

Student Name: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

## Phonemic Awareness End of Year 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
<b>Rhyme Production</b> Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: leave, weave. Leave is a word that rhymes with weave. Now it's your turn. I will say a word and you tell me a word that rhymes with "sail." 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?"		
<b>Correct response</b>	Yes, sail and ____ rhyme. (mail, rail, pail, hail, kale)	
<b>Incorrect response</b>	Sail and ____ do not rhyme. A word that rhymes with sail is the word mail. They sound alike at the end. Can you say sail, mail?	
<b>I will say a word. Can you say the word back to me and tell me a word that rhymes?</b>		
1. hope _____	6. walk _____	____/10
2. night _____	7. car _____	
3. late _____	8. knock _____	
4. king _____	9. third _____	
5. took _____	10. free _____	

<b>Onset Fluency: Isolate the Initial Sound</b>		RF.1.2.C
Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is "new." The first sound we hear in the word "new" is /n/. Can you repeat this back to me – new, /n/? Now it's your turn. What is the first sound you hear in the word "saw?"		
<b>Correct response</b>	Yes, /s/ is the first sound we hear in the word "saw".	
<b>Incorrect response</b>	/s/, "saw." /S/ is the first sound we hear in the word "saw". Let's try it again. Say, "saw." What is the first sound you hear in the word saw?	
<b>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.</b>		
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?"		
1. share _____ /sh/	6. great _____ /g/	____/10
2. frame _____ /f/	7. last _____ /l/	
3. cheer _____ /ch/	8. push _____ /p/	
4. thought _____ /th/	9. best _____ /b/	
5. sweet _____ /s/	10. catch _____ /k/	

## Phonemic Awareness Skills Assessment: 1<sup>st</sup> Grade

<b>Isolating Final Sounds in Words</b> (Student can use the punch it out hand motion when responding.) <span style="float: right;">RF.1.2.C</span>		
Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is "was." The last sound I hear in the word "was" is /z/. Can you say that; was, /z/? Now it's your turn. I will say a word and you say it back to me: "fish." What is the last sound you hear in the word "fish?"		
<b>Correct response</b>	Yes, /sh/ is the last sound you hear in the word "fish."	
<b>Incorrect response</b>	/sh/ is the last sound you hear in the word "fish". Fish, /sh/. Let's try it again. Say, "fish." What is the last sound you hear in the word "fish?"	
<b>I will say a word and you say it back to me. What is the <u>last</u> sound you hear in the word ____?</b> <i style="text-align: right;">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. moon _____ /n/	5. foil _____ //	9. lunch _____ /ch/
2. skirt _____ /t/	6. sponge _____ /j/	10. crib _____ /b/
3. shook _____ /k/	7. chirp _____ /p/	
4. mouth _____ /th/	8. moose _____ /s/	
____/10		

<b>Blending Phonemes</b> (Teacher can use chopping hand motion to show the phonemes.) <span style="float: right;">RF.1.2.B</span>		
Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /m - ou - s/, mouse. When I blend those 3 sounds together, /m - ou - s/, the word is mouse. Now it's your turn. Listen to these sounds and tell me the whole word: /sh - oo - k/. What is the word?		
<b>Correct response</b>	Yes, when you blend the sounds /sh - oo - k/, the word is shook.	
<b>Incorrect response</b>	When I blend the 3 sounds /sh - oo - k/, the word is shook. Say it back to me: /sh - oo - k/, shook.	
<b>I will say the sounds. What is the word?</b>		
1. p-ar-t-n-er _____ (partner)	5. ch-ă-n-s _____ (chance)	9. s-t-r-ē-t-s _____ (streets)
2. n-or-th _____ (north)	6. c-r-ow-n _____ (crown)	10. b-r-ī-t-r _____ (brighter)
3. b-r-ā-n _____ (brain)	7. s-p-oi-l-d _____ (spoiled)	
4. r-oo-s-t-er _____ (rooster)	8. v-ă-n-ī-sh _____ (vanish)	
____/10		

<b>Isolating Medial Sound in Words</b> (Student can use the roller coaster or punch out the medial sound hand motion when responding.) <span style="float: right;">RF.1.2.C</span>		
Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is "fork." The middle/vowel sound I hear in the word "fork" is /or/. Can you say that: fork, /or/? Now it's your turn. I will say a word and you will say it back to me: "goose". What is the middle/vowel sound you hear in the word "goose?"		
<b>Correct response</b>	Yes, /oo/ is the middle/vowel sound you hear in the word "goose".	
<b>Incorrect response</b>	/oo/ is the middle/vowel sound you hear in the word "goose." Goose, /oo/. Let's try it again. Say, "goose." What sound do you hear in the middle of the word, "goose?"	
<b>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 ____?</b> <i style="text-align: right;">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. dark _____ /ar/	5. shout _____ /ou/	9. noon _____ /oo/
2. look _____ /oo/	6. hawk _____ /aw/	10. house _____ /ou/
3. girl _____ /ir/	7. storm _____ /or/	
4. coin _____ /oi/	8. curb _____ /ur/	
____/10		

<b>Segmenting Words into Phonemes</b> (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. Stamp, /s-t-ă-m-p/. I hear 5 sounds in stamp, /s-t-ă-m-p/. Now it's your turn. I will say a word and you will say it back to me. The word is "close." What are the sounds you hear in the word "close?"			
<b>Correct response</b>	Yes, when you segment the word close into sounds, you hear, /c - l - ă - s/. <hr/>		
<b>Incorrect response</b>	When I segment the word close into sounds, I hear 4 sounds, /c - l - ă - s/. Say it back to me: close, /c - l - ă - s/. <hr/>		
<b>I will say a word and you will say it back to me. What are the sounds you hear in the word ____?</b> <div style="text-align: right;"><i>If incorrect, write what the child says.</i></div>			
1. purse _____ (p-ur-s)	5. dancer _____ (d-ă-n-s-r)	9. sport _____ (s-p-or-t)	____/10
2. claw _____ (c-l-aw)	6. force _____ (f-or-s)	10. thirty _____ (th-ir-t-ē)	
3. point _____ (p-oi-n-t)	7. count _____ (c-ou-n-t)		
4. blooms _____ (b-l-oo-m-s)	8. below _____ (b-ē-l-ō)		

<b>Adding Phonemes</b> (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, /-each/. When I add /t/ at the beginning, the word is teach. Now it's your turn. Say /-late/. Add /p/ at the beginning and the word is?		
<b>Correct response</b>	Yes, when you add /p/ to /-late/, the word is plate. <hr/>	
<b>Incorrect response</b>	When I add /p/ to /-late/, the word is plate. Can you say it back to me? /p -late/, plate <hr/>	
1. Say - mash. Add /s/ at the beginning and the word is? _____ (smash)	6. Say -core Add /s/ at the beginning and the word is? _____ (score)	____/10
1. Say -low. Add /g/ at the beginning and the word is? _____ (glow)	7. Say -rowing Add /g/ at the beginning and the word is? _____ (growing)	
3. Say -top. Add /s/ at the beginning and the word is? _____ (stop)	8. Say -rest Add /p/ at the beginning and the word is? _____ (pressed)	
4. Say -reeze Add /b/ at the beginning and the word is? _____ (breeze)	9. Say -tick Add /s/ at the beginning and the word is? _____ (stick)	
5. Say -light Add /f/ at the beginning and the word is? _____ (flight)	10. Say -lock Add /b/ at the beginning and the word is? _____ (block)	

<b>Deleting Phonemes</b> (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 "clean." Without /k/, what's left is "lean." Now it's your turn. Say, stop. Without /s/, what's left is?		
<b>Correct response</b>	Yes, stop without /s/ is /-top/. <hr/>	
<b>Incorrect response</b>	Let's try it again. Say, stop. Without /s/, what's left is top. Can you say top? <hr/>	
1. Say broom. Without /b/, what's left is? _____ (-room)	6. Say steer. Without /s/, what's left is? _____ (-teer)	____/10
2. Say spool. Without /s/, what's left is? _____ (-pool)	7. Say fright. Without /f/, what's left is? _____ (-right)	
3. Say crane. Without /k/, what's left is? _____ (-rain)	8. Say sweet. Without /s/, what's left is? _____ (-wheat)	
4. Say block. Without /b/, what's left is? _____ (-lock)	9. Say climb. Without /k/, what's left is? _____ (-lime)	
5. Say swish. Without /s/, what's left is? _____ (-wish)	10. Say smart. Without /s/, what's left is? _____ (-mart)	

## Phonemic Awareness Skills Assessment: 1<sup>st</sup> Grade

### Substituting Initial 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 "lime". Change /l/ to /ch/ and the word is "chime." Now it's your turn. Say "done." Change /d/ to /f/ and the word is?

**Correct response**

Yes, when you change /d/ to /f/, the word is fun.

**Incorrect response**

Let's try it again. Say, done. Change /d/ to /f/, the word is /f - un/, fun. Can you say fun?

1. Say pine.

Change /p/ to /sh/ and the word is? \_\_\_\_\_ (shine)

6. Say lunch.

Change /l/ to /b/ and the word is? \_\_\_\_\_ (bunch)

2. Say cast.

Change /c/ to /f/ and the word is? \_\_\_\_\_ (fast)

7. Say term.

Change /t/ to /j/ and the word is? \_\_\_\_\_ (germ)

3. Say turn.

Change /t/ to /b / and the word is? \_\_\_\_\_ (burn)

8. Say charge.

Change /ch/ to /b/ and the word is? \_\_\_\_\_ (barge)

4. Say reach.

Change /r/ to /b/ and the word is? \_\_\_\_\_ (beach)

9. Say most.

Change /m/ to /t/ and the word is? \_\_\_\_\_ (toast)

5. Say sink.

Change /s/ to /p/ and the word is? \_\_\_\_\_ (pink)

10. Say rent.

Change /r/ to /w/ and the word is? \_\_\_\_\_ (went)

/10

### Substituting Final & Medial Phonemes (Teacher can use hand motion from the curriculum for final sounds)

Teacher Administration Directions for #1-5: I will say a word. I will change the last sound to make a new word. The word is "hide". Change /d/ to /t/ and the word is "height." Now it's your turn. Say "mice." Change /s/ to /t/ and the word is?

**Correct response**

Yes, when you change /s/ to /t/, the word is might.

**Incorrect response**

Let's try it again. Say, mice. Change /s/ to /t/, the word is /mī - t/, might. Can you say might?

Teacher Administration Directions for #6-10: I will say a word. I will change the middle/vowel sound to make a new word. Listen, the word is "note". Change /ō/ to /ē/ and the word is "neat." Now it's your turn. Say "make." Change /ā/ to /ar/ and the word is?

**Correct response**

Yes, when you change /ā/ to /ar/, the word is mark.

**Incorrect response**

Let's try it again. Say, make. Change /ā/ to /ar/, the word is /m-ar-k/, mark. Can you say mark?

#### Final Sound

#### Middle/Vowel Sound

1. Say fork.

Change /k/ to /t/ and the word is? \_\_\_\_\_ (fort)

6. Say can.

Change /ă/ to /ā/ and the word is? \_\_\_\_\_ (cane)

2. Say nerve.

Change /v/ to /s/ and the word is? \_\_\_\_\_ (nurse)

7. Say sell.

Change /ě/ to /ē/ and the word is? \_\_\_\_\_ (seal)

3. Say mouth.

Change /th/ to /s / and the word is? \_\_\_\_\_ (mouse)

8. Say spin.

Change /i/ to /oo/ and the word is? \_\_\_\_\_ (spoon)

4. Say hurt.

Change /t/ to /d/ and the word is? \_\_\_\_\_ (heard)

9. Say top.

Change /ō/ to /ī/ and the word is? \_\_\_\_\_ (type)

5. Say grate.

Change /t/ to /p/ and the word is? \_\_\_\_\_ (grape)

10. Say cut.

Change /ū/ to /ō/ and the word is? \_\_\_\_\_ (coat)

/10

**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 1<sup>st</sup> Grade End of Year Phonemic Awareness Assessment

The assessment was created by Literacy Resources, Inc. to align to the Primary Phonemic Awareness curriculum, written by Dr. Michael Heggerty entitled, *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 1<sup>st</sup> Grade.

The suggested time frame in which to administer this assessment can be aligned to your school schedule of quarters or trimesters or can be given at the end of the school year. The 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 instruction. 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. The results of this assessment can be used to measure growth throughout the 1<sup>st</sup> grade school year and provide information for the teacher when the students begin 2<sup>nd</sup> grade. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills.

Assessment 3: End of the School Year Assessment			
Administer around the 30 <sup>th</sup> -35 <sup>th</sup> week of school			
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
Isolating Final Sounds in Words	0 - 6 correct	7-8 correct	9-10 correct
Blending Phonemes	0 - 6 correct	7-8 correct	9-10 correct
Isolating Medial Sounds in Words	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 Initial Phonemes	0 - 6 correct	7-8 correct	9-10 correct
Substituting Phonemes (Final & Medial)	0 - 6 correct	7-8 correct	9-10 correct