

PHONOVISUAL DIAGNOSTIC TEST

A Test for All Consonant Sounds and the

17 Fundamental Vowel Sounds

(Grades 3rd and above)

Student _____

Grade _____ Age _____ Teacher _____ Date _____

TEST	SCORE ANALYSIS					
	<i>Words Incorrect</i>	<i>Vowel Errors</i>	<i>Consonant Errors</i> <i>Initial Final</i>		<i>Blends</i>	<i>Reversals</i>
1. shape		a-e	sh	p		
2. teeth		ee	t	h		
3. while		i-e	wh	l		
4. zone		o-e	z	n		
5. cute		u-e	c	t		
6. sprang		-a-	s	ng	spr	
7. swept		-e-	s	t	sw pt	
8. quick		-i-	qu	ck		
9. flock		-o-	f	ck	fl	
10. struck		-u-	s	ck	str	
11. yawn		aw	y	n		
12. harm		a(r)	h	m		
13. smooth		oo	s	th	sm	
14. brook		oo	b	k	br	
15. growl		ow	g	l	gr	
16. joy		oy	j			
17. burst		ur	b	t	st	
18. wax		-a-	w	x		
19. drove		o-e	d	v	dr	
20. church		ur	ch	ch		
Total Errors						

To the Teacher

Does a pupil in your class have trouble with spelling and reading? One simple causal factor may be that he is not thoroughly grounded in elementary phonics. The Phonovisual Diagnostic Test is designed to discover his weakness.

The test is in words of one syllable, scientifically selected. It helps to identify a pupil's difficulties without the necessity of resorting to long and laborious diagnostic tests. Every pupil, from the high second grade up, should be able to spell the words *if he knows how to use the most frequently occurring sounds in the English Language*.

Directions for Giving the Diagnostic Test

1. Provide each pupil with a sheet of ruled paper. Tell him or her to number the lines from 1 to 20.
2. Dictate the test words to the entire class, or to the individual student, just as in any spelling lesson. *Do not let the pupil see the test previously*. Do not hurry through the test. Give the pupils as much security as possible.
3. Collect the papers immediately. Do have the pupils look over the papers for mistakes.

Note to the Teachers Using the Phonovisual Method of Teaching: Give this test to every pupil before beginning work with the Phonovisual charts. After all sound have been taught according to the instructions in the Method Book, give the test again, (1) to note improvement, (2) to see whether there are any sounds not thoroughly mastered.

Preparing to Score the Test

In scoring the test, the teacher should keep the following points in mind:

1. Does the pupil know his initial consonants? If not, which consonants are causing difficulty? For example, does he confuse *s* with *sh*, *w* with *wh*?
2. Is he listening through the word? For example, does he write correctly the *ch* at the beginning of the word *church*, yet fail to hear the *ch* with which the word ends? Does he hear *t* at the end of the word *swept*?
3. Is he confusing the vowel sounds? For example, does he write *shap* for *shape*, *whil* for *while*, *strack* for *struck*?
4. Does he hear the blend in a word like *struck*, or does he, for lack of auditory training, show a reversal tendency and write *struck*?

Scoring

1. Underline the part of the word missed. *Do not merely mark the word wrong.* Use a blue pencil for consonant errors, a red pencil for vowel errors.
2. Turn to the score analysis at the right of the test. Checking against the pupil's own paper, encircle each vowel or consonant error, and each error in a blend; and indicate any letter or sounds reversed.
3. Total the errors as indicated at the bottom of the page.

Final Analysis

1. Note the number of beginning consonant missing, the number of final consonants missing. If a pupil is making mistakes in the initial sounds, such as confusing the digraphs *sh* and *wh* with *s* and *w*, he needs careful training in auditory and visual discrimination and in the association of initial sounds with the letters that represent them. If, on the other hand, he knows the consonants with which the words begin, but is making mistakes in the final sounds, the treatment he needs is practice in listening to the sounds with which words end.
2. Note the errors in vowel sounds. For example, is the pupil confusing Long A (a-e) and Short A (-a)? If he is, in spite of appearing to know all initial and final consonants, carefully drill on the vowel sounds according to an organized plan is needed to strengthen him.
3. Does he reverse the letters in a consonant blend, for instance, writing *slp* for *spl*? If he does, careful auditory training, according to a definite plan, is indicated.
4. Is he so insecure that he squeezes all letters together, so that it is almost impossible to read the words? Organized phonetic drill, which pays attention to the formation of each letter, will overcome much of this difficulty.

This *Phonovisual Diagnostic Test* is the 1949 edition by Lucille D. Schoolfield and Josephine B. Timberlake. Mr. Donald L. Potter typed the test on August 2, 2015. www.donpotter.net