

Phonemic Awareness Assessment 1: Beginning of Year

Student Name: _____ **Assessment Date:** _____

Directions: Mark correct response with a plus (+). Mark incorrect response with a dash (-) or record the incorrect response. If the student is unable to give a correct response within 5 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
Rhyme Recognition		
Teacher Administration Directions: Words that rhyme sound the same at the end. Listen to these words: see, bee. See and bee rhyme. Now it's your turn. Do these two words rhyme: day, may?		
Correct response	Yes, day and may rhyme.	
Incorrect response	Day and may are rhyming words because they sound the same at the end. Can you say day, may?	
I will say two words. Say the words aloud and tell me if they rhyme by saying yes or no.		
1. cup, up _____ (yes)	6. pot, got _____ (yes)	____/10
2. no, see _____ (no)	7. fun, run _____ (yes)	
3. sit, bit _____ (yes)	8. pet, have _____ (no)	
4. sat, cat _____ (yes)	9. ten, hen _____ (yes)	
5. mom, take _____ (no)	10. dig, mop _____ (no)	

Onset Fluency: Isolate the Initial Sound		
Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is "cat". The first sound we hear in the word "cat" is /k/. Can you repeat this back to me – cat, /k/? Now it's your turn. What is the first sound you hear in the word "miss"?		
Correct response	Yes, /m/ is the first sound we hear in the word "miss".	
Incorrect response	/m/, "miss". /M/ is the first sound we hear in the word "miss". Let's try it again. Say, "miss." What is the first sound you hear in the word "miss"?	
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.		
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. sing _____ /s/	5. dog _____ /d/	9. to _____ /t/
2. rock _____ /r/	6. feel _____ /f/	10. bat _____ /b/
3. pie _____ /p/	7. car _____ /c/	
4. had _____ /h/	8. we _____ /w/	
		____/10

Phonemic Awareness Skills Assessment: Preschool

Blending Compound Words & Syllables

(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, rain - bow. When I blend the words, rain - bow, the word is rainbow. Now it's your turn. Listen, out - side. What is the whole word?

Correct Response Yes, when you blend the two words, out - side, it is the word outside

Incorrect Response When I blend the 2 words out - side, it is the word outside. Say it back to me, out - side, outside.

Teacher Administration Directions for #6-10: I will say two separate syllables and blend them together to make the whole word. Listen, can - dy. When I blend the syllables can - dy, the word is candy. Now it's your turn. Listen, sis - ter. What is the whole word?

Correct Response Yes, when you blend the two syllables, sis - ter, it is the word sister.

Incorrect Response When I blend the 2 syllables, sis - ter, it is the word sister. Say it back to me, sis - ter, sister.

I will say the words/syllables. What is the whole word?

If incorrect, write the word the child says.

1. class - room _____	5. oat - meal _____	9. in - sect _____	_____/10
2. mail - box _____	6. ta - ble _____	10. pump - kin _____	
3. door - knob _____	7. mar - ket _____		
4. pan - cake _____	8. win - ter _____		

Isolating Final Sounds in Words

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is "cat." The last sound I hear in the word "cat" is /t/. Can you say that; cat, /t/? Now it's your turn: I will say a word and you say it back to me: "nap". What is the last sound you hear in the word nap?

Correct Response Yes, /p/ is the last sound you hear in the word "nap".

Incorrect Response /p/ is the last sound I hear in the word "nap". Nap, /p/
Let's try it again. Say "nap." What is the last sound you hear in the word "nap?"

I will say a word and you say it back to me. What is the last sound you hear in the word ___? *If incorrect, write the sound the child says.*

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 sound you hear?"

1. dog _____ /g/	5. old _____ /d/	9. web _____ /b/	_____/10
2. walk _____ /k/	6. farm _____ /m/	10. give _____ /v/	
3. yes _____ /s/	7. ran _____ /n/		
4. tent _____ /t/	8. up _____ /p/		

Segmenting Words into Compound Words & Syllables

(Teacher & 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 smaller words. Listen, flashlight, flash - light. When I segment the word flashlight, I hear two words, flash - light. 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?

Correct Response

Yes, when you segment the word cowboy into 2 smaller words, you hear cow – boy.

Incorrect Response

When I segment cowboy into 2 smaller words, we hear cow - boy.
Say it back to me: cowboy, cow – boy.

Teacher Administration Directions for #6-10: I will say a word and segment the word into syllables. Listen, reading, read - ing. When I segment the word reading, I hear 2 syllables, read – ing.

Now it's your turn. I will say a word and you will say it back to me: cloudy. What are the syllables in cloudy?

Correct Response

Yes, when you segment the word cloudy into syllables, you hear cloud – ē.

Incorrect Response

When I segment the word cloudy into two parts/syllables, I hear cloud – ē.
Say it back to me: cloudy, cloud – ē.

I will say a word. You will say it back to me. What are the 2 words/syllables in the word ____? *If incorrect, write what the child says.*

1. inside _____ (in – side)	6. elbow _____ (el – bow)	_____/10
2. upstairs _____ (up – stairs)	7. summer _____ (sum - er/ sŭ – mer)	
3. peanuts _____ (pea – nuts)	8. baby _____ (ba – by/ bāb - y)	
4. someone _____ (some – one)	9. carpet _____ (car – pet / carp – et)	
5. haircut _____ (hair – cut)	10. pencil _____ (pen – cil)	

Overall Results: After the assessment has been given, the teacher identifies areas of strength and need for each child & records findings here.

Areas of Strength:

Areas of Need & Plan for Intervention:

Guidelines for Scoring the Preschool Phonemic Awareness Assessment

This assessment was created by Literacy Resources, Inc. to align to the Heggerty Phonemic Awareness curriculum for Pre-Kindergarten entitled, *Phonemic Awareness: The Skills That They Need to Help Them Succeed* ©2016, ©2020.

Each skill that is assessed is part of the daily phonemic awareness lessons written by Dr. Michael Heggerty, founder of Literacy Resources, Inc. The same assessment can be given as a pre-assessment and then as a post-assessment, or a second assessment has been provided to be used at the end of the preschool year. Both assessments provide teachers with baseline data and end of school year data to monitor student progress. 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. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills. Phonemic Awareness is auditory and should be assessed in this way. Students are not expected to read or write any of the words in the assessment; the teacher says the words or sounds aloud, and the student responds orally. Students are asked to respond with the sounds they hear, not the letter name.

Assessment #1: Baseline Assessment (Beginning of the School Year Administration)			
Phonemic Awareness Skill	Pre-Developing	Developing	Age-Appropriate
Rhyme Recognition	0 correct	1-5 correct	6-10 correct
Onset Fluency	0 correct	1-5 correct	6-10 correct
Blending Compound Words	0 correct	1-3 correct	4-5 correct
Blending Syllables	0 correct	1-3 correct	4-5 correct
Isolating Final Sounds in Words	0 correct	1-5 correct	6-10 correct
Segmenting Compound Words	0 correct	1-3 correct	4-5 correct
Segmenting Syllables	0 correct	1-3 correct	4-5 correct