

## Phonemic Awareness Skills Assessment: Kindergarten

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

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

### Phonemic Awareness Baseline Assessment:

**Directions:** Use hand signals where indicated. Mark correct responses with a 1. Mark incorrect responses with a 0. If the student is unable to give the 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 on 5 or more test items, check the support box.\*\*

Phonemic Awareness Skills		Results
<b>Rhyme Recognition</b>		RF.K.2.A
Teacher Administration Directions: <i>Rhyming words sound alike at the end. Listen, sat mat. Sat and mat are rhyming words. Let's try another one. Pop, hop. Say pop, hop. Pop and hop are rhyming words. Now you try one. Do these two words rhyme... sip, mip*?</i>		
Correct response	*Yes. Sip and mip rhyme.	
Incorrect response	*Listen. Sip and mip are rhyming words. They sound alike at the end. Say them with me, sip/mip.	
<i>Now I am going to say two words. You tell me if the two words rhyme.</i>		
Prompt as needed: Do these two word rhyme? _____		
1. hen, pen _____ (yes)	6. hot, cot _____ (yes)	___/10
2. we, did _____ (no)	7. fun, sun _____ (yes)	
3. sick, pick _____ (yes)	8. jet, ham _____ (no)	
4. nap, map _____ (yes)	9. yell, tell _____ (yes)	
5. mom, mad _____ (no)	10. pig, got _____ (no)	

<b>Onset Fluency: Isolate the Initial Sound</b>		RF.K.2.D
Teacher Administration Directions: <i>Listen to me say this word, "soap". The first sound you hear in the word "soap" is /sss/. Listen, /sss/, "soap". What is the first sound you hear in the word "soap"? * Listen to me say another word, "mouse". What is the first sound you hear in the word "mouse"? **</i>		
Correct response	*Yes /sss/ is the first sound we hear in the word "soap".	
Incorrect response	*Listen, /sss/, "soap". /sss/ is the first sound we hear in the word "soap". Let's try it again. What is the first sound you hear in the word "soap"? (/sss/) Correct response: Say, yes. Incorrect response: Say, ok.	
Correct response	**Yes. /mmm/ is the first sound we hear in the word "mouse".	
Incorrect response	**Listen, /mmm/, "mouse". /mmm/ is the first sound we hear in the word "mouse". Let's try it again. What is the first sound you hear in the word "mouse"? (/mmm/) Correct response: Say, yes. Incorrect response: Say, ok.	
<i>Now I am going to say more words. You tell me the <u>first</u> sound you hear in the word "_____". Write the sound the child says.</i>		
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 letter sound prompt students. <i>Remember to tell me the first sound you hear in the word, not the letter name.</i>		
1. mad _____ /m/	6. fish _____ /f/	___/10
2. rock _____ /r/	7. kite _____ /k/	
3. pet _____ /p/	8. seal _____ /s/	
4. hot _____ /h/	9. lamp _____ /l/	
5. dig _____ /d/	10. bike _____ /b/	

## Phonemic Awareness Skills Assessment: Kindergarten

<b>Blending Compound Words &amp; Syllables</b>		RF.K.2b
Teacher Administration Directions: <i>I am going to say two parts of a word. I will put the parts together and say the whole word. Listen. Cup...cake. Cupcake. When I put the two parts together, I get the word cupcake. You try one. Sun...shine* (sunshine)</i>		
<b>Correct response</b>	*Yes. When you put the two parts together sun...shine you get the word sunshine.	
<b>Incorrect response</b>	*Listen, when I put the two parts together sun...shine I get the word sunshine. Say it with me. Sun...shine, sunshine.	
<b>Prompt as needed:</b> Remember to tell me the whole word.		
<b>Now I'm going to say two word parts. You put the parts together and say the whole word.</b>		
1. foot... ball _____ (football)	6. win-dow _____ (window)	____/10
2. out...side _____ (outside)	7. pur-ple _____ (purple)	
3. bed...room _____ (bedroom)	8. tar-get _____ (target)	
4. rain...bow _____ (rainbow)	9. wig-gle _____ (wiggles)	
5. sun...glasses _____ (sunglasses)	10. par-ty _____ (party)	

<b>Identifying Final Sounds in Words</b>		RF.K.2d
Teacher Administration Directions: <i>I am going to say some words and you are going to tell me the last sound you hear in those words. Listen to me say the word, "bed". Bed. The last sound you hear in the word "bed" is /d/. Listen "bed" /d/. What is the last sound you hear in the word bed? * Listen to me say another word. "Map". What is the last sound you hear in the word "map"? **</i>		
<b>Correct response</b>	*Yes, /d/ is the last sound you hear in the word "bed".	
<b>Incorrect response</b>	*/d/ is the last sound you hear in the word "bed". Listen "bed", /d/. Say it with me, "bed", /d/. Let's try it again. What is the last sound you hear in the word "bed"? (/d/) Correct response: Say, "Yes." Incorrect response: Say, "Ok".	
<b>Correct response</b>	**Yes, /p/ is the last sound you hear in the word "map".	
<b>Incorrect response</b>	**/p/ is the last sound you hear in the word "map". Listen, "map" /p/. Say it with me, "map" /p/. Let's try it again. What is the last sound you hear in the word "map"? (/p/) Correct response: Say, "Yes." Incorrect response: Say, "Ok."	
<b>Now I am going to say more words. You tell me the <u>last</u> sound you hear in the word " ____ ". Write the sound the child says.</b>		
<b>Prompt as needed:</b> Remember to tell me the <u>last</u> sound you hear in the word. . If a student responds with the letter name rather than the letter sound, prompt student. Say, <i>Remember to tell me the last sound you hear in the word, not the letter name.</i>		
1. pick _____ /k/	5. had _____ /d/	9. robe _____ /b/
2. bus _____ /s/	6. come _____ /m/	10. move _____ /v/
3. feet _____ /t/	7. ten _____ /n/	
4. jog _____ /g/	8. off _____ /f/	

## Phonemic Awareness Skills Assessment: Kindergarten

<b>Segmenting Words into Compound Words &amp; Syllables</b>			RF.K.2b
Teacher Administration Directions: I'm going to say a big word and I want you to tell me the <u>two</u> parts of that word. Listen to this word. Monkey. I can break that word into <u>two</u> parts, mon-key. You try one. Summer* (sum-mer)			
<b>Correct response</b>	*Yes, When you break the word summer into two parts you get sum-mer.		
<b>Incorrect response</b>	*Listen, when I break the word summer into two parts I get sum-mer. Say it with me. Summer, sum-mer.		
<i>I'm going to say a big word. I want you to tell me the two parts of that word.</i>			
Prompt as needed: Remember to tell me the two parts of the word.			
1. footprint _____ (foot-print)	5. inside _____ (in-side)	9. coming _____ (com-ing)	____/10
2. playground _____ (play-ground)	6. cloudy _____ (cloud-y)	10. table _____ (ta-ble)	
3. bookmark _____ (book-mark)	7. after _____ (af-ter)		
4. sunlight _____ (sun-light)	8. turkey _____ (tur-key)		

<b>Adding Words and Syllables</b>			RF.K.2e			
Teacher Administration Directions: I am going to say a word. I will add a word or syllable at the end to make a new word. Listen to me, <u>note</u> . When I add <u>book</u> at the end the word is <u>notebook</u> . You try one. Say <u>cup</u> . Add <u>cake</u> at the end and the word is?* ( <u>cupcake</u> )						
<b>Correct Response</b>	*Yes, when you add cake to cup, the word is cupcake					
<b>Incorrect Response</b>	*Listen, say <u>cup</u> . When you add cake the word is cupcake. Say it with me, cupcake.					
<i>This wording should be used with each assessment word: Say _____ . Add / _____ / at the end and the word is _____ ?</i>						
Word	Add	Correct Response	Word	Add	Correct Response	____/10
1. some	where	somewhere	6. tell	-ing	telling	
2. rain	bow	rainbow	7. mark	-er	marker	
3. down	stairs	downstairs	8. plas-	-tic	plastic	
4. tooth	brush	toothbrush	9. quick	-ly	quickly	
5. stop	light	stoplight	10. pen	-cil	pencil	

<b>Deleting Words and Syllables</b>			RF.K.2e			
Teacher Administration Directions: I am going to say a word. I am going to take away part of that word and tell you what is left. Listen to me, <u>bathtub</u> . When I say <u>bathtub</u> without /bath/ what's left is <u>tub</u> . Now you try one. Say <u>rainbow</u> (student says <u>rainbow</u> ) without /bow/, and what's left is ____.* ( <u>rain</u> ) **Make sure students repeat each word before responding.						
<b>Correct Response</b>	*Yes, rainbow, without /bow/ is rain.					
<b>Incorrect Response</b>	Listen, say rainbow. Without /bow/ and what's left is rain.					
<i>This wording should be used with each assessment word: Say _____ . Say _____ without / _____ / what's left is _____ ?</i>						
Word	Without	Correct Response	Word	Without	Correct Response	____/10
1. fourteen	teen	four	6. laughing	-ing	laugh	
2. playground	play	ground	7. excite	-ex	cite (site)	
3. Sunday	day	sun	8. darkest	-est	dark	
4. haircut	cut	hair	9. cloudy	-y (/ē/)	cloud	
5. forget	for	get	10. window	-ōw	wind	

## Phonemic Awareness Skills Assessment: Kindergarten

### Substituting Words and Syllables

RF.K.2e

Teacher Administration Directions: *I am going to say a word. I am going to change part of that word to make a new word. Listen to me, backyard. When I change /yard/ to /pack/ the word is backpack. You try one. Say baseball. Change /base/ to /foot/ and the word is?\** (football) **\*\*Make sure students repeat each word before responding.**

**Correct response**      \*Yes. When you change /base/ to /foot/, the word is football.

**Incorrect response**      \*Listen, baseball. When I change /base/ to /foot/, the word is football. Say it with me, *football*.

*This wording should be used with each assessment word: Say \_\_\_\_\_. Change /\_\_\_/ to /\_\_\_/ and the word is \_\_\_\_\_?*

1. goldfish Change <i>gold</i> to <i>star</i> , and the word is? ____ (starfish)	6. talking Change <i>talk</i> to <i>read</i> , and the word is? ____ (reading)
2. pancake Change <i>pan</i> to <i>cup</i> , and the word is? ____ (cupcake)	7. fastest Change <i>fast</i> to <i>kind</i> , and the word is? ____ (kindest)
3. inside Change <i>in</i> to <i>out</i> , and the word is? _____ (outside)	8. louder Change <i>loud</i> to <i>tall</i> , and the word is? ____ (taller)
4. sunshine Change <i>shine</i> to <i>light</i> , and the word is? ____ (sunlight)	9. yellow Change <i>yell</i> to <i>pill</i> , and the word is? ____ (pillow)
5. airplane Change <i>plane</i> to <i>port</i> , and the word is? ____ (airport)	10. kitten Change <i>kitt</i> to <i>mitt</i> , and the word is? ____ (mitten)

\_\_\_\_\_  
/10

## Guidelines for Scoring the Kindergarten Phonemic Awareness Assessments

These assessments were created by Literacy Resources, Inc. to align to the Phonemic Awareness curriculum for Kindergarten, written by Dr. Michael Heggerty entitled, *Phonemic Awareness: The Skills That They Need to Help Them Succeed* ©2015. The skills assessed also align to the Phonological Awareness Standards and Print Concepts Standards of the Common Core State Standards for Kindergarten.

The suggested time frame in which to administer assessments can be aligned to your school schedule of quarters or trimesters. 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.

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 on any future assessments would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum. The Baseline assessment can be used to determine intervention needs, but some students begin 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.

<b>Assessment 1: Beginning of the School Year Administration (Baseline Assessment)</b>			
Phonemic Awareness Skill	Beginning	Developing	Meets
Rhyme Recognition	0 - 4 correct	5 - 7 correct	8-10 correct
Onset Fluency: Identify Initial Phonemes	0 - 4 correct	5 - 7 correct	8-10 correct
Blending Compound Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
Identifying Final Sounds in Words	0 - 4 correct	5 - 7 correct	8-10 correct
Segmenting Compound Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
Adding Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
Deleting Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
Substituting Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct