

Phonemic Awareness Skills Assessment: 1st Grade

Student Name: _____

Assessment Date: _____

Phonemic Awareness End of Year 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: *Rhyming words sound alike at the end. Listen, leave, weave. Leave and weave 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. sail/ ____.* (If student repeats sail, say, "Give me a different rhyming word.")*

Correct response *Yes, sail and ____ rhyme. (mail)

Incorrect response *Listen, sail and ____ do not rhyme. Sail and mail are rhyming words. They sound alike at the end. Say them with me, sail, mail.

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. hope _____	6. walk _____	Support ____ ____/10
2. night _____	7. car _____	
3. late _____	8. knock _____	
4. king _____	9. third _____	
5. took _____	10. free _____	

Onset Fluency: Isolate the Initial Sound

RF.1.2.C

Teacher Administration Directions: *Listen to me say this word, new". The first sound you hear in the word "new" is /n/. Listen, /n/, new." What is the first sound you hear in the word "new"? * Listen to me say another word, "saw. What is the first sound you hear in the word "saw"? ***

Correct response *Yes. /n/ is the first sound we hear in the word "new".

Incorrect response *Listen, /n/, "new". /n/ is the first sound we hear in the word "new". Let's try it again. What is the first sound you hear in the word "new?" (/n/ _____ Correct response: Say, yes. Incorrect response: Say, ok.

Correct response **Yes. /s/ is the first sound we hear in the word "saw".

Incorrect response **Listen, /s/, saw. /s/ is the first sound we hear in the word "saw". Let's try it again. What is the first sound you hear in the word saw? (/s/ _____ Correct response: Say, yes. Incorrect response: Say, ok.

Now I'm going to say more words. You tell me the first sound you hear in the word " ____ ". If incorrect, write the sound the child says.

Prompt as needed: Remember to tell me the first sound you hear in the word. If a student responds with the letter name rather than the sound prompt students. Say, *Remember to tell me the first sound you hear in the word, not the letter name.*

1. share _____ /sh/	6. great _____ /g/	Support ____ ____/10
2. frame _____ /f/	7. last _____ /l/	
3. cheer _____ /ch/	8. push _____ /p/	
4. thought _____ /th/	9. best _____ /b/	
5. sweet _____ /s/	10. catch _____ /k/	

Phonemic Awareness Skills Assessment: 1st Grade

Identifying Final Sounds in Words - use hand signals			RF.1.2.C
Teacher Administration Directions: <i>Listen to me say the word, "was". The last sound that you hear in the word "was" is /z/. Listen "was" /z/. What is the last sound you hear in the word was? * Listen to me say another word "fish". What's the last sound you hear in the word "fish?" **</i>			
Correct response	*Yes, /z/ is the last sound you hear in the word "was."		
Incorrect response	*/z/ is the last sound you hear in the word "was". Listen "was", /z/. Say it with me, "was, /z/. Let's try it again. What is the last sound you hear in the word "was"? (/z/) Correct response: Say, yes. Incorrect response: Say, ok.		
Correct response	**Yes, /sh/ is the last sound you hear in the word "fish".		
Incorrect response	**/sh/ is the last sound you hear in the word "fish". Listen "fish, /sh/. Say it with me, "fish, /sh/. "Let's try it again. What is the last sound you hear in the word "fish"? (/sh/) 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 "_____". <i>If incorrect, write the sound the child says.</i>			
Prompt as needed: Remember to tell me the <u>last</u> sound you hear in the word. (Can use Punch it Out hand motion.)			
1. moon _____ /n/	5. foil _____ /l/	9. lunch _____ /ch/	Support _____ _____/10
2. skirt _____ /t/	6. sponge _____ /j/	10. crib _____ /b/	
3. shook _____ /k/	7. chirp _____ /p/		
4. mouth _____ /th/	8. moose _____ /s/		

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, "fork". The middle (vowel) sound that you hear in the word fork is /or/. Listen "fork, /or/. What is the middle sound you hear in the word fork? * Listen to me say another word, "goose.". What's the middle (vowel) sound you hear in the word "goose" **</i>			
Correct response	*Yes, /or/ is the middle (vowel) sound you hear in the word "fork."		
Incorrect response	*/or/ is the middle (vowel) sound you hear in the word "fork". Listen fork, /or/. Say it with me, fork, /or/. Let's try it again. What is the middle (vowel) sound you hear in the word "fork"? (/or/) Correct response: Say, yes. Incorrect response: Say, ok.		
Correct response	**Yes, /oo/ is the middle (vowel) sound you hear in the word "goose".		
Incorrect response	**/oo/ is the middle (vowel) sound you hear in the word "goose". Listen "goose, /oo/. Say it with me, "goose, /oo/. Let's try it again. What is the middle (vowel) sound you hear in the word "goose?" (/oo/) Correct response: Say, yes. Incorrect response: Say, ok.		
Now I am going to say a word. 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. dark _____	5. shout _____	9. noon _____	Support _____ _____/10
2. look _____	6. hawk _____	10. house _____	
3. girl _____	7. storm _____		
4. coin _____	8. curb _____		

Phonemic Awareness Skills 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. /m-ou-s/. When I blend those sounds together, /m/ -/ou/ - /s/, I get the word mouse. You try one. Say /sh/ - /oo/ - /k/ * (Student repeats /sh/ - /oo/ - /k/, shook.)</i>			
Correct response	*Yes. When you blend the sounds /sh/ - /oo/ - /k/, you get the word shook.		
Incorrect response	*Listen, when I blend the sounds /sh/ - /oo/ - /k/, I get the word shook. Say it with me, /sh/ - /oo/ - /k/, shook."		
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. p-ar-t-n-er _____ (partner)	5. ch-ă-n-s _____ (chance)	9. s-t-r-ē-t-s _____ (streets)	Support ____ ____/10
2. n-or-th _____ (north)	6. c-r-ow-n _____ (crown)	10. b-r-ī-t-r _____ (brighter)	
3. d-r-aw-n _____ (drawn)	7. s-p-oi-l-d _____ (spoiled)		
4. r-oo-s-t-er _____ (rooster)	8. v-ă-n-ī-sh _____ (vanish)		

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 the sounds you hear in that word. Let's try one. Stamp. The sounds in stamp are /s/ - /t/ - /ă/ - /m - /p/. You try one. Say close* (Student repeats close, /c/-/l/-/ō/-/s/).</i>			
Correct response	*Yes. When you break the word close into sounds, you hear /c/ - /l/ - /ō/ - /s/		
Incorrect response	*Listen, when I break the word close into sounds, I hear /c/ - /l/ - /ō/ - /s/. Say it with me: Close,, /c/ - /l/ - /ō/ - /s/		
I'm going to say a word. You tell me the sounds in the word.			
Prompt as needed: Remember to tell me all the sounds in the word. (Can use hand motion to chop phonemes) No response = "Say _____."			
1. purse _____ (p-ur-s)	5. dancer _____ (d-ă-n-s-r)	9. sport _____ (s-p-or-t)	Support ____ ____/10
2. claw _____ (c-l-aw)	6. force _____ (f-or-s)	10. thirty _____ (th-ir-t-ē)	
3. point _____ (p-oi-n-t)	7. count _____ (c-ou-n-t)		
4. blooms _____ (b-l-oo-m-s)	8. below _____ (b-ē-l-ō)		

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, -each. When I add /t/ to the beginning the word is teach. You try one. Say -late.. Add /p/ to the beginning and the word is?* (plate) **Make sure students repeat each word part before responding.</i>		
Correct response	*Yes. When you add /p/ to -late, the word is plate	
Incorrect response	*Listen. When I add /p/ to -late, the word is plate. Say it with me. /p/ -late, plate.	
1. Say - mash. Add /s/ to the beginning and the word is? _____ (smash)	6. Say -core Add /s/ to the beginning and the word is? _____ (score)	Support ____ ____/10
1. Say -raw. Add /d/ to the beginning and the word is? _____ (draw)	7. Say -rowing Add /g/ to the beginning and the word is? _____ (growing)	
3. Say -top. Add /s/ to the beginning and the word is? _____ (stop)	8. Say -rest Add /p/ to the beginning and the word is? _____ (pressed)	
4. Say -reeze Add /b/ to the beginning and the word is? _____ (breeze)	9. Say -tick Add /s/ to the beginning and the word is? _____ (stick)	
5. Say -light Add /f/ to the beginning and the word is? _____ (flight)	10. Say -lock Add /b/ to the beginning and the word is _____ (block)	

Guidelines for Scoring the 1st Grade End of Year Phonemic Awareness Assessment

The assessment was 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 this assessment can be aligned to your school schedule of quarters or trimesters, or can be given at the end of the school year. The assessment 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.

The information gathered from the assessments 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. The results of this assessment can be used to measure growth throughout the 1st grade school year and provide information for the teacher when the students begin 2nd grade. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills.

Assessment 3: End of the School Year Assessment			
Administer around the 30 th -35 th week of school			
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
Identifying Medial Sounds in Words	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