

Phonics



**BOOST**

**Skills Assessments**

Sample Assessments — 3 and 9

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### Phonics Boost Skills Assessment Sample Package

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Thank you for downloading samples of the *Phonics Boost Skills Assessments* (PBSAs). This is a representative sample of the essential elements (Student Pages, Teacher Recording Forms, Teacher Scripts). The complete set of *Phonics Boost Skills Assessments*, contain complete instructional recommendation, scoring guidelines, error analysis procedures, spelling assessments, and progress monitoring charts.

The PBSAs are structured and specific formative assessments that allow educators to measure how well a student is responding to *Phonics Boost* instruction (and Phonics Blitz™ or other Orton-Gillingham programs). The results of the PBSAs can help to drive instructional decisions. The PBSAs, combined with the teachers' ongoing classroom observations of students' growth, is a powerful tool for evaluating success and planning future instruction.

The PBSAs represent a form of Mastery Measurement, which is one of the two main types of progress monitoring assessments. Mastery Measurement tracks short-term mastery of a series of instructional objectives. Detailed learning progressions are at the heart of this form of progress monitoring. Skills are placed in a hierarchy, and assessments are developed to directly monitor each of these skills.

Use these cumulative and controlled assessments to determine whether a student has mastered the skills recently taught, or whether the student needs additional practice and reinforcement to reach mastery. Thus, the PBSAs can fulfill critical reporting requirements of a student's progress and can even be used to create grades.

The PBSAs consist of 40 separate assessments that systematically measure mastery of the phonemic awareness and phonics concepts taught in *Phonics Boost*. A table illustrating the relationship is listed on page 3.

*Phonics Boost Skills Assessments* measure a student's ability to:

- Identify the number of sounds (phonemes) in spoken words.
- Identify and categorize vowel sounds (phonemes) in spoken words.
- Identify the number of syllables in multi-syllable words.

They also provide opportunities for students to demonstrate their knowledge of phonics concepts and their ability to apply phonics skills to decoding unfamiliar words. The PBSAs measure a student's ability to orally read:

- Real words
- Detached syllables and nonsense words
- Short phrases
- Sentences

Because of the similarities between the scope and sequence of *Phonics Boost* and other OG based lessons, the PBSAs can also be used (with some modifications) to measure how well a student is mastering the skills taught in other decoding intervention programs.

Fig. 1.1 Table of PBSA and Phonics Boost Correspondences

| Phonics Boost Lessons | Phonological/Phonemic Awareness Concepts Taught                                     | Phonics Concepts Taught   | PBSA |
|-----------------------|---|---|------|
| 1-11                  | Definition of a Phoneme, Short and Long <b>a</b> , <b>i</b> , and <b>o</b> Phonemes | Short Vowel Letter Sounds, Digraphs <b>sh</b> , <b>th</b> , and <b>ch</b>   | 1    |
| 12-13                 | Short and Long <b>o</b> and <b>e</b> Phonemes                                       | Digraphs <b>wh</b> and <b>ph</b> , Spelling with <b>-ff</b> , <b>-ll</b> , and <b>-ss</b>   | 2    |
| 14                    | Short and Long <b>e</b> Phonemes  | Spelling with Digraph <b>ck</b>   | 3    |
| 15                    | Short and Long <b>e</b> Phonemes  | Trigraphs <b>tch</b> and <b>dge</b>   | 4    |
| 16-17                 | Short and Long <b>u</b> Phonemes  | 2-Sound Blends  | 5    |
| 18-19                 | Short and Long <b>u</b> Phonemes, Phonological Awareness                            | 3-Sound Blends, Digraph Blends  | 6    |
| 20-22                 | Phonological Awareness, Other Vowel Phoneme / <b>oo</b> /                           | Suffixes <b>-s</b> and <b>-es</b> , <b>ang</b> , <b>ing</b> , <b>ong</b> , <b>ung</b> , <b>ank</b> , <b>onk</b> , <b>ink</b> , <b>unk</b> | 7    |
| 23-25                 | Other Vowel Phoneme / <b>oo</b> /   | Two-Syllable Words  | 8    |
| 26                    | Other Vowel Phoneme / <b>oi</b> /   | Challenging Words with Three or More Syllables  | 9    |
| 27-29                 | Other Vowel Phonemes / <b>oi</b> / and / <b>ou</b> /                                | More Challenging Words with Three or More Syllables   | 10   |
| 30-33                 | Other Vowel Phonemes / <b>ou</b> / and / <b>oo</b> /                                | Three Sounds of Suffix <b>-ed</b>   | 11   |
| 34-35                 | <b>R</b> -Controlled Vowel Phoneme / <b>or</b> /                                    | Consonant Suffixes, Vowel Suffixes  | 12   |
| 36-37                 | <b>R</b> -Controlled Vowel Phoneme / <b>ar</b> /                                    | Adding Suffixes, 1-1-1 Doubling Rule  | 13   |
| 38                    | <b>R</b> -Controlled Vowel Phoneme / <b>er</b> /                                    | Spellings of / <b>ar</b> / and / <b>or</b> /  | 14   |
| 39-41                 | <b>R</b> -Controlled Vowel Phoneme / <b>or</b> /, Review Phonemes                   | Spellings of / <b>er</b> /  | 15   |
| 42-43                 |   | Consonant- <b>le</b>  | 16   |
| 44                    |   | <b>y</b> as a Vowel   | 17   |
| 45                    |   | Open Syllables in Two-Syllable Words  | 18   |
| 46-47                 |   | Open Syllables in Three-Syllable Words and with Consonant- <b>le</b>  | 19   |
| 48                    |   | Hard and Soft <b>c</b>  | 20   |

|       |  |  |    |
|-------|--|--|----|
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| 55-56 |  | Drop the <b>e</b> to Add a Vowel Suffix  | 23 |
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| 58-59 |  | Spellings of Long <b>o</b>               | 25 |
| 60-61 |  | Spellings of Long <b>a</b>               | 26 |
| 62-63 |  | Spellings of Long <b>i</b>               | 27 |
| 64-65 |  | Spellings of Long <b>e</b>               | 28 |
| 66-67 |  | Spellings of Long <b>e</b>               | 29 |
| 68    |  | Spellings of Long <b>u</b>               | 30 |
| 69    |  | Spellings of /ōō/                        | 31 |
| 70    |  | Spellings of /oi/                        | 32 |
| 71    |  | Spellings of /ōō/                        | 33 |
| 72    |  | Spellings of /ou/                        | 34 |
| 73    |  | Spellings of /au/                        | 35 |
| 74    |  | The Letters <b>ow</b> Spell Two Sounds   | 36 |
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## How to use this Sample Assessment Set:

You have everything you need to complete PBSA 3 and PBSA 6 with an unlimited number of students. It contains:

- Teacher Scripts (and dictation words when appropriate)
- Student Pages (Written Response Pages and Oral Response Pages)
- Teacher Recording Forms

**Each PBSA has a script to guide administration.** Previewing the scripts in this sample will help you understand the basic principles of administration. The complete set of PBSAs (available to order at [reallygreatreading.com](http://reallygreatreading.com)) contains detailed administration and scoring procedures as well as guidelines for interpreting the results.

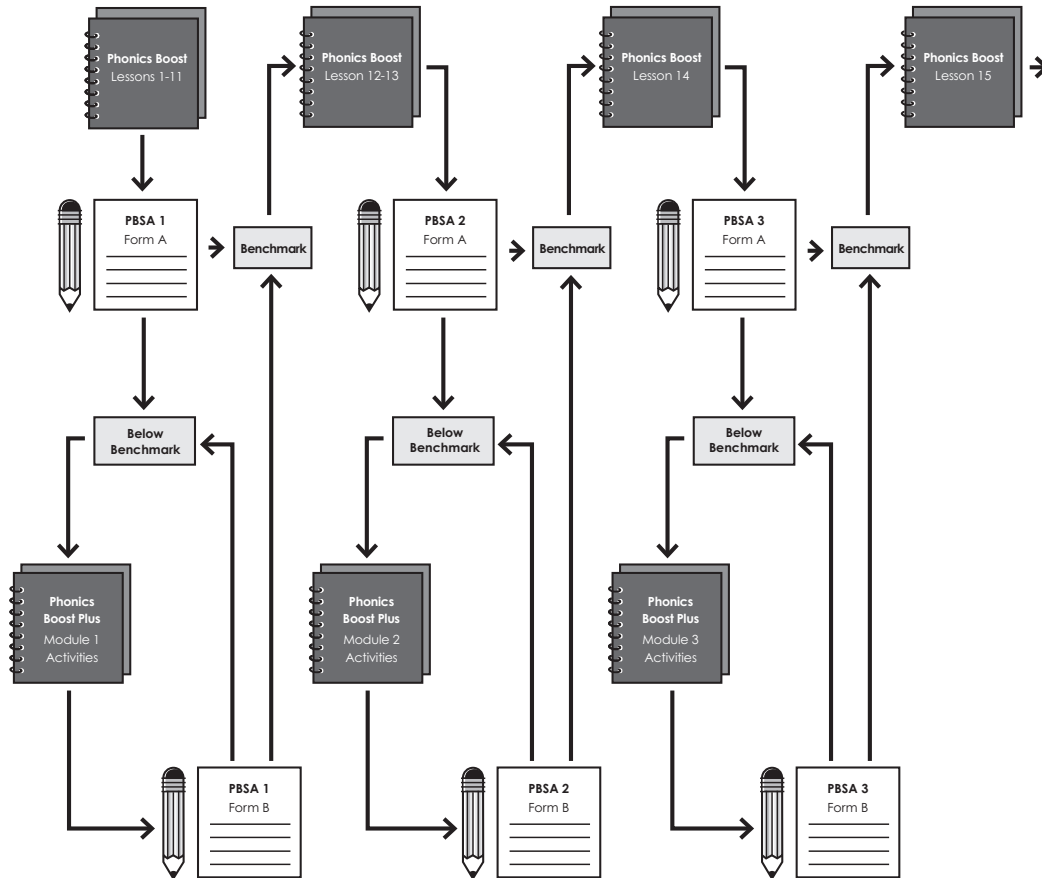
**Each PBSA has two major sections: a Written Response Section and an Oral Response Section.** The Written Response Pages are group-administered and students mark their answers on the page. The Oral Response Pages are administered in a one-on-one setting so that a student can read aloud while you record their responses.

**Each PBSA has two equally difficult assessments (Form A and Form B).** Use Form A as a pre-test and Form B as a post-test to measure growth. On the Written Response Page, the two forms are on separate pages. The Oral Response Page has Form A and Form B on the same page.

PBSA 3 and 9 each have 50 total items:

- 10 dictated real words to measure phonemic or phonological awareness proficiency
- 5 or 10 real words in isolation for identifying graphemes or syllables
- 10 or 15 real words in isolation
- 10 target real words embedded in phrases
- 10 nonsense words in isolation

**The PBSAs offer instructional recommendations.** When the results from the PBSAs indicate gaps in a student's knowledge or skills, the instructional recommendations are often linked to Phonics Boost Plus™, a program that supplements *Phonics Boost* instruction. Below is a flow chart that describes how to use the PBSAs in conjunction with Phonics Boost Plus. The complete set of *Phonics Boost Skills Assessments*, contains complete instructional recommendation, scoring guidelines, error analysis procedures, spelling assessments, and progress monitoring charts.



If you have questions about how to use the PBSAs, please contact one of our implementation specialists by calling 866-401-7323 or emailing [info@reallygreatreading.com](mailto:info@reallygreatreading.com)

## Ordering Information

To order the full set of *Phonics Boost Skills Assessments*, visit [reallygreatreading.com](http://reallygreatreading.com) or call 866-401-7323.

Preparation — Written Response Page — Sets 1, 2 & 3

**Materials:**

**For Students:**

- Pencil
- Written Response Page
- NOTE: *The Written Response Page has two forms. Form A for pre-testing and Form B for post-testing.*

**For the Examiner:**

- Script

**Grouping:**

- The Written Response section is group administered.

**Setup:**









Photocopy and distribute one copy of the appropriate form to each student. Place **Written Response Page (WRP)** in front of each student. The student will record their answers directly on the page as you dictate the words. A quiet setting where a group of students can clearly hear the examiner is recommended.

Before you begin the assessment, you may want to go over the vowel posters and movements for each vowel sound.

Written Response Page (WRP)

PBSA 3 Written Response Page (WRP) | Form A

Name: \_\_\_\_\_ Date: \_\_\_\_\_

| WRP Set 1 <span style="float: right;">/5</span> |   |   |   |   |   | WRP Set 2 <span style="float: right;">/5</span>                                     |   |   |   |   |   |  |   |
|---|---|---|---|---|---|---|---|---|---|---|---|--|---|
| How many phonemes?                              |   |   |   |   |   | What's the vowel sound?   |   |   |   |   |   |  |   |
|   |   |   |   |   |   |  |  |  |  |  |  |  |  |
|   |   |   |   |   |   | /b/   | /k/   | /l/   | /r/   | /a/   | /e/   | /i/  | /o/   |
| Example   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |  |   |
| 1.  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |  |   |
| 2.  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |  |   |
| 3.  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |  |   |
| 4.  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |  |   |
| 5.  | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |   |  |   |

**WRP Set 3** /10  
Underline the graphemes.

|              |             |
|--------------|-------------|
| 1. p u c k   | 6. m u c k  |
| 2. w h a c k | 7. k i s s  |
| 3. l i c k   | 8. l a c k  |
| 4. r a m     | 9. l e s s  |
| 5. s i c k   | 10. m o c k |

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### Administration — Written Response Page — Sets 1 & 2

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#### Say:

1. Please write your name and the date at the top of this page.
2. Point to Set 1 and 2 on your page. You will be writing your answers on this part of the page.
3. I am going to ask you to listen carefully to some words. You will answer some questions about what you hear.
4. After you hear the word, I am going to ask you to identify the number of sounds (or phonemes) in the word. Then, I will repeat that same word and you will identify the vowel sound (or phoneme) in that same word.
5. This is just like what we do in the phonemic awareness part of the *Phonics Boost™* lesson, except there is one difference. Instead of telling me the answer, you will be marking down your answer on the page.
6. Let's do an example word together. Please point to the first line of Set 1 and find the example. Before we start the test you will circle your answers on this example line.
7. Please listen carefully. The word is "prop." How many phonemes are in the word "prop"? Circle the number of sounds (phonemes) you hear in the word "prop."  
(Pause and wait for students to complete the task.)
8. The word "prop" has four sounds (phonemes). Did you circle the number four in the example section of Set 1?  
(Assist students to correct as necessary.)
9. Now, I am going to say the word again – "prop." What is the vowel sound you hear? Put a check mark (✓) under the picture that represents the vowel sound.  
(Pause and wait for students to complete the task.)
10. The vowel sound in "prop" is *short o*. *Short o* sounds just like the first sound in "octopus."  
(Demonstrate the *short o* sound to students by making the gesture for the guideword "octopus.")
11. Did you put your check mark (✓) under the octopus?  
(Assist students to correct as necessary.)
12. Now, listen to some more words to complete the activity on your own. I will say each word twice. After I say it the first time, I want you to circle the number of sounds (phonemes) you hear. After the second time I say the word, I want you to identify the vowel sound.
13. Are you ready? Here is the first word.  
(Dictate the appropriate word from the word list on the next page.)
14. How many sounds (phonemes)? Circle the correct number in Set 1.  
(Pause until all of your students have completed the word – check to see that students are marking in the right place.)
15. Now, let's listen to that same word again. Repeat the word. What is the vowel sound (phoneme)? Put a check mark (✓) under the picture that represents the vowel sound in the example section of Set 2.
16. The next word is \_\_\_\_\_. How many sounds (phonemes) do you hear? Circle the number. Repeat word. What is the vowel sound (phoneme)? Put a check mark (✓) in the right box.  
(Continue until you have dictated all five words from the appropriate row on the next page.)

## Script and Dictation Words for PBSA 3

Dictation Word List — Sets 1 & 2

|        | Form | Word 1 | Word 2 | Word 3 | Word 4 | Word 5 |
|--------|------|--------|--------|--------|--------|--------|
| PBSA 3 | A    | knit   | leap   | shed   | ripe   | post   |
|        | B    | tie    | mess   | top    | weave  | trick  |

### Administration — Written Response Page — Set 3

---

#### Say:

1. In this next part of this assessment, you will be marking your answers in the box on the bottom part of the page labeled Set 3. Please point to Set 3 on your page.
2. For each word, underline the graphemes that you see.  
**For PBSA 1:** If you see a digraph, underline both letters in the digraph with one line.  
**For PBSA 2 & 3:** If you see a digraph or the double letters that make one sound, underline those letters with one line.  
**For PBSA 4:** If you see a digraph, trigraph, or the double letters that make one sound, underline those letters with one line.  
**For PBSA 5:** If you see a digraph, trigraph, or the double letters that make one sound, underline those letters with one line. If you see a blend, underline each sound in that blend with a separate line.
3. Please get started. Take as much time as you need to complete this activity. Remember to double check your work.

Preparation — Oral Response Page — Sets 1, 2 & 3

**Materials:**

**For Students:**

**For the Examiner:**

- Oral Response Page
- NOTE: *The Oral Response Page has both Form A and Form B listed on the same sheet.*

- Script
- Pencil
- Teacher Recording Form
- Error Analysis Sheet (optional)

**Grouping:**

- This portion of the assessment is individually administered. A quiet setting where you can be one-on-one with the student is recommended.

**Setup:**

Photocopy one copy of the appropriate Teacher Recording Form for each student you intend to assess. On this page, rows 1 and 2 are for pre-testing and rows 3 and 4 are for post-testing. It may be helpful to place a blank piece of plain paper under each line of words you intend for the student to read.

Place **Oral Response Page (ORP)** in front of the student. Students will be asked to read orally. They do not mark on the page. Record the student's answers on the corresponding **Teacher Recording Form**.

Oral Response Page (ORP)

PBSA 3 Oral Response Page (ORP) | Form A/B

---

**ORP Set 1** Real Words

|          |       |       |       |       |
|----------|-------|-------|-------|-------|
| 1. shack | quick | deck  | luck  | check |
| 2. kick  | tack  | rock  | pick  | back  |
| 3. chick | neck  | duck  | shock | peck  |
| 4. quack | dock  | thick | cop   | rack  |

---

**ORP Set 2** Phrases

|                         |                     |                          |
|-------------------------|---------------------|--------------------------|
| 1. the neck of the duck | the chick will peck | a rack by the thick door |
| 2. the cop got a shock  | on the dock         | around his neck          |
| 3. a rock on the deck   | a quick check       | pick up the tack         |
| 4. kick it back         | in the shack        | had good luck            |

---

**ORP Set 3** Nonsense Words

|         |      |     |      |      |
|---------|------|-----|------|------|
| 1. eck  | vam  | un  | thex | ock  |
| 2. nid  | phob | jum | dag  | shig |
| 3. mish | dack | rin | meck | chiz |
| 4. ven  | hup  | zot | whib | juff |

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Teacher Recording Form

Teacher Recording Form | Form A/B PBSA 3

**Student Name:** \_\_\_\_\_

**Form A, Date, Examiner:** \_\_\_\_\_ **Form B, Date, Examiner:** \_\_\_\_\_

| Form A   ORP Set 1   Real Words     |                        |                       |                  |           | Form B   ORP Set 1   Real Words     |           |       |  |  |
|-------------------------------------|------------------------|-----------------------|------------------|-----------|-------------------------------------|-----------|-------|--|--|
| 1. shack                            |                        |                       |                  |           | 1. chick                            |           |       |  |  |
| 2. quick                            |                        |                       |                  |           | 2. neck                             |           |       |  |  |
| 3. deck                             |                        |                       |                  |           | 3. duck                             |           |       |  |  |
| 4. luck                             |                        |                       |                  |           | 4. shock                            |           |       |  |  |
| 5. check                            |                        |                       |                  |           | 5. peck                             |           |       |  |  |
| 6. kick                             |                        |                       |                  |           | 6. quack                            |           |       |  |  |
| 7. tack                             |                        |                       |                  |           | 7. dock                             |           |       |  |  |
| 8. rock                             |                        |                       |                  |           | 8. thick                            |           |       |  |  |
| 9. pick                             |                        |                       |                  |           | 9. cop                              |           |       |  |  |
| 10. back                            |                        |                       |                  |           | 10. rack                            |           |       |  |  |
| Form A   ORP Set 2   Phrases        |                        |                       |                  |           | Form B   ORP Set 2   Phrases        |           |       |  |  |
| 1. the neck of the duck             | 4. the cop got a shock | 1. a rack on the deck | 4. kick it back  |           |                                     |           |       |  |  |
| 2. the chick will peck              | 5. on the dock         | 2. a quick check      | 5. in the shack  |           |                                     |           |       |  |  |
| 3. a rock on the deck               | 6. around his neck     | 3. pick up the tack   | 6. had good luck |           |                                     |           |       |  |  |
| 4. kick it back                     |                        |                       |                  |           |                                     |           |       |  |  |
| Form A   ORP Set 3   Nonsense Words |                        |                       |                  |           | Form B   ORP Set 3   Nonsense Words |           |       |  |  |
| 1. eck                              |                        |                       |                  |           | 1. mish                             |           |       |  |  |
| 2. vam                              |                        |                       |                  |           | 2. dack                             |           |       |  |  |
| 3. un                               |                        |                       |                  |           | 3. rin                              |           |       |  |  |
| 4. thex                             |                        |                       |                  |           | 4. meck                             |           |       |  |  |
| 5. ock                              |                        |                       |                  |           | 5. chiz                             |           |       |  |  |
| 6. nid                              |                        |                       |                  |           | 6. ven                              |           |       |  |  |
| 7. phob                             |                        |                       |                  |           | 7. hup                              |           |       |  |  |
| 8. jum                              |                        |                       |                  |           | 8. zot                              |           |       |  |  |
| 9. dag                              |                        |                       |                  |           | 9. whib                             |           |       |  |  |
| 10. shig                            |                        |                       |                  |           | 10. juff                            |           |       |  |  |
|                                     | WSP Set 1              | WSP Set 2             | WSP Set 3        | ORP Set 1 | ORP Set 2                           | ORP Set 3 | Total |  |  |
| Form A                              | /5                     | /5                    | /10              | /10       | /10                                 | /10       | /50   |  |  |
| Form B                              | /5                     | /5                    | /10              | /10       | /10                                 | /10       | /50   |  |  |

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### Administration — Oral Response Page — Sets 1, 2 & 3

---

**Say:**

1. You will read these words and phrases.
2. I won't time you. It is more important to read accurately than fast.
3. You will read one row of words at a time.
4. Please read slowly enough so I can take notes.

(Continue with script for specific set.)

### Oral Response Page — Set 1

---

**Say:**

1. Please read these words.
2. Start here (point to the first word) and read across the page from left to right (point to the last word in the first row).  
(Have the student read the appropriate rows. Remember, rows 1 and 2 are for pre-testing and rows 3 and 4 are for post-testing.)

### Oral Response Page — Set 2

---

**Say:**

1. Please read these phrases.
2. Start here (point to the first phrase) and read across the page from left to right (point to the last phrase in the first row).  
(Have the student read the appropriate rows. Remember, the phrases in rows 1 and 2 are for pre-testing and rows 3 and 4 are for post-testing.)

### Oral Response Page — Set 3









---

**Say:**

1. These are nonsense words. We can read nonsense words, but they don't mean anything.
2. Start here (point to the first word) and read across the page from left to right (point to the last word in the first row).  
(Have the student read the appropriate rows. Remember, the nonsense words in rows 1 and 2 are for pre-testing and rows 3 and 4 are for post-testing.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| WRP Set 1          |           | WRP Set 2   |   |   |  |   |   |   |   |
|--------------------|-----------|---|---|---|--|---|---|---|---|
| How many phonemes? |           | What's the vowel sound?   |   |   |  |   |   |   |   |
|                    |           |  |  |  |  |  |  |  |  |
|                    |           | /ă/   | /ē/   | /ī/   | /ō/  | /ā/   | /ē/   | /ī/   | /ō/   |
| Example            | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 1.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 2.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 3.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 4.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 5.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |

WRP Set 3 Underline the graphemes.

/10

1. p u c k

6. m u c k

2. w h a c k

7. k i s s

3. l i c k

8. l a c k

4. r a m









9. l e s s

5. s i c k

10. m o c k

Name: \_\_\_\_\_

Date: \_\_\_\_\_

| WRP Set 1          |           | WRP Set 2   |   |   |  |   |   |   |   |
|--------------------|-----------|---|---|---|--|---|---|---|---|
| How many phonemes? |           | What's the vowel sound?   |   |   |  |   |   |   |   |
|                    |           |  |  |  |  |  |  |  |  |
|                    |           | /ā/   | /ē/   | /ī/   | /ō/  | /ā/   | /ē/   | /ī/   | /ō/   |
| Example            | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 1.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 2.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 3.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 4.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |
| 5.                 | 1 2 3 4 5 |   |   |   |  |   |   |   |   |

WRP Set 3 Underline the graphemes.

/10

1. w i c k

6. s a c k

2. c h u c k

7. m a s s

3. r a c k

8. b u c k

4. p a d

9. c a b

5. t i c k

10. p a c k

**ORP Set 1** Real Words

- |          |       |       |       |       |
|----------|-------|-------|-------|-------|
| 1. shack | quick | deck  | luck  | check |
| 2. kick  | tack  | rock  | pick  | back  |
| 3. chick | neck  | duck  | shock | peck  |
| 4. quack | dock  | thick | cop   | rack  |

**ORP Set 2** Phrases

- |                         |                     |                          |
|-------------------------|---------------------|--------------------------|
| 1. the neck of the duck | the chick will peck | a rack by the thick door |
| 2. the cop got a shock  | on the dock         | around his neck          |
| 3. a rock on the deck   | a quick check       | pick up the tack         |
| 4. kick it back         | in the shack        | had good luck            |

**ORP Set 3** Nonsense Words

- |         |      |     |      |      |
|---------|------|-----|------|------|
| 1. eck  | vam  | un  | thex | ock  |
| 2. nid  | phob | jum | dag  | shig |
| 3. mish | dack | rin | meck | chiz |
| 4. ven  | hup  | zot | whib | juff |

Student Name: \_\_\_\_\_

Form A, Date, Examiner: \_\_\_\_\_

Form B, Date, Examiner: \_\_\_\_\_

| Form A   ORP Set 1 Real Words     |  |
|-----------------------------------|--|
| 1.                                | shack                                  |
| 2.                                | quick                                  |
| 3.                                | deck                                   |
| 4.                                | luck                                   |
| 5.                                | check                                  |
| 6.                                | kick                                   |
| 7.                                | tack                                   |
| 8.                                | rock                                   |
| 9.                                | pick                                   |
| 10.                               | back                                   |
| Form A   ORP Set 2 Phrases        |  |
| 1.                                | the <u>neck</u> of the <u>duck</u>     |
| 2.                                | the <u>chick</u> will <u>peck</u>      |
| 3.                                | a <u>rack</u> by the <u>thick</u> door |
| 4.                                | the <u>cop</u> got a <u>shock</u>      |
| 5.                                | on the <u>dock</u>                     |
| 6.                                | around his <u>neck</u>                 |
| Form A   ORP Set 3 Nonsense Words |  |
| 1.                                | eck                                    |
| 2.                                | vam                                    |
| 3.                                | un                                     |
| 4.                                | thex                                   |
| 5.                                | ock                                    |
| 6.                                | nid                                    |
| 7.                                | phob                                   |
| 8.                                | jum                                    |
| 9.                                | dag                                    |
| 10.                               | shig                                   |

| Form B   ORP Set 1 Real Words     |                                  |
|-----------------------------------|----------------------------------|
| 1.                                | chick                            |
| 2.                                | neck                             |
| 3.                                | duck                             |
| 4.                                | shock                            |
| 5.                                | peck                             |
| 6.                                | quack                            |
| 7.                                | dock                             |
| 8.                                | thick                            |
| 9.                                | cop                              |
| 10.                               | rack                             |
| Form B   ORP Set 2 Phrases        |                                  |
| 1.                                | a <u>rock</u> on the <u>deck</u> |
| 2.                                | a <u>quick</u> <u>check</u>      |
| 3.                                | <u>pick</u> up the <u>tack</u>   |
| 4.                                | <u>kick</u> it <u>back</u>       |
| 5.                                | in the <u>shack</u>              |
| 6.                                | had good <u>luck</u>             |
| Form B   ORP Set 3 Nonsense Words |                                  |
| 1.                                | mish                             |
| 2.                                | dack                             |
| 3.                                | rin                              |
| 4.                                | meck                             |
| 5.                                | chiz                             |
| 6.                                | ven                              |
| 7.                                | hup                              |
| 8.                                | zot                              |
| 9.                                | whib                             |
| 10.                               | juff                             |

|        | WRP Set 1 | WRP Set 2 | WRP Set 3 | ORP Set 1 | ORP Set 2 | ORP Set 3 | Total |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-------|
| Form A | /5        | /5        | /10       | /10       | /10       | /10       | /50   |
| Form B | /5        | /5        | /10       | /10       | /10       | /10       | /50   |



Preparation — Written Response Page — Sets 1, 2 & 3

**Materials:**

**For Students:**

- Pencil
- Written Response Page
- NOTE: *The Written Response Page has two forms. Form A for pre-testing and Form B for post-testing.*

**For the Examiner:**

- Script

**Grouping:**

- The Written Response section is group administered.

**Setup:**

Photocopy and distribute one copy of the appropriate form to each student. Place **Written Response Page (WRP)** in front of each student. The student will record their answers directly on the page as you dictate the words. A quiet setting where a group of students can clearly hear the examiner is recommended.

Before you begin the assessment, you may want to go over the vowel posters and movements for each vowel sound.

Written Response Page (WRP)









PBSA 9 Written Response Page (WRP) | Form A

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**WRP Set 1** /5  
How many syllables?

| Example | 1 | 2 | 3 | 4 | 5 |
|---------|---|---|---|---|---|
| 1.      |   |   |   |   |   |
| 2.      |   |   |   |   |   |
| 3.      |   |   |   |   |   |
| 4.      |   |   |   |   |   |
| 5.      |   |   |   |   |   |

**WRP Set 2** /5  
What's the vowel sound?

|         |  /ə/ |  /ɒ/ |  /ɪ/ |  /ɪ/ |  /e/ |  /o/ |  /ɒ/ |  /ə/ |
|---------|---|---|---|---|---|--|---|---|
| Example |   |   |   |   |   |  |   |   |
| 1.      |   |   |   |   |   |  |   |   |
| 2.      |   |   |   |   |   |  |   |   |
| 3.      |   |   |   |   |   |  |   |   |
| 4.      |   |   |   |   |   |  |   |   |
| 5.      |   |   |   |   |   |  |   |   |

**WRP Set 3** /10  
Write each syllable in a section.

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <input type="checkbox"/> 1. investment   |  |  |  |  |  |  |
| <input type="checkbox"/> 2. attracts     |  |  |  |  |  |  |
| <input type="checkbox"/> 3. dismissal    |  |  |  |  |  |  |
| <input type="checkbox"/> 4. inconsistent |  |  |  |  |  |  |
| <input type="checkbox"/> 5. appendix     |  |  |  |  |  |  |

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**Administration** — Written Response Page — Set 1

**Say:**

1. Please write your name and the date at the top of this page.
2. Please point to Set 1 on your page. You will be writing your answers on this part of the page.
3. I am going to ask you to listen carefully to some words. You will answer some questions about what you hear.
4. After you hear the word, you will identify the number of syllables in the word.

(Remind students about whale talking.)

5. Let's do an example word together. Please point to the first line of Set 1 and find the example. At first you will circle your answers on this example line.
6. The word is "inventory." How many syllables are in the word "inventory"? Circle the number of syllables you hear in the word "inventory."

(Pause and wait for students to complete the task.)

7. The word "inventory" has four syllables. Did you circle the number four in the example section of Set 1?

(Assist students to correct as necessary.)

8. Now, listen to some more words to complete the activity on your own.

(Dictate the appropriate word from the word list below.)

9. How many syllables? Circle the correct number in Set 1.

(Repeat for the 4 remaining words.)

Dictation Word List — Set 1

|        | Form | Word 1     | Word 2 | Word 3     | Word 4    | Word 5     |
|--------|------|------------|--------|------------|-----------|------------|
| PBSA 9 | A    | gymnastics | high   | alphabetic | website   | tremendous |
|        | B    | automatic  | rhyme  | calendar   | fantastic | story      |

**Administration** — Written Response Page — Set 2

**Say:**

1. Let's move on to Set 2. Listen to some more words. These words have only one syllable and one vowel sound.
2. This is just like what we do in phonemic awareness part of the *Phonics Boost* lesson, except there is one difference. Instead of telling me the answer, you will be marking down your answer.
3. Let's do an example word together. Mark your answer in the example section of Set 2.
4. The example word is "trip." What is the vowel sound?
5. Put a check mark (✓) under the picture that represents the vowel sound.  
(Pause and wait for students to complete the task.)
6. The vowel sound (phoneme) in "trip" is *short i*.  
(Demonstrate the *short i* sound to students by making the gesture for the guideword "itch.")
7. Did you put your check mark (✓) under the picture for "itch"?  
(Assist students to correct as necessary.)
8. Now, listen to some more words to complete the activity on your own. After you hear the word, place a check mark (✓) in the right place.
9. Are you ready? Here is the first word.  
(Dictate the appropriate word from the word list below.)
10. What is the vowel sound? Put a check mark (✓) in the right box.  
(Continue until you have dictated all 5 words from the appropriate row below.)

Dictation Word List — Set 2

|        | Form | Word 1 | Word 2 | Word 3 | Word 4 | Word 5 |
|--------|------|--------|--------|--------|--------|--------|
| PBSA 9 | A    | poise  | jest   | choose | vote   | cools  |
|        | B    | mist   | fools  | hoist  | feel   | bruise |

**Administration** — Written Response Page — Set 3 (Part I — Writing Words in Syllables)

**Say:**

1. In this next part of the assessment, you will be marking your answers in the box on the bottom part of the page labeled Set 3. Please point to Set 3 on your page.
2. Look at the words in Set 3. Many of these words have more than one syllable.
3. In this activity, you are going to separate these words into syllables. You will need to write each syllable in its own section (box).
4. You will use the same strategies that you have learned when you used SyllaBoards.
5. Please get started. Take as much time as you need to complete this activity.  
Remember to check over your work.

(Collect student's paper to use for Set 3 (Part II — Oral Reading).)

Preparation — Oral Response Page — Sets 1, 2 & 3

**Materials:**

**For Students:**

**For the Examiner:**

- A clean Written Response Page (WRP)
- Oral Response Page (ORP)
- NOTE: *The Oral Response Page has both Form A and Form B listed on the same sheet.*

- Script
- Pencil
- Teacher Recording Form
- Error Analysis Sheet (optional)

**Grouping:**

- This portion of the assessment is individually administered. A quiet setting where you can be one-on-one with the student is recommended.

**Setup:**

Photocopy one copy of the appropriate Teacher Recording Form for each student you intend to assess. It may be helpful to place a blank piece of plain paper under each line of words you intend for the student to read.

Place the **Oral Response Page (ORP)** and a clean **Written Response Page (WRP)** in front of the student. Students will be asked to read orally. They do not mark on the page. Record the student's answers on the corresponding **Teacher Recording Form**.

Oral Response Page (ORP)

| PBSA 9                          |                       | Oral Response Page (ORP)   Form A/B |            |           |  |
|---------------------------------|-----------------------|-------------------------------------|------------|-----------|--|
| <b>ORP Set 1</b> Real Words     |                       |                                     |            |           |  |
| 1. intellect                    | congressmen           | evident                             | arithmetic | inhabit   |  |
| 2. attachments                  | disconnect            | president                           | animal     | politics  |  |
| 3. invalid                      | adjustment            | instrument                          | difficult  | capital   |  |
| 4. medical                      | independent           | cabinet                             | African    | immigrant |  |
| <b>ORP Set 2</b> Phrases        |                       |                                     |            |           |  |
| 1. the invalid password         | make an adjustment    | plays an instrument                 |            |           |  |
| 2. not too difficult            | visit the capital     | find medical help                   |            |           |  |
| 3. an independent kid           | in the cabinet        | an African immigrant                |            |           |  |
| 4. inhabit the den              | elect the congressmen | the arithmetic problem              |            |           |  |
| 5. discuss politics             | send the attachments  | the animal tracks                   |            |           |  |
| 6. ask the president            | disconnect the call   | his intellect was evident           |            |           |  |
| <b>ORP Set 3</b> Nonsense Words |                       |                                     |            |           |  |
| 1. ap                           | esh                   | dinch                               | pect       | slan      |  |
| 2. motch                        | ath                   | credge                              | lish       | chun      |  |
| 3. shran                        | thub                  | fidge                               | dom        | plet      |  |
| 4. dest                         | stip                  | vuzz                                | lompt      | ratch     |  |

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Teacher Recording Form

| Teacher Recording Form   Form A/B        |                         | PBSA 9                                   |                              |           |     |           |     |           |     |           |     |       |      |  |
|--|-------------------------|--|------------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|-------|------|--|
| <b>Student Name:</b> _____               |                         |  |                              |           |     |           |     |           |     |           |     |       |      |  |
| <b>Form A, Date, Examiner:</b> _____     |                         | <b>Form B, Date, Examiner:</b> _____     |                              |           |     |           |     |           |     |           |     |       |      |  |
| <b>Form A   ORP Set 1</b> Real Words     |                         | <b>Form B   ORP Set 1</b> Real Words     |                              |           |     |           |     |           |     |           |     |       |      |  |
| 1. intellect                             |                         | 1. invalid                               |                              |           |     |           |     |           |     |           |     |       |      |  |
| 2. congressmen                           |                         | 2. adjustment                            |                              |           |     |           |     |           |     |           |     |       |      |  |
| 3. evident                               |                         | 3. instrument                            |                              |           |     |           |     |           |     |           |     |       |      |  |
| 4. arithmetic                            |                         | 4. difficult                             |                              |           |     |           |     |           |     |           |     |       |      |  |
| 5. inhabit                               |                         | 5. capital                               |                              |           |     |           |     |           |     |           |     |       |      |  |
| 6. attachments                           |                         | 6. medical                               |                              |           |     |           |     |           |     |           |     |       |      |  |
| 7. disconnect                            |                         | 7. independent                           |                              |           |     |           |     |           |     |           |     |       |      |  |
| 8. president                             |                         | 8. cabinet                               |                              |           |     |           |     |           |     |           |     |       |      |  |
| 9. animal                                |                         | 9. African                               |                              |           |     |           |     |           |     |           |     |       |      |  |
| 10. politics                             |                         | 10. immigrant                            |                              |           |     |           |     |           |     |           |     |       |      |  |
| <b>Form A   ORP Set 2</b> Phrases        |                         | <b>Form B   ORP Set 2</b> Phrases        |                              |           |     |           |     |           |     |           |     |       |      |  |
| 1. the invalid password                  | 6. find medical help    | 1. inhabit the den                       | 6. the animal tracks         |           |     |           |     |           |     |           |     |       |      |  |
| 2. make an adjustment                    | 7. an independent kid   | 2. elect the congressmen                 | 7. ask the president         |           |     |           |     |           |     |           |     |       |      |  |
| 3. plays an instrument                   | 8. in the cabinet       | 3. the arithmetic problem                | 8. disconnect the call       |           |     |           |     |           |     |           |     |       |      |  |
| 4. not too difficult                     | 9. an African immigrant | 4. discuss politics                      | 9. his intellect was evident |           |     |           |     |           |     |           |     |       |      |  |
| 5. visit the capital                     |                         | 5. send the attachments                  |                              |           |     |           |     |           |     |           |     |       |      |  |
| <b>Form A   ORP Set 3</b> Nonsense Words |                         | <b>Form B   ORP Set 3</b> Nonsense Words |                              |           |     |           |     |           |     |           |     |       |      |  |
| 1. ap                                    | 6. motch                | 11. shran                                | 6. dest                      |           |     |           |     |           |     |           |     |       |      |  |
| 2. esh                                   | 7. ath                  | 12. thub                                 | 7. stip                      |           |     |           |     |           |     |           |     |       |      |  |
| 3. dinch                                 | 8. credge               | 13. fidge                                | 8. vuzz                      |           |     |           |     |           |     |           |     |       |      |  |
| 4. pect                                  | 9. lish                 | 14. dom                                  | 9. lompt                     |           |     |           |     |           |     |           |     |       |      |  |
| 5. slan                                  | 10. chun                | 15. plet                                 | 10. ratch                    |           |     |           |     |           |     |           |     |       |      |  |
| WRP Set 1                                |                         | WRP Set 2                                |                              | WRP Set 3 |     | ORP Set 1 |     | ORP Set 2 |     | ORP Set 3 |     | Total |      |  |
|  |                         | Spell                                    |                              | Read      |     |           |     |           |     |           |     |       |      |  |
| Form A                                   | .75                     |  | .75                          |           | .75 |           | .70 |           | .70 |           | .70 |       | .750 |  |
| Form B                                   | .75                     |  | .75                          |           | .75 |           | .70 |           | .70 |           | .70 |       | .750 |  |

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### Administration — Oral Response Page — Sets 1, 2 & 3

---

#### Say:

1. You will read these words and phrases.
2. I won't time you. It is more important to read accurately than fast.
3. You will read one set of words at a time.
4. Please read slowly enough so I can take notes.

(Continue with script for specific set.)

### Oral Response Page — Set 1

---

#### Say:

1. Please read these words.
2. Start here (point to the first word) and read across the page from left to right  
(point to the last word in the first row).

(Have the student read the appropriate rows. Remember, rows 1 and 2 are for pre-testing and rows 3 and 4 are for post-testing.)

### Oral Response Page — Set 2

---

#### Say:

1. Please read these phrases.
2. Start here (point to the first phrase) and read across the page from left to right  
(point to the last phrase in the first row).

(Have the student read the appropriate rows. Remember, the phrases in rows 1, 2, and 3 are for pre-testing and rows 4, 5, and 6 are for post-testing.)

### Oral Response Page — Set 3

---

#### Say:

1. These are nonsense words. We can read nonsense words, but they don't mean anything.
2. Start here (point to the first word) and read across the page from left to right  
(point to the last word in the first row).

(Have the student read the appropriate rows. Remember, the nonsense words in rows 1 and 2 are for pre-testing and rows 3 and 4 are for post-testing.)

**Written Response Page** — Set 3 (Part II — Oral Reading)

---

**Say:**

1. In this activity, you recently separated these words into syllables. Now you will read them out loud to me.
2. Please read aloud the five words in Set 3.
3. Start here (point to first word) and read down the page.







Name: \_\_\_\_\_

Date: \_\_\_\_\_

**WRP Set 1** /5  
How many syllables?

|         |   |   |   |   |   |
|---------|---|---|---|---|---|
| Example | 1 | 2 | 3 | 4 | 5 |
| 1.      | 1 | 2 | 3 | 4 | 5 |
| 2.      | 1 | 2 | 3 | 4 | 5 |
| 3.      | 1 | 2 | 3 | 4 | 5 |
| 4.      | 1 | 2 | 3 | 4 | 5 |
| 5.      | 1 | 2 | 3 | 4 | 5 |

**WRP Set 2** What's the vowel sound? /5

|         |   |   |   |  |     |     |   |   |
|---------|---|---|---|--|-----|-----|---|---|
|         |  |  |  |  | e   | o   |  |  |
|         | /ă/   | /ĕ/   | /ĭ/   | /ō/  | /ē/ | /ō/ | /oo/  | /oi/  |
| Example |   |   |   |  |     |     |   |   |
| 1.      |   |   |   |  |     |     |   |   |
| 2.      |   |   |   |  |     |     |   |   |
| 3.      |   |   |   |  |     |     |   |   |
| 4.      |   |   |   |  |     |     |   |   |
| 5.      |   |   |   |  |     |     |   |   |

**WRP Set 3** Write each syllable in a section. /10

1. investment

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

2. attracts

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

3. dismissal

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

4. inconsistent

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

5. appendix

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|









Name: \_\_\_\_\_

Date: \_\_\_\_\_

**WRP Set 1** /5  
How many syllables?

|         |   |   |   |   |   |
|---------|---|---|---|---|---|
| Example | 1 | 2 | 3 | 4 | 5 |
| 1.      | 1 | 2 | 3 | 4 | 5 |
| 2.      | 1 | 2 | 3 | 4 | 5 |
| 3.      | 1 | 2 | 3 | 4 | 5 |
| 4.      | 1 | 2 | 3 | 4 | 5 |
| 5.      | 1 | 2 | 3 | 4 | 5 |

**WRP Set 2** What's the vowel sound? /5

|         |   |   |   |  |     |     |   |   |
|---------|---|---|---|--|-----|-----|---|---|
|         |  |  |  |  | e   | o   |  |  |
|         | /ă/   | /ĕ/   | /ĭ/   | /ō/  | /ē/ | /ō/ | /oo/  | /oi/  |
| Example |   |   |   |  |     |     |   |   |
| 1.      |   |   |   |  |     |     |   |   |
| 2.      |   |   |   |  |     |     |   |   |
| 3.      |   |   |   |  |     |     |   |   |
| 4.      |   |   |   |  |     |     |   |   |
| 5.      |   |   |   |  |     |     |   |   |

**WRP Set 3** Write each syllable in a section. /10

1. recommend

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

2. athletic

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

3. disinfect

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

4. pamphlet

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

5. establishment

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

**ORP Set 1** Real Words

- |                |             |            |            |           |
|----------------|-------------|------------|------------|-----------|
| 1. intellect   | congressmen | evident    | arithmetic | inhabit   |
| 2. attachments | disconnect  | president  | animal     | politics  |
| 3. invalid     | adjustment  | instrument | difficult  | capital   |
| 4. medical     | independent | cabinet    | African    | immigrant |

**ORP Set 2** Phrases

- |                         |                       |                           |
|-------------------------|-----------------------|---------------------------|
| 1. the invalid password | make an adjustment    | plays an instrument       |
| 2. not too difficult    | visit the capital     | find medical help         |
| 3. an independent kid   | in the cabinet        | an African immigrant      |
| 4. inhabit the den      | elect the congressmen | the arithmetic problem    |
| 5. discuss politics     | send the attachments  | the animal tracks         |
| 6. ask the president    | disconnect the call   | his intellect was evident |

**ORP Set 3** Nonsense Words

- |          |      |        |       |       |
|----------|------|--------|-------|-------|
| 1. ap    | esh  | dinch  | pect  | slan  |
| 2. motch | ath  | credge | lish  | chun  |
| 3. shran | thub | fidge  | dom   | plet  |
| 4. dest  | stip | vuzz   | lompt | ratch |

Student Name: \_\_\_\_\_

Form A, Date, Examiner: \_\_\_\_\_

Form B, Date, Examiner: \_\_\_\_\_

| Form A   ORP Set 1 Real Words |             |
|-------------------------------|-------------|
| 1.                            | intellect   |
| 2.                            | congressmen |
| 3.                            | evident     |
| 4.                            | arithmetic  |
| 5.                            | inhabit     |
| 6.                            | attachments |
| 7.                            | disconnect  |
| 8.                            | president   |
| 9.                            | animal      |
| 10.                           | politics    |

| Form B   ORP Set 1 Real Words |             |
|-------------------------------|-------------|
| 1.                            | invalid     |
| 2.                            | adjustment  |
| 3.                            | instrument  |
| 4.                            | difficult   |
| 5.                            | capital     |
| 6.                            | medical     |
| 7.                            | independent |
| 8.                            | cabinet     |
| 9.                            | African     |
| 10.                           | immigrant   |

| Form A   ORP Set 2 Phrases |                             |    |                             |
|----------------------------|-----------------------------|----|-----------------------------|
| 1.                         | the <u>invalid</u> password | 6. | find <u>medical</u> help    |
| 2.                         | make an <u>adjustment</u>   | 7. | an <u>independent</u> kid   |
| 3.                         | plays an <u>instrument</u>  | 8. | in the <u>cabinet</u>       |
| 4.                         | not too <u>difficult</u>    | 9. | an <u>African immigrant</u> |
| 5.                         | visit the <u>capital</u>    |    |                             |

| Form B   ORP Set 2 Phrases |                               |    |   |
|----------------------------|-------------------------------|----|---|
| 1.                         | <u>inhabit</u> the den        | 6. | the <u>animal</u> tracks                |
| 2.                         | elect the <u>congressmen</u>  | 7. | ask the <u>president</u>                |
| 3.                         | the <u>arithmetic</u> problem | 8. | <u>disconnect</u> the call              |
| 4.                         | discuss <u>politics</u>       | 9. | his <u>intellect</u> was <u>evident</u> |
| 5.                         | send the <u>attachments</u>   |    |   |

| Form A   ORP Set 3 Nonsense Words |       |     |        |
|-----------------------------------|-------|-----|--------|
| 1.                                | ap    | 6.  | motch  |
| 2.                                | esh   | 7.  | ath    |
| 3.                                | dinch | 8.  | credge |
| 4.                                | pect  | 9.  | lish   |
| 5.                                | slan  | 10. | chun   |

| Form B   ORP Set 3 Nonsense Words |       |     |       |
|-----------------------------------|-------|-----|-------|
| 1.                                | shran | 6.  | dest  |
| 2.                                | thub  | 7.  | stip  |
| 3.                                | fidge | 8.  | vuzz  |
| 4.                                | dom   | 9.  | lompt |
| 5.                                | plet  | 10. | ratch |

|        | WRP Set 1 | WRP Set 2 | WRP Set 3 |      | ORP Set 1 | ORP Set 2 | ORP Set 3 | Total |
|--------|-----------|-----------|-----------|------|-----------|-----------|-----------|-------|
|        |           |           | Split     | Read |           |           |           |       |
| Form A | /5        | /5        | /5        | /5   | /10       | /10       | /10       | /50   |
| Form B | /5        | /5        | /5        | /5   | /10       | /10       | /10       | /50   |



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