CI 705: Knowledge & Beliefs about Reading

ASSESSMENT TOOL ANALYSIS: QPS Quick Phonics Assessment

**Bibliographic information**

Hasbrouck, Jan PhD., (2006-2011) *Quick Phonics Screener*. Saint Paul, MN: Read Naturally, Inc.

**What skills the tool is used to assess:**

Quick Phonics Screener (QPS) is an informal, individually administered assessment tool designed to help teacher and specialists quickly and accurately diagnose a students’ strengths and instructional needs in phonics and decoding skills. There are three alternate assessment forms- A, B, and C that are equivalent in difficulty to enable teachers to monitor students’ progress at three different times across the school year.

The QPS is an untimed criterion- referenced diagnostic assessment that measures a student’s ability to recognize, decode, and pronounce phonics skills in 13 skills sets ranging from letter names and sounds through multi-syllabic words.

**Procedures for administering and scoring:**

The skill sets in each form of the assessment begins with the easiest skill and becomes more difficult. The length of time needed depends on the skill set at which the student begins and how many skill sets the student successfully completes.

1. Choose form A, B, or C and make a copy of the examiner scoring sheets for each student being assessed.
2. Find a quiet location with minimal distractions
3. Select and appropriate skill set
4. Place the spiral-bound student booklet in front of the student
5. Read the directions provided for the selected skill set
6. As the student reads each item, mark the examiner scoring sheets according to the guidelines for each skill set

When the student reads an item incorrectly, you can record the student’s incorrect response. Include relevant notes and comments about the student’s responses and the student’s level of confidence. Generally, you will stop administering the QPS when a student fails to correctly identify a least half of the items in skill sets 3-13. However, you may decide to stop or pause in the middle of a skill set or task if the student appears too frustrated or tried to continue.

Scoring examples are included in the Examiner’s Manual and are designed to help you accurately interpret QPS results and plan appropriate instruction for students. Each example demonstrates some issues that may arise during the administration and scoring of QPS.

**Age group/ grade level:**

QPS was designed for use with any age group from kindergarteners to adult learners. QPS can be administered by anyone with training in administering informal academic assessments and a knowledge of phonics.

**Concerns/Comments regarding tool:**

I have found using the QPS to be beneficial in targeting phonics levels with my intervention students. I only administer the QPS to students who have already been targeted using our Universal Screener. These students are typically first and second graders, but I have also used it with students in grades 3-5 who may demonstrate phonics difficulties. I administer it as suggested three times a year, in the fall, winter and spring and use it to plan appropriate phonics instruction and to show reading growth. It can be time consuming to administer because it must be done one on one, and since it is untimed, it can sometimes be very slow. I do like to take specific notes about what errors the student is making because I find it helpful information as to the specific difficulties the student is having. One other thing to note is the QPS is not a comprehensive test of reading. It is not designed to assess a student’s phonemic awareness, fluency, vocabulary or comprehension. It cannot be used to determine a student’s grade level in reading or a specific grade level by which specific phonics should be mastered. It is really a tool to help guide phonics instruction and to know where a good place is to begin.