

Phonemic Awareness Skills Mid-Year Assessment: 1st Grade

Student Name: _____

Assessment Date: _____

Phonemic Awareness Mid-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, do, too. Do and too 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. net/ ____.* (If student repeats net, say, Can you give me a different rhyming word?)*

Correct response *Yes, net and ____ rhyme.

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

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. sand _____	6. chest _____	Support ____ ____/10
2. where _____	7. shore _____	
3. ring _____	8. jeep _____	
4. top _____	9. time _____	
5. bug _____	10. slow _____	

Onset Fluency: Isolate the Initial Sound

RF.1.2.C

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

Correct response *Yes. /g/ is the first sound we hear in the word "girl".

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

Correct response **Yes. /m/ is the first sound we hear in the word "make".

Incorrect response **Listen, /mmm/, "make". /m/ is the first sound we hear in the word "make". Let's try it again. What is the first sound you hear in the word make"? (/mmm/)
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. shout _____ /sh/	6. slow _____ /s/	Support ____ ____/10
2. they _____ /th/	7. frog _____ /f/	
3. clock _____ /c/	8. swim _____ /s/	
4. drum _____ /d/	9. where _____ /wh/	
5. chart _____ /ch/	10. plant _____ /p/	

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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, "knob". The last sound that you hear in the word "knob" is /b/. Listen "knob" /b/. What is the last sound you hear in the word knob? * Listen to me say another word "miss". What's the last sound you hear in the word "miss"? **</i>			
Correct response	*Yes, /b/ is the last sound you hear in the word "knob."		
Incorrect response	*/b/ is the last sound you hear in the word "knob". Listen "knob," /b/. Say it with me, "knob", /b/. Let's try it again. What is the last sound you hear in the word "knob"? (/b/) Correct response: Say, yes. Incorrect response: Say, ok.		
Correct response	**Yes, /s/ is the last sound you hear in the word "miss".		
Incorrect response	**/s/ is the last sound you hear in the word "miss". Listen "miss", /s/. Say it with me, "miss", /s/. Let's try it again. What is the last sound you hear in the word "miss"? (/s/) 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 punch it out hand motion)			
1. call _____ /l/	5. foot _____ /t/	9. stem _____ /m/	Support _____ _____/10
2. sneeze _____ /z/	6. brown _____ /n/	10. wish _____ /sh/	
3. laugh _____ /f/	7. trick _____ /k/		
4. loud _____ /d/	8. grass _____ /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, "met". The middle (vowel) sound that you hear in the word "met" is /ĕ/. Listen "met" /ĕ/. What is the middle sound you hear in the word met? * Ask students to identify if the vowel is long or short. Write an x or + if the student responds correctly. Listen to me say another word "job". What's the middle (vowel) sound you hear in the word "job" **</i>			
Correct response	*Yes, /ĕ/ is the middle (vowel) sound you hear in the word "met."		
Incorrect response	*/ĕ/ is the middle (vowel) sound you hear in the word "met". Listen "met", /ĕ/. Say it with me, "met", /ĕ/. Let's try it again. What is the middle (vowel) sound you hear in the word "met"? (/ĕ/) Correct response: Say, yes. Incorrect response: Say, ok.		
Correct response	**Yes, /ō/ is the middle (vowel) sound you hear in the word "job".		
Incorrect response	**/ō/ is the middle (vowel) sound you hear in the word "job". Listen "job", /ō/. Say it with me, "job", /ō/. Let's try it again. What is the middle (vowel) sound you hear in the word "job"? (/ō/) 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 "_____". If incorrect, write the sound the child says.			
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. not _____	5. ten _____	9. tube _____	Support _____ _____/10 Short or Long _____/10
2. dip _____	6. cone _____	10. seat _____	
3. red _____	7. made _____		
4. ham _____	8. light _____		

Phonemic Awareness Skills Mid-Year 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. /r/ - /ē/ - /d/, read. When I blend those sounds together, /r/ - /ē/ - /d/, I get the word read. You try one. Say /s/ - /l/ - /ī/ - /d/ * (Student repeats /s/ - /l/ - /ī/ - /d/, slide.)</i>			
Correct response	*Yes. When you blend the sounds /s/ - /l/ - /ī/ - /d/, you get the word slide		
Incorrect response	*Listen, when I blend the sounds /s/ - /l/ - /ī/ - /d/, I get the word slide. Say it with me. /s/ - /l/ - /ī/ - /d/, slide.		
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. th-ē-n _____ (then)	5. b-l-ā-k _____ (black)	9. t-r-ē-t _____ (treat)	Support ____ ____/10
2. sh-ī-n _____ (shine)	6. d-r-ī-v _____ (drive)	10. s-w-ī-m _____ (swim)	
3. wh-ī-ch _____ (which)	7. b-r-ā-n _____ (brain)		
4. f-l-ā-p _____ (flap)	8. sh-ē-l-f _____ (shelf)		

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. Lamp. The sounds in lamp are /l/ - /ā/ - /m - /p/. You try one. Say tent* (Student repeats tent, /t/ - /ē/ - /n/ - /t/).</i>			
Correct response	*Yes. When you break the word tent into sounds, you hear /t/ - /ē/ - /n/ - /t/.		
Incorrect response	*Listen, when I break the word tent into sounds, I hear /t/ - /ē/ - /n/ - /t/. Say it with me. Tent, /t/ - /ē/ - /n/ - /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. math _____ (m-ā-th)	5. land _____ (l-ā-n-d)	9. smell _____ (s-m-ē-l)	Support ____ ____/10
2. white _____ (wh-ī-t)	6. glow _____ (g-l-ō)	10. speak _____ (s-p-ē-k)	
3. shake _____ (sh-ā-k)	7. drop _____ (d-r-ō-p)		
4. check _____ (ch-ē-ck)	8. truck _____ (t-r-u-ck)		

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, -lane. When I add /p/ to the beginning the word is plane. You try one. Say -lake. Add /f/ to the beginning and the word is? * (flake)</i> **Make sure students repeat each word part before responding.		
Correct response	*Yes. When you add /f/ to -lake, the word is flake.	
Incorrect response	*Listen. When I add /f/ to -lake, the word is flake. Say it with me. /f/ -lake, flake.	
1. Say -air. Add /ch/ to the beginning and the word is? _____ (chair)	6. Say -low. Add /b/ to the beginning and the word is? _____ (blow)	Support ____ ____/10
1. Say -rice. Add /p/ to the beginning and the word is? _____ (price)	7. Say -leap. Add /s/ to the beginning and the word is? _____ (sleep)	
3. Say -led. Add /s/ to the beginning and the word is? _____ (sled)	8. Say -rake Add /b/ to the beginning and the word is? _____ (brake)	
4. Say -rain. Add /t/ to the beginning and the word is? _____ (train)	9. Say -poke. Add /s/ to the beginning and the word is? _____ (spoke)	
5. Say -rate. Add /g/ to the beginning and the word is? _____ (great)	10. Say -lap. Add /k/ to the beginning and the word is _____ (clap)	

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Deleting Phonemes – use hand signals Teacher Administration Directions: <i>I am going to say a word. I am going to take away the first sound of that word and tell you what is left. Listen, flip. Flip without /f/ is lip. You try one. Say, slime. Without /s/ and what's left is? ____ * (lime)</i> **Make sure students repeat each word before responding.		
Correct response	*Yes. Slime without /s/ is lime.	
Incorrect response	*Listen. Slime without /s/ is lime. Say it with me. Slime without /s/ is lime.	
1. Say smile. Without /s/ and what's left is? _____ (-mile)	6. Say cheer. Without /ch/ and what's left is? _____ (-ear)	Support _____ /10
2. Say space. Without /s/ and what's left is? _____ (-pace)	7. Say small. Without /s/ and what's left is? _____ (-mall)	
3. Say clay. Without /c/ and what's left is? _____ (-lay)	8. Say prize. Without /p/ and what's left is? _____ (-rise)	
4. Say snap. Without /s/ and what's left is? _____ (-nap)	9. Say speech. Without /s/ and what's left is? _____ (-peach)	
5. Say grow. Without /g/ and what's left is? _____ (-row)	10. Say flight. Without /f/ and what's left is? _____ (-light)	

Substituting Phonemes – use hand signals Teacher Administration Directions: <i>I am going to say a word. I am going to change the first sound or sounds to make a new word. Listen, say deep. Now change /d/ to /sl/ and the word is sleep. You try one. Say snow. Change /sn/ to /sh/ and the word is? * (show)</i> **Make sure students repeat each word before responding.		
Correct response	*Yes. When you change /sn/ to /sh/, the word is show.	
Incorrect response	*Listen. Snow. When I change /sn/ to /sh/, the word is show. Say it with me, show.	
1. Say snap. Change /sn/ to /tr/ and the word is? _____ (trap)	6. Say floor. Change /fl/ to /st/ and the word is? _____ (store)	Support _____ /10
2. Say shed. Change /sh/ to /sl/ and the word is? _____ (sled)	7. Say crew. Change /cr/ to /fl/ and the word is? _____ (flew)	
3. Say drip. Change /dr/ to /fl/ and the word is? _____ (flip)	8. Say play. Change /pl/ to /th/ and the word is? _____ (they)	
4. Say chess. Change /ch/ to /pr/ and the word is? _____ (press)	9. Say clean. Change /cl/ to /gr/ and the word is? _____ (green)	
5. Say grow. Change /gr/ to /gl/ and the word is? _____ (glow)	10. Say trim Change /tr/ to /sw/ and the word is? _____ (swim)	

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 Mid-Year Phonemic Awareness Assessment

The assessments 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 the assessment can be aligned to your school schedule of quarters or trimesters, or this one can be given during the middle of the school year. This Mid-Year assessment can be used to progress monitor a students' understanding of these skills. Each 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. In Skill 6: 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 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. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills.

Assessment 2: Mid-Year Assessment			
Administer around the 15 th – 18 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
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