

# Phonological and Phonemic Awareness Assessment and Guidelines

## Purpose

Use this to assess phonological and phonemic awareness skills and then inform instruction.

## Materials Needed

- Guidelines
- Student Scoring Sheet
- Counters for Sentence Segmentation and Syllable Segmentation Activities
- Sound Box Mat for Phoneme Segmentation Activity

## Scoring

Before assessing a skill, read the teacher script in the “Example” box. The example is not scored. Next, use the prompts to assess the child on the skill.

Watch and listen to the student as you mark responses on the Student Scoring Sheet. If the student gives a correct answer, circle it in the “Correct Response” column. If the student gives no response or answers incorrectly, record the response in the “Notes” column.

Add up the number of correct responses and record the score in the “Score” column for each skill. To find the score for each section, add the numbers in the score columns and record the score in the “Section Score” boxes.

## How to Interpret Skill Level Scores

Use the table below to get an idea of where the student is with the assessed skill.

SKILL LEVEL SCORES		
Low	Emerging	Mastery
0-2	3-4	5

## When to Stop

This assessment is broken into three different sections. Each section contains several skills and each skill has five prompts. If a student misses three prompts within a skill, stop assessing that skill and move to the next one.

Assess students on Sections 1 and 2. Only give the Advanced Phonemic Awareness section of the assessment if a student has a combined score of 45 or more from the first 2 sections of the assessment.

## Pacing and Wait Time

Administer the assessment at a moderate pace to keep things moving. If a child does not respond to a prompt within 5 seconds move to the next one.

# Student Scoring Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Section I: Words in Sentences, Syllables, and Onset-Rime

### Sentence Segmentation

**EXAMPLE:** “We are going to play a game with counters. I am going to say a sentence and then we are going to move a counter for each word we hear. Watch me first. The big fish is red. The (pause) big (pause) fish (pause) is (pause) red.” (Demonstrate moving a chip for each word in the sentence). “Now you try. First, repeat the sentence after me and then move a counter for each word.” (Use the prompts below to assess. Mark answers and take notes.)

Prompt	Correct Response	Notes	Score
I like cats.	3		
David runs fast.	3		
He sees the truck.	4		
Look at the big dog.	5		
He is swimming in the lake.	6		

### Syllable Segmentation

**EXAMPLE:** “We are going to play another game with counters. I am going to say a word and then we are going to move a counter for each word part that that we hear. Watch me first. Doghouse. Dog (pause) house.” (Demonstrate moving a chip for each word part). “Now you try. First, repeat the word after me and then move a counter for each word part you hear.” (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
cupcake	cup/cake (2)		
popcorn	pop/corn (2)		
elephant	el/e/phat (3)		
hamburger	ham/burg/er (3)		
helicopter	hel/i/cop/ter (4)		

### Syllable Blending

**EXAMPLE:** “I’m going to say a word in parts. Your job is to put the parts together and tell me the whole word. Let’s do one together. Hot (pause) dog. When I put these parts together the word is hotdog. Now it’s your turn.” (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
sun/shine	sunshine		
mon/key	monkey		
di/no/saur	dinosaur		
cal/cu/la/tor	calculator		
mac/a/ro/ni	macaroni		

### Onset-Rime Blending

**EXAMPLE:** “I’m going to say a word in parts. Your job is to put the parts together and tell me the whole word. Let’s do one together. /s/ (pause) /un/. When I put these parts together the word is sun. Now it’s your turn.” (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
/f/ eed	feed		
/m/ ade	made		
/t/ old	told		
/sh/ ort	short		
/th/ ink	think		

### Rhyme Recognition

**EXAMPLE:** “I’m going to say some rhyming words. If both words rhyme, give me a thumbs up and say yes. If they don’t rhyme, give me a thumbs down and say no. Let’s practice together. Fat (pause) Mat (give a thumbs up and say yes). Run (pause) Rain (give a thumbs down and say no). “Now it’s your turn.” (Use the prompts below to assess. Mark answers and take notes.)

Prompt	Correct Response	Notes	Score
sleep keep	Yes (Thumbs Up)		
bear boy	No (Thumbs Down)		
wave cave	Yes (Thumbs Up)		
fall tall	Yes (Thumbs Up)		
look chick	No (Thumbs Down)		

Section I Score:

(Out of 25)

## Section II: Basic Phonemic Awareness

### Phoneme Isolation (Beginning Sound)

**EXAMPLE:** “I’m going to say a word and I want you to tell me the beginning sound, or the first sound you hear. Let’s do one together. What is the first sound in the word mouse?” (If the student answers correctly affirm the answer. If the student answers incorrectly, give the correct answer.) **“Now it’s your turn.”** (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
ball	/b/		
toast	/t/		
paint	/p/		
thumb	/th/		
chop	/ch/		

### Phoneme Isolation (Ending Sound)

**EXAMPLE:** “I’m going to say a word and I want you to tell me the ending sound, or the last sound you hear. Let’s do one together. What is the last sound in the word bug?” (If the student answers correctly affirm the answer. If the student answers incorrectly, give the correct answer.) **“Now it’s your turn.”** (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
house	/s/		
fan	/n/		
truck	/ck/		
bed	/d/		
wish	/sh/		

### Phoneme Isolation (Middle Sound)

**EXAMPLE:** “I’m going to say a word and I want you to tell me the middle sound. Let’s do one together. What is the middle sound in the word **bag**?” (If the student answers correctly affirm the answer. If the student answers incorrectly, give the correct answer.) **“Now it’s your turn.”** (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
pot	/o/ - short o		
ten	/e/ - short e		
mail	/ai/ - long a		
fish	/i/ - short i		
feet	/ee/ - long e		

### Phoneme Blending

**EXAMPLE:** “I’m going to say a word in parts. Your job is to put the parts together and tell me the whole word. Let’s do one together. /h/ /a/ /t/. When I put these parts together the word is **hat**. Now it’s your turn.” (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
/f/ /u/ /n/	fun		
/s/ /oa/ /p/	soap		
/ch/ /i/ /p/	chip		
/f/ /l/ /a/ /t/	flat		
/g/ /r/ /a/ /p/	grape		

### Phoneme Segmentation

**EXAMPLE:** “We are going to play another game with a sound mat. Each box represents one sound. I am going to say a word and you are going to say and point to every single sound in the word. Watch me first. Bed. /b/ (point to the first box) /e/ (point to the second box) /d/ (point to the third box).” (Note: For words that have 3 sounds use the mat with 3 boxes. For words that have 4 sounds use the mat with 4 boxes) “Now you try. First, repeat the word after me, then say and touch each box for each sound you hear.” (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
mop	/m/ /o/ /p/		
fish	/f/ /i/ /sh/		
cake	/c/ /a/ /k/		
grab	/g/ /r/ /a/ /b/		
stop	/s/ /t/ /o/ /p/		
Section II Score:		(Out of 25)	

## Section III: Advanced Phonemic Awareness

### Phoneme Addition

**EXAMPLE:** “Let’s play a game where we make new words by adding a sound. I’m going to say a word and then I’ll ask you to add a sound to make a new word. Listen to me first. Led. Now I’ll add /s/ to the beginning. The new word is sled. Now you try. Say lap. Now add /c/ to the beginning. What’s the new word?” (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
(c) lap	clap		
(s) pot	spot		
(f) lake	flake		
(th) row	throw		
(s) train	strain		



### Phoneme Deletion

**EXAMPLE:** “Now we are going to play a game where we make new words by taking away a sound. I’m going to say a word and then I’ll ask you to take away a sound to make a new word. Listen to me first. Flake. Now I’ll take away the /f/ sound. The new word is lake. Now you try. Say snail. Now say snail but don’t say /s/.” (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
(s)nail	nail		
(g)rade	raid		
b(r)eeze	bees		
(s)leeve	leave		
roa(s)t	rote		

### Phoneme Substitution

**EXAMPLE:** “For this last game, we will make new words by swapping out a sound. I’m going to say a word. Then I will ask you to change a sound to make a new word. Listen to me first. Tip. Now I will change the /i/ sound to the /o/ sound. The new word is top. Now you try. Say face. Now say face but instead of /f/ say /r/.” (Use the prompts below to assess. Mark answers, take notes.)

Prompt	Correct Response	Notes	Score
face (f) to (r)	race		
soon (n) to (p)	soup		
side (i) to (e)	seed		
clam (l) to (r)	cram		
fright (r) to (l)	flight		

Section III Score: (Out of 15)

All Section Score (Out of 65)



# Student Sound Box Mat

## 3 Phonemes

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## 4 Phonemes

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