

## Phonological Awareness Assessment

Phonological awareness refers to the ability to hear, identify, blend, isolate, and manipulate the sounds of language. Research is finding that this explicit awareness of the sound structure of language is the most accurate predictor of reading achievement. Therefore, early identification of children with weak phonological awareness skills may help prevent some reading problems. This assessment tool will help you identify the phonological awareness skills of your students. It is divided into five different sections. Directions for each section are on the assessment. Assessing young children can be challenging, because you sometimes don't know if they can't do the task or they just don't understand what you want them to do. Before each test, you might need to prep the student to make sure they understand your directions. Model what you are going to be asking the student to do. Example: Before giving the rhyming section, play a little with rhyme. Rhyme with your name and the child's name. Play with silly rhymes, e.g.: table, Mable, bable.

### **Rhyme 6 points**

The first part asks students to identify whether or not two words rhyme. The second part asks students to listen to two rhyming words and then provide another rhyming word. Their word can be a real or nonsense word.

### **Phoneme Isolation 6 points**

This section assesses whether or not the students can hear the beginning and ending sounds in words. You might want to ask the students to repeat the words after you and then ask, "What sound did you say at the beginning (or end)?"

### **Phoneme Blending 4 points**

The first part assesses whether or not the students can blend onsets and rimes into words. The second part asks them to blend individual phonemes into words.

### **Phoneme Segmentation 6 points**

This section assesses if the students can identify the number of phonemes in a word and if they can sequentially say the sounds in a word.

### **Phonemic Manipulation 6 points**

This last section asks the students to listen to a word, and 1) eliminate the first sound, and 2) substitute another sound for that beginning sound.

Children develop phonological awareness at different ages and the level of this awareness varies. Although this assessment will give you both a raw and a rubric score of their abilities, it is the analysis of each section that will help guide your instruction for your class and individual students.

## Phonological Awareness Assessment.

Check correct responses. Put an x on incorrect responses. Record oral responses.

Name \_\_\_\_\_

Dates \_\_\_\_\_

R.S. \_\_\_\_\_

Rubric \_\_\_\_\_

Rubric 0	0-2	raw score
1	3-10	raw score
2	11-19	raw score
3	20-28	raw score

### Rhyme \_\_\_\_\_ /6

Ask student if the following word pairs rhyme. 1 point each

can - man \_\_\_\_\_

rat - pet \_\_\_\_\_

rock - tin \_\_\_\_\_

Say the following word pairs. Ask student to provide another rhyming word. 1 point each

top - mop \_\_\_\_\_

bug - rug \_\_\_\_\_

rake - lake \_\_\_\_\_

### Phoneme Isolation \_\_\_\_\_ /6

Say each word. Ask student to say the first sound he/she hears in each word. 1 point each

moon \_\_\_\_\_

book \_\_\_\_\_

leaf \_\_\_\_\_

Say each word. Ask the student to say the last sound he/she hears in each word. 1 point each

bet \_\_\_\_\_

cap \_\_\_\_\_

bus \_\_\_\_\_

### Phoneme Blending \_\_\_\_\_ /4

Say the first sound of a word, then the rest of the word. Have the student say the word as a whole. 1 point each.

/m/ . . ap \_\_\_\_\_

/t/ . . ake \_\_\_\_\_

Say each word sound by sound. Ask the student to say the word as a whole.

1 point each

/s/ /u/ /n/ \_\_\_\_\_

/m/ /a/ /d/ \_\_\_\_\_

### Phoneme Segmentation \_\_\_\_\_ /6

Say each word. Ask the student to say the word. Ask how many sounds he/she hears in the word. 1 point each

see \_\_\_\_\_ hide \_\_\_\_\_

ship \_\_\_\_\_

Say each word. Ask the student to say each word sound by sound. 1 point each

rain \_\_\_\_\_ tub \_\_\_\_\_

sock \_\_\_\_\_

### Phoneme Manipulation \_\_\_\_\_ /6

Say each word. Ask the student to say the word without the first sound.

fun \_\_\_\_\_ shut \_\_\_\_\_

rat \_\_\_\_\_

Say each word. Ask the student to replace the first sound with /s/.

rock \_\_\_\_\_ hand \_\_\_\_\_

mat \_\_\_\_\_