Assessment Directions for Phonemic Awareness Screener:

Literacy Resources, Inc. created this Phonemic Awareness Screener Assessment to assess a child's progress with phonemic awareness, and determine if Phonemic Awareness should be part of an intervention for a student in 2nd grade and above. Each phonemic awareness skill that is assessed is part of the daily phonemic awareness lessons written by Dr. Michael Heggerty, founder of Literacy Resources, Inc.

Phonemic Awareness is auditory, and should be assessed in this way. Students are not expected to read or write any of the words in assessment; the teacher says the words or sounds aloud and the student responds orally. A phoneme is the smallest unit of sound. Students are asked to respond with the sounds the letters make, not the letter name. As the assessment administrator, you will be providing students with letter sounds, not letter names.

Assessment Administration Guidelines:

The assessment is meant to inform your instruction. This screening assessment can be used to determine if a child needs intervention for phonemic awareness to address a decoding concern, and it can also be used to monitor student progress or show student growth.

The assessment should be given one-on-one and students provide their responses orally. Skills 10 and 11 assess a students' knowledge of letter names and sounds. This is the only part of the assessment where students will be seeing letters in print. Teachers can use the student pages provided on pages 6 &7. When identifying letter sounds, students are expected to provide multiple sounds for some letters. An optional picture assessment is included on pages 8 & 9 for teachers to use, if needed. Teachers can extend the Letter Naming component of the assessment to include recognizing vowel teams, advanced vowels, and r-controlled vowels, to gain additional information about the students' understanding of phonemes. (See page 10)

There is a section on the assessment for teachers to include comments and an evaluation of 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 80% (8 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. A phonemic awareness intervention can include the skill lessons in the primary (yellow book) edition of Dr. Michael Heggerty's Phonemic Awareness curriculum: The Skills That They Need to Help Them Succeed. A teacher or interventionist would plan the phonemic awareness intervention activities based on a students' area(s) of need.

Please contact Literacy Resources, Inc. with any questions or comments about the assessments or curriculum: alisa@literacyresourcesinc.com.

Student Name _____   Date of Assessment _____

Screening Assessment for Phonemic Awareness Skills

Teacher Administration Directions: In this assessment, the teacher says the words aloud and students respond orally. Students are not expected to read the words in print. Teacher records "x" if the student responds correctly; if the student responds incorrectly, record the response on the line. Answers are provided for teacher reference.

Phonemic Awareness Skills Assessment	Results
Skill 1: Onset Fluency: Identifying Initial Sounds in Words Teacher Administration Directions: Teacher says the word aloud. Students identify the beginning sound in words. Answers listed below each word.	

1. mad ___ /m/	3. get___ /g/	5. dig____ /d/	7. chain ____ /ch/	9. whale ___ /wh/	**# Correct** ____ /10
2. rock___ /r/	4. hot____ /h/	6. ship ___ /sh/	8. these ____ /th/	10. plug ___ /pl/ or /p/	

Skill 2: Identifying Final Sounds in Words
Teacher Administration Directions: Teacher says the word aloud. Students identify the final sound in words.   Answers listed below each word.

1. cup ___ /p/	3. seal___ /l/	5. bike____ /k/	7. sand ___ /d/	9. cliff ____ /f/	**# Correct** ____ /10
2. kite___ /t/	4. grab ____ /b/	6. wish ___ /sh/	8. dream ___ /m/	10. grass ___ /s/	

Skill 3: Identifying Medial Sounds in Words
Teacher Administration Directions: Teacher says the word aloud. Students identify the vowel sound in the word. Students should distinguish between short and long vowel sounds.

1. căb___ /ă/	3. nŭt ___ /ŭ/	5. fox ___ /ŏ/	7. feet ___ /ē/	9. light ___ /ī/	**# Correct** ____ /10
2. gĕt ___ /ĕ/	4. bĭg ___ /ĭ/	6. made___ /ā/	8. rope ___ /ō/	10. cube ____ /ū/	

Skill 4: Blending Phonemes into Words
Teacher Administration Directions: Teacher says individual phonemes & student blends phonemes into the whole word. The correct response is listed below the student response line.

1. f-r-ō-z _____ froze	4. g-ŏ-t _____ got	7. d-ŭ-s-k _____ dusk	9. t-r-ĭ-p _____ trip	
2. s-t-ă-m-p _____ stamp	5. s-p-or-t _____ sport	8. p-l-ā-t _____ plate	10. m-ŭ-s-t _____ must	**# Correct** ____ /10
3. sh-ĕ-l-f _____ shelf	6. b-ĕ-n-t _____ bent			

Skill 5: Segmenting Words into Phonemes
Teacher Administration Directions: Teacher says whole word & student segments the word into phonemes. The correct response is listed below the student response line.

1. fun _____ f-u-n	4. ten _____ t-e-n	7. left _____ l-e-f-t	9. grape _____ g-r-ā-p	
2. cage _____ c-ā-j	5. fox _____ f-o-x	8. find _____ f-ī-n-d	10. float _____ f-l-ō-t	# Correct ____ /10
3. lid _____ l-i-d	6. bump _____ b-u-m-p			

Skill 6: Rhyme Production
Teacher Administration Directions: *Tell me a word that rhymes with the word I say*.   *Nonsense words can be accepted

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

Skill 7: Substituting Phonemes in Words
Teacher Administration Directions: Teacher says the word. Students repeat the word. Teacher says, "Change the /*/ to /*/ and the word is? (/*/ = say letter sounds)

Word	Change to	Student Response	Correct Response	
1. van	/p/		pan	
1. hot	/g/		got	
2. run	/s/		sun	
3. bed	/l/		led	
4. hill	/ch/		chill	
5. night	/m/		might	
6. those	/n/		nose	
8. teach	/b/		beach	
9. game	/c/		came	# Correct
10. moon	/s/		soon	____ /10

Skill 8: Adding Phonemes

Teacher Administration Directions: Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word is?

Rime	Add /*/	Student Response	Correct Response	
1. - ud	/m/		mud	
2. - ine	/f/		fine	
3. - eed	/s/		seed	
4. - air	/h/		hair	
5. - ock	/l/		lock	
6. - ing	/k/		king	
7. - ump	/j/		jump	
8. - out	/sh/		shout	# Correct
9. - aw	/r/		raw	
10. - ess	/g/		guess	____ /10

Skill 9: Deleting Phonemes in Words

Teacher Administration Directions: Teacher says the word. Students repeat the word. Teacher says, "Without /*/ , the word is?   (/*/ = say letter sounds)

Word	Without /*/	Student Response	Correct Response	
1. tin	/t/		in	
2. peach	/p/		each	
3. joke	/j/		oak	
4. cup	/c/		up	
5. mall	/m/		all	
6. chair	/ch/		air	
7. bend	/b/		end	
8. wrote	/r/		oat	
9. sat	/s/		at	# Correct
10. far	/f/		are	____ /10

Skill 10: Identifying Letter Names

Teacher Administration Directions: Use the Student Page found on page 6 of this assessment. Point to each letter and say, "What letter is this?" Teacher circles the letters below that are incorrect and records score in the column.

Uppercase Letters:		# Correct

Uppercase Letters:

C   A   H   S   V   R   P   U   T   N   E   B   M   L   G

J   X   F   Z   W   I   Q   K   Y   O   D

Lowercase Letters:

o   n   d   y   h   r   p   l   e   m   t   k   j   f   g   z   w   i   x

q   c   v   a   s   u   b

Correct

____ /52

Skill 11: Identifying Letter Sounds

Teacher Administration Directions: Write each correct sound the student provides on the line. Use the included assessment pages with pictures for each letter to assist students with identifying the multiple letter sounds, found on pages 7 – 9.

e_ _   l_   s_ _   r_   u_ _   p_   d_   o_ _ _   v_   b_   j_   n_   t_

c_ _   x_   z_   w_   k_   g_ _   q_   m_   a_ _ _   f_   i_ _ _   h_

y_ _ _ _   sh _   ch _   th _   wh _

Correct

____ /30

** **

Overall Results: After the assessment has been given, the teacher identifies areas of strength and need for each child & records findings here.

Areas of Strength:

_____

_____

Areas of Need & Plan for Intervention:

_____

_____

Student Page for Skill 10: Letter Identification: Uppercase Letters

C A H S V R P U

T N E B M L G J

X F Z W I Q K

Y O D

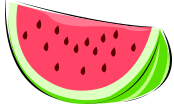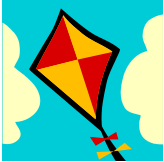Letter Identification: Lowercase Letters
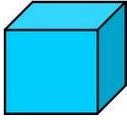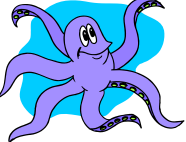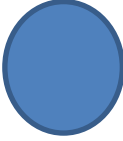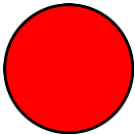
o n d y h r p l e

m t k j f g z w i

x q c v a s u b

Student Page for Skill 11: Letter Sound Identification
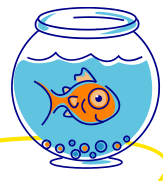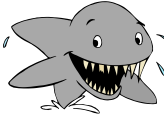
e	l	s	r	u
p	d	o	v	b
j	n	t	c	x
z	w	k	g	q
m	a	f	i	h
y	sh	ch	th	wh

Optional Picture Assessment for Multiple Letter Sounds

ĕlephant e	ēagle e	ladybug l	sun s	run**s** s
red r	ŭmbrella u	cūbe u	pencil p	dog d
Ŏctopus o	Ōval o	l**o**ve o	van v	bananas b
jump j	nest n	tiger t	cat c	circle c
fo**x** x	zebra z	watermelon w	kite k	guitar g

giraffe g	quilt q	moon m	ăpple a	ācorn a
asleep a	fish f	ĭgloo i	Īce cream i	chili i
hat h	yellow y	happy y	mystery y	cry y
shark sh	chair ch	thirteen th	whistle wh	

Additional Assessment for Identifying Advanced Vowels and R-Controlled Vowels

Ask students to produce the sound(s) these vowel teams make

ee	ea	oa	ay	ie
ai	ue	oi oy	oo 2 sounds	ow 2 sounds
ar	or	er ir ur	aw au	ou