

Phonemic Awareness Skills Assessment: Preschool

Assessment Directions for Preschool Teachers & Parents:

Literacy Resources, Inc. created this Phonemic Awareness Assessment, aligned to the Illinois Early Learning and Development Standards to assess a child's progress with phonemic awareness throughout the Preschool school year. The skills are labeled with the Early Learning Standards Preschool Benchmarks. Each skill that is assessed is part of the daily phonemic awareness lessons written by Dr. Michael Heggerty, founder of Literacy Resources, Inc. The same assessment can be given as a pre-assessment and then as a post-assessment, or a second assessment has been provided to be used at the end of the preschool year. This second assessment asks students to produce rhyming words, segment and blend with phonemes, add and delete phonemes as well as substitute phonemes. Both assessments provide teachers with baseline data and data at the end of the school year. 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. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills.

Phonemic Awareness is auditory and should be assessed in this way. Students are not expected to read or write any of the words in the assessment; the teacher says the words or sounds aloud and the student responds orally.

A phoneme is the smallest unit of sound. Students are asked to respond with the sounds the letters make, not the letter name. As the assessment administrator, you will be providing students with letter sounds, not letter names.

Assessment Administration Guidelines:

The assessments are meant to inform your instruction. Administration Directions are provided for each skill. The assessments can be administered in separate sessions if the tasks become too lengthy for your student.

Assessment #1: Beginning of the School Year Administration			
Phonemic Awareness Skill	Pre-Developing	Developing	Age-Appropriate
Rhyme Recognition	0 correct	1-5 correct	6-10 correct
Onset Fluency: Identify Initial Phonemes	0 correct	1-5 correct	6-10 correct
Blending Compound Words & Syllables	0 correct	1-5 correct	6-10 correct
Segmenting Compound Words & Syllables	0 correct	1-5 correct	6-10 correct
Identifying Final Sounds in Words	0 correct	1-5 correct	6-10 correct

Assessment #2: End of the School Year Administration			
Phonemic Awareness Skill	Pre-Developing	Developing	Age-Appropriate
Rhyme Recognition	0-3 correct	4-6 correct	7-10 correct
Onset Fluency: Identify Initial Phonemes	0-3 correct	4-6 correct	7-10 correct
Blending Phonemes into Words	0 correct	1-5 correct	6-10 correct
Segmenting Words into Phonemes	0 correct	1-5 correct	6-10 correct
Identifying Final Sounds in Words	0-3 correct	4-6 correct	7-10 correct
Adding & Deleting Phonemes	0 correct	1-5 correct	6-10 correct
Substituting Phonemes	0 correct	1-5 correct	6-10 correct

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Phonemic Awareness Assessment 1: Beginning of Year

Student Name: _____ Assessment Date: _____

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, provide the correct answer, mark it with a T (told), and 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 on 5 or more test items, check the support box.

Phonemic Awareness Skills		Results
Rhyme Recognition		Learning Standard 4.C.ECb
Teacher Administration Directions: <i>Rhyming words sounds alike at the end. Listen, hop, pop. Hop and pop rhyme. Let's try another one. Fed, head. Say fed, head. Fed and head rhyme. Now you try one. Do these two words rhyme...man, fan?*</i>		
Correct response	*Yes. Man and fan rhyme.	
Incorrect response	*Man and fan are rhyming words. They sound alike at the end. Say them with me, man/fan.	
Now I am going to say two words, you tell me if the words rhyme.		
Prompt as needed: Do these two words rhyme? _____, _____		
1. cup, up _____ (yes)	6. pot, got _____ (yes)	Support ____ ____/10
2. no, see _____ (no)	7. fun, run _____ (yes)	
3. sit, bit _____ (yes)	8. pet, have _____ (no)	
4. sat, cat _____ (yes)	9. ten, hen _____ (yes)	
5. mom, make _____ (no)	10. dig, mop _____ (no)	

Onset Fluency: Isolate the Initial Sound		Learning Standard 4.C.ECd
Teacher Administration Directions: <i>Listen to me say this word, "cup". The first sound you hear in the word "cup" is /c/. Listen /c/, cup. What is the first sound you hear in cup?*</i> Listen to me say another word, "mad". What is the first sound you hear in mad?*		
Correct response	* Yes, /c/ is the first sound we hear in the word "cup".	
Incorrect response	*Listen, /c/ cup. /c/ is the first sound we hear in the word "cup". Let's try it again. What is the first sound you hear in the word "cup"? (/c/). Correct response: say, yes. Incorrect response: say, ok.	
Correct response	** Yes, /mmm/ is the first sound we hear in the word "mad".	
Incorrect response	** Listen, /mmm/, "mad". /mmm/ is the first sound we hear in the word "mad". Let's try it again. What is the first sound you hear in the word "mad"? (/mmm/) Correct response: Say, yes. Incorrect response: Say, ok.	
Now I am going to say more words. What is the first sound you hear in the word "___"? If incorrect, write the sound the child says.		
Prompt at 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 the letter sound, prompt student. Say, <i>Remember to tell me the first <u>sound</u> you hear in the word, not the letter name.</i>		
1. sing _____ /s/	5. dog _____ /d/	9. to _____ /t/
2. rock _____ /r/	6. fly _____ /f/	10. bat _____ /b/
3. pie _____ /p/	7. cup _____ /c/	
4. had _____ /h/	8. we _____ /w/	
		Support ____ ____/10

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Blending Compound Words & Syllables

Learning Standard 4.C.ECc

Teacher Administration Directions: *I am going to say two parts of a word. I will put the parts together and say the whole word. Listen. Rain...bow. Rainbow. When I put the two parts together, I get the word Rainbow. You try one. Out...side* (Outside)*

Correct Response

*Yes. When you put the two parts together out...side you get the word outside.

Incorrect Response

*Listen, when I put the two parts together out...side I get the word outside. Say it with me. Out...side, outside.

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.

1. class...room ____ (classroom)	5. oat...meal ____ (oatmeal)	9. in-sect ____ (insect)	____/10
2. mail...box ____ (mailbox)	6. ta-ble ____ (table)	10. pump-kin ____ (pumpkin)	
3. door...knob ____ (doorknob)	7. mar-ket ____ (market)		
4. pan...cake ____ (pancake)	8. prin-cess ____ (princess)		

Segmenting Words into Compound Words & Syllables

Learning Standard 4.C.ECc

Teacher Administration Directions: *I'm going to say a big word and I want you to tell me the two parts of that word. Listen to this word. Cloudy.. I can break that word into two parts, cloud-y. You try one. bookshelf* (book-shelf)*

Correct Response

*Yes, When you break the word bookshelf into two parts you get book-shelf.

Incorrect Response

*Listen, when I break the word bookshelf into two parts I get win-ter. Say it with me. Bookshelf, book-shelf.

I'm going to say a big word. I want you to tell me the two parts of that word.

Prompt as needed: Remember to tell me the two parts of the word.

1. inside ____ (in-side)	5. haircut ____ (hair-cut)	9. carpet ____ (car-pet)	____/10
2. goodnight ____ (good-night)	6. elbow ____ (el-bow)	10. pencil ____ (pen-cil)	
3. peanut ____ (pea-nut)	7. sister ____ (sis-ter)		
4. summer ____ (sum-mer)	8. baby ____ (ba-by)		

Identifying Final Sounds in Words

Teacher Administration Directions: *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 "cat." Cat. The last sound you hear in "cat" is /t/. Listen. "cat" /t/. What is the last sound you hear in the word "cat?"* Listen to me say another word. "Ship." What is the last sound do you hear in the word "ship"?***

Correct response

*Yes, /t/ is the last sound you hear in the word "cat".

Incorrect response

*/t/ is the last sound you hear in the word "cat". Listen "cat", /t/. Say it with me, "cat", /t/. Let's try it again. What is the last sound you hear in the word "cat?" (/t/) Correct response: Say, "Yes." Incorrect response: Say, "Ok."

Correct response

**Yes, /p/ is the last sound you hear in the word "ship". Listen, "ship" /p/. Say it with me, "ship" /p/. Let's try it again. What is the last sound you hear in the word "ship"? (/p/). Correct response: Say "Yes." Incorrect response: Say, "Ok".

Incorrect response

**/p/ is the last sound you hear in the word "ship". Listen, "ship" /p/. Say it with me, "ship" /p/. Let's try it again. What is the last sound you hear in the word "ship"? (/p/) Correct response: Say, "Yes." Incorrect response: Say, "Ok."

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Now I am going to say more words. You tell me the last sound you hear in the word “_____”. Write the sound the child says.

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

1. dog _____ /g/	5. old _____ /d/	9. web _____ /b/	____ /10
2. walk _____ /k/	6. farm _____ /m/	10. give _____ /v/	
3. yes _____ /s/	7. ran _____ /n/		
4. tent _____ /t/	8. up _____ /p/		

Overall Results: After the assessment has been given, the teacher identifies areas of strength and need for each child & records findings here.

Areas of Strength:

Areas of Need & Plan for Intervention:

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Phonemic Awareness Assessment 2: End of Year

Student Name: _____

Assessment Date: _____

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

Learning Standard 4.C.ECb

Teacher Administration Directions: *Rhyming words sounds alike at the end. Listen, sit, hit. Sit and hit rhyme. Let's try another one. Wet, pet. Say wet, pet. Wet and pet rhyme. Now you try one. Do these two words rhyme... clap, tap?**

Correct response *Yes, clap and tap rhyme.

Incorrect response *Clap and tap are rhyming words. They sound alike at the end. Say them with me, clap/tap.

Now I am going to say two words, you tell me if the words rhyme.

Prompt at needed: Do these two words rhyme? _____, _____

1. pat, hat _____ (yes)	6. pan, big _____ (no)	Support _____ _____ /10
2. fast, in _____ (no)	7. all, tall _____ (yes)	
3. men, then _____ (yes)	8. dog, zip _____ (no)	
4. tub, rub _____ (yes)	9. go, no _____ (yes)	
5. fin, win _____ (yes)	10. went, tent _____ (yes)	

Onset Fluency: Isolate Initial Phonemes

Learning Standard 4.C.ECd

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

Correct response * Yes, /c/ is the first sound we hear in the word "cat".

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

Correct response **Yes, /mmm/ is the first sound we hear in the word "miss".

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

Now I am going to say more words. What is the first sound you hear in the word " _____"? If incorrect, write the sound the child says.

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

1. hug _____ /h/	4. toe _____ /t/	7. jump _____ /j/	9. got _____ /g/	_____ /10
2. now _____ /n/	5. bed _____ /b/	8. was _____ /w/	10. pick _____ /p/	
3. can _____ /k/	6. very _____ /v/			

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Blending Phonemes into Words

Learning Standard 4.C.ECe

Teacher Administration Directions: *I am going to say sounds in a word. I will put the sounds together and say the whole word. Listen. /u/ /p/. Up. When I put the two sounds together, I get the word up. You try one. .../o/ /n/* (on)*

Correct Response	*Yes. When you put the two sounds together, /o/ /n/ you get the word on.
Incorrect Response	*Listen, when I put the two parts sounds /o/ /n/ I get the word on. Say it with me. /o/ /n/, on.
Now I'm going to say some sounds. You put the sounds together and say the whole word.	
Prompt as needed: Remember to tell me the whole word.	

1. g - o ____ (go)	3. b - e ____ (be)	5. p-o-t ____ (pot)	7. t-i-n ____ (tin)	9. m-o-m ____ (mom)	____ /10
2. s - āy ____ (say)	4. m - ī ____ (my)	6. w-a-g ____ (wag)	8. h-a-m ____ (ham)	10. s-e-t ____ (set)	

Segmenting Words into Phonemes

Learning Standard 4.C.ECf

Teacher Administration Directions: *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/ - /ū/ - /t/).*

Correct Response	*Yes. When you break the word nut into sounds, you hear /n/ - /ū/ - /t/.
Incorrect Response	*Listen, when I break the word nut into sounds, I hear /n/ - /ū/ - /t/. Say it with me. Nut, /n/ - /ū/ - /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. to ____ /t/ /oo/	3. no ____ /n/ /ō/	5. bed ____ /b/ /ē/ /d/	7. pig ____ /p/ /i/ /g/	9. fox ____ /f/ /o/ /x/	____ /10
2. by ____ /b/ /ī/	4. day ____ /d/ /āy/	6. cup ____ /c/ /u/ /p/	8. jam ____ /j/ /a/ /m/	10. bun ____ /b/ /u/ /n/	

Identifying Final Sounds in Words

Teacher Administration Directions: *Listen to me say the word, "cup". The last sound that you hear in the word "cup" is /p/. Listen "cup" /p/. *Listen to me say another word "sit". What's the last sound you hear in the word "sit"? ***

Correct Response	**Yes, /t/ is the last sound you hear in the word "sit".
Incorrect Response	**/t/ is the last sound you hear in the word "sit". Listen "sit", /t/. Say it with me, "sit", /t/. Let's try it again. What is the last sound you hear in the word "sit"? (/t/) Correct response: Say, yes. Incorrect response: Say, ok.

Now I am going to say more words. You tell me the last sound you hear in the word "_____". If incorrect, write the sound the child says.

Prompt as needed: Remember to tell me the last sound you hear in the word. (Use hand signals.): If a student responds with the letter name rather than letter sound prompt students. *Remember to tell me the last sound you hear in the word, not the letter name.*

1. crab ____ /b/	5. moon ____ /n/	9. park ____ /k/	____ /10
2. feet ____ /t/	6. leaf ____ /f/	10. buzz ____ /z/	
3. cup ____ /p/	7. bird ____ /d/		
4. bus ____ /s/	8. storm ____ /m/		

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Adding and Deleting Phonemes in Words

Teacher Administration Directions for **ADDING PHONEMES**: I am going to say a word part. I am going to add a sound at the beginning to make a new word. Listen, -ut. When I add /c/ at the beginning the word is cut. You try one. Say -est. Add /n/ at the beginning and the word is?* (nest)

****Make sure students repeat each word before responding.**

Teacher Administration Directions for **DELETING PHONEMES**: I am going to say a word. I am going to take away part of that word and tell you what is left. Listen, can. Man without /c/ what's left is an. You try one. Say, bit. Say bit (student says bit), without /b/ and what's left is ____?* (it)

****Make sure students repeat each word before responding.**

Correct Response (Adding)	*Yes. When you add /n/ to -est, the word is nest.
Incorrect Response (Adding)	* When I add /n/ to -est, the word is neck. Say it with me. /n/ -est, nest.
Correct Response (Deleting)	***Yes, bit without /b/ is it.
Incorrect Response (Deleting)	** *Listen. Bit without /b/ is it. Say it with me. Bit without /b/ is it.

Adding Phonemes	Deleting Phonemes	
1. Say -at. Add /r/ at the beginning and the word is? ____ (rat).	6. Say bus. Without /b/ what's left is? ____ (us)	____ /10
2. Say -up. Add /k/ at the beginning and the word is? ____ (cup).	7. Say man. Without /m/ what's left is? ____ (an)	
3. Say -ed Add /b/ at the beginning and the word is? ____ (bed)	8. Say red. Without /r/ what's left is? ____ (ed)	
4. Say -ip Add /z/ at the beginning and the word is? ____ (zip)	9. Say will. Without /w/ what's left is? ____ (ill)	
5. Say -om Add /m/ at the beginning and the word is? ____ (mom)	10. Say fox. Without /f/ what's left is? ____ (ox)	

Skill 10: Substituting Phonemes in Words

Early Learning Standard 4.C.ECg

Teacher Administration Directions: I am going to say a word. I am going to change the first sound to make a new word. Listen, say hot. Now change /h/ to /n/ and the word is hot. You try one. Say high. Change /h/ to /b/ and the word is?* (by)

****Make sure students repeat each word before responding.**

1. Say be. Change /b/ to /s/ and the word is? ____ (see)	6. Say pet. Change /p/ to /s/ and the word is? ____ (set)	____ /10
2. Say my. Change /m/ to /t/ and the word is? ____ (tie)	7. Say hug. Change /h/ to /b/ and the word is? ____ (bug)	
3. Say who. Change /h/ to /z/ and the word is? ____ (zoo)	8. Say mad. Change /m/ to /s/ and the word is? ____ (sad)	
4. Say go. Change /g/ to /n/ and the word is? ____ (no)	9. Say wig. Change /w/ to /p/ and the word is? ____ (pig)	
5. Say May. Change /m/ to /d/ and the word is? ____ (day)	10. Say not. Change /n/ to /d/ and the word is? ____ (dot)	

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Overall Results: After the assessment has been given, the teacher identifies areas of strength and need for each child & records findings here.

Areas of Strength:

Areas of Need & Plan for Intervention: