

Phonemic Awareness Skills Assessment: Kindergarten

Student Name: _____

Assessment Date: _____

Phonemic Awareness Mid-Year 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 on to 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 Recognition		RF.K.2.A
Teacher Administration Directions: <i>Rhyming words sound alike at the end. Listen, when, ten. When and ten 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... van, fan?*</i>		
Correct response	*Yes, van and fan rhyme.	
Incorrect response	*Listen. Van and fan are rhyming words. They sound alike at the end. Say them with me, van/fan.	
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. hop, top _____ (yes)	6. pan, big _____ (no)	Support ____ ____/10
2. cab, get _____ (no)	7. jump, lump _____ (yes)	
3. bad, hot _____ (no)	8. dug, zip _____ (no)	
4. cub, rub _____ (yes)	9. boat, coat _____ (yes)	
5. land, sand _____ (yes)	10. wet, net _____ (yes)	

Rhyme Production		RF.K.2.a
Teacher Administration Directions: <i>Rhyming words sound alike at the end. Listen, sat, mat. Sat and mat are rhyming words. I am 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. Tell me a word that rhymes with chair/ _____.* (If students repeats chair, say "Give me a different rhyming word.")</i>		
Correct response	*Yes, chair and _____ rhyme.	
Incorrect response	*Listen, chair and _____ do not rhyme. Chair and bear are rhyming words. They sound alike at the end. Say them with me, chair/bear.	
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. mop _____	6. land _____	Support ____ ____/10
2. cast _____	7. fun _____	
3. tub _____	8. sock _____	
4. fish _____	9. net _____	
5. red _____	10. will _____	

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Onset Fluency: Isolate the Initial Sound		RF.K.2.D
Teacher Administration Directions: <i>Listen to me say this word, "map". The first sound you hear in the word "map" is /mmm/. Listen, /mmm/, "map". What is the first sound you hear in the word "map"? * Listen to me say another word, "keep". What is the first sound you hear in the word "keep"? **</i>		
Correct response	*Yes, /mmm/ is the first sound we hear in the word "map".	
Incorrect response	*Listen, /mmm/, "map". /mmm/ is the first sound we hear in the word "map". Let's try it again. What is the first sound you hear in the word "map"? (/mmm/) Correct response: Say, yes. Incorrect response: Say, ok.	
Correct response	**Yes, /k/ is the first sound we hear in the word "keep".	
Incorrect response	**Listen, /k/, "keep". /k/ is the first sound we hear in the word "keep". Let's try it again. What is the first sound you hear in the word "keep"? (/k/) 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. zip _____ /z/	6. after _____ /a/	Support ____ ____/10
2. not _____ /n/	7. jet _____ /j/	
3. done _____ /d/	8. itchy _____ /i/	
4. top _____ /t/	9. otter _____ /o/	
5. unlock _____ /u/	10. sat _____ /s/	

Identifying Final Sounds in Words - use hand signals		RF.K.2d
Teacher Administration Directions: <i>Listen to me say the word, "bed". The last sound that 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's the last sound you hear in the word "map"? **</i>		
Correct response	*Yes, /d/ is the last sound you hear in the word "bed".	
Incorrect response	*/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.	
Correct response	**Yes, /p/ is the last sound you hear in the word "map".	
Incorrect response	**/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.	
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.)		
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/	
		____/10

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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. ta...ble. Table. When I put the two parts together, ta...ble, I get the word table. You try one. Say can...dy.* (Students repeat can...dy - candy.)</i>		
Correct response	*Yes. When you put the <u>two</u> parts together, can...dy, you get the word candy.	
Incorrect response	*Listen, when I put the <u>two</u> parts together, can...dy, I get the word candy. Say it with me - can...dy candy.	
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. nap- kin _____ (napkin)	6. pump-kin _____ (pumpkin)	Support ____ ____/10
2. in-sect _____ (insect)	7. flow-er _____ (flower)	
3. ba-by _____ (baby)	8. wel-come _____ (welcome)	
4. jack-et _____ (jacket)	9. sis-ter _____ (sister)	
5. pen-cil _____ (pencil)	10. mon-key _____ (monkey)	

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 syllables in that word. Listen to this word. Monkey, mon-key. I can break the word monkey into syllables, mon-key. You try one. Say super* (student repeats super – su-per).</i>		
Correct response	*Yes. When you break the word super into <u>two</u> parts you get su-per.	
Incorrect response	*Listen, when I break the word super into <u>two</u> parts I get su-per. Say it with me. Super, su-per.	
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.) No response = "Say _____."		
1. thunder _____ (thun-der)	5. happy _____ (hap-py)	9. planet _____ (plan-et)
2. princess _____ (prin-cess)	6. teacher _____ (tea-cher)	10. candle _____ (can-dle)
3. yellow _____ (yel-low)	7. reading _____ (read-ing)	
4. mountain _____ (moun-tain)	8. slowly _____ (slow-ly)	
Support ____ ____/10		

Blending Onset-Rime – use hand signals		RF.K.2c
Teacher Administration Directions: <i>I'm going to say the first sound and the last part of a word. I want you to put those parts together to make a whole word. Let's try one. /c/ - /ake/, cake. When I blend the first sound and the last part together, /c/ - /ake/, I get the word cake. You try one. Say /h/ - /at/* (students repeat /h/ - /at/ - hat).</i>		
Correct response	*Yes. When you blend the sounds /h/ - /at/ together, you get the word hat.	
Incorrect response	*Listen, when I blend the sounds /h/ - /at/ together, I get the word hat. Say it with me. /h/ - /at/, hat.	
I'm going to say the first sound and the last part of the word. You put the parts together and say the whole word.		
Prompt as needed: Remember to tell the whole word. (Use hand signals.) No response = "Say ___ - ___."		
1. s-un _____ (sun)	5. d-ime _____ (dime)	9. b-ox _____ (box)
2. l-ip _____ (lip)	6. w-eb _____ (web)	10. c-up _____ (cup)
3. b-ed _____ (bed)	7. m-ad _____ (mad)	
4. r-ag _____ (rag)	8. f-eet _____ (feet)	
Support ____ ____/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 the last part of the word. Let's try one. Pop, /p/ - /op/. I would break the word, pop apart by saying /p/ - /op/. You try one. Say sip.* (student repeats sip - /s/ - /ip/).</i>			
Correct response	*Yes. When you break the word sip into the first sound and the last part of the word, you get /s/ - /ip/.		
Incorrect response	*Listen, when I break the word sip into the first sound and the last part of the word, I get /s/ - /ip/. Say it with me. Sip, /s/ - /ip/.		
<i>I'm going to say a word. You tell me the first sound and the last part of the word.</i>			
Prompt as needed: Remember to tell the first sound and the last part of the word. (Use hand signals.) No response = "Say _____."			
1. nap _____ (n-ap)	5. gum _____ (g-um)	9. lock _____ (l-ock)	Support ____ ____/10
2. mop _____ (m-op)	6. hand _____ (h-and)	10. bug _____ (b-ug)	
3. tin _____ (t-in)	7. pen _____ (p-en)		
4. red _____ (r-ed)	8. will _____ (w-ill)		

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. /m/ - /ē/, me/. When I blend those two sounds together, /m/ - /ē/, I get the word me. You try one. Say // - /i/ - /p/.* (student repeats // - /i/ - /p/ - lip)</i>			
Correct response	*Yes. When you blend the sounds // - /i/ - /p/, you get the word lip.		
Incorrect response	*Listen, when I blend the sounds // - /i/ - /p/, I get the word lip. Say it with me. // - /i/ - /p/, lip.		
<i>I'm going to say the sounds in a word. You put the sounds together and say the whole word.</i>			
Prompt as needed: Remember to say the whole word. (Use hand signals.) No response = "Say ____ - ____."			
1. /b/ /ī/ /t/ _____ (bite)	5. /w/ /ē/ /k/ _____ (week)	9. // /u/ /k/ _____ (luck)	Support ____ ____/10
2. /s/ /ō/ _____ (so)	6. /h/ /a/ /d/ _____ (had)	10. /m/ /e/ /s/ _____ (mess)	
3. /m/ /ā/ _____ (may)	7. /b/ /i/ /g/ _____ (big)		
4. /d/ /oo/ _____ (do)	8. /d/ /o/ /t/ _____ (dot)		

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. He, /h/ - /e/. The sounds in he are /h/ - /ē/. You try one. Say top * (student repeats top - /t/ - /o/ - /p/).</i>			
Correct response	*Yes. When you break the word top into sounds, you hear /t/ - /o/ - /p/.		
Incorrect response	* Listen, when I break the word top into sounds, I hear /t/ - /o/ - /p/. Say it with me. Top, /t/ - /o/ - /p/.		
<i>I'm going to say a word. You tell me the sounds in the word.</i>			
Prompt as needed: Remember to tell me all of the sounds in the word. (Use hand signals.) No response = "Say _____."			
1. low _____ (l-ow)	5. feed _____ (f- ē-d)	9. cut _____ (c-ŭ-t)	Support ____ ____/10
2. rat _____ (r-ă-t)	6. have _____ (h-ă-v)	10. ten _____ (t-ě-n)	
3. mitt _____ (m-ī-t)	7. pie _____ (p-ī)		
4. hope _____ (h-ō-p)	8. sob _____ (s-ō-b)		

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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, -ip. When I add /s/ at the beginning the word is sip. You try one. Say -ed. Add /b/ at the beginning and the word is? (bed) **Make sure students repeat each word before responding.</i>		
Correct response	*Yes. When you add /b/ to -ed, the word is bed.	
Incorrect response	*Listen. When I add /b/ to -ed, the word is bed. Say it with me. /b/ -ed, bed.	
1. Say -ap. Add /m/ at the beginning and the word is ? _____ (map)	6. Say -ell. Add /t/ at the beginning and the word is ? _____ (tell)	/10
5. Say -in. Add /p/ at the beginning and the word is ? _____ (pin)	7. Say -ock. Add /s/ at the beginning and the word is ? _____ (sock)	
3. Say -eet. Add /f/ at the beginning and the word is ? _____ (feet)	8. Say -ade. Add /m/ at the beginning and the word is ? _____ (made)	
4. Say -oo. Add /h/ at the beginning and the word is ? _____ (who)	9. Say -ug. Add /r/ at the beginning and the word is ? _____ (rug)	
5. Say -un. Add /f/ at the beginning and the word is ? _____ (fun)	10. Say -it Add /b/ at the beginning and the word is ? _____ (bit)	

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's left. Listen, mat. Mat without /m/, what's left is at. You try one. Say, pin. Say pin (student says pin), without /p/ and what's left is ____? (in) **Make sure students repeat each word before responding.</i>		
Correct response	*Yes. Pin without /p/ is in.	
Incorrect response	* Listen. Pin without /p/, is in. Say it with me. Pin without /p/ is in.	
1. Say fit. Say fit without /f/ and what's left is ? _____ (-it)	6. Say lamb. Say lamb without /l/ and what's left is ? _____ (-am)	/10
2. Say coat. Say coat without /k/ and what's left is ? _____ (-oat)	7. Say sad. Say sad without /s/ and what's left is ? _____ (-ad)	
3. Say van. Say van without /v/ and what's left is ? _____ (-an)	8. Say bend. Say bend without /b/ and what's left is ? _____ (-end)	
4. Say meat. Say meat without /m/ and what's left is? _____ (-eat)	9. Say reach. Say reach without /r/ and what's left is? _____ (-each)	
5. Say buy. Say buy without /b/ and what's left is ? _____ (-ī)	10. Say wall. Say wall without /w/ and what's left is? _____ (-all)	

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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 sat. Now change /s/ to /m/ and the word is mat. You try one. Say no. Change /n/ to /s/ and the word is?*</i> (so) **Make sure students repeat each word before responding.		
Correct response	*Yes. When you change /n/ to /s/, the word is so.	
Incorrect response	*Listen, no. When I change /n/ to /s/, the word is so. Say it with me, so.	
1. Say be. Change /b/ to /m/ and the word is ? _____ (me)	6. Say goat. Change /g/ to /b/ and the word is ? _____ (boat)	<hr style="width: 20px; margin: 0 auto;"/> 10
2. Say net. Change /n/ to /p/ and the word is ? _____ (pet)	7. Say man. Change /m/ to /k/ and the word is ? _____ (can)	
3. Say rock. Change /r/ to /s / and the word is ? _____ (sock)	8. Say do. Change /d/ to /z/ and the word is ? _____ (zoo)	
4. Say when. Change /w/ to /t/ and the word is? _____ (ten)	9. Say kick. Change /k/ to /l/ and the word is ? _____ (lick)	
5. Say fish. Change /f/ to /d/ and the word is ? _____ (dish)	10. Say jam. Change /j/ to /h/ and the word is ? _____ (ham)	

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 2: Middle 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