

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.) <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 spellings • 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
	___/15	___/15	___/15
	___/15	___/15	___/15
	___/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 • Consonant blends with short vowels • Short vowels, digraphs, and -tch trigraphs • R-controlled vowels • Long vowel spellings • 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
	___/15	___/15	___/15
	___/15	___/15	___/15
	___/24	___/24	___/24