

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

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

### Phonemic Awareness End of Year Assessment

**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
<b>Rhyme Recognition</b>		
Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: sit, fit. Sit and fit rhyme. Now it's your turn. Do these two words rhyme: tag, bag?		
<b>Correct response</b>	Yes, tag and bag rhyme.	
<b>Incorrect response</b>	Tag and bag are rhyming words because they sound alike at the end. Can you say tag, bag?	
<b>I will say two words. Say the words aloud and tell me if they rhyme by saying yes or no.</b>		
1. pat, hat _____ (yes)	6. pan, big _____ (no)	____/10
2. fast, in _____ (no)	7. all, tall _____ (yes)	
3. men, then _____ (yes)	8. dog, zip _____ (no)	
4. tub, rub _____ (yes)	9. go, no _____ (yes)	
5. fin, win _____ (yes)	10. went, tent _____ (yes)	

<b>Onset Fluency:</b> Isolate the Initial Sound		
Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is "dog". The first sound we hear in the word "dog" is /d/. Can you repeat this back to me – dog, /d/? Now it's your turn. What is the first sound you hear in the word "now"?		
<b>Correct response</b>	Yes, /n/ is the first sound we hear in the word now.	
<b>Incorrect response</b>	/n/, now. /N/ is the first sound we hear in the word now. Let's try it again. Say, "now." What is the first sound you hear in the word now?	
<b>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.</b>		
1. home _____ /h/	6. vase _____ /v/	____/10
2. nice _____ /n/	7. jump _____ /j/	
3. can _____ /k/	8. was _____ /w/	
4. toe _____ /t/	9. got _____ /g/	
5. bed _____ /b/	10. pick _____ /p/	

## Phonemic Awareness Skills Assessment: Preschool

<b>Blending Syllables</b>		(Teacher can use the chopping hand motion to show syllables.)
Teacher Administration Directions: 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: whis-per. What is the whole word?		
<b>Correct response</b>	Yes, when you blend the 2 syllables, /whis – per/, it is the word whisper.	
<b>Incorrect response</b>	When I blend the 2 syllables, /whis – per/, it is the word whisper. Say it back to me: /whis-per/, whisper.	
<b>I will say the syllables. What is the whole word?</b>		<i>If incorrect, write the word the child says.</i>
1. count - ing _____	6. sharp – en _____	____/10
2. el - bow _____	7. mar – ble _____	
3. tick – it _____	8. look – ing _____	
4. un – til _____	9. lā – ter _____	
5. nap – kin _____	10. sim – ple _____	

<b>Segmenting Words into Syllables</b>		(Teacher & student can use the chopping hand motion to show syllables.)
Teacher Administration Directions: 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: hamster. What are the syllables in hamster?		
<b>Correct response</b>	Yes, when you segment "hamster" into syllables, you hear /ham – ster/.	
<b>Incorrect response</b>	When I segment "hamster" into syllables, we hear 2 syllables: /ham – ster/. Say it back to me: hamster, ham - ster	
<b>I will say a word. You will say it back to me. What are the 2 syllables in the word ____?</b>		<i>If incorrect, write what the child says.</i>
1. before _____ (be – fore)	6. walking _____ (walk – ing)	____/10
2. over _____ (ō – ver/ ōv – er)	7. sunny _____ (sun – y/ sū-ny)	
3. garden _____ (gar – den/ gard-en)	8. under _____ (un – der)	
4. princess _____ (prin – cess/ princ-ess)	9. sparkle _____ (spar – kle/ spark-le)	
5. chicken _____ (chick – en/ chī– cken)	10. insect _____ (in – sect)	

<b>Isolating Final Sounds in Words</b>		(Student can use the punch it out hand motion when responding.)
Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is "sun." The last sound I hear in the word "sun" is /n/. Can you say that; sun, /n/? Now it's your turn: I will say a word and you say it back to me: "duck". What is the last sound you hear in the word duck?		
<b>Correct response</b>	Yes, /k/ is the last sound you hear in the word "duck".	
<b>Incorrect response</b>	/k/ is the last sound I hear in the word "duck". duck, /k/ Let's try it again. Say "duck." What is the last sound you hear in the word "duck"?	
<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. knob _____ /b/	5. moon _____ /n/	9. rake _____ /k/
2. feet _____ /t/	6. leaf _____ /f/	10. maze _____ /z/
3. step _____ /p/	7. bread _____ /d/	____/10
4. mess _____ /s/	8. come _____ /m/	

## Phonemic Awareness Skills Assessment: Preschool

### Blending Onset-Rime (Teacher can use chopping hand motion to show the onset & rime.)

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 - ig/. When I blend those 2 parts together, /d - ig/, the word is dig. Now it's your turn. Listen to these sounds and tell me the whole word: /m-eet/. What is the word?

**Correct response** Yes, when you blend the sounds /m-eet/ together, the word is meet.

**Incorrect response** When I blend the sounds /m - eet/ together the word is meet. Say it back to me: /m-eet/, meet.

### I will say the 2 parts of the word. What is the whole word?

1. g - ate _____ (gate)	5. b - oy _____ (boy)	9. f - ast _____ (fast)	____/10
2. l - ight _____ (light)	6. w - eek _____ (week)	10. m - oon _____ (moon)	
3. c - orn _____ (corn)	7. m - uch _____ (much)		
4. r - ace _____ (race)	8. f - arm _____ (farm)		

### Segmenting Words into Onset-Rime (Teacher & student can use chopping hand motion to show the onset & rime.)

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: cup, /c - up/. Now it's your turn. I will say a word and you will say it back to me. The word is "hide." What is the first sound and the rest of the word (onset - rime)?

**Correct response** Yes, when you segment the word hide, you hear /h - ide/.

**Incorrect response** When I segment the word "hide" into the first sound and the rest of the word, I hear /h/ - /ide/. Can you say it back to me? Hide, /h-ide/.

### I will say a word and you will say it back to me. What is the first sound and the rest of the word?

*If incorrect, write what the child says.*

1. name _____ (n - ame)	5. look _____ (l - ook)	9. sand _____ (s - and)	____/10
2. fish _____ (f - ish)	6. run _____ (r - un)	10. bag _____ (b - ag)	
3. toad _____ (t - oad)	7. park _____ (p - ark)		
4. hug _____ (h - ug)	8. will _____ (w - ill)		

### Blending Phonemes (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, /n-ō/, no. When I blend those 2 sounds together, /n-ō/, the word is no. Now it's your turn. Listen to these sounds and tell me the whole word: /m - ī/. What is the word?

**Correct response** Yes, when you blend the sounds, /m - ī/, the word is my

**Incorrect response** Listen, when you blend the 2 sounds, /m - ī/, the word is my. Say it back to me: /m - ī/, my.

### I will say the sounds. What is the word?

1. sh - ī _____ (shy)	5. t - oo _____ (too)	9. h - ō - p _____ (hop)	____/10
2. s - ō _____ (so)	6. j - ě - t _____ (jet)	10. s - u - m _____ (sum)	
3. k - ē _____ (key)	7. t - ĭ - p _____ (tip)		
4. d - ā _____ (day)	8. b - ä - ck _____ (back)		

## Phonemic Awareness Skills Assessment: Preschool

### 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: less, /l/ - /ĕ/ - /s/. I hear 3 sounds in less, /l/ - /ĕ/ - /s/. Now it's your turn. The word is "had." What are the sounds you hear in the word "had?"

**Correct response** Yes, when you segment the word had into sounds, you hear /h - ä - d/.

**Incorrect response** When I segment the word had into sounds, I hear 3 sounds, /h - ä - d/.  
Can you say it back to me: had, /h - ä - d/?

**I will say a word. What are the sounds you hear in the word?** *If incorrect, write what the child says.*

1. toe _____ (t - ō)	5. cup _____ (c - ŭ - p)	9. bus _____ (b - ŭ - s)	____/10
2. by _____ (b - ī)	6. hat _____ (h - ä - t)	10. lock _____ (l - ۆ - ck)	
3. say _____ (s - ā)	7. dig _____ (d - ĭ - g)		
4. me _____ (m - ē)	8. neck _____ (n - ě - ck)		

**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:

## Phonemic Awareness Skills Assessment: Preschool

### 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. This assessment has been provided to be used at the end of the preschool year, and the data collected can be compared to the beginning of the year results.

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. As the assessment administrator, you will be providing students with letter sounds, not letter names.

<b>Assessment #2: End of the School Year Administration</b>			
Phonemic Awareness Skill	Pre-Developing	Developing	Age-Appropriate
Rhyme Recognition	0-3 correct	4-6 correct	7-10 correct
Onset Fluency	0-3 correct	4-6 correct	7-10 correct
Blending Syllables into Words	0 correct	1-5 correct	6-10 correct
Segmenting Words into Syllables	0 correct	1-5 correct	6-10 correct
Isolating Final Sounds in Words	0-3 correct	4-6 correct	7-10 correct
Blending Onset – Rime into Words	0 correct	1-5 correct	6-10 correct
Segmenting Words into Onset - Rime	0 correct	1-5 correct	6-10 correct
Blending Phonemes into Words	0 correct	1-4 correct	5-10 correct
Segmenting Words into Phonemes	0 correct	1-4 correct	5-10 correct