

Student Name: \_\_\_\_\_

Assessment Date: \_\_\_\_\_

## Phonemic Awareness Baseline Assessment

**Directions:** Mark correct response with a +. Mark 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 Recognition</b>		RF.K.2.A
Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: low, no. Low and no rhyme. Now it's your turn. Do these two words rhyme: high, my?		
<b>Correct response</b>	Yes, high and my rhyme.	
<b>Incorrect response</b>	High and my are rhyming words because they sound alike at the end. Can you say high, my?	
<b>I will say two words. Say the words aloud and tell me if they rhyme by saying yes or no.</b>		
1. hen, pen _____ (yes)	6. hot, cot _____ (yes)	____/10
2. we, did _____ (no)	7. fun, sun _____ (yes)	
3. sick, pick _____ (yes)	8. jet, ham _____ (no)	
4. nap, map _____ (yes)	9. yell, tell _____ (yes)	
5. mom, made _____ (no)	10. pig, got _____ (no)	

<b>Rhyme Production</b>		RF.K.2.A
Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: sun, fun. Sun is a word that rhymes with fun. Now it's your turn. I will say a word and you tell me a word that rhymes with it. Tell me word that rhymes with me.		
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, me and ____ rhyme. (be, see, he, knee, key, we)	
<b>Incorrect response</b>	Me and ____ do not rhyme. A word that rhymes with me is the word see because they sound alike at the end. Can you say them back to me: me, see?	
<b>I will say a word. Can you say the word back to me and tell me a word that rhymes?</b>		
1. go _____	6. red _____	____/10
2. day _____	7. hop _____	
3. tie _____	8. done _____	
4. fan _____	9. light _____	
5. sit _____	10. for _____	

<b>Onset Fluency:</b> Isolate the Initial Sound		RF.K.2.D
Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is "bat". The first sound we hear in the word "bat" is /b/. Can you repeat this back to me – bat, /b/? Now it's your turn. What is the first sound you hear in the word "how"?		
<b>Correct response</b>	Yes, /h/ is the first sound we hear in the word "how".	
<b>Incorrect response</b>	/h/, "how". /H/ is the first sound we hear in the word "how". Let's try it again. Say "how." What is the first sound you hear in the word "how"? (/h/)	
<b>I will say a word and you will repeat it. What is the first sound you hear in the word ____?</b> <i>If incorrect, write the sound the child says.</i>		
1. mad _____ /m/	6. fish _____ /f/	____/10
2. rock _____ /r/	7. kite _____ /k/	
3. pet _____ /p/	8. seal _____ /s/	
4. hot _____ /h/	9. lamp _____ /l/	
5. dig _____ /d/	10. bike _____ /b/	

<b>Blending Compound Words &amp; Syllables</b>		RF.K.2.B
(Teacher can use each hand to show compound words and the chopping hand motion to show syllables.)		
Teacher Administration Directions for #1-5: I will say two separate words and blend them together to make the whole word. Listen, out - side. When I blend the words, out – side, the word is outside. Now it's your turn. Listen, back - pack. What is the whole word?		
<b>Correct response</b>	Yes. When you blend the 2 words, back - pack, it is the word backpack.	
<b>Incorrect response</b>	When I blend the 2 words, back- pack, it is the word backpack. Say it back to me: back – pack, backpack.	
Teacher Administration Directions for #6-10: I will say the syllables of a word and blend them together to make the whole word. Listen, pen – cil, pencil. When I blend the syllables, pen - cil, the word is pencil. Now it's your turn. The syllables are: fro – zen. What is the whole word?		
<b>Correct response</b>	Yes, when you blend the 2 syllables, /fro – zen/, it is the word frozen.	
<b>Incorrect response</b>	When I blend the 2 syllables, /fro – zen/, it is the word frozen. Say it back to me: /fro – zen/, frozen,	
<b>I will say the words/syllables. What is the whole word?</b> <i>If incorrect, write the word the child says.</i>		
1. foot - ball _____ (football)	6. win-dow _____ (window)	____/10
2. pop – corn _____ (popcorn)	7. pur-ple _____ (purple)	
3. bed - room _____ (bedroom)	8. tar-get _____ (target)	
4. rain - bow _____ (rainbow)	9. tur - tle _____ (turtle)	
5. sun - glasses _____ (sunglasses)	10. par-ty _____ (party)	

<b>Isolating Final Sounds in Words</b> (Student can use the punch it out hand motion when responding.)		RF.K.2.D
Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is "took." The last sound I hear in the word "took" is /k/. Can you say that; took, /k/? Now it's your turn: I will say a word and you say it back to me: "team". What is the last sound you hear in the word team?		
<b>Correct response</b>	Yes, /m/ is the last sound you hear in the word "team".	
<b>Incorrect response</b>	/m/ is the last sound I hear in the word "team". Team, /m/ Let's try it again. Say "team." What is the last sound you hear in the word "team"? (/m/)	
<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 last <u>sound</u> you hear?"		
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		

<b>Segmenting Words into Compound Words &amp; Syllables</b>		RF.K.2.B
<p>(Teacher &amp; student can use each hand to show compound words and the chopping hand motion to show syllables.)            Teacher Administration Directions for #1-5: I will say a word and segment the word into 2 words. Listen, pancake, pan - cake. When I segment the word pancake, I hear two words, pan – cake. Now it's your turn. I will say a word and you will say it back to me: cowboy. What are the two words in cowboy?</p>		
<b>Correct response</b>	Yes, when you segment the word cowboy into 2 smaller words, you hear cow – boy.	
<b>Incorrect response</b>	When I segment cowboy into 2 smaller words, we hear cow - boy. Say it back to me: cowboy, cow – boy.	
<p>Teacher Administration Directions for #6-10: I will say a word and segment the word into syllables. Listen, teacher, tea-cher. When I segment the word teacher, I hear 2 syllables, tea - cher. Now it's your turn. I will say a word and you will say it back to me: enjoy. What are the syllables in enjoy?</p>		
<b>Correct response</b>	Yes, when you segment enjoy into syllables, you hear /en -joy/.	
<b>Incorrect response</b>	When I segment enjoy into syllables, we hear 2 syllables: /en - joy/. Say it back to me: enjoy, en – joy.	
<p><b>I will say a word. You will say it back to me. What are the 2 words/syllables in the word ___?</b> <i>If incorrect, write what the child says.</i></p>		
1. footprint _____ (foot-print)	6. cloudy _____ (cloud-y)	_____/10
2. playground _____ (play-ground)	7. after _____ (af-ter)	
3. bookmark _____ (book-mark)	8. turkey _____ (tur-key)	
4. sunlight _____ (sun-light)	9. coming _____ (com-ing)	
5. inside _____ (in-side)	10. table _____ (tā-ble)	

<b>Adding Words and Syllables</b> (Teacher can use hand motion from the curriculum.)		RF.K.2.E
<p>Teacher Administration Directions for #1-5: I will say a word. I will add a word at the end to make a new word. Listen, cup. When I add cake at the end, the word is cupcake. Now it's your turn. Say tooth. Add /brush/ at the end and the word is?</p>		
<b>Correct Response</b>	Yes. When you say tooth and add brush at the end, the word is toothbrush.	
<b>Incorrect Response</b>	When I say tooth and I add brush at the end, the word is tooth – brush, toothbrush.	
<p>Teacher Administration Directions for #6-10: I will say a word. I will add a syllable at the end to make a new word. Listen, /par-/. When I add /-tee/ at the end, the word is /par-tee/, party. Now it's your turn. Say /win-/. Add /-ter/ at the end and the word is?</p>		
<b>Correct Response</b>	Yes. When you say win and add /-ter/ at the end, the word is winter.	
<b>Incorrect Response</b>	When I say win and add /-ter/ at the end, the word is win – ter, winter.	
1. Say some. Add where at the end and the word is? _____ (somewhere)	6. Say tell. Add /-ing/ at the end and the word is? _____ (telling)	_____/10
2. Say rain. Add bow at the end and the word is? _____ (rainbow)	7. Say mark. Add /-er/ at the end and the word is? _____ (marker)	
3. Say down. Add stairs at the end and the word is? _____ (downstairs)	8. Say plas- Add /-tic/ at the end and the word is? _____ (plastic)	
4. Say out. Add side at the end and the word is? _____ (outside)	9. Say quick. Add /-ly/ at the end and the word is? _____ (quickly)	
5. Say stop. Add light at the end and the word is? _____ (stoplight)	10. Say pen. Add /-cil/ at the end and the word is? _____ (pencil)	

<b>Blending Onset-Rime</b> (Teacher can use chopping hand motion to show the onset & rime.) <span style="float: right;">RF.K.2.C</span>		
Teacher Administration Directions: I will say the first sound of a word and the last part of the word, and blend them together to make the whole word. Listen, /d - id/. When I blend those 2 parts together, /d - id/, the word is did. Now it's your turn. Listen to these sounds and tell me the whole word: /m-ess/. What is the word?		
<b>Correct response</b>	Yes, when you blend the sounds /m-ess/ together, the word is mess.	
<b>Incorrect response</b>	When I blend the sounds /m - ess/ together the word is mess. Say it back to me. /m-ess/, mess.	
<b>I will say the 2 parts of the word. What is the whole word?</b>		
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)	____/10

<b>Segmenting Words into Onset-Rime</b> (Teacher & student can use chopping hand motion to show the onset & rime.) <span style="float: right;">RF.K.2.C</span>		
Teacher Administration Directions: I will say a word and I will segment the word into the first sound and the rest of the word. Listen. Zip, /z - ip/. Now it's your turn. I will say a word and you will say it back to me. The word is "had." What is the first sound and the rest of the word?		
<b>Correct response</b>	Yes, when you segment the word had, you hear /h - ad/.	
<b>Incorrect response</b>	When I segment the word "had" into the first sound and the rest of the word, I hear /h/ - /ad/. Can you say it back to me? Had, /h-ad/.	
<b>I will say a word and you will say it back to me. What is the first sound and the rest of the word?</b>		
<i>If incorrect, write what the child says.</i>		
1. nap _____ (n-ap)	5. gum _____ (g-um)	9. lock _____ (l-ock)
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)	____/10

<b>Deleting Words and Syllables</b> (Teacher can use hand motion from the curriculum.)		
Teacher Administration Directions for #1-5: I will say a word. I will take away a word and tell you what is left. The word is "somewhere." Without some, what's left is where. Now it's your turn. Say, football. Without foot, what's left is?		
<b>Correct Response</b>	Yes. When I delete foot from football, what's left is ball.	
<b>Incorrect Response</b>	Let's try it again. Say football. Without foot, what's left is ball. Can you say ball?	
Teacher Administration Directions for #6-10: I will say a word. I will take away a syllable and tell you what is left. The word is "kindest." Without /-est/, what's left is kind. Now it's your turn. Say, meeting. Without /-ing/, what's left is?		
<b>Correct Response</b>	Yes. When I delete /-ing/ from meeting, what's left is meet.	
<b>Incorrect Response</b>	Let's try it again. Say meeting. Without /-ing/, what's left is meet. Can you say meet?	
1. Say fourteen. Without teen, what's left is? _____ (four)	6. Say laughing. Without /-ing/, what's left is? _____ (laugh)	
2. Say playground. Without play, what's left is? _____ (ground)	7. Say excite. Without /-ex-/, what's left is? _____ (cite)	
3. Say Sunday. Without sun, what's left is? _____ (day)	8. Say darkest. Without /-est/, what's left is? _____ (dark)	
4. Say haircut. Without cut, what's left is? _____ (hair)	9. Say cloudy. Without (/ē/), what's left is? _____ (cloud)	
5. Say forget. Without for, what's left is? _____ (get)	10. Say window. Without /-ōw/, what's left is? _____ (win)	____/10

## Phonemic Awareness Skills Assessment: Kindergarten

<b>Substituting Words and Syllables</b> (Teacher can use hand motion from the curriculum.)		RF.K.2.E
Teacher Administration Directions for #1-5: I will say a word. I will change the first word to make a new word. The word is classroom. Change class to bed and the word is bed-room, bedroom. Now it's your turn. Say Sunday. Change sun to birth and the word is?		
<b>Correct response</b>	Yes. When you change sun to birth, the word is birthday.	
<b>Incorrect response</b>	When I change sun to birth, the word is birth – day, birthday. Say it back to me, birth-day, birthday.	
Teacher Administration Directions for #6-10: I will say a word. I will change the first syllable to make a new word. The word is highest. Change /high/ to /low/ and the word is lowest. Now it's your turn. Say crying. Change /cry/ to /laugh/ and the word is?		
<b>Correct response</b>	Yes. When you change cry to laugh, the word is laughing.	
<b>Incorrect response</b>	When I change cry to laugh, the word is laugh – ing, laughing. Say it back to me, laugh-ing, laughing.	
1. goldfish Change <i>gold</i> to <i>star</i> , and the word is? ____ (starfish)	6. talking Change <i>talk</i> to <i>read</i> , and the word is? ____ (reading)	____ /10
2. pancake Change <i>pan</i> to <i>cup</i> , and the word is? ____ (cupcake)	7. fastest Change <i>fast</i> to <i>kind</i> , and the word is? ____ (kindest)	
3. inside Change <i>in</i> to <i>out</i> , and the word is? ____ (outside)	8. louder Change <i>loud</i> to <i>tall</i> , and the word is? ____ (taller)	
4. sunshine Change <i>shine</i> to <i>light</i> , and the word is? ____ (sunlight)	9. yellow Change <i>yell</i> to <i>pill</i> , and the word is? ____ (pillow)	
5. airplane Change <i>plane</i> to <i>port</i> , and the word is? ____ (airport)	10. kitten Change <i>kitt</i> to <i>mitt</i> , and the word is? ____ (mitten)	

If the student is successful with Blending and Segmenting Words, Syllables, and Onset-Rime, administer the two phoneme-level tasks below.

<b>Blending Phonemes</b> (Teacher can use chopping hand motion to show the phonemes.)		
Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /h - ē/, he. When I blend those 2 sounds together, /h - ē/, the word is he. Now it's your turn. Listen to these sounds and tell me the whole word: /d - ā/. What is the word?		
<b>Correct response</b>	Yes, when you blend the sounds, /d - ā/, the word is day.	
<b>Incorrect response</b>	Listen, when I blend the 2 sounds, /d - ā/, the word is day. Can you say it back to me? /d - ā/, day.	
<b>I will say the sounds. What is the word?</b>		
1. b - ī _____ (by)	5. w - ē _____ (we)	9. p - ī _____ (pie)
2. s - ē _____ (see)	6. h - ā _____ (hay)	10. n - ē _____ (knee)
3. n - ō _____ (no)	7. ŭ - s _____ (us)	
4. ǒ - d _____ (odd)	8. l - ō _____ (low)	
		____/10

<b>Segmenting Words into Phonemes</b> (Teacher & student can use chopping hand motion to show phonemes.)		
Teacher Administration Directions: I will say a word and I will segment the word into sounds. Listen. Up, /ū - p/. I hear 2 sounds in up, /ū - p/. Now it's your turn. I will say a word and you will say it back to me. The word is "toe." What are the sounds you hear in the word "toe?"		
<b>Correct response</b>	Yes, when you segment the word toe into sounds, you hear /t - ō/.	
<b>Incorrect response</b>	When I segment the word toe into sounds, I hear 2 sounds, /t - ō/. Can you say it back to me? Toe, /t - ō/.	
<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. go _____ (g - ō)	5. tea _____ (t - ē)	9. if _____ (ī - f)
2. at _____ (ă - t)	6. oak _____ (ō - k)	10. too _____ (t - oo)
3. my _____ (m - ī)	7. pay _____ (p - ā)	
4. high _____ (h - ī)	8. so _____ (s - ō)	
		____/10

## Guidelines for Scoring the Kindergarten Phonemic Awareness Assessment

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, ©2020. The skills assessed also align to the Phonological Awareness Standards and Print Concepts 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 on any future assessments would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum. The Baseline assessment can be used to determine intervention needs, but some students begin 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.

<b>Assessment 1: Baseline Assessment</b>			
Administer at the Beginning of the School Year			
Phonemic Awareness Skill	Beginning	Developing	Meets
Rhyme Recognition	0 - 4 correct	5 - 7 correct	8-10 correct
Rhyme Production	0 - 4 correct	5 - 7 correct	8-10 correct
Onset Fluency	0 - 4 correct	5 - 7 correct	8-10 correct
Blending Compound Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
Isolating Final Sounds in Words	0 - 4 correct	5 - 7 correct	8-10 correct
Segmenting Compound Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
Adding Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
Blending Onset - Rime	0 - 4 correct	5 - 7 correct	8-10 correct
Segmenting a Word into Onset - Rime	0 - 4 correct	5 - 7 correct	8-10 correct
Deleting Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
Substituting Words & Syllables	0 - 4 correct	5 - 7 correct	8-10 correct
<i>If Blending &amp; Segmenting at the Phoneme level is administered:</i>			
Blending Phonemes		1-5 correct	6-10 correct
Segmenting a Word into Phonemes		1-5 correct	6-10 correct