

Student Name: _____ Assessment Date: _____

Phonemic Awareness Baseline Assessment

Directions: Mark a correct response with a plus sign (+). Mark an incorrect response with a dash (-) or record the incorrect response. If the student is unable to give a correct response within 4 seconds, the administrator can move onto the next assessment word. You may discontinue the skill if there are no correct responses within the first 5 words.

Phonemic Awareness Skills		Results
<p>Rhyme Production</p> <p>Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: sad, mad. Sad is a word that rhymes with mad. Now it's your turn. I will say a word and you tell me a word that rhymes with mice.</p> <p>Note to teacher: Nonsense words are acceptable. If student repeats the provided word, you can prompt by saying, "Can you give me another rhyming word?"</p>		
Correct response	Yes, mice and ____ rhyme. (rice, nice, dice, lice)	
Incorrect response	Mice and ____ do not rhyme. A word that rhymes with mice is nice. They sound alike at the end. Can you say mice, nice?	
<p>I will say a word. Can you say the word back to me and tell me a word that rhymes?</p>		
1. tap _____	6. kite _____	____/10
2. red _____	7. bake _____	
3. fish _____	8. seed _____	
4. hop _____	9. blue _____	
5. sun _____	10. coat _____	

<p>Onset Fluency: Isolate the Initial Sound RF.1.2.C</p> <p>Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is "dog." The first sound we hear in the word "dog" is /d/. Can you repeat this back to me – dog, /d/? Now it's your turn. What is the first sound you hear in the word "kind"?</p>		
Correct response	Yes, /k/ is the first sound we hear in the word "kind".	
Incorrect response	/k/, kind. /k/ is the first sound we hear in the word "kind." Let's try it again. Say, kind. What is the first sound you hear in the word "kind"?	
<p>I will say a word and you will repeat it. What is the first sound you hear in the word _____? If incorrect, write the sound the child says.</p> <p>Teacher Note: If a student responds with the letter name rather than the letter sound say, "That is a letter name. What is the first <u>sound</u> you hear?"</p>		
1. peach _____ /p/	6. garden _____ /g/	____/10
2. bell _____ /b/	7. dessert _____ /d/	
3. cost _____ /c/	8. ribbon _____ /r/	
4. lake _____ /l/	9. happy _____ /h/	
5. name _____ /n/	10. Wednesday _____ /w/	

Phonemic Awareness Skills Baseline Assessment: 1st Grade

Blending Syllables (Teacher can use chopping hand motion to show syllables.)

Teacher Administration Directions: I will say the syllables of a word and blend them together to make the whole word. Listen, den - tist. When I blend the syllables, den - tist, the word is dentist. Now it's your turn. Listen, mem-ber. What is the whole word?

Correct response Yes. When you blend the syllables, /mem-ber/ it is the word member.

Incorrect response When I blend the syllables, /mem-ber/, it is the word member. Say it with me: /mem-ber/, member.

I will say the syllables. What is the whole word? *If incorrect, write the word the child says.*

1. rain - y _____	6. kind - est _____	____/10
2. mas - ter _____	7. jump - ing _____	
3. re - cess _____	8. small - er _____	
4. sū - per _____	9. tab - let _____	
5. be - fore _____	10. fan - tas - tic _____	

Isolating Final Sounds in Words (Student can use the punch it out hand motion when responding.)

RF.1.2.C

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is "week." The last sound I hear in the word "week" is /k/. Can you say that back to me: week, /k/?

Now it's your turn. I will say a word and you say it back to me: "vote." What is the last sound you hear in the word "vote?"

Correct response Yes, /t/ is the last sound you hear in the word vote.

Incorrect response /t/ is the last sound you hear in the word "vote". Vote, /t/. Can you say it back to me? "vote", /t/. Let's try it again. What is the last sound you hear in the word "vote?"

I will say a word and you say it back to me. What is the last sound you hear in the word ____?

If incorrect, write the sound the child says.

Teacher Note: If a student responds with the letter name rather than the letter sound say, "That is a letter name. What is the last sound you hear?"

1. zip _____ /p/	5. feel _____ /l/	9. dive _____ /v/	____/10
2. seem _____ /m/	6. tag _____ /g/	10. could _____ /d/	
3. sock _____ /k/	7. miss _____ /s/		
4. nut _____ /t/	8. pine _____ /n/		

Segmenting Words into Syllables (Teacher & student can use chopping hand motion to show syllables.)

Teacher Administration Directions: I will say a word and segment the word into syllables. Listen, laughing, laugh - ing. When I segment the word laughing, I hear two syllables, laugh - ing. Now it's your turn. I will say a word and you will say it back to me: "center." What are the syllables in "center?"

Correct response Yes. When you segment "center" into syllables, you hear /cen - ter/ (or /cent - er/ is acceptable)

Incorrect response When I segment "center" into syllables, I hear 2 syllables: /cen - ter/. Say it back to me: center, cen - ter

I will say a word. You will say it back to me and segment the word into syllables. *If incorrect, write what the child says.*

1. morning _____	5. excite _____	9. fever _____	____/10
2. frozen _____	6. pocket _____	10. president _____	
3. stormy _____	7. helpful _____		
4. forty _____	8. window _____		

Phonemic Awareness Skills Baseline Assessment: 1st Grade

Isolating Medial Sound in Words (Student can use the roller coaster or punch out the medial sound hand motion when responding.)			RF.1.2.C
Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is "much." The middle/vowel sound I hear in the word "much" is /ū/. Can you say that: much, /ū/? Now it's your turn. I will say a word and you will say it back to me: "sick". What is the middle/vowel sound you hear in the word "sick?"			
Correct response	Yes, /ī/ is the middle/vowel sound you hear in the word "sick".		
Incorrect response	/ī/ is the middle/vowel sound you hear in the word "sick". Sick, /ī/. Let's try it again. Say, "sick." What sound do you hear in the middle of the word "sick?"		
I will say a word and you will say it back to me. What is the <u>middle/vowel</u> sound you hear in the word ____?			
<i>If incorrect, write the sound the child says.</i>			
Teacher Note: If a student responds with the letter name rather than the letter sound say, "That is a letter name. What is the <u>sound</u> you hear?"			
1. red _____	5. van _____	9. goat _____	____/10
2. lip _____	6. rule _____	10. nine _____	
3. nut _____	7. lake _____		
4. sock _____	8. bead _____		

Blending Phonemes (Teacher can use chopping hand motion to show the phonemes.)			RF.1.2.B
Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /h – ū – g/, hug. When I blend those 3 sounds together, /h – ū – g/, the word is hug. Now it's your turn. Listen to these sounds and tell me the whole word: /t – ā – k/. What is the word?			
Correct response	Yes, when you blend the 3 sounds /t – ā – k/, the word is take.		
Incorrect response	When I blend the 3 sounds /t – ā – k/, the word is take. Say this back to me: /t – ā – k/, take.		
I will say the sounds. What is the word?			
1. w-ī-n _____ (win)	5. n-ē-k _____ (neck)	9. s-ī-t _____ (sight)	____/10
2. g-ē-t _____ (get)	6. p-ā-d _____ (paid)	10. c-ū-b _____ (cube)	
3. h-ā-z _____ (has)	7. c-ŭ-p _____ (cup)		
4. j-ō-b _____ (job)	8. h-ō-m _____ (home)		

Segmenting Words into Phonemes (Teacher & student can use chopping hand motion to show phonemes.)			RF.1.2.D
Teacher Administration Directions: I will say a word and I will segment the word into sounds. Listen. Lock, /l-ō-ck/. I hear 3 sounds in lock, /l-ō-ck/. Now it's your turn. I will say a word and you will say it back to me. The word is "bean." What are the sounds you hear in the word "bean?"			
Correct response	Yes, when you segment the word "bean" into sounds, you hear /b-ē-n/.		
Incorrect response	When I segment the word "bean" into sounds, I hear 3 sounds /b-ē-n/. Say it back to me: bean, /b-ē-n/.		
I will say a word and you will say it back to me. What are the sounds you hear in the word ____?			
<i>If incorrect, write what the child says.</i>			
1. sun _____ (s-ŭ-n)	5. nap _____ (n-ā-p)	9. ride _____ (r-ī-d)	____/10
2. less _____ (l-ē-ss)	6. vote _____ (v-ō-t)	10. huge _____ (h-ū-j)	
3. rain _____ (r-ā-n)	7. miss _____ (m-ī-ss)		
4. feed _____ (f-ē-d)	8. cave _____ (c-ā-v)		

Phonemic Awareness Skills Baseline Assessment: 1st Grade

Adding Phonemes (Teacher can use hand motion from the curriculum.)

Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-at/. When I add /h/ at the beginning, the word is hat. Now it's your turn. Say /-ook/. Add /b/ at the beginning and the word is?

Correct response Yes. When you add /b/ to /-ook/, the word is book.

Incorrect response When I add /b/ to /-ook/, the word is book. Can you say it back to me? /b - ook/, book.

1. Say - and. Add /s/ at the beginning and the word is? _____ (sand)	6. Say -own. Add /b/ at the beginning and the word is? _____ (bone)	____ /10
6. Say -in. Add /p/ at the beginning and the word is? _____ (pin)	7. Say -eat. Add /m/ at the beginning and the word is? _____ (meat)	
3. Say -ed. Add /r/ at the beginning and the word is? _____ (red)	8. Say -oak. Add /s/ at the beginning and the word is? _____ (soak)	
4. Say -us. Add /b/ at the beginning and the word is? _____ (bus)	9. Say -are. Add /c/ at the beginning and the word is? _____ (car)	
5. Say -ate. Add /g/ at the beginning and the word is? _____ (gate)	10. Say -aim. Add /g/ at the beginning and the word is? _____ (game)	

Deleting Phonemes (Teacher can use hand motion from the curriculum.)

Teacher Administration Directions: I will say a word. I will take away the first sound and tell you what is left. The word is "man." Without /m/, what's left is "-an." Now it's your turn. Say, sock. Without /s/, what's left is?

Correct response Yes. Sock without /s/ is /-ock/.

Incorrect response Let's try it again. Say, sock. Without /s/, what's left is /-ock/. Can you say /-ock/?

1. Say cup Without /k/, what's left is? _____ (-up)	6. Say dear Without /d/, what's left is? _____ (-ear)	____ /10
2. Say lend. Without /l/, what's left is? _____ (-end)	7. Say wall. Without /w/, what's left is? _____ (-all)	
3. Say fox. Without /f/, what's left is? _____ (-ox)	8. Say pick. Without /p/, what's left is? _____ (-ick)	
4. Say seat. Without /s/, what's left is? _____ (-eat)	9. Say beach. Without /b/, what's left is? _____ (-each)	
5. Say late. Without /l/, what's left is? _____ (-ate)	10. Say joke Without /j/, what's left is? _____ (-oak)	

Substituting Phonemes (Teacher can use hand motion from the curriculum for final sounds)		
Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. The word is "my." Change /m/ to /b/ and the word is "by." Now it's your turn. Say "dot." Change /d/ to /h/ and the word is?		
Correct response	Yes. When you change /d/ to /h/, the word is hot.	
Incorrect response	Let's try it again. Say, dot. Change /d/ to /h/ and the word is /h-ot/, hot. Can you say hot?	
1. Say pay. Change /p/ to /m/ and the word is? _____ (may)	6. Say he. Change /h/ to /m/ and the word is? _____ (me)	<hr style="width: 20px; margin: 0 auto;"/> /10
2. Say let. Change /l/ to /w/ and the word is? _____ (wet)	7. Say knock. Change /n/ to /l/ and the word is? _____ (lock)	
3. Say take. Change /t/ to /r/ and the word is? _____ (rake)	8. Say go. Change /g/ to /b/ and the word is? _____ (bow)	
4. Say guess. Change /g/ to /m/ and the word is? _____ (mess)	9. Say cone. Change /k/ to /z/ and the word is? _____ (zone)	
5. Say dish. Change /d/ to /f/ and the word is? _____ (fish)	10. Say read. Change /r/ to /s/ and the word is? _____ (seed)	

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 Baseline Phonemic Awareness Assessment

This assessment was created by Literacy Resources, Inc. to align to the Primary Phonemic Awareness curriculum, written by Dr. Michael Heggerty, *Phonemic Awareness: The Skills That They Need to Help Them Succeed* ©2017, ©2020. 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 and be administered at the end of the first, or this assessment can be given at the beginning of the school year. It can also be administered when the curriculum is first being taught to your students to gather baseline data. It 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 assessment 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. At the beginning of a school year, this Baseline assessment can be used to determine intervention needs, but some students enter 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.

Assessment 1: Baseline Assessment			
Administer at the Beginning of the School Year			
Phonemic Awareness Skill	Beginning	Developing	Meets
Rhyme Production	0 - 6 correct	7-8 correct	9-10 correct
Onset Fluency	0 - 6 correct	7-8 correct	9-10 correct
Blending Syllables	0 - 6 correct	7-8 correct	9-10 correct
Isolating Final Sounds in Words	0 - 6 correct	7-8 correct	9-10 correct
Segmenting Words into Syllables	0 - 6 correct	7-8 correct	9-10 correct
Isolating Medial Sounds in Words	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