

# Phonemic Awareness Skills Screener Assessment

Student Name: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

This Screener Assessment can be administered to students in 2<sup>nd</sup> grade and above to determine if the Heggerty Phonemic Awareness curriculum should be part of a child's intervention instruction.

**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.

## Rhyme Production

Teacher Administration Directions: Words that rhyme sound alike at the end. Listen to these words: teach, reach. Teach and reach rhyme. Now it's your turn. I will say a word and you tell me a word that rhymes with "for."

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, for and ____ rhyme.
<b>Incorrect response</b>	For and ____ do not rhyme. A word that rhymes with "for" is the word "door" because they sound alike at the end. Can you say: for, door?

I will say a word. Can you repeat the word and tell me a word that rhymes?

1. pot _____	6. snow _____	____/10
2. rack _____	7. came _____	
3. bug _____	8. seed _____	
4. hill _____	9. fine _____	
5. nest _____	10. moon _____	

## 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 "heard". The first sound we hear in the word "heard" is /h/. Can you repeat this back to me – heard, /h/? Now it's your turn. What is the first sound you hear in the word "part"?

<b>Correct response</b>	Yes, /p/ is the first sound we hear in the word "part".
<b>Incorrect response</b>	/p/, "part". /p/ is the first sound we hear in the word "part". Let's try it again. Say "part." What is the first sound you hear in the word "part"?

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 sound you hear?"

1. matter _____	6. vanish _____	____/10
2. rocket _____	7. opposite _____	
3. puddle _____	8. weekly _____	
4. summer _____	9. candle _____	
5. guest _____	10. happy _____	

## Phonemic Awareness Skills Screener Assessment

### 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 - ī - s/, nice. When I blend those 3 sounds together, /n - ī - s/, the word is nice.

Now it's your turn. Listen to these sounds and tell me the whole word: /r - ě - d/. What is the word?

**Correct response**

Yes, when you blend the sounds, /r - ě - d/, the word is red

**Incorrect response**

Listen, when you blend the 3 sounds, /r - ě - d/, the word is red. Say it back to me: /r - ě - d/, red.

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

1. d - ā \_\_\_\_\_

5. sh - ī - n \_\_\_\_\_

9. g - r - oo - p \_\_\_\_\_

2. b - ī \_\_\_\_\_

6. s - t - ě - m \_\_\_\_\_

10. b - l - ě - n - d \_\_\_\_\_

3. p - ě - t \_\_\_\_\_

7. l - ĭ - f - t \_\_\_\_\_

4. h - ō - z \_\_\_\_\_

8. s - l - ě - p \_\_\_\_\_

\_\_\_\_/10

### Isolating Final Sounds in Words (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 "start." The last sound I hear in the word "start" is /t/. Can you say that: start, /t/?

Now it's your turn: "farm". What is the last sound you hear in the word "farm"?

**Correct response**

Yes, /m/ is the last sound you hear in the word "farm".

**Incorrect response**

/m/ is the last sound you hear in the word "farm." Farm, /m/.  
Let's try it again. Say "farm." What is the last sound you hear in the word "farm"?

**I will say a word and you will repeat it. 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. twine \_\_\_\_\_

5. splash \_\_\_\_\_

9. museum \_\_\_\_\_

2. gift \_\_\_\_\_

6. behind \_\_\_\_\_

10. kindness \_\_\_\_\_

3. glaze \_\_\_\_\_

7. mistake \_\_\_\_\_

4. people \_\_\_\_\_

8. giraffe \_\_\_\_\_

\_\_\_\_/10

### 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. Knock, /n - ō - k/. I hear 3 sounds in knock, /n - ō - ck/. Now it's your turn. The word is "win" What are the sounds you hear in the word "win"?

**Correct response**

Yes, when you segment the word win into sounds, you hear /w - ĭ - n/.

**Incorrect response**

When I segment the word win into sounds, I hear 3 sounds, /w - ĭ - n/. Say it back to me: win, /w - ĭ - n/

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

1. math \_\_\_\_\_ (m-ă-th)

5. shark \_\_\_\_\_ (sh-ar-k)

9. cloudy \_\_\_\_\_ (c-l-ou-d-y)

2. night \_\_\_\_\_ (n-ī-t)

6. fresh \_\_\_\_\_ (f-r-ě-sh)

10. stamp \_\_\_\_\_ (s-t-ă-m-p)

3. steep \_\_\_\_\_ (s-t-ē-p)

7. glove \_\_\_\_\_ (g-l-ŭ-v)

4. prize \_\_\_\_\_ (p-r-ī-z)

8. lunch \_\_\_\_\_ (l-ŭ-n-ch)

\_\_\_\_/10

**NOTE:** If student is unsuccessful at the phoneme level, refer to the 1<sup>st</sup> grade Baseline assessment for additional assessments to evaluate the Phonological Awareness skills: Blending & Segmenting Syllables, or the Kindergarten baseline assessment for Blending & Segmenting Onset – Rime.

## Phonemic Awareness Skills Screener Assessment

### Isolating Medial Sound in Words (Student can use the roller coaster or punch out the medial sound hand motion when responding.)

Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is "need." The middle or vowel sound I hear in the word "need" is /ē/. Can you say that: need, /ē/?

Now it's your turn. I will say a word and you will repeat it: hot". What is the middle or vowel sound you hear in the word "hot?"

**Correct response** Yes, /ō/ is the middle/vowel sound you hear in the word "hot".

**Incorrect response** /ō/ is the middle/vowel sound you hear in the word "hot." Hot, /ō/.  
Let's try it again. Say, hot." What sound do you hear in the middle of the word, "hot?"

I will say a word and you will say it back to me. What is the middle/vowel 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 sound you hear?"

1. smart _____	5. mouth _____	9. bloom _____	____/10
2. shook _____	6. flock _____	10. grown _____	
3. bird _____	7. storm _____		
4. deep _____	8. curb _____		

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

Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-ate/. When I add /g/ at the beginning, the word is gate. Now it's your turn. Say /-oak/. Add /s/ at the beginning and the word is?

**Correct response** Yes, when you add /s/ to /-oak/, the word is soak.

**Incorrect response** When I add /s/ to /-oak/, the word is soak. Can you say it back to me? /s - oak/, soak.

1. Say -ox. Add /b/ at the beginning and the word is? _____ (box)	6. Say -ice. Add /n/ at the beginning and the word is? _____ (nice)	____/10
1. Say -ight. Add /l/ at the beginning and the word is? _____ (light)	7. Say -air. Add /ch/ at the beginning and the word is? _____ (chair)	
3. Say -oad. Add /r/ at the beginning and the word is? _____ (road)	8. Say -aze. Add /m/ at the beginning and the word is? _____ (maze)	
4. Say -each. Add /t/ at the beginning and the word is? _____ (teach)	9. Say -uch. Add /s/ at the beginning and the word is? _____ (such)	
5. Say -ain. Add /p/ at the beginning and the word is? _____ (pain)	10. Say -ooth. Add /t/ at the beginning and the word is? _____ (tooth)	

### 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 "boat." Without /b/, what's left is "oat.". Now it's your turn. Say, right. Without /r/, what's left is?

**Correct response** Yes, right without /r/ is /-ight/.

**Incorrect response** Let's try again. Say, right. Without /r/, what's left is /-ight/. Can you say -ight?

1. Say shelf Without /sh/, what's left is? _____ (-elf)	6. Say march. Without /m/, what's left is? _____ (-arch)	____/10
2. Say bend. Without /b/, what's left is? _____ (-end)	7. Say fear. Without /f/, what's left is? _____ (-ear)	
3. Say choose. Without /ch/, what's left is? _____ (-ooze)	8. Say verb. Without /v/, what's left is? _____ (-erb)	
4. Say heat. Without /h/, what's left is? _____ (-eat)	9. Say most. Without /m/, what's left is? _____ (-ōst)	
5. Say wait. Without /w/, what's left is? _____ (-ait)	10. Say rhyme. Without /r/, what's left is? _____ (-ime)	

## Phonemic Awareness Skills Screener Assessment

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

Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. Listen, the word is went. Change /w/ to /t/ and the word is tent. Now it's your turn. Say like. Change /l/ to /b/ and the word is?

**Correct response**

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

**Incorrect response**

Let's try it again. Say, like. Change /l/ to /b/ and the word is b-ike, bike. Can you say bike?

1. Say nest.

Change /n/ to /w/ and the word is? \_\_\_\_\_ (west)

6. Say must.

Change /m/ to /j/ and the word is? \_\_\_\_\_ (just)

2. Say how.

Change /h/ to /n/ and the word is? \_\_\_\_\_ (now)

7. Say rock.

Change /r/ to /s/ and the word is? \_\_\_\_\_ (sock)

3. Say list.

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

8. Say born.

Change /b/ to /k/ and the word is? \_\_\_\_\_ (corn)

4. Say note.

Change /n/ to /b/ and the word is? \_\_\_\_\_ (boat)

9. Say check.

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

5. Say dish.

Change /d/ to /f/ and the word is? \_\_\_\_\_ (fish)

10. Say theme.

Change /th/ to /t/ and the word is? \_\_\_\_\_ (team)

\_\_\_\_\_  
/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 Screener Phonemic Awareness Assessment:

Use the section above to record anecdotal notes about the student's strengths and areas of need. This can be especially helpful when planning intervention activities to help a child master a skill.

Students who receive a score below 90% (9 correct out of 10) on a section of the assessment should be considered for a phonemic awareness intervention, if the teacher also notices that the child is struggling to decode or encode words in print.

Strand assessments for Adding, Deleting, and Substituting Phonemes can be used as follow up assessments to determine if a child can successfully manipulate phonemes beyond the tasks included here. These include 3 additional assessments for Adding and Deleting Phonemes, and 3 assessments for Substituting Phonemes. They can be found at [www.heggerty.org](http://www.heggerty.org) (under Resources).