

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

## Phonemic Awareness Mid-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
<p><b>Rhyme Production</b></p> <p>Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: do, two. Do is a word that rhymes with two. Now it's your turn. I will say a word and you tell me a word that rhymes with net.</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>		
<b>Correct response</b>	Yes, net and ____ rhyme. (wet, set, pet, met)	
<b>Incorrect response</b>	Net and ____ do not rhyme. A word that rhymes with net is set. They sound alike at the end. Can you say net, set?	
<p><b>I will say a word. Can you say the word back to me and tell me a word that rhymes?</b></p>		
1. sand _____	6. chest _____	____/10
2. where _____	7. shore _____	
3. ring _____	8. jeep _____	
4. top _____	9. time _____	
5. bug _____	10. slow _____	

<p><b>Onset Fluency: Isolate the Initial Sound</b> <span style="float: right;">RF.1.2.C</span></p> <p>Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is "girl." The first sound we hear in the word "girl" is /g/. Can you repeat this back to me – girl, /g/?</p> <p>Now it's your turn. What is the first sound you hear in the word "make"?</p>		
<b>Correct response</b>	Yes, /m/ is the first sound we hear in the word "make".	
<b>Incorrect response</b>	/m/, make/. /M/ is the first sound we hear in the word "make". Let's try it again. Say, "make." What is the first sound you hear in the word "make?"	
<p><b>I will say a word and you will repeat it. What is the first sound you hear in the word ____? <i>If incorrect, write the sound the child says.</i></b></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. shout _____ /sh/	6. kitchen _____ /k/	____/10
2. they _____ /th/	7. fraction _____ /f/	
3. number _____ /n/	8. swimming _____ /s/	
4. doctor _____ /d/	9. where _____ /wh/	
5. chart _____ /ch/	10. plant _____ /p/	

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

<b>Isolating Final Sounds in Words</b> (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 "knob." The last sound I hear in the word "knob" is /b/. Can you say that back to me: knob, /b/? Now it's your turn. I will say a word and you say it back to me: "miss." What is the last sound you hear in the word "miss?"			
<b>Correct response</b>	Yes, /s/ is the last sound you hear in the word "miss".		
<b>Incorrect response</b>	/s/ is the last sound you hear in the word "miss". Miss, /s/. Can you say it back to me: "miss", /s/? Let's try it again. What is the last sound you hear in the word "miss?"		
<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>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. caught _____ /t/	5. club _____ /b/	9. stem _____ /m/	____/10
2. sneeze _____ /z/	6. brown _____ /n/	10. wish _____ /sh/	
3. laugh _____ /f/	7. trick _____ /k/		
4. loud _____ /d/	8. grass _____ /s/		

<b>Blending Phonemes</b> (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. /r - ē - d/, read. When I blend those 3 sounds together, /r - ē - d/, the word is read. Now it's your turn. Listen to these sounds and tell me the whole word: /s - l - ī - d/. What is the word?			
<b>Correct response</b>	Yes, when you blend the sounds /s - l - ī - d/, the word is slide.		
<b>Incorrect response</b>	When I blend the 4 sounds /s - l - ī - d/, the word is slide. Say it back to me: /s - l - ī - d/, slide.		
<b>I will say the sounds. What is the word?</b>			
1. th-ē-n _____ (then)	5. b-l-ā-k _____ (black)	9. t-r-ē-t _____ (treat)	____/10
2. sh-ī-n _____ (shine)	6. d-r-ī-v _____ (drive)	10. s-w-ī-m _____ (swim)	
3. wh-ī-ch _____ (which)	7. b-r-ā-n _____ (brain)		
4. f-l-ā-p _____ (flap)	8. sh-ē-l-f _____ (shelf)		

<b>Isolating Medial Sound in Words</b> (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 "met." The middle/vowel sound I hear in the word "met" is /ĕ/. Can you say that: met, /ĕ/? Now it's your turn. I will say a word and you will say it back to me: "job". What is the middle/vowel sound you hear in the word "job?"			
<b>Correct response</b>	Yes, /ō/ is the middle/vowel sound you hear in the word "job".		
<b>Incorrect response</b>	/ō/ is the middle/vowel sound you hear in the word "job". Job, /ō/. Let's try it again. Say, "job." What sound do you hear in the middle of the word "job?"		
<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>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. not _____	5. ten _____	9. tube _____	____/10
2. dip _____	6. cone _____	10. seat _____	
3. red _____	7. made _____		
4. ham _____	8. light _____		

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

<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. Math, /m-ă-th/. I hear 3 sounds in math, /m-ă-th/. Now it's your turn. I will say a word and you will say it back to me. The word is "tent." What are the sounds you hear in the word "tent?"			
<b>Correct response</b>	Yes, when you segment the word tent into sounds, you hear /t - ě - n - t/.		
<b>Incorrect response</b>	When I segment the word tent into sounds, I hear 4 sounds, /t - ě - n - t/. Say it back to me: tent, /t - ě - n - t/.		
<b>I will say a word and you will say it back to me. What are the sounds you hear in the word ___?</b> <i>If incorrect, write what the child says.</i>			
1. lamp _____ (l-ă-m-p)	5. hand _____ (h-ă-n-d)	9. smell _____ (s-m-ě-l)	____/10
2. white _____ (wh-ī-t)	6. glow _____ (g-l-ō)	10. speak _____ (s-p-ĕ-k)	
3. shape _____ (sh-ā-p)	7. brave _____ (b-r-ā-v)		
4. check _____ (ch-ĕ-ck)	8. truck _____ (t-r-ŭ-ck)		

<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, /-eat/. When I add /h/ at the beginning, the word is heat. Now it's your turn. Say /-ate/. Add /d/ at the beginning and the word is?		
<b>Correct response</b>	Yes, when you add /d/ to /-ate/, the word is date.	
<b>Incorrect response</b>	When I add /d/ to /-ate/, the word is date. Can you say it back to me? /d - ate/, date.	
1. Say -air. Add /ch/ at the beginning and the word is? _____ (chair)	6. Say -low. Add /b/ at the beginning and the word is? _____ (blow)	____/10
2. Say -ice. Add /d/ at the beginning and the word is? _____ (dice)	7. Say -leap. Add /s/ at the beginning and the word is? _____ (sleep)	
3. Say -ed. Add /r/ at the beginning and the word is? _____ (red)	8. Say -rake Add /b/ at the beginning and the word is? _____ (brake)	
4. Say -ain. Add /m/ at the beginning and the word is? _____ (main)	9. Say -poke. Add /s/ at the beginning and the word is? _____ (spoke)	
5. Say -ick. Add /th/ at the beginning and the word is? _____ (thick)	10. Say -lap. Add /k/ at the beginning and the word is? _____ (clap)	

<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 "cheer." Without /ch/, what's left is "ear." Now it's your turn. Say, cape. Without /k/, what's left is?		
<b>Correct response</b>	Yes. Cape without /k/ is /-ape/.	
<b>Incorrect response</b>	Let's try it again. Say cape. Without /k/, what's left is /-ape/. Can you say /-ape/?	
1. Say mile. Without /m/, what's left is? _____ (-ile)	6. Say slime. Without /s/, what's left is? _____ (-lime)	____/10
2. Say pace. Without /p/, what's left is? _____ (-ace)	7. Say small. Without /s/, what's left is? _____ (-mall)	
3. Say these. Without /th/*, what's left is? _____ (-ese)      *voiced /th/	8. Say prize. Without /p/, what's left is? _____ (-rise)	
4. Say shy. Without /sh/, what's left is? _____ (-ī / eye)	9. Say speech. Without /s/, what's left is? _____ (-peach)	
5. Say grow. Without /g/, what's left is? _____ (-row)	10. Say flight. Without /f/, what's left is? _____ (-light)	

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

### 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 "hide". Change /h/ to /t/ and the word is "tide." Now it's your turn. Say "bear." Change /b/ to /sh/ and the word is?

**Correct response** Yes, when you change /b/ to /sh/, the word is share.

**Incorrect response** Let's try it again. Say, bear. Change /b/ to /sh/ and the word is /sh-air/, share. Can you say share?

1. Say tap.  
Change /t/ to /l/ and the word is? \_\_\_\_\_ (lap)

6. Say floor.  
Change /fl/ to /st/ and the word is? \_\_\_\_\_ (store)

2. Say shed.  
Change /sh/ to /h/ and the word is? \_\_\_\_\_ (head)

7. Say crew.  
Change /cr/ to /fl/ and the word is? \_\_\_\_\_ (flew)

3. Say drip.  
Change /dr/ to /fl/ and the word is? \_\_\_\_\_ (flip)

8. Say play.  
Change /pl/ to /th/\* and the word is? \_\_\_\_\_ (they)  
\*voiced /th/

4. Say chess.  
Change /ch/ to /pr/ and the word is? \_\_\_\_\_ (press)

9. Say clean.  
Change /cl/ to /gr/ and the word is? \_\_\_\_\_ (green)

5. Say grow.  
Change /gr/ to /gl/ and the word is? \_\_\_\_\_ (glow)

10. Say trim  
Change /tr/ to /sw/ and the word is? \_\_\_\_\_ (swim)

\_\_\_\_\_  
/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 Mid-Year Phonemic Awareness Assessment

The assessments were 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 the assessment can be aligned to your school schedule of quarters or trimesters, or this one can be given during the middle of the school year. This Mid-Year assessment can be used to progress monitor a students' understanding of these skills. 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.

<b>Assessment 2: Mid-Year Assessment</b>			
Administer around the 17 <sup>th</sup> – 24 <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 Phonemes	0 - 6 correct	7-8 correct	9-10 correct