

Phonemic Awareness Skills Baseline Assessment: 1st Grade

Student Name: _____

Assessment Date: _____

Phonemic Awareness Baseline Assessment

Directions: Use hand signals where indicated. Mark correct response with a 1. Mark incorrect response with a 0. If the student is unable to give a correct response in 3 seconds, move onto the next assessment word. The prompts listed under each section can be repeated as often as needed. Discontinue if there are no correct responses within the first 5 words.

** If a student requires prompting support for 5 or more test items, check the support box. **

| Phonemic Awareness Skills | | Results |
|---|---|---|
| Rhyme Production | | |
| Teacher Administration Directions: <i>Rhyming words sound alike at the end. Listen, did, hid. Did and hid are rhyming words. I'm going to say another word and I want you to tell me a word that rhymes. It can be a real word or a make believe/nonsense word. Let's try one. Fan/ ____.* (If student repeats fan, say, Give me a different rhyming word.)</i> | | |
| Correct response | *Yes, fan and ____ rhyme. | |
| Incorrect response | *Listen, fan and ____ do not rhyme. Fan and man are rhyming words. They sound alike at the end. Say them with me, fan, man. | |
| Now I am going to say a word. You tell me a word that rhymes. | | |
| Prompt as needed: Tell me a word that rhymes with ____. | | |
| 1. tap _____ | 6. kite _____ | Support ____ ____/10 |
| 2. red _____ | 7. bake _____ | |
| 3. fish _____ | 8. seed _____ | |
| 4. hop _____ | 9. blue _____ | |
| 5. sun _____ | 10. coat _____ | |

| Onset Fluency: Isolate the Initial Sound | | RF.1.2.C |
|--|--|---|
| Teacher Administration Directions: <i>Listen to me say this word, "bus". The first sound you hear in the word "bus" is /b/. Listen, /b/, "bus". What is the first sound you hear in the word "bus"? * Listen to me say another word, "nest". What is the first sound you hear in the word "nest"? **</i> | | |
| Correct response | *Yes. /b/ is the first sound we hear in the word "bus". | |
| Incorrect response | *Listen, /b/, "big". /b/ is the first sound we hear in the word "bus". Let's try it again. What is the first sound you hear in the word "bus?" (/b/) Correct response: Say, yes. Incorrect response: Say, ok. | |
| Correct response | **Yes. /nnn/ is the first sound we hear in the word "nest". | |
| Incorrect response | **Listen, /nnn/, "nest". /nnn/ is the first sound we hear in the word "nest". Let's try it again. What is the first sound you hear in the word "nest"? (/nnn/) Correct response: Say, yes. Incorrect response: Say, ok. | |
| Now I'm going to say more words. You tell me the <u>first</u> sound you hear in the word " ____ ". If incorrect, write the sound the child says. | | |
| Prompt as needed: Remember to tell me the <u>first</u> sound you hear in the word. If a student responds with the letter name rather than the sound prompt students. Say, <i>Remember to tell me the first sound you hear in the word, not the letter name.</i> | | |
| 1. peach _____ /p/ | 6. goat _____ /g/ | Support ____ ____/10 |
| 2. bell _____ /b/ | 7. dance _____ /d/ | |
| 3. cost _____ /c/ | 8. rice _____ /r/ | |
| 4. lake _____ /l/ | 9. see _____ /s/ | |
| 5. name _____ /n/ | 10. watch _____ /w/ | |

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|---|--|---------------|-------------------------------|
| Identifying Final Sounds in Words - use hand signals | | | RF.1.2.C |
| Teacher Administration Directions: <i>Listen to me say the word, "rope". The last sound that you hear in the word "rope" is /p/. Listen "rope" /p/. What is the last sound you hear in the word rope? * Listen to me say another word "back". What's the last sound you hear in the word "back"? **</i> | | | |
| Correct response | *Yes, /p/ is the last sound you hear in the word "rope." | | |
| Incorrect response | * /p/ is the last sound you hear in the word "rope". Listen "rope", /p/. Say it with me, "rope", /p/. Let's try it again. What is the last sound you hear in the word "rope"? (/p/) Correct response: Say, yes. Incorrect response: Say, ok. | | |
| Correct response | **Yes, /k/ is the last sound you hear in the word "back". | | |
| Incorrect response | ** /k/ is the last sound you hear in the word "back". Listen "back", /k/. Say it with me, "back", /k/. Let's try it again. What is the last sound you hear in the word "back"? (/k/) Correct response: Say, yes. Incorrect response: Say, ok. | | |
| Now I am going to say more words. You tell me the <u>last</u> sound you hear in the word "_____". If incorrect, write the sound the child says. | | | |
| Prompt as needed: Remember to tell me the <u>last</u> sound you hear in the word. (Can use hand motion to punch out final sound) | | | |
| 1. zip _____ | /p/ | 5. feel _____ | /l/ |
| 2. ham _____ | /m/ | 6. tag _____ | /g/ |
| 3. sock _____ | /k/ | 7. miss _____ | /s/ |
| 4. nut _____ | /t/ | 8. pine _____ | /n/ |
| | | | Support _____ _____/10 |

| | | |
|---|--|-------------------------------|
| Blending Syllables – use hand signals | | |
| Teacher Administration Directions: <i>I am going to say <u>two</u> parts of a word. I will put the <u>two</u> parts together and say the whole word. Listen, pen – cil, pencil. When I put the two parts together, pen...cil I get the word pencil. You try one. Say win – ter.* (Students repeat win - ter, winter.)</i> | | |
| Correct response | *Yes. When you put the <u>two</u> parts together, win...ter, you get the word winter. | |
| Incorrect response | *Listen, when I put the <u>two</u> parts together, win...ter, I get the word winter. Say it with me – win..ter, winter. | |
| Now I'm going to say two word parts. You put the parts together and say the whole word. | | |
| Prompt as needed: Remember to tell me the whole word. (Can use hand motion to chop syllables) No response = "Say ___ - ___." | | |
| 1. rain - y _____ | 6. kind - est _____ | Support _____ _____/10 |
| 2. mas - ter _____ | 7. jump – ing _____ | |
| 3. re - cess _____ | 8. small – er _____ | |
| 4. sū – per _____ | 9. tab - let _____ | |
| 5. be – fore _____ | 10. par - ty _____ | |

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| | | | |
|---|---|------------------|-----------------------------|
| Segmenting Words into Syllables – use hand signals | | | |
| Teacher Administration Directions: <i>I'm going to say a word and I want you to tell me the <u>two</u> parts in that word. Listen to this word. Partner, part - ner. I can break the word partner into <u>two</u> parts, part - ner. You try one. Say simple (student repeats simple- sim - ple).</i> | | | |
| Correct response | *Yes. When you break the word simple into <u>two</u> parts you get sim - ple. | | |
| Incorrect response | *Listen, when I break the word super into <u>two</u> parts I get sim - ple. Say it with me. Simple, sim - ple. | | |
| <i>I'm going to say a big word. You tell me the parts of that word.</i> | | | |
| Prompt as needed: Remember to tell me the <u>two</u> parts in the word. (Can use hand motion to chop syllables) No response = "Say (<u>whole word</u>)." | | | |
| 1. morning _____ | 5. excite _____ | 9. fever _____ | Support ____ ____/10 |
| 2. frozen _____ | 6. pocket _____ | 10. winter _____ | |
| 3. stormy _____ | 7. helpful _____ | | |
| 4. forty _____ | 8. window _____ | | |

| | | | |
|--|--|----------------|--------------------------|
| Identifying Medial Sound in Words - use hand signals | | | RF.1.2.A & RF.1.2.C |
| Teacher Administration Directions: <i>Listen to me say the word, "sad". The middle (vowel) sound that you hear in the word "sad" is /ă/. Listen "sad" /ă/. What is the middle sound you hear in the word sad?*</i> Ask students to identify if the vowel is long or short. Write an x or + if the student responds correctly. <i>Listen to me say another word "cut". What's the middle (vowel) sound you hear in the word "cut"? **</i> | | | |
| Correct response | *Yes, /ă/ is the middle (vowel) sound you hear in the word "sad." | | |
| Incorrect response | * /ă/ is the middle (vowel) sound you hear in the word "sad". Listen "sad", /ă/. Say it with me, "sad", /ă/. Let's try it again. What is the middle (vowel) sound you hear in the word "sad"? (/ă/) Correct response: Say, yes. Incorrect response: Say, ok. | | |
| Correct response | **Yes, /ü/ is the middle (vowel) sound you hear in the word "cut". | | |
| Incorrect response | ** /ü/ is the middle (vowel) sound you hear in the word "cut". Listen "cut", /ü/. Say it with me, "cut", /ü/. Let's try it again. What is the middle (vowel) sound you hear in the word "cut"? (/ü/) Correct response: Say, yes. Incorrect response: Say, ok. | | |
| Now I am going to say more words. You tell me the <u>middle</u> (vowel) sound you hear in the word "_____". <i>If incorrect, write the sound the child says.</i> | | | |
| Prompt as needed: Remember to tell me the <u>middle</u> (vowel) sound you hear in the word. (Can use roller coaster or punch out hand motion) | | | |
| 1. red _____ | 5. van _____ | 9. goat _____ | Support ____ ____/10 |
| 2. lip _____ | 6. rule _____ | 10. nine _____ | |
| 3. nut _____ | 7. lake _____ | | Short or Long ____/10 |
| 4. sock _____ | 8. bead _____ | | |

Phonemic Awareness Skills Baseline Assessment: 1st Grade

| Blending Phonemes – use hand signals | | | RF.1.2.B |
|--|---|--------------------------|-----------------------------|
| Teacher Administration Directions: <i>I'm going to say the sounds in a word and I want you to blend those sounds together to make a whole word. Let's try one. /s/ - /ū/ - /n/, sun. When I blend those sounds together, /s - ū - n/, I get the word sun. You try one. Say /m - ā - k/. * (Student repeats /m/ - /ā/ - /k/, make.)</i> | | | |
| Correct response | *Yes. When you blend the sounds /m/ - /ā/ - /k/, you get the word make. | | |
| Incorrect response | *Listen, when I blend the sounds /m/ - /ā/ - /k/, I get the word make. Say it with me. /m/ - /ā/ - /k/, make. | | |
| I'm going to say the sounds in a word. You put the sounds together and say the whole word. | | | |
| Prompt as needed: Remember to say the whole word. (Can use hand motion to chop phonemes) No response = "Say ___ - ___ - ___" | | | |
| 1. w-ī-n _____ (win) | 5. n-ě-k _____ (neck) | 9. s-ī-t _____ (sight) | Support ____ ____/10 |
| 2. g-ě-t _____ (get) | 6. p-ā-d _____ (paid) | 10. m- ū -l _____ (mule) | |
| 3. h-ă-z _____ (has) | 7. c-ŭ-p _____ (cup) | | |
| 4. j-ǒ-b _____ (job) | 8. n-ō-z _____ (nose) | | |

| Segmenting Words into Phonemes – use hand signals | | | RF.1.2.D |
|--|---|------------------------|-----------------------------|
| Teacher Administration Directions: <i>I'm going to say a word and I want you to tell me all of the sounds you hear in that word. Let's try one. Red, /r/ - /ě/ - /d/. The sounds in red are /r/ - /ě/ - /d/. You try one. Say nut* (Student response: nut, /n - ŭ - t/).</i> | | | |
| Correct response | *Yes. When you break the word nut into sounds, you hear /n/ - /ŭ/ - /t/. | | |
| Incorrect response | *Listen, when I break the word nut into sounds, I hear /n/ - /ŭ/ - /t/. Say it with me. Nut, /n/ - /ŭ/ - /t/. | | |
| I'm going to say a word. You tell me the sounds in the word. | | | |
| Prompt as needed: Remember to tell me all of the sounds in the word. (Can use hand motion to chop phonemes) No response = "Say _____." | | | |
| 1. sun _____ (s-ŭ-n) | 5. nap _____ (n-ă-p) | 9. ride _____ (r-ī-d) | Support ____ ____/10 |
| 2. less _____ (l-ě-ss) | 6. vote _____ (v-ō-t) | 10. huge _____ (h-ū-j) | |
| 3. rain _____ (r-ā-n) | 7. miss _____ (m-ī-ss) | | |
| 4. feed _____ (f-ē-d) | 8. cave _____ (c-ā-v) | | |

| Adding Phonemes – use hand signals | | |
|--|--|-----------------------------|
| Teacher Administration Directions: <i>I am going to say a word part. I am going to add a sound at the beginning to make a new word. Listen, -ap. When I add /t/ to the beginning the word is tap. You try one. Say -eck. Add /n/ to the beginning and the word is?* (neck) **Make sure students repeat each word part before responding.</i> | | |
| Correct response | *Yes. When you add /n/ to -eck, the word is neck. | |
| Incorrect response | *Listen. When I add /n/ to -eck, the word is neck. Say it with me. /n/ -eck, neck. | |
| 1. Say - and. Add /s/ to the beginning and the word is _____ (sand) | 6. Say -own. Add /b/ to the beginning and the word is _____ (bone) | Support ____ ____/10 |
| 6. Say -in. Add /p/ to the beginning and the word is _____ (pin) | 7. Say -eat. Add /m/ to the beginning and the word is _____ (meat) | |
| 3. Say -ed. Add /r/ to the beginning and the word is _____ (red) | 8. Say -oak. Add /s/ to the beginning and the word is _____ (soak) | |
| 4. Say -us. Add /b/ to the beginning and the word is _____ (bus) | 9. Say -are. Add /c/ to the beginning and the word is _____ (car) | |
| 5. Say -ate. Add /g/ to the beginning and the word is _____ (gate) | 10. Say -aim. Add /g/ to the beginning and the word is _____ (game) | |

Phonemic Awareness Skills Baseline Assessment: 1st Grade

| Deleting Phonemes – use hand signals Teacher Administration Directions: <i>I am going to say a word. I am going to take away part of that word and tell you what is left. Listen, man. Man without /m/ is an. You try one. Say, sit. Say sit without /s/ and what's left is ____?*(it)</i> **Make sure students repeat each word before responding. | | |
|--|--|--|
| Correct response | *Yes. Sit without /s/ is it. | |
| Incorrect response | *Listen. Sit without /s/ is -it. Say it with me. Sit without /s/ is it. | |
| 1. Say cup Say cup without /k/ what's left is? _____ (-up) | 6. Say dear Say dear without /d/ and what's left is? _____ (-ear) | Support — <hr style="width: 20px; margin: 0 auto;"/> /10 |
| 2. Say lend. Say lend without /l/ and what's left is? _____ (-end) | 7. Say wall. Say wall without /w/ and what's left is? _____ (-all) | |
| 3. Say fox. Say fox without /f/ and what's left is? _____ (-ox) | 8. Say damp Say damp without /d/ and what's left is? _____ (-amp) | |
| 4. Say seat. Say seat without /s/ and what's left is? _____ (-eat) | 9. Say beach. Say beach without /b/ and what's left is? _____ (-each) | |
| 5. Say late. Say late without /l/ and what's left is? _____ (-ate) | 10. Say joke Say joke without /j/ and what's left is? _____ (-oak) | |

| Substituting Phonemes - use hand signals Teacher Administration Directions: <i>I am going to say a word. I am going to change the first sound to make a new word. Listen, say fit. Now change /f/ to /s/ and the word is sit. You try one. Say by. Change /b/ to /m/ and the word is? *(my)</i> **Make sure students repeat each word before responding. | | |
|---|--|--|
| Correct response | *Yes. When you change /b/ to /m/, the word is my. | |
| Incorrect response | *Listen. By. When I change /b/ to /m/, the word is my. Say it with me, my. | |
| 1. Say pay. Change /p/ to /m/ and the word is _____(may) | 6. Say fast. Change /f/ to /l/ and the word is _____(last) | Support — <hr style="width: 20px; margin: 0 auto;"/> /10 |
| 2. Say let. Change /l/ to /w/ and the word is _____(wet) | 7. Say hot. Change /h/ to /n/ and the word is _____(not) | |
| 3. Say take. Change /t/ to /r / and the word is _____(rake) | 8. Say jump. Change /j/ to /b/ and the word is _____(bump) | |
| 4. Say guess. Change /g/ to /m/ and the word is _____(mess) | 9. Say cone. Change /k/ to /z/ and the word is _____(zone) | |
| 5. Say dish. Change /d/ to /f/ and the word is _____(fish) | 10. Say read. Change /r/ to /s/ and the word is _____(seed) | |

Overall Results: After the assessment has been given, the teacher identifies areas of strength and need for the child & records the findings here.

Areas of Strength:

Areas of Need & Plan for Intervention:

Guidelines for Scoring the 1st Grade Baseline Phonemic Awareness Assessment

This assessment were created by Literacy Resources, Inc. to align to the Primary Phonemic Awareness curriculum, written by Dr. Michael Heggerty entitled, *Phonemic Awareness: The Skills That They Need to Help Them Succeed* ©2017. The skills assessed also align to the Phonological Awareness Standards of the Common Core State Standards for 1st Grade.

The suggested time frame in which to administer assessments can be aligned to your school schedule of quarters or trimesters, or this assessment can be given at the beginning of the school year. It provides teachers with an opportunity to identify a students' area of strength, as well as a space to create a plan for intervention to address specific phonemic awareness skills. In Assessments 1 & 2, Identifying Medial Sounds in Words, there is an opportunity for teachers to record a score for identifying the vowel and a separate score for identifying if the vowel sound is short or long. This second score for identifying short and long vowel sounds, can be used as anecdotal information about a students' needs, if the student is able to identify the vowel sound correctly.

The information gathered from the assessment is meant to inform the teacher's instruction, as the Phonemic Awareness curriculum is implemented daily within the classroom literacy block. It is recommended that students who score within the "Beginning" range for any skill would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum. At the beginning of a school year, this Baseline assessment can be used to determine intervention needs, but some students enter school with limited or no exposure to these skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills.

| Assessment 1: Baseline Assessment | | | |
|--|---------------|-------------|--------------|
| Administer at the Beginning of the School Year | | | |
| Phonemic Awareness Skill | Beginning | Developing | Meets |
| Rhyme Production | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Onset Fluency: Identify Initial Phonemes | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Identifying Final Sounds in Words | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Blending Syllables | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Segmenting Words into Syllables | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Identifying Medial Sounds in Words | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Identifying Vowels as Short or Long | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Blending Phonemes | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Segmenting Words into Phonemes | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Adding Phonemes | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Deleting Phonemes | 0 - 6 correct | 7-8 correct | 9-10 correct |
| Substituting Phonemes | 0 - 6 correct | 7-8 correct | 9-10 correct |