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XO, Malia

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The Science of Reading Formula!

PHONOLOGICAL AWARENESS ASSESSMENT

PREP-

Print an assessment for each student.

IMPLEMENTATION-

This assessment gives you the space to deliver the assessment three times each year. For pre-K and Kindergarten, you can give it in the beginning of the year, the middle of the year, and the end of the year. For first grade and up, you can give it once at the beginning of the year and then as needed after that. You can use the assessment data for small-group formation, report cards, parent-teacher conferences, or to provide data for students' next teachers.

You do not need any printed materials for the student. There is a script to read in each section to give directions for the phonological awareness skill you are assessing. For example for sentence segmenting, you would read aloud, "I am going to say a sentence. I want you to move a counting chip for each word you hear." Then you would read each sentence starting with, "You can swim." Then you would mark how many words the student identifies out of the total number.

Once you have assessed each section, you can count the results and fill in the total correct for each one.

If the student makes an error and then self-corrects, it does not count as an error.

In the rhyme production section, if the student produces a nonsense word that rhymes with the prompt, it can be marked as correct.

If a student masters a skill with 5/5 correct for a section, you do not need to test that skill again when doing any subsequent tests.

NAME _____

Phonological Awareness Assessment

DATE OF TEST 1 _____ TEST 2 _____ TEST 3 _____

COMMENTS

SENTENCE SEGMENTING
 "I am going to say a sentence. I want you to move a counting chip for each word you hear."

	TEST 1	TEST 2	TEST 3
You can swim.	/3	/3	/3
I have a dog.	/4	/4	/4
The car drives fast.	/4	/4	/4
It is Monday.	/3	/3	/3
My sister likes to play.	/5	/5	/5
TOTAL CORRECT	/19	/19	/19

BLEND 1 SYLLABLE ONSET-RIMES
 "What word is this?"

	TEST 1	TEST 2	TEST 3
B – ad (bad)			
L – ook (look)			
W – et (wet)			
R – ug (rug)			
S – ing (sing)			
TOTAL CORRECT	/5	/5	/5

SYLLABLE SEGMENTING
 "I am going to say a word. I want you to break it into parts. For instance, if I say elephant, you would say /e/ /e//phant/."

	TEST 1	TEST 2	TEST 3
Cup (1)			
Fantastic (3)			
Rainbow (2)			
Alligator (4)			
Alphabetical (5)			
TOTAL CORRECT	/5	/5	/5

RHYME RECOGNITION
 "I am going to say two words. Give me a thumbs up if they rhyme."

	TEST 1	TEST 2	TEST 3
Sam – Ham (yes)			
Dog – Brick (no)			
Stay – Bed (no)			
Rub – Stub (yes)			
Track – Dock (no)			
TOTAL CORRECT	/5	/5	/5

RHYME PRODUCTION

"I am going to say a word. I want you to name another word that rhymes with it. What rhymes with_?"

	TEST 1	TEST 2	TEST 3
Hop			
LaKe			
Sit			
Ear			
Snow			
TOTAL CORRECT	/5	/5	/5

ALLITERATION

"I am going to say two words. Tell me if they START with the same sound or different sounds."

	TEST 1	TEST 2	TEST 3
Big – Boat (same)			
Neck – Jump (different)			
Fish – Walk (different)			
Monkey – Moose (same)			
Goat – Gorilla (same)			
TOTAL CORRECT	/5	/5	/5

PHONEME ISOLATION – FIRST

"I am going to say a word. I want you to tell me the first sound you hear."

	TEST 1	TEST 2	TEST 3
Big (/b/)			
Nose (/n/)			
Fast (/f/)			
Moose (/m/)			
Tube (/t/)			
TOTAL CORRECT	/5	/5	/5

PHONEME ISOLATION – LAST

"Now when I say a word, I want you to tell me the LAST sound that you hear."

	TEST 1	TEST 2	TEST 3
Tree (/ee/)			
Broke (/k/)			
Cup (/p/)			
Rocket (/t/)			
Paper (/r/)			
TOTAL CORRECT	/5	/5	/5

PHONEME ISOLATION – MIDDLE

"I am going to say a word. Tell me the sound you hear in the middle of the word."

	TEST 1	TEST 2	TEST 3
Top (/o/)			
Kick (/i/)			
Bed (/e/)			
Tug (/u/)			
Bat (/a/)			
TOTAL CORRECT	/5	/5	/5

PHONEME SEGMENTING

"Tell me all of the sounds you hear in each word."

	TEST 1	TEST 2	TEST 3
Rope (/r/ /o/ /p/)			
Fish (/f/ /i/ /sh/)			
Play (/p/ /l/ /ay/)			
Crack (/c/ /r/ /a/ /ck/)			
Shower (/sh/ /ow/ /er/)			
TOTAL CORRECT	/5	/5	/5

PHONEME SUBSTITUTION

"I am going to say a word and then ask you to swap out one sound. For instance, Toad. Change /t/ to /r/. That's road."

	TEST 1	TEST 2	TEST 3
Car. Change /c/ to /t/. (tar)			
Pack. Change /a/ to /i/. (pick)			
Hop. Change /p/ to /t/. (hot)			
Name. Change /m/ to /n/. (nail)			
Soap. Change /oa/ to /i/. (sip)			
TOTAL CORRECT	/5	/5	/5

PHONEME DELETION

"Now I'm going to say a word and have you take one sound away. For instance, Doctor without /d/. That's -octor."

	TEST 1	TEST 2	TEST 3
Smell without /e/. (smll)			
Bagel without /g/. (bael)			
Radio without /r/. (adio)			
Spell without /p/. (sell)			
Trick without /ck/. (tri)			
TOTAL CORRECT	/5	/5	/5

STRENGTHS -

NEEDS -

FOLLOW UP PLAN -
