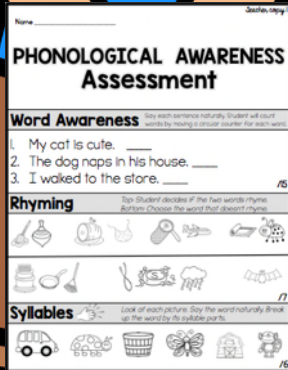


ASSESSMENT



Multiple Assessments a Year

Choose this option if you want to assess more than once.

Name: _____

ASSESSMENT Phonological Awareness

Your student must get 80% to be considered proficient with a particular skill.

Rhyming

I will say two words. You will repeat the words, then tell me if those words rhyme by saying yes or no. Let's practice. (Circle student response.)

mop/top	ham/bib	jet/net	rug/bug	rain/pain
cake/pot	soap/bell	duck/ball	fan/ran	pig/cot

Syllables

I will say a word. You will take that word apart by clapping the syllables in that word. Let's practice: tiger (2), dinosaur (3), rabbit (2), cat (1).

basket	monkey	umbrella	van	rainbow
ladybug	barn	helicopter	library	butterfly

Initial Sounds

I will say a word. Tell me the first sound you hear in the word. (Say the word clearly and normally.) Let's practice. (Write the letter of the sound that your student says.)

map	bike	spoon	clap	rock
tape	leaf	shop	igloo	chair

Date #1: 9-10-19 Date #2: 1-9-20 Date #3: 4-9-20

Blending Phonemes

I will break up a word into all of its sound parts. You will blend it together to tell me the whole word. Let's practice. What word is this? /a/ /p/ /l/ (Pause between each sound). The answer is dog. (Put a check for correct answers. Take note of errors.)

/a/ /p/ /l/	/e/ /u/ /b/	/e/ /a/ /t/	/o/ /p/ /l/	/m/ /a/ /u/ /s/
ap	ub	ek	op	mouse
/p/ /a/ /t/	/i/ /p/ /l/	/c/ /r/ /a/ /b/	/r/ /i/ /t/ /a/ /t/	/p/ /a/ /t/
pat	ip	crab	rat	pat

Segmenting Phonemes

Now I will say a word. You will break it up into its sound parts. So if I said map, you would say /m/ /a/ /p/. Ready? Say the word naturally. Have students repeat the word, and then give each sound. Underline letters to show student's answers.

fan	sit	sub	wish	pack
boat	nail	bike	log	mouse

Scoring: Give students one point for each correct individual sound. For example, if the student said /f/ /a/ /n/, then you would give 3 points. If the student said /f/ /a/ /t/, then you would give 3 points. If the student said "fan", you would give 0 points. If your student says /f/ /a/ /n/, give 2 points.

Rhyming	Syllables	Initial Sounds	Blending Phonemes	Segmenting Phonemes
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10

Use pages 3-4 to assess your students **three times a year**. (If a student scores all correctly in one section, you may not need to assess it two more times.) Use the graph at the bottom of the second page to show growth.

NOTES:

- Often students will score low with syllables at the beginning of the year if they haven't had instruction and practice with that. With a little practice, they usually pick it up by the second assessment.
- At the beginning of the year, students who are unable to rhyme or identify initial sounds should receive additional small group instruction to develop these skills.
- Blending and segmenting phonemes are skills that students often do not have in September. These are things you should work on with your entire kindergarten class, 10-20 minutes a day.
 - By the second assessment, you should see growth with blending and segmenting skills.
 - If students are still struggling with blending and segmenting phonemes, provide additional intervention for them.
 - Without these skills, they will not be able to sound out words for reading and spelling.
 - If you have students that are still not scoring at least 80% by the third assessment with blending and segmenting, continue intervention and assess one last time at the very end of the year. (I usually do the third assessment two months before the end of the year so that I have time to do more intervention.) Most kids will be proficient by this point and ready for phonics instruction.

Use pages 5-6 if you only want to assess one time.

NEW: Page 7 is for **ADVANCED** phonemic awareness. Your students may be ready for this as early as 1st grade, but for some may be 2nd or 3rd grade. After your students master basic phonemic awareness skills, begin working on advanced phonemic awareness skills.

Name _____

ASSESSMENT

Phonological Awareness

Your student must get 80% to be considered proficient with a particular skill.

Rhyming

I will say two words. You will repeat the words, then tell me if those words rhyme by saying yes or no. Let's practice. (Circle student response.)

/10

/10

/10

mop/top	ham/bib	jet/net	rug/bug	rain/pain
cake/pot	soap/bell	duck/ball	fan/ran	pig/cot

Syllables



I will say a word. You will take that word apart by clapping the syllables in that word. Let's practice: tiger (2), dinosaur (3), rabbit (2), cot (1).

/10

/10

/10

basket	monkey	umbrella	van	rainbow
ladybug	barn	helicopter	library	butterfly

Initial Sounds

I will say a word. Tell me the first sound you hear in the word. (Say the word clearly and normally.) Let's practice. (Write the letter of the sound that your student says.)

/10

/10

/10

map	bike	spoon	clap	rock
tape	leaf	shop	igloo	chair

Date #1 _____

Date #2 _____

Date #3 _____

Blending Phonemes

I will break up a word into all of its sound parts. You will blend it together to tell me the whole word. Let's practice: What word is this? /d/ /o/ /g/ (Pause between each sound.) The answer is dog. (Put a check for correct answers. Take note of errors.)

/10

/10

/10

/t/ /a/ /p/ _____ _____ _____	/r/ /u/ /b/ _____ _____ _____	/n/ /e/ /k/ _____ _____ _____	/sh/ /o/ /p/ _____ _____ _____	/h/ /ou/ /s/ _____ _____ _____
/b/ /oo/ /t/ _____ _____ _____	/s/ /i/ /p/ _____ _____ _____	/c/ /a/ /b/ _____ _____ _____	/f/ /l/ /a/ /g/ _____ _____ _____	/s/ /p/ /o/ /t/ _____ _____ _____

Segmenting Phonemes

Now I will say a word. You will break it up into its sound parts. So if I said mop, you would say /m/ /o/ /p/. Ready? Say the word naturally. Have students repeat the word, and then give each sound. Underline letters to show student's answers.

/30

/30

/30

fan /f/ /a/ /n/ _____ _____ _____	sit /s/ /i/ /t/ _____ _____ _____	sub /s/ /u/ /b/ _____ _____ _____	wish /w/ /i/ /sh/ _____ _____ _____	pack /p/ /a/ /k/ _____ _____ _____
boat /b/ /o/ /t/ _____ _____ _____	nail /n/ /ā/ /l/ _____ _____ _____	bike /b/ /ī/ /k/ _____ _____ _____	log /l/ /o/ /g/ _____ _____ _____	mouse /m/ /ou/ /s/ _____ _____ _____

Segmenting Scoring: Give students one point for each correct individual sound. For example, if the student said /f/ /an/, then you would give 2 points. If the student said /f/ /a/ /n/, then you would give 3 points. If the student said, "fan", you would give 0 points. If your student says /fa/ /an/, give 2 points. For the graph below, use a percentage and round to the nearest ten.

Rhyming					Syllables					Initial Sounds					Blending Phonemes					Segmenting Phonemes				
10					10					10					10					10				
9					9					9					9					9				
8					8					8					8					8				
7					7					7					7					7				
6					6					6					6					6				
5					5					5					5					5				
4					4					4					4					4				
3					3					3					3					3				
2					2					2					2					2				
1					1					1					1					1				
0					0					0					0					0				

Name _____

ASSESSMENT

Phonological Awareness

Your student must get 80% to be considered proficient with a particular skill.

Rhyming

I will say two words. You will repeat the words, then tell me if those words rhyme by saying yes or no. Let's practice. (Circle student response.)

/10

mop/top <u>Y N</u>	ham/bib <u>Y N</u>	jet/net <u>Y N</u>	rug/bug <u>Y N</u>	rain/pain <u>Y N</u>
cake/pot <u>Y N</u>	soap/bell <u>Y N</u>	duck/ball <u>Y N</u>	fan/ran <u>Y N</u>	pig/cot <u>Y N</u>

Syllables



I will say a word. You will take that word apart by clapping the syllables in that word. Let's practice: tiger (2), dinosaur (3), rabbit (2), cot (1).

/10

basket <u>1 2 3 4</u>	monkey <u>1 2 3 4</u>	umbrella <u>1 2 3 4</u>	van <u>1 2 3 4</u>	rainbow <u>1 2 3 4</u>
ladybug <u>1 2 3 4</u>	barn <u>1 2 3 4</u>	helicopter <u>1 2 3 4</u>	library <u>1 2 3 4</u>	butterfly <u>1 2 3 4</u>

Initial Sounds

I will say a word. Tell me the first sound you hear in the word. (Say the word clearly and normally.) Let's practice. (Write the letter of the sound that your student says.)

/10

map _____	bike _____	spoon _____	clap _____	rock _____
tape _____	leaf _____	shop _____	igloo _____	chair _____

Blending Phonemes

I will break up a word into all of its sound parts. You will blend it together to tell me the whole word. Let's practice: What word is this? /d/ /o/ /g/ (Pause between each sound.) The answer is dog. (Put a check for correct answers. Take note of errors.)

/10

/t/ /a/ /p/ _____ (tap)	/r/ /u/ /b/ _____ (rub)	/n/ /e/ /k/ _____ (neck)	/sh/ /o/ /p/ _____ (shop)	/h/ /ou/ /s/ _____ (house)
/b/ /oo/ /t/ _____ (boot)	/s/ /i/ /p/ _____ (sip)	/c/ /a/ /b/ _____ (cab)	/f/ /l/ /a/ /g/ _____ (flag)	/s/ /p/ /o/ /t/ _____ (spot)

Segmenting Phonemes

Now I will say a word. You will break it up into its sound parts. So if I said mop, you would say /m/ /o/ /p/. Ready? Say the word naturally. Have students repeat the word, and then give each sound. Underline letters to show student's answers.

/30

fan /f/ /a/ /n/ fan	sit /s/ /i/ /t/ sit	sub /s/ /u/ /b/ sub	wish /w/ /i/ /sh/ wish	pack /p/ /a/ /k/ pack
boat /b/ /o/ /t/ boat	nail /n/ /ā/ /l/ nail	bike /b/ /ī/ /k/ bike	log /l/ /o/ /g/ log	mouse /m/ /ou/ /s/ mouse

Segmenting Scoring: Give students one point for each correct individual sound. For example, if the student said /f/ /an/, then you would give 2 points. If the student said /f/ /a/ /n/, then you would give 3 points. If the student said, "fan", you would give 0 points. If your student says /fa/ /an/, give 2 points.

Rhyming	Syllables	Initial Sounds	Blending Phonemes	Segmenting Phonemes
_____.	_____.	_____.	_____.	_____.

ADVANCED Phonemic Awareness

Deleting Phonemes

I will say a word. Then, I will ask you to take away one of the sounds. You will tell me what the new word is. Example: Couch. Take away /ch/. What am I left with? Cow.
(You can also ask them to take away the /k/. You would then have "ouch".)

/10

Sick. Take away /s/. _____ (ick)	Rat. Take away /r/. _____ (at)	Tooth. Take away /th/. _____ (too)	Moat. Take away /t/. _____ (mow)	Milk. Take away /k/. _____ (mill)
Stop. Take away /s/. _____ (top)	Crush. Take away /k/. _____ (rush)	Slip. Take away /l/. _____ (sip)	Frog. Take away /r/. _____ (fog)	Coast. Take away /s/. _____ (coat)

Adding Phonemes

I will say a word and ask you to add a sound. Listen to where I'm asking you to add a sound. You will tell me the new word. Example: At. Add /m/ to "at". What's the new word? Mat. Write the student's response on the line.

/10

In. Add /p/ to the beginning. _____ (pin)	Can. Add /s/ to the beginning. _____ (scan)	Rust. Add /k/ to the beginning. _____ (crust)	Rail. Add /t/ to the beginning. _____ (trail)	Lick. Add /s/ to the beginning. _____ (slick)
Moo. Add /v/ to the end. _____ (move)	Bow. Add /t/ to the end. _____ (boat)	Lamb. Add /p/ to the end. _____ (lamp)	Bat. Add /r/ after /b/. _____ (brat)	Seek. Add /n/ after /s/. _____ (sneak)

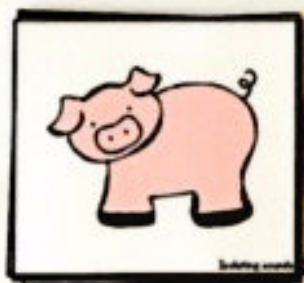
Substituting Phonemes

I will say a word. I will then ask you to change one sound to another sound. You will say the new word. Example: Sub. Change /s/ to /t/. What's my new word? Tub.
Write the student's response on the line.

/10

Fan. Change /f/ to /t/. _____ (tan)	Bit. Change /b/ to /h/. _____ (hit)	Sheep. Change /ē/ to /ā/. _____ (shape)	Mouse. Change /ou/ to /oo/. _____ (moose)	Moon. Change /n/ to /d/. _____ (mood)
Shake. Change /k/ to /d/. _____ (shade)	Skip. Change /k/ to /l/. _____ (slip)	Blush. Change /l/ to /r/. _____ (brush)	Loft. Change /f/ to /s/. _____ (lost)	Bent. Change /n/ to /l/. _____ (Belt)

Here is an alternative assessment with visuals, that does not include rhyming and syllables.








Teacher Copy 1

Name _____

PHONEMIC AWARENESS Assessment

Initial Sounds






Look at each picture. Say the word that matches the picture. Tell me the first sound in each word.

/5

Final Sounds


Look at each picture. Say the word that matches the picture. Tell me the last sound in each word.

/5

Blending Sounds


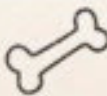



Listen to the sounds that I will make. Put the sounds together and tell me what word you hear.

	sat s-at	pig /p/ /i/ /g/	shed /tʃ/ /e/ /d/	plum /p/ /l/ /u/ /m/
The first two words are separated by onset and rime, the next one by individual phonemes.	bike b-ike	van /v/ /a/ /n/	head /h/ /e/ /d/	slap /s/ /l/ /p/

/8

Segmenting Sounds

Look at each picture. Break the word up so I can hear each sound in order.

/6

If you have a puppet, it's always fun to use it for the blending phonemes section.

Print out teacher page to track. Print and laminate the student's visuals OR the black and white one page student sheet.

Phonemic Awareness Assessment Materials

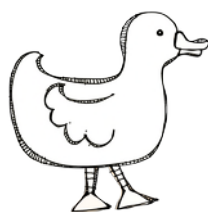
Name _____

PHONEMIC AWARENESS

Assessment

Initial Sounds

Look at each picture. Say the word that matches the picture. Tell me the first sound in each word.



/d/



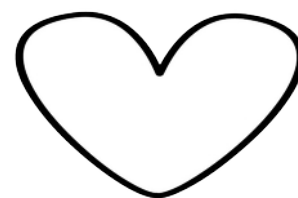
/s/



/f/



/l/



/h/

/5

Final Sounds

Look at each picture. Say the word that matches the picture. Tell me the last sound in each word.



/g/



/p/



/v/



/t/



/ee/

/5

Blending Sounds

Listen to the sounds that I will make. Put the sounds together and tell me what word you hear.

/10



Read the sounds at the top of each box. Correct answers are listed at the bottom.

/s/ /a/ /t/

sat

/p/ /i/ /g/

pig

/sh/ /e/ /d/

shed

/l/ /i/ /p/

lip

/m/ /ou/ /s/

mouse

/b/ /i/ /k/

bike

/v/ /a/ /n/

van

/h/ /e/ /d/

head

/f/ /ee/ /t/

feet

/sh/ /o/ /p/

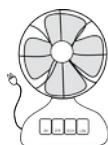
shop

Segmenting Sounds

Look at each picture. Break the word up so I can hear each sound in order.

/18

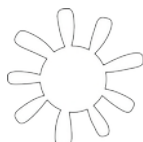
/f/ /a/ /n/



/b/ /oo/ /t/



/s/ /u/ /n/



/p/ /o/ /t/



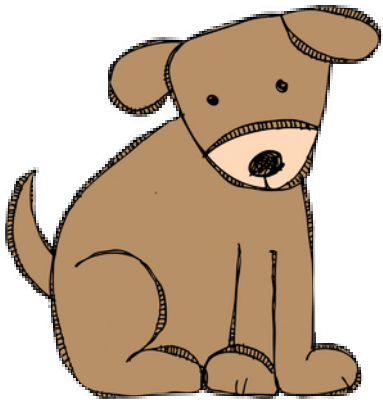
/ch/ /ee/ /z/



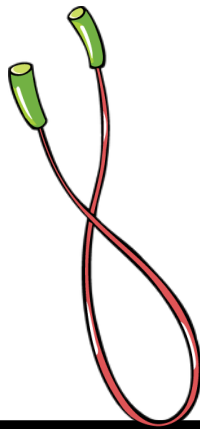
/k/ /ō/ /t/



Underline each individual sound your student makes. Each individual sound is worth one point. Examples: /f/ /a/ /n/ is 2 points. /f/ /a/ /n/ is 3 points. /fa/ /a/ /an/ is also 3 points. /f/ /f/ /an/ is one point. "fan" is 0 points.



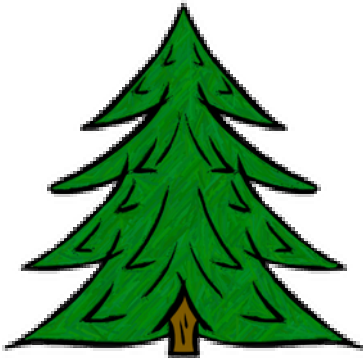
final



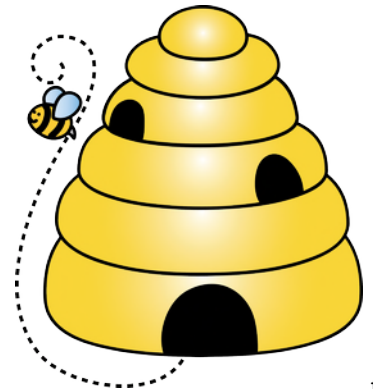
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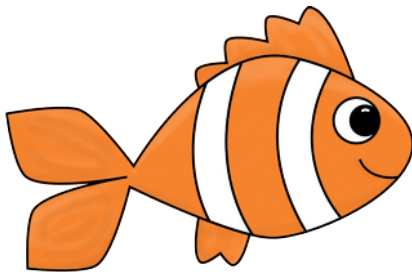
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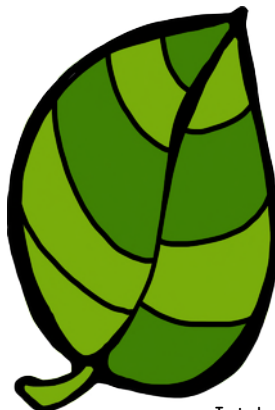
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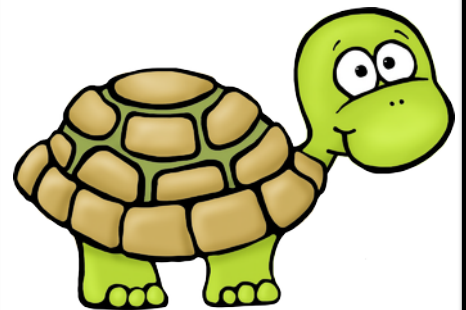
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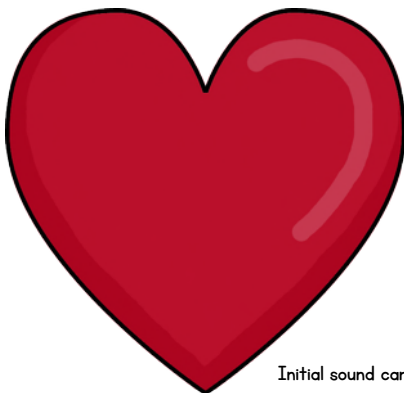
Initial sound card



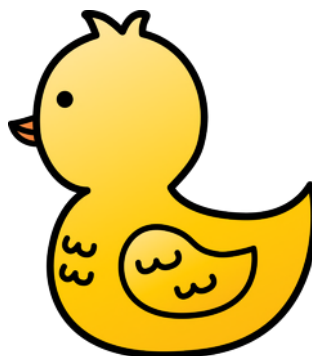
Initial sound card



Initial sound card



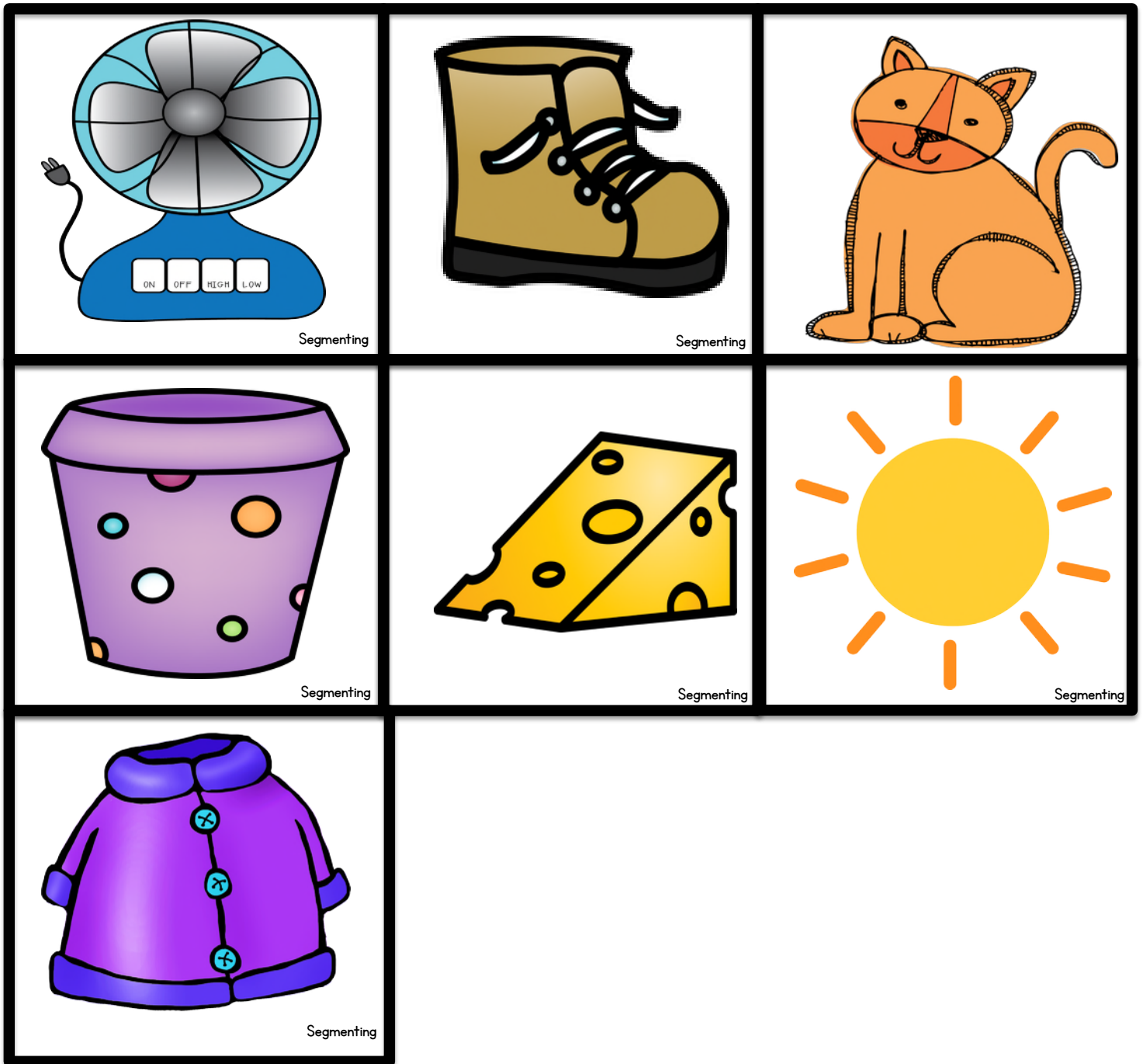
Initial sound card



Initial sound card



Initial sound card



- Ahead of time, cut these into three or four parts, depending on how many sounds they have.
- Explain how words are made up of sounds.
- Put the parts of the word together and say the words. naturally. Use the cat as the example piece. Move the three pieces of the cat apart and say, /c/ /a/ /t/ as you touch each piece.
- You can also model using the sound box circles (see directions on that page.)

Clipart, fonts, and frames:



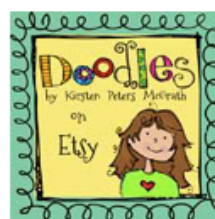
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<http://www.teacherspayteachers.com/Store/Teacher-Laura>

<http://www.teacherspayteachers.com/Store/Educlips>

<http://whimsyworkshop.blogspot.com/p/clipart.html>

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<http://www.scrappindoodles.com/>

<http://kpmddoodles.blogspot.com/>

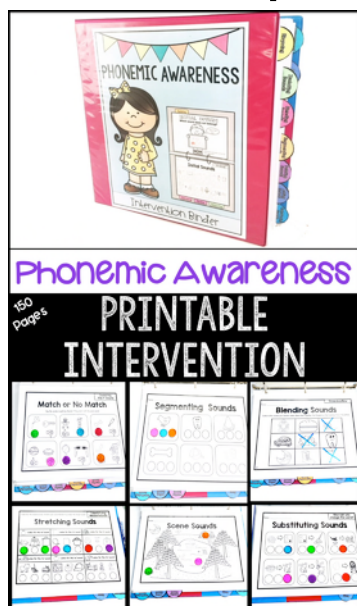
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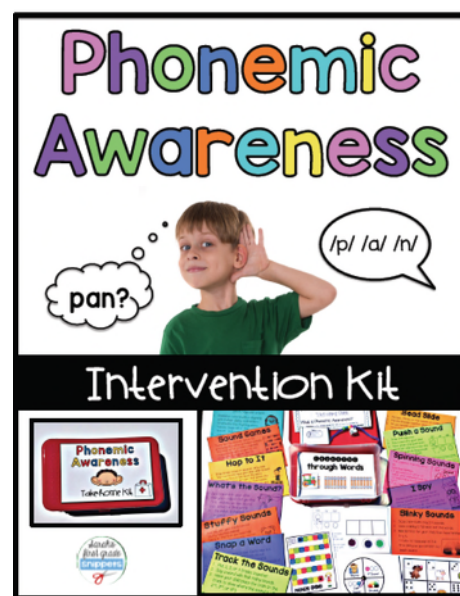
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<https://www.teacherspayteachers.com/Store/The-Price-Of-Teaching>

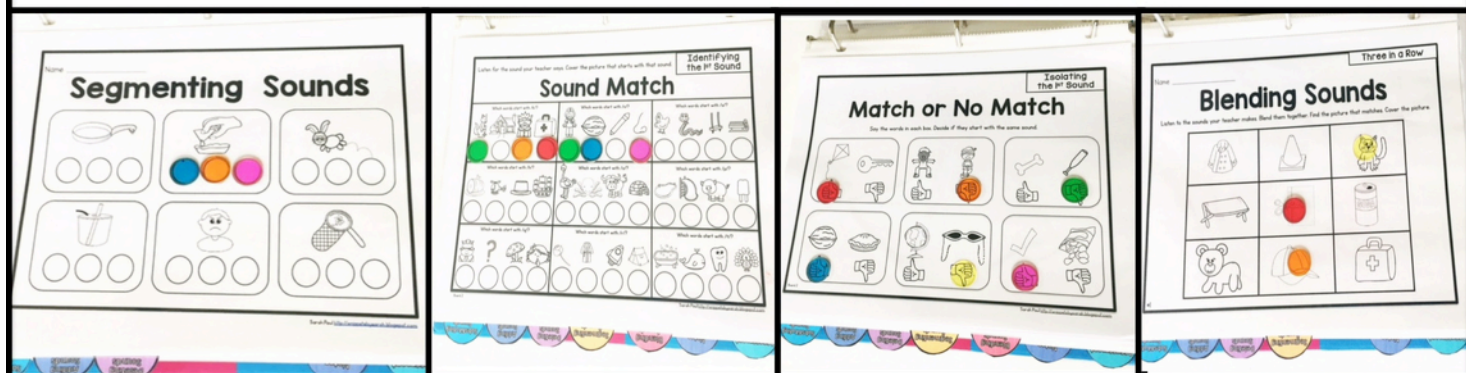
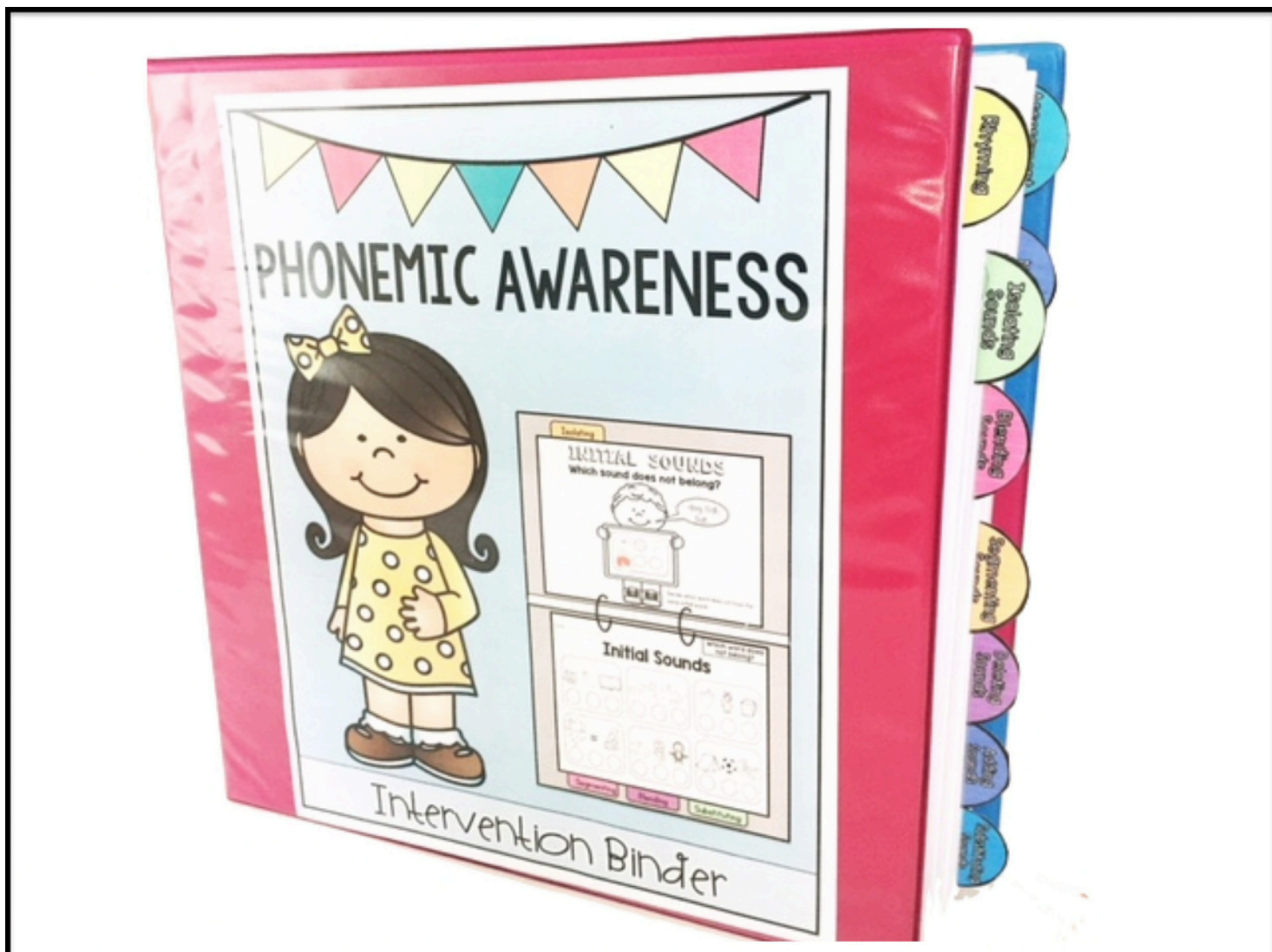
For TONS of phonemic awareness materials, check these out!



RESEARCH-BASED Phonemic Awareness Intervention Activities

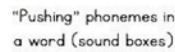


<https://www.teacherspayteachers.com/Store/Sarah-Paul-4/Category/Phonemic-Awareness>



PRINTABLE Phonemic Awareness Activities

Sarah's
first grade
snippets



COLOR Phonemic Awareness Activities

