

Phonemic Awareness Skills Assessment: Kindergarten

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 on 5 or more test items, check the support box. **

Phonemic Awareness Skills		Results
Rhyme Recognition		RF.K.2.A
Teacher Administration Directions: <i>Rhyming words sound alike at the end. Listen, fun, sun. Fun and sun rhyme. Let's try another one. Red, bed Say red, bed. Now you try one. Do these two words rhyme... pen, hen?*</i>		
Correct response	*Yes, pen and hen rhyme.	
Incorrect response	*Listen. Pen and hen are rhyming words. They sound alike at the end. Say them with me pen, hen.	
Now I am going to say two words, You tell me if the two words rhyme.		
Prompt as needed: Do these two words rhyme? _____, _____		
1. hug, bug _____ (yes)	6. flip, clip _____ (yes)	Support ____ ____/10
2. mess, less _____ (yes)	7. snow, tree _____ (no)	
3. miss, cut _____ (no)	8. cape, grape _____ (yes)	
4. time, lime _____ (yes)	9. see, set _____ (no)	
5. luck, read _____ (no)	10. meet, feet _____ (yes)	

Rhyme Production		RF.K.2a
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 two words. You tell me a word that rhymes.		
Prompt as needed: Tell me a word that rhymes with _____.		
1. nut _____	6. sing _____	Support ____ ____/10
2. me _____	7. coat _____	
3. white _____	8. less _____	
4. fair _____	9. wish _____	
5. make _____	10. go _____	

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Onset Fluency: Isolate the Initial Sound		RF.K.2.D
Teacher Administration Directions: <i>Listen to me say this word, "big". The first sound you hear in the word "big" is /b/. Listen, /b/, "big". What is the first sound you hear in the word "big"? * Listen to me say another word, "nice". What is the first sound you hear in the word "nice"? **</i>		
Correct response	*Yes, /b/ is the first sound we hear in the word "big".	
Incorrect response	*Listen, /b/, "big". /b/ is the first sound we hear in the word "big". Let's try it again. What is the first sound you hear in the word "big?" (/b/) Correct response: Say, yes. Incorrect response: Say, ok.	
Correct response	**Yes, /nnn/ is the first sound we hear in the word "nice".	
Incorrect response	**Listen, /nnn/, "nice". /nnn/ is the first sound we hear in the word "nice". Let's try it again. What is the first sound you hear in the word "nice?" (/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 letter sound prompt students. <i>Remember to tell me the first sound you hear in the word, not the letter name.</i>		
1. two _____ /t/	6. rip _____ /r/	Support ____ ____/10
2. best _____ /b/	7. unreal _____ /u/	
3. kind _____ /k/	8. week _____ /w/	
4. seat _____ /s/	9. down _____ /d/	
5. game _____ /g/	10. him _____ /h/	

Identifying Final Sounds in Words - use hand signals		RF.K.2d
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. (Use hand signals.): If a student responds with the letter name rather than letter sound prompt students. <i>Remember to tell me the last sound you hear in the word, not the letter name.</i>		
1. crab _____ /b/	5. leash _____ /sh/	Support ____ ____/10
2. park _____ /k/	6. moon _____ /n/	
3. storm _____ /m/	7. less _____ /s/	
4. bug _____ /g/	8. five _____ /v/	
	9. bath _____ /th/	
	10. cage _____ /j/	

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Blending Syllables – use hand signals		RF.K.2b
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 <u>two</u> 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. (Use hand signals.) No response = "Say ____ - ____."		
1. pic - nic _____ (picnic)	6. kind - ness _____ (kindness)	Support ____ ____/10
2. mō - ment _____ (moment)	7. laugh - ing _____ (laughing)	
3. rē- cess _____ (recess)	8. tall - er _____ (taller)	
4. un - til _____ (until)	9. res - cue _____ (rescue)	
5. bē - low _____ (below)	10. en - ter _____ (enter)	

Segmenting Words into Syllables – use hand signals		RF.K.2b
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 simple into <u>two</u> parts I get sim - ple. Say it with me. Simple, sim – ple.	
I'm going to say a big word. You tell me the parts of that word.		
Prompt as needed: Remember to tell me the <u>two</u> parts in the word. (Use hand signals for chopping syllables.) No response = "Say _____."		
1. dentist _____ (den-tist)	5. explode _____ (ex-plode)	9. cloudy _____ (clou-dy)
2. invite _____ (in-vite)	6. jungle _____ (jun-gle)	10. summer _____ (sum-mer)
3. plastic _____ (plas-tic)	7. muffin _____ (muf-fin)	
4. hamster _____ (ham-ster)	8. reading _____ (read-ing)	
		____/10

Blending Onset-Rime – use hand signals		RF.K.2c
Teacher Administration Directions: <i>I'm going to say the first sound and then the last part of a word. I want you to put those parts together to make a whole word. Let's try one: /r/ - /ock/. When I blend the first sound and the last part together, /r – ock/, I get the word rock. You try one.* Say /d/ - /id/ (students repeat /d- /id/, did).</i>		
Correct response	Yes. When you blend the sounds /d/ - /id/ together, you get the word did.	
Incorrect response	Listen, when I blend the sounds /d/ - /id/ together, I get the word did. Say it with me. /d/ - /id/, did.	
I'm going to say the first sound and then the last part of the word. You put the parts together and say the whole word.		
Prompt as needed: Remember to tell me the whole word. (Use hand signals to show chopping onset and rime) No response = "Say ____ - ____."		
1. f - ill _____ (fill)	5. sh-out _____ (shout)	9. j - ust _____ (just)
2. b - ox _____ (box)	6. r - ing _____ (ring)	10. wh - eat _____ (wheat)
3. p - ack _____ (pack)	7. h - ug _____ (hug)	
4. t - est _____ (test)	8. b - end _____ (bend)	
		____/10

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Segmenting Words into Onset-Rime – use hand signals			RF.K.2c
Teacher Administration Directions: <i>I'm going to say a word and I want you to break the word into the first sound and then the last part of the word. Let's try one. Sell, /s/ - /eɪ/. I would break the word, sell apart by saying /s/ - /eɪ/. You try one. Say met*. (Student repeats met, /m/ - /eɪ/).</i>			
Correct response	*Yes. When you break the word met into the first sound and the last part of the word, you get /m/ - /eɪ/.		
Incorrect response	*Listen, when I break the word met into the first sound and the last part of the word, I get /m/ - /eɪ/. Say it with me. Met, /m/ - /eɪ/.		
I'm going to say a word. You tell me the first sound and the last part of the word.			
Prompt as needed: Remember to tell the first sound and then the last part of the word. (Use hand signals.) No response = "Say _____."			
1. nod _____ (n-od)	5. luck _____ (l-uck)	9. save _____ (s-ave)	Support ____ ____/10
2. fall _____ (f-all)	6. jam _____ (j-am)	10. night _____ (n-ight)	
3. pick _____ (p-ick)	7. that _____ (th-at)		
4. head _____ (h-ĕd)	8. check _____ (ch-eck)		

Blending Phonemes – use hand signals			
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/ - /ŭ/ - /n/, sun. When I blend those two sounds together, /s/ /ŭ/ /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. (Use hand signals.) No response = "Say ____ - ____ - ____"			
1. /c/ /ā/ /b/ _____ (cab)	5. /g/ /ŏ/ /t/ _____ (got)	9. /g/ /r/ /ē/ /n/ _____ (green)	Support ____ ____/10
2. /d/ /ŭ/ /ck/ _____ (duck)	6. /d/ /ē/ /p/ _____ (deep)	10. /r/ /ō/ /s/ /t/ _____ (roast)	
3. /m/ /ē/ /n/ _____ (men)	7. /ch/ /ā/ /s/ _____ (chase)		
4. /h/ /ī/ /ll/ _____ (hill)	8. /sh/ /ī/ /n/ _____ (shine)		

Segmenting Words into Phonemes – use hand signals			
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/ - /ē/ - /d/. The sounds in red are /r/ - /ē/ - /d/. You try one. Say nut* (Student repeats - /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. (Use hand signals.) No response = "Say _____."			
1. fun ____ (f-ŭ-n)	5. shop _____ (sh-ŏ-p)	9. chest _____ (ch-ĕ-s-t)	Support ____ ____/10
2. tag ____ (t-ă-g)	6. coat _____ (c-ō-t)	10. sleep _____ (s-l-ē-p)	
3. guess ____ (g-ĕ-s)	7. dime _____ (d-ī-m)		
4. chip _____ (ch-i-p)	8. late _____ (l-ā-t)		

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Adding Phonemes – use hand signals		RF.K.2e
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/ at the beginning the word is tap. You try one. Say -eck. Add /n/ at the beginning and the word is?*</i> (neck) **Make sure students repeat each word before responding.		
Correct response	*Yes. When you add /n/ to -eck, the word is neck.	
Incorrect response	* When I add /n/ to -eck, the word is neck. Say it with me. /n/ -eck, neck.	
1. Say -ox. Add /f/ at the beginning and the word is ? _____ (fox)	6. Say -ick. Add /s/ at the beginning and the word is ? _____ (sick)	<hr style="width: 20px; margin: 0 auto;"/> /10
5. Say -ish. Add /d/ at the beginning and the word is ? _____ (dish)	7. Say -an. Add /p/ at the beginning and the word is ? _____ (pan)	
3. Say -od. Add /n/ at the beginning and the word is ? _____ (nod)	8. Say -uck. Add /l/ at the beginning and the word is ? _____ (luck)	
4. Say -us. Add /b/ at the beginning and the word is ? _____ (bus)	9. Say -ock. Add /r/ at the beginning and the word is ? _____ (rock)	
5. Say -ate. Add /g/ at the beginning and the word is ? _____ (gate)	10. Say -eat. Add /h/ at the beginning and the word is ? _____ (heat)	

Deleting Phonemes – use hand signals		RF.K.2e
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/ what's left is an. You try one. Say, sit. Say sit (student says sit), without /s/ and what's left is ____?*</i> (it) **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 why. Without /w/ and what's left is ? _____ (-i)	6. Say leg. Without /l/ and what's left is ? _____ (-eg)	<hr style="width: 20px; margin: 0 auto;"/> /10
2. Say send. Without /s/ and what's left is ? _____ (-end)	7. Say call. Without /k/ and what's left is ? _____ (-all)	
3. Say box. Without /b/ and what's left is ? _____ (-ox)	8. Say make. Without /m/ and what's left is ? _____ (-ake)	
4. Say feet. Without /f/ and what's left is ? _____ (-eet)	9. Say beach. Without /b/ and what's left is ? _____ (-each)	
5. Say date. Without /d/ and what's left is ? _____ (-ate)	10. Say time. Without /t/ and what's left is ? _____ (-ime)	

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Substituting Phonemes – use hand signals		RF.K.2e
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?*</i> (my) **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 day. Change /d/ to /s/ and the word is ? _____ (say)	6. Say sad. Change /s/ to /h/ and the word is ? _____ (had)	<hr style="width: 20px; margin: 0 auto;"/> /10
2. Say less. Change /l/ to /m/ and the word is ? _____ (mess)	7. Say rock. Change /r/ to /l/ and the word is ? _____ (lock)	
3. Say pig. Change /p/ to /d / and the word is ? _____ (dig)	8. Say gum. Change /g/ to /h/ and the word is ? _____ (hum)	
4. Say note. Change /n/ to /k/ and the word is ? _____ (coat)	9. Say deck. Change /d/ to /n/ and the word is ? _____ (neck)	
5. Say fix. Change /f/ to /m/ and the word is ? _____ (mix)	10. Say light Change /l/ to /n/ and the word is ? _____ (night)	

Phonemic Awareness Skills Assessment: Kindergarten

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 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 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 3: End of the School Year Administration			
Phonemic Awareness Skill	Beginning	Developing	Meets
Rhyme Recognition	0-6 correct	7-8 correct	9-10 correct
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	0-6 correct	7-8 correct	9-10 correct
Blending Syllables	0-6 correct	7-8 correct	9-10 correct
Segmenting Syllables	0-6 correct	7-8 correct	9-10 correct
Blending Onset-Rime	0-6 correct	7-8 correct	9-10 correct
Segmenting Onset-Rime	0-6 correct	7-8 correct	9-10 correct
Blending Phonemes	0-6 correct	7-8 correct	9-10 correct
Segmenting 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