

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

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

## Phonemic Awareness Mid-Year 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: rack, pack. Rack and pack rhyme. Now it's your turn. Do these two words rhyme: hid, kid?		
<b>Correct response</b>	Yes, hid and kid rhyme.	
<b>Incorrect response</b>	Hid and kid are rhyming words because they sound alike at the end. Can you say hid, kid?	
<b>I will say two words. Say the words aloud and tell me if they rhyme by saying yes or no.</b>		
1. hop, top _____ (yes)	6. pan, big _____ (no)	____/10
2. cab, get _____ (no)	7. jump, lump _____ (yes)	
3. bad, hot _____ (no)	8. dug, zip _____ (no)	
4. cub, rub _____ (yes)	9. boat, coat _____ (yes)	
5. line, sand _____ (no)	10. wet, net _____ (yes)	

<b>Rhyme Production</b>		RF.K.2.A
Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: glad, sad. Glad rhymes with sad. Now it's your turn. I will say a word and you tell me a word that rhymes with "tag."		
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, tag and _____ rhyme.	
<b>Incorrect response</b>	Tag and _____ do not rhyme. A word that rhymes with tag is bag because they sound alike at the end. Can you say tag, bag?	
<b>I will say a word. Can you say the word back to me and tell me a word that rhymes?</b>		
1. mop _____	6. lake _____	____/10
2. camp _____	7. fun _____	
3. tub _____	8. sock _____	
4. fish _____	9. neat _____	
5. red _____	10. will _____	

## 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 deer. The first sound we hear in the word "deer" is /d/. Can you repeat this back to me – deer, /d/? Now it's your turn. What is the first sound you hear in the word "heart"?		
<b>Correct response</b>	Yes, /h/ is the first sound we hear in the word "heart".	
<b>Incorrect response</b>	/h/, heart. /h/ is the first sound we hear in the word "heart". Let's try it again. Say "heart." What is the first sound you hear in the word "heart"? (/h/)	
<b>I will say a word and you will repeat it. What is the first 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 first <u>sound</u> you hear?"		
1. zip _____ /z/	6. after _____ /ă/	____/10
2. not _____ /n/	7. jet _____ /j/	
3. done _____ /d/	8. itchy _____ /ī/	
4. top _____ /t/	9. otter _____ /ō/	
5. upstairs _____ /ū/	10. sat _____ /s/	

<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, fin - ish. When I blend the syllables, fin - ish, the word is finish. Now it's your turn. Listen, tã - ble. What is the whole word?		
<b>Correct response</b>	Yes, when you blend the syllables, /tã - ble/, it is the word table.	
<b>Incorrect response</b>	When I blend the syllables, /tã - ble/, it is the word table. Say it back to me: tã - ble, table.	
<b>I will say the syllables. What is the whole word?</b> <i style="text-align: right;">If incorrect, write the word the child says.</i>		
1. nap- kin _____ (napkin)	6. pump-kin _____ (pumpkin)	____/10
2. in-sect _____ (insect)	7. flow-er _____ (flower)	
3. bā-by _____ (baby)	8. wel-come _____ (welcome)	
4. sis-ter _____ (sister)	9. tram-pō-line _____ (trampoline)	
5. pen-cil _____ (pencil)	10. mul-tī-ply _____ (multiply)	

<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 "wide." The last sound I hear in the word "wide" is /d/. Can you repeat this back to me – wide /w/? Now it's your turn: I will say a word and you say it back to me. "Dress" What is the last sound you hear in the word "dress"?		
<b>Correct response</b>	Yes, /s/ is the last sound you hear in the word "dress".	
<b>Incorrect response</b>	/s/ is the last sound you hear in the word "dress". Dress, /s/ Let's try it again. Say "dress." What is the last sound you hear in the word "dress"?	
<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 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/	____/10
4. jog _____ /g/	8. off _____ /f/	

## 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, reading, read - ing. When I segment the word reading, I hear two syllables, read - ing. Now it's your turn. I will say a word and you will say it back to me: "slowly." What are the syllables in "slowly?"		
<b>Correct response</b>	Yes, when you segment slowly into syllables, you hear /slow - ly/.	
<b>Incorrect response</b>	When I segment slowly into syllables, I hear 2 syllables: /slow - ly/. Say it back to me: slowly, slow - ly.	
<b>I will say a word. You will say it back to me and segment the word into syllables.</b> <span style="float: right;"><i>If incorrect, write what the child says.</i></span>		
1. thunder _____ (thun-der)	5. happy _____ (hap-py)	9. habitat _____ (hab-ĭ-tat)
2. princess _____ (prin-cess)	6. teacher _____ (tea-cher)	10. volunteer _____ (vol-un-teer)
3. yellow _____ (yell-ow)	7. planet _____ (plan-et)	
4. mountain _____ (moun-tain)	8. candle _____ (can-dle)	____/10

<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 "duck." The middle/vowel sound I hear in the word "duck" is /ŭ/. Can you say that: duck, /ŭ/? Now it's your turn: I will say a word and you will say it back to me: "nod." What is the middle/vowel sound you hear in the word "nod?"		
<b>Correct response</b>	Yes, /ō/ is the middle/vowel sound you hear in the word "nod".	
<b>Incorrect response</b>	/ō/ is the middle/vowel sound you hear in the word "nod". Nod, /ō/ Let's try it again. Say "nod." What is the sound you hear in the middle of the word "nod"? (/ō/)	
<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> <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 <u>sound</u> you hear?"		
1. much _____ /ŭ/	5. hot _____ /ō/	9. mop _____ /ō/
2. red _____ /ě/	6. when _____ /ě/	10. path _____ /ă/
3. chick _____ /ī/	7. bus _____ /ŭ/	
4. map _____ /ă/	8. quit _____ /ī/	____/10

<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 - ŭ - g/, hug. When I blend those 3 sounds together, /h - ŭ - g/, the word is hug. Now it's your turn. Listen to these sounds and tell me the whole word: /g - ă - s/. What is the word?		
<b>Correct response</b>	Yes, when you blend the sounds, /g - ă - s/, the word is gas.	
<b>Incorrect response</b>	Listen, when I blend the 3 sounds, /g - ă - s/, the word is gas. Can you say it back to me? /g - ă - s/, gas	
<b>I will say the sounds. What is the word?</b>		
1. b - ĩ - t _____ (bite)	5. w - ē - k _____ (week)	9. l - u - k _____ (luck)
2. s - ō _____ (so)	6. h - a - d _____ (had)	10. m - e - s _____ (mess)
3. m - ā _____ (may)	7. b - ĭ - g _____ (big)	
4. d - oo _____ (do)	8. d - o - t _____ (dot)	____/10

## Phonemic Awareness Skills Assessment: Kindergarten

### Segmenting Words into Phonemes (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. Nut, /n- u - t/. I hear 3 sounds in nut, /n - u - t/. Now it's your turn. I will say a word and you will say it back to me. The word is "rock." What are the sounds you hear in the word "rock?"

**Correct response** Yes, when you segment the word rock into sounds, you hear /r - ɔ̃ - ck/.

**Incorrect response** When I segment the word rock, I hear 3 sounds, /r - ɔ̃ - ck/. Can you say it back to me? Rock, /r - ɔ̃ - ck/.

I will say a word and you will say it back to me. What are the sounds you hear in the word \_\_\_?

*If incorrect, write what the child says.*

1. low _____ (l-ow)	5. feed _____ (f- ē-d)	9. cut _____ (c-ŭ-t)	____/10
2. rat _____ (r-ă-t)	6. have _____ (h-ă-v)	10. ten _____ (t-ĕ-n)	
3. mitt _____ (m-ĭ-t)	7. pie _____ (p-ī)		
4. hope _____ (h-ō-p)	8. sob _____ (s-ō-b)		

### Adding Phonemes (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, /-ot/. When I add /d/ at the beginning, the word is dot. Now it's your turn. Say /-at/. Add /h/ at the beginning and the word is?

**Correct response** Yes, when you add /h/ to /-at/, the word is hat.

**Incorrect response** When I add /h/ to /-at/, the word is hat. Can you say it with me? /h - at/, hat.

1. Say -ap. Add /m/ at the beginning and the word is? _____ (map)	6. Say -ell. Add /t/ at the beginning and the word is? _____ (tell)	____/10
5. Say -in. Add /p/ at the beginning and the word is? _____ (pin)	7. Say -ock. Add /s/ at the beginning and the word is? _____ (sock)	
3. Say -ut. Add /k/ at the beginning and the word is? _____ (cut)	8. Say -ade. Add /m/ at the beginning and the word is? _____ (made)	
4. Say -oo. Add /n/ at the beginning and the word is? _____ (new)	9. Say -ug. Add /r/ at the beginning and the word is? _____ (rug)	
5. Say -un. Add /f/ at the beginning and the word is? _____ (fun)	10. Say -ite. Add /b/ at the beginning and the word is? _____ (bite)	

### 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 "ham." Without /h/, what's left is "am". Now it's your turn. Say, fit. Without /f/, what's left is?

**Correct response** Yes, fit without /f/ is /-it/.

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

1. Say ten. Without /t/, what's left is? _____ (-en)	6. Say lamb. Without /l/, what's left is? _____ (-am)	____/10
2. Say coat. Without /k/, what's left is? _____ (-oat)	7. Say sad. Without /s/, what's left is? _____ (-ad)	
3. Say van. Without /v/, what's left is? _____ (-an)	8. Say bend. Without /b/, what's left is? _____ (-end)	
4. Say meat. Without /m/, what's left is? _____ (-eat)	9. Say reach. Without /r/, what's left is? _____ (-each)	
5. Say buy. Without /b/, what's left is? _____ (-ī)	10. Say wall. Without /w/, what's left is? _____ (-all)	

### 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 van. Change /v/ to /k/ and the word is can. Now it's your turn. Say win. Change /w/ to /f/ and the word is?

**Correct response** Yes. When you change /w/ to /f/, the word is fin.

**Incorrect response** Let's try it again. Say, win. Change /w/ to /f/ and the word is f - in, fin. Can you say fin?

1. Say be.  
Change /b/ to /m/ and the word is? \_\_\_\_\_ (me)

6. Say goat.  
Change /g/ to /b/ and the word is? \_\_\_\_\_ (boat)

2. Say net.  
Change /n/ to /p/ and the word is? \_\_\_\_\_ (pet)

7. Say map.  
Change /m/ to /n/ and the word is? \_\_\_\_\_ (nap)

3. Say rock.  
Change /r/ to /s / and the word is? \_\_\_\_\_ (sock)

8. Say do.  
Change /d/ to /z/ and the word is? \_\_\_\_\_ (zoo)

4. Say when.  
Change /w/ to /t/ and the word is? \_\_\_\_\_ (ten)

9. Say kick.  
Change /k/ to /l/ and the word is? \_\_\_\_\_ (lick)

5. Say fish.  
Change /f/ to /d/ and the word is? \_\_\_\_\_ (dish)

10. Say jam.  
Change /j/ to /h/ and the word is? \_\_\_\_\_ (ham)

\_\_\_\_\_  
/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

This 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 the assessment 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 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: Middle of the School Year Administration</b>			
Administer around the 17 <sup>th</sup> – 24 <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 Words into 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 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