _____ | _____/21 |
| Consonant digraph sounds | sh | th | ch | wh | | | | | | | | _____ | _____ | _____/4 |
| Short vowel sounds | i | o | a | u | e | | | | | | | _____ | _____ | _____/5 |
| Blending words with: | | | | | | | | | | | | | | |
| Short: | map | rip | met | rub | mop | | | | | | | | | |
| | lip | lot | zap | fell | nut | | | | | | | _____ | _____ | _____/10 |
| Blends: | left | must | frog | flip | snack | | | | | | | _____ | _____ | _____/5 |
| Final -e: | fine | rope | rake | cute | kite | | | | | | | _____ | _____ | _____/5 |
| Long | soap | leak | pain | feed | ray | | | | | | | _____ | _____ | _____/5 |
| r-controlled | burn | fork | dirt | part | serve | | | | | | | _____ | _____ | _____/5 |
| OVD | coin | soon | round | lawn | foot | | | | | | | _____ | _____ | _____/5 |
| Inflections | filled | letting | rested | passes | licked | | | | | | | _____ | _____ | _____/5 |
| 2-syllables | silent | ladder | napkin | polite | cactus | | | | | | | _____ | _____ | _____/5 |
| Affixes | distrust | useful | unfair | hardship | nonsense | | | | | | | _____ | _____ | _____/5 |
| 3-4 syllables | volcano | potato | electric | respectfully | transportation | | | | | | | _____ | _____ | _____/5 |

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