

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 Recognition</b>		RF.K.2.A
Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: door, floor. Door and floor rhyme. Now it's your turn. Do these two words rhyme: seat, treat?		
<b>Correct response</b>	Yes, seat and treat rhyme.	
<b>Incorrect response</b>	Seat and treat are rhyming words because they sound alike at the end. Can you say seat, treat?	
<b>I will say two words. Say the words aloud and tell me if they rhyme by saying yes or no.</b>		
1. hug, bug _____ (yes)	6. flip, clip _____ (yes)	____/10
2. mess, less _____ (yes)	7. snow, tree _____ (no)	
3. miss, cut _____ (no)	8. cape, grape _____ (yes)	
4. time, lime _____ (yes)	9. see, set _____ (no)	
5. luck, read _____ (no)	10. meet, feet _____ (yes)	

<b>Rhyme Production</b>		RF.K.2.A
Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: bend, send. Bend is a word that rhymes with send. Now it's your turn. I will say a word and you tell me a word that rhymes with "hop." 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, hop and ____ rhyme.	
<b>Incorrect response</b>	Hop and ____ do not rhyme. A word that rhymes with hop is the word top because they sound alike at the end. Can you say hop, top?	
<b>I will say a word. Can you say the word back to me and tell me a word that rhymes?</b>		
1. nut _____	6. sing _____	____/10
2. me _____	7. coat _____	
3. white _____	8. less _____	
4. fair _____	9. wish _____	
5. make _____	10. for _____	

## Phonemic Awareness Skills Assessment: Kindergarten

<b>Onset Fluency: Isolate the Initial Sound</b>		RF.K.2.D
Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is "park". The first sound we hear in the word "park" is /p/. Can you repeat this back to me – park, /p/? Now it's your turn. What is the first sound you hear in the word "said"?		
<b>Correct response</b>	Yes, /s/ is the first sound we hear in the word "said".	
<b>Incorrect response</b>	/s/, "said". /s/ is the first sound we hear in the word "said". Let's try it again. Say "said." What is the first sound you hear in the word "said"? (/s/)	
<b>I will say a word and you will repeat it. What is the first sound you hear in the word _____?</b> <span style="float: right;"><i>If incorrect, write the sound the child says.</i></span>		
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. two _____ /t/	6. rip _____ /r/	____/10
2. best _____ /b/	7. usher _____ /ʊ/	
3. kind _____ /k/	8. week _____ /w/	
4. seat _____ /s/	9. down _____ /d/	
5. game _____ /g/	10. him _____ /h/	

<b>Blending Syllables</b> (Teacher can use chopping hand motion to show syllables.)		RF.K.2.B
Teacher Administration Directions: I will say the syllables of a word and blend them together to make the whole word. Listen, vis - it, visit. When I blend the syllables, vis - it, the word is visit. Now it's your turn. Listen, kind - ness. What is the whole word?		
<b>Correct response</b>	Yes, when you blend the syllables, /kind - ness/, it is the word kindness.	
<b>Incorrect response</b>	When I blend the syllables, /kind - ness/, it is the word kindness. Say it back to me: kind - ness, kindness.	
<b>I will say the syllables. What is the whole word?</b> <span style="float: right;"><i>If incorrect, write the word the child says.</i></span>		
1. pic - nic _____ (picnic)	6. grass-hop-er _____ (grasshopper)	____/10
2. mō - ment _____ (moment)	7. est-i-mate _____ (estimate)	
3. rē- cess _____ (recess)	8. how-ev-er _____ (however)	
4. un - til _____ (until)	9. prin-ci-ple _____ (principle)	
5. bē - low _____ (below)	10. straw-berr-y _____ (strawberry)	

<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 "turn." The last sound I hear in the word "turn" is /n/. Can you say that; turn, /n/? Now it's your turn: I will say a word and you say it back to me: "Leaf." What is the last sound you hear in the word "leaf"?		
<b>Correct response</b>	Yes, /f/ is the last sound you hear in the word "leaf".	
<b>Incorrect response</b>	/f/ is the last sound you hear in the word "leaf". Leaf, /f/ Let's try it again. Say "leaf." What is the last sound you hear in the word "leaf"? (/f/)	
<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> <span style="float: right;"><i>If incorrect, write the sound the child says.</i></span>		
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. crab _____ /b/	5. leash _____ /sh/	9. bath _____ /th/
2. park _____ /k/	6. moon _____ /n/	10. cage _____ /j/
3. storm _____ /m/	7. less _____ /s/	
4. bug _____ /g/	8. five _____ /v/	
____/10		

## Phonemic Awareness Skills Assessment: Kindergarten

<b>Segmenting Words into Syllables</b> (Teacher & student can use chopping hand motion to show syllables.)			RF.K.2.B
Teacher Administration Directions: I will say a word and segment the word into syllables. Listen, elbow, el - bow. When I segment the word elbow, I hear two syllables, el - bow. Now it's your turn. I will say a word and you will say it back to me: "insect." What are the syllables in "insect?"			
<b>Correct response</b>	Yes, when you segment insect into syllables, you hear /in - sect/.		
<b>Incorrect response</b>	When I segment insect into syllables, I hear 2 syllables: /in - sect/. Say it back to me: insect, in - sect.		
<b>I will say a word. You will say it back to me and segment the word into syllables.</b> <i>If incorrect, write what the child says.</i>			
1. dentist _____ (den-tist)	5. explode _____ (ex-plode)	9. ladybug _____ (la-dy-bug)	____/10
2. invite _____ (in-vite)	6. jungle _____ (jun-gle)	10. fantastic _____ (fan-tas-tic)	
3. plastic _____ (plas-tic)	7. dedicate _____ (ded-i-cate)		
4. hamster _____ (ham-ster)	8. gravity _____ (grav-i-ty)		

<b>Isolating Medial Sounds in Words</b> (Student can use the roller coaster or punch out the medial sound hand motion when responding.)			RF.K.2.D
Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is "pick." The middle/vowel sound I hear in the word "pick" is /i/. Can you say that: pick, /i/? Now it's your turn: I will say a word and you will say it back to me: "raise". What is the middle/vowel sound you hear in the word "raise?"			
<b>Correct response</b>	Yes, /ā/ is the middle/vowel sound you hear in the word "raise".		
<b>Incorrect response</b>	/ā/ is the middle/vowel sound I hear in the word "raise". Raise, /ā/ Let's try it again. Say "raise." What is the sound you hear in the middle of the word "raise"? (/ā/)		
<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. pet _____ /ĕ/	5. heat _____ /ē/	9. mop _____ /ŏ/	____/10
2. rake _____ /ā/	6. rug _____ /ŭ/	10. cute _____ /ū/	
3. dime _____ /ī/	7. back _____ /ă/		
4. boat _____ /ō/	8. shin _____ /ī/		

<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. /m - ě - n/, men. When I blend those 3 sounds together, /m - ě - n/, the word is men. Now it's your turn. Listen to these sounds and tell me the whole word: /r - ī - d/. What is the word?		
<b>Correct response</b>	Yes, when you blend the sounds, /r - ī - d/, the word is ride.	
<b>Incorrect response</b>	When I blend the 3 sounds, /r - ī - d/, the word is ride. Can you say it back to me? /r - ī - d/, ride.	
<b>I will say the sounds. What is the word?</b>		
1. c - ä - b _____ (cab)	5. g - ö - t _____ (got)	9. g - r - ē - n _____ (green)
2. d - ū - ck _____ (duck)	6. d - ē - p _____ (deep)	10. r - ō - s - t _____ (roast)
3. p - l - ā - t _____ (plate)	7. ch - ā - s _____ (chase)	
4. h - ō - m _____ (home)	8. s - l - ī - m _____ (slime)	
		____/10

## Phonemic Awareness Skills Assessment: Kindergarten

<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. Neck, /n- ě - ck/. I hear 3 sounds in neck, /n- ě - ck/. Now it's your turn. I will say a word and you will say it back to me. The word is "lot." What are the sounds you hear in the word "lot?"			
<b>Correct response</b>	Yes, when you segment the word lot into sounds, you hear /l - ۆ - t/.		
<b>Incorrect response</b>	When I segment the word lot into sounds, I hear 3 sounds, /l - ۆ - t/. Can you say it back to me? Lot, /l - ۆ - 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. fun _____ (f-ű-n)	5. shop _____ (sh-ۆ-p)	9. chest _____ (ch-ĕ-s-t)	____/10
2. nice _____ (n-ĩ-s)	6. coat _____ (c-ō-t)	10. sleep _____ (s-l-ĕ-p)	
3. stop _____ (s-t-ۆ-p)	7. dime _____ (d-ĩ-m)		
4. prize _____ (p-r-ĩ-z)	8. late _____ (l-ā-t)		

<b>Adding Phonemes</b> (Teacher can use hand motion from the curriculum.)			RF.K.2.E
Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-ap/. When I add /t/ at the beginning, the word is tap. Now it's your turn. Say /-ock/. Add /n/ at the beginning and the word is?			
<b>Correct response</b>	Yes, when you add /n/ to /-ock/, the word is knock.		
<b>Incorrect response</b>	When I add /n/ to /-ock/, the word is knock. Can you say it back to me? /n - ock/, knock.		
1. Say -ox. Add /f/ at the beginning and the word is? _____ (fox)	6. Say -ick. Add /s/ at the beginning and the word is? _____ (sick)		____/10
5. Say -ish. Add /d/ at the beginning and the word is? _____ (dish)	7. Say -ear. Add /c/ at the beginning and the word is? _____ (clear)		
3. Say -od. Add /n/ at the beginning and the word is? _____ (nod)	8. Say -uck. Add /l/ at the beginning and the word is? _____ (luck)		
4. Say -us. Add /b/ at the beginning and the word is? _____ (bus)	9. Say -ack. Add /sn/ at the beginning and the word is? _____ (snack)		
5. Say -ate. Add /g/ at the beginning and the word is? _____ (gate)	10. Say -eat. Add /h/ at the beginning and the word is? _____ (heat)		

<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 "meet." Without /m/, what's left is "eat.". Now it's your turn. Say, dice. Without /d/, what's left is?		
<b>Correct response</b>	Yes, dice without /d/ is /-ice/.	
<b>Incorrect response</b>	Let's try again. Say, dice. Without /d/, what's left is /-ice/. Can you say ice?	
1. Say why. Without /w/, what's left is? _____ (-ĩ)	6. Say leg. Without /l/, what's left is? _____ (-eg)	____/10
2. Say send. Without /s/, what's left is? _____ (-end)	7. Say call. Without /k/, what's left is? _____ (-all)	
3. Say box. Without /b/, what's left is? _____ (-ox)	8. Say make. Without /m/, what's left is? _____ (-ake)	
4. Say feet. Without /f/, what's left is? _____ (-eet)	9. Say beach. Without /b/, what's left is? _____ (-each)	
5. Say date. Without /d/, what's left is? _____ (-ate)	10. Say time. Without /t/, what's left is? _____ (-ime)	

## Phonemic Awareness Skills Assessment: Kindergarten

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

RF.K.2.E

Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. Listen, the word is "right". Change /r/ to /t/ and the word is "tight." Now it's your turn. Say "look." Change /l/ to /b/ and the word is?

**Correct response**

Yes, when you change /l/ to /b/, the word is book.

**Incorrect response**

Let's try it again. Say, look. Change /l/ to /b/ and the word is b - ook, book. Can you say book?

1. Say day.

Change /d/ to /s/ and the word is? \_\_\_\_\_ (say)

6. Say sad.

Change /s/ to /h/ and the word is? \_\_\_\_\_ (had)

2. Say less.

Change /l/ to /m/ and the word is? \_\_\_\_\_ (mess)

7. Say rock.

Change /r/ to /l/ and the word is? \_\_\_\_\_ (lock)

3. Say pig.

Change /p/ to /d / and the word is? \_\_\_\_\_ (dig)

8. Say gum.

Change /g/ to /th/ and the word is? \_\_\_\_\_ (thumb)

4. Say note.

Change /n/ to /k/ and the word is? \_\_\_\_\_ (coat)

9. Say deck.

Change /d/ to /n/ and the word is? \_\_\_\_\_ (neck)

5. Say fix.

Change /f/ to /m/ and the word is? \_\_\_\_\_ (mix)

10. Say farm.

Change /f/ to /ch/ and the word is? \_\_\_\_\_ (charm)

\_\_\_\_\_  
/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 Kindergarten Phonemic Awareness Assessment

The assessment was 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 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 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. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills.

<b>Assessment 3: End of the School Year Administration</b>			
Administer around the 30 <sup>th</sup> -35 <sup>th</sup> week of school			
Phonemic Awareness Skill	Beginning	Developing	Meets
Rhyme Recognition	0-6 correct	7-8 correct	9-10 correct
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	0-6 correct	7-8 correct	9-10 correct
Segmenting Syllables	0-6 correct	7-8 correct	9-10 correct
Isolating Medial Sounds	0-6 correct	7-8 correct	9-10 correct
Blending Phonemes	0-6 correct	7-8 correct	9-10 correct
Segmenting 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