

## Assessment Directions for Kindergarten Teachers & Parents:

Literacy Resources, Inc. created this Phonemic Awareness Assessment to align to the Common Core State Standards and to assess a child's progress with phonemic awareness throughout the Kindergarten school year. The skills are labeled with the Reading Foundations Common Core State Standard for Kindergarten. Each skill that is assessed is part of the daily phonemic awareness lessons written by Dr. Michael Heggerty, founder of Literacy Resources, Inc. In July 2014, the first and fourth assessments were updated to include most of the phonemic awareness activities that are part of the daily lessons. This is meant to provide teachers with baseline data and data at the end of the school year that aligns to all of the Phonemic Awareness skills taught in the curriculum.

Phonemic Awareness is auditory, and should be assessed in this way. Students are not expected to read or write any of the words in the assessment; the teacher says the words or sounds aloud and the student responds orally. Student assessment pages are included for Alphabet Recognition and Letter Sound Identification, since students will be identifying letters and sounds of the graphemes.

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 assessments are meant to inform your instruction. We have created four assessments that can be given throughout the school year to monitor student progress. If your school year operates on a quarterly schedule, you may choose to assess your students at the end of each quarter. If your school operates on trimesters, you can administer the first assessment at the beginning of the school year, and then at the end of each trimester.

When using the provided student assessment pages (For Alphabet Recognition, Letter Sound Identification, or Print Concepts), you may use another piece of paper or a bookmark to cover most of the page, so that only one line of print is shown to the student when he or she is responding.

There is a separate and optional student administration page for the Multiple Letter Sounds Assessment, found in Phonemic Awareness Assessments 3 & 4. The page includes pictures that correspond to each letter sound, and using this for assessment purposes is optional. Below is a list of the pictures that correspond to each letter:

e: elephant, eagle	w: watermelon
l: ladybug	k: kite
s: sun; runs (/z/)	g: guitar; giraffe
r: red	q: quilt
u: umbrella; cube	m: moon
p: pencil	a: apple; acorn, asleep
d: dog	f: fish
o: octopus; oval, love	i: igloo; ice cream; chili
v: van	h: hat
b: bananas	y: yellow; happy; mystery; cry
j: jump	sh: shark
n: nest	ch: chair
t: tiger	th: thirteen
c: cat; circle	wh: whistle
x: fox	
z: zebra	

## Phonemic Awareness Skills Assessment: Kindergarten

Student Name: \_\_\_\_\_

Assessment Date: \_\_\_\_\_

### Phonemic Awareness Assessment 1: Baseline Assessment

Administration Directions: Record all results on these pages. Use the included student pages for the Alphabet Recognition and Letter Sound Identification Assessments. Skills 4-8 are oral assessments, and no student page is needed.

Phonemic Awareness Skills:	Results
<b>Skill 1: Alphabet Recognition – Uppercase Letters</b> <span style="float: right;">CCSS.ELA-LITERACY.RF.K.1.D</span>	
Teacher Administration Directions: Point to the letter and say, "What letter is this?" Teacher circles the letters below that are incorrect and records score in the column.	
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	____ /26
<b>Skill 2: Alphabet Recognition – Lowercase Letters</b> <span style="float: right;">CCSS.ELA-LITERACY.RF.K.1.D</span>	
Teacher Administration Directions: Point to the letter and say, "What letter is this?" Teacher circles the letters below that are incorrect and records score in the column.	
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   a   g	____ /28
<b>Skill 3: Letter Sound Identification</b> <span style="float: right;">CCSS.ELA-LITERACY.RF.K.2</span>	
Teacher Administration Directions: Point to the letter and say, "What sound does this letter make?" Teacher circles the letters below that are incorrect and records score in the column. *Students are expected to provide the short vowel sounds and the hard sounds of c & g.	
e   l   s   r   u   p   d   o   v   b   j   n   t   c   x   z   w k   g   q   m   a   f   l   h   y   sh   ch   th   wh	____ /30
<b>Skill 4: Rhyme Recognition</b> <span style="float: right;">CCSS.ELA-LITERACY.RF.K.2.A</span>	
Teacher Administration Directions: <i>Tell me if these two words rhyme.</i> The students can repeat the words aloud and then say if the word rhyme. Place an x or + on the line if the student answers correctly. If the student responds incorrectly, circle or highlight the word pair.	
1. hen, pen _____	6. hot, cot _____
2. we, did _____	7. fun, sun _____
3. sick, pick _____	8. jet, ham _____
4. nap, map _____	9. yell, tell _____
5. mom, mad _____	10. pig, got _____
____ /10	

## Phonemic Awareness Skills Assessment: Kindergarten

### Skill 5: Onset Fluency: Isolate the Initial Phoneme

CCSS.ELA-LITERACY.RF.K.2.D

Teacher Administration Directions: *Tell me the first sound you hear in each of the words.* Teacher says the word and the student says the first sound. Write the sound the child says. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Answers provided.

Example: The word cat begins with the /c/ sound. The word top begins with the /t/ sound.

1. mad _____ /m/	5. dig _____ /d/	9. lamp _____ /l/	_____/10
2. rock _____ /r/	6. fish _____ /f/	10. bike _____ /b/	
3. pet _____ /p/	7. kite _____ /k/		
4. hot _____ /h/	8. seal _____ /s/		

### Skill 6: Blending Compound Words & Syllables

CCSS.ELA-Literacy.RF.K.2b

Teacher Administration Directions: *I will say two words or two word parts. You will blend the words together and tell me the big word.* Teacher says the word parts, pausing between the two. The student responds with the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. foot... ball _____	5. sun...glasses _____	9. wig-gle _____	_____/10
2. out...side _____	6. win-dow _____	10. par-ty _____	
3. bed...room _____	7. pur-ple _____		
4. rain...bow _____	8. tar-get _____		

### Skill 7: Segmenting Words into Compound Words & Syllables

CCSS.ELA-Literacy.RF.K.2b

Teacher Administration Directions: *I will say a big word, and I would like you to take the word apart.* The teacher says the word listed the below and the student responds by saying the word parts. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. footprint _____	5. inside _____	9. coming _____	_____/10
2. anyone _____	6. cloudy _____	10. table _____	
3. bookmark _____	7. after _____		
4. sunlight _____	8. turkey _____		

### Skill 8: Identifying Final Sounds in Words

CCSS.ELA-Literacy.RF.K.2d

Teacher Administration Directions: *Tell me the last sound you hear in each of the words.* Teacher says the word and the student says the final sound. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

Example: The word cat ends with the /t/ sound. The word top ends with the /p/ sound.

1. pick _____ /k/	5. had _____ /d/	9. robe _____ /b/	_____/10
2. bus _____ /s/	6. come _____ /m/	10. move _____ /v/	
3. feet _____ /t/	7. ten _____ /n/		
4. jog _____ /g/	8. off _____ /f/		

## Phonemic Awareness Skills Assessment: Kindergarten

Teacher Administration Directions: Teachers can use any children’s book to have students demonstrate their knowledge of print concepts, along with the student page found on page 5. Teacher prompts are in italicized font.

<b>Print Concepts</b>		CCSS.ELA-Literacy.RF.K.1	
1	Demonstrates how to hold a book with correct orientation <i>Show me how you would hold this book to read.</i>	Yes	No
2	Distinguishes pictures from words by pointing when prompted Teacher opens the book and says, <i>Point to a word on this page.</i>	Yes	No
3	Locates on a printed page where to start reading with multiple lines of text <i>Show me where I would begin to read.</i>	Yes	No
4	Demonstrates that the left page of a book is read before the right page of a book <i>Which page do I read first?</i> Teacher points to the left page and the right page, & student shows where to begin reading.	Yes	No
5	Track text with a finger on a printed page from left to right <i>Show me how you would read the words on this page.</i> The teacher could also model by reading and sentence aloud, and then the student demonstrates.	Yes	No
6	Demonstrates that pages are turned one at a time in a sequence from front to back <i>What should I do when I finish reading this page?</i>	Yes	No
7	Points to individual words using one-to-one correspondence Teacher reads a short sentence from the book aloud, pointing to each word as he or she reads. The student repeats the sentence, pointing to each word as he or she reads.	Yes	No
8	Isolates words within printed text After repeating the sentence read for the above skills, ask student to locate a word. <i>What is this word?</i> Teacher points to a word that the student just read and the student supplies the word.	Yes	No
9	Locates a word on a printed page within text (reads own name). <span style="float: right;">*Use page 5</span>	Yes	No
10	Distinguish letters from numbers on a printed page by pointing <span style="float: right;">*Use page 5</span>	Yes	No
11	Listen to spoke sentence(s) and state individual words in the sentence(s) Language Awareness activity: <i>“I like to read.”</i> Teacher says the sentence aloud, and the student repeats it back.	Yes	No

**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: \_\_\_\_\_

Print Concepts Student Page for Skills 9 and 10:

Skill 9: Locates a word on a printed page within text.

Teacher Administration Directions: Teacher writes the child's name on the line below. Ask the students to point to his or her name in the sentence. Then the teacher reads the sentence aloud.

\*You may write this sentence on a small dry erase board or on a laminated sentence strip, if you do not want to make individual copies of this assessment page.

\_\_\_\_\_ is a smart student in my class.

Skill 10: Distinguish letters from numbers on a printed page by pointing.

Teacher Administration Directions: *When I point to each item, tell me if it is a letter or a number.* The teacher points one by one and the students responds by indicating if it is a letter or a number. The child may respond with the letter name or the number.

s	5	m	2	6
P	3	h	b	7

Student Page for Skill 1: 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

Student Page for Skill 2: 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 a g

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



## Phonemic Awareness Skills Assessment: Kindergarten

### Phonemic Awareness Assessment 2:

**Administration Directions:** Record all results on these pages. Use the included student pages for the Alphabet Recognition and Letter Sound Identification Assessments. Skills 4-8 are oral assessments, and no student page is needed. Teacher uses the italicized prompts to provide directions for the student.

Phonemic Awareness Skills	Results
<b>Skill 1: Alphabet Recognition – Uppercase Letters</b> <span style="float: right;">CCSS.ELA-Literacy.RF.K.1d</span> Teacher Administration Directions: Point to the letter and say, “What letter is this?” Teacher circles the letters below that are incorrect and records score in the column.	
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	____ /26
<b>Skill 2: Alphabet Recognition – Lowercase Letters</b> <span style="float: right;">CCSS.ELA-Literacy.RF.K.1d</span> Teacher Administration Directions: Point to the letter and say, “What letter is this?” Teacher circles the letters below that are incorrect and records score in the column.	
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   a   g	____ /28
<b>Skill 3: Letter Sound Identification</b> <span style="float: right;">CCSS.ELA-Literacy.RF.K.3a</span> Teacher Administration Directions: Point to the letter and say, “What sound does this letter make?” Teacher circles the letters below that are incorrect and records score in the column. <i>*Students are expected to provide the short vowel sounds and the hard sounds of c &amp; g.</i>	
e   l   s   r   u   p   d   o   v   b   j   n   t   c   x   z   w  k   g   q   m   a   f   l   h   y   sh   ch   th   wh	____ /30
<b>Skill 4: Onset Fluency: Isolate Initial Phonemes</b> <span style="float: right;">CCSS.ELA-Literacy.RF.K.2d</span> Teacher Administration Directions: <i>Tell me the first sound you hear in each of the words.</i> Teacher says the word and the student says the first sound. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Answers are provided. <i>**Example: The word cat begins with the /c/ sound.</i>	
1. zip ____ /z/    4. top ____ /t/    7. jet ____ /j/    9. got ____ /g/	____ /10
2. not ____ /n/    5. bug ____ /b/    8. win ____ /w/    10. pat ____ /p/	
3. can ____ /c/    6. van ____ /v/	

## Phonemic Awareness Skills Assessment: Kindergarten

### Skill 5: Rhyme Recognition

CCSS.ELA-Literacy.RF.K.2a

Teacher Administration Directions: *Tell me if these two words rhyme.* Write an x or + if the student responds correctly. If the student responds incorrectly, circle or highlight the incorrect word pair.

1. mop, top ____	3. bad, hot ____	5. hit, sit ____	7. fun, sun ____	9. boat, coat ____	____ /10
2. ham, get ____	4. tub, rub ____	6. pan, big ____	8. dog, zip ____	10. wet, net ____	

### Skill 6: Blending Onset & Rime

CCSS.ELA-Literacy.RF.K.2c

Teacher Administration Directions: Teacher says the word in parts and students blend the onset and rime together & say the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. s-un ____	3. b-ed ____	5. d-ime ____	7. m-ad ____	9. f-ox ____	____ /10
2. l-ip ____	4. r-ag ____	6. w-eb ____	8. f-eet ____	10. c-up ____	

### Skill 7: Segmenting Words into Onset-Rime

CCSS.ELA-Literacy.RF.K.2c

Teacher Administration Directions: Teacher says the whole word and students respond by segmenting the word into onset (beginning sound) and rime. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. nap ____ <small>n-ap</small>	3. tin ____ <small>t-in</small>	5. gum ____ <small>g-um</small>	7. pen ____ <small>p-en</small>	9. lock ____ <small>l-ock</small>	____ /10
2. mop ____ <small>m-op</small>	4. red ____ <small>r-ed</small>	6. has ____ <small>h-as</small>	8. will ____ <small>w-ill</small>	10. bug ____ <small>b-ug</small>	

### Skill 8: Blending Syllables

CCSS.ELA-Literacy.RF.K.2b

Teacher Administration Directions: Teacher says the word in parts and the student is expected to blend the syllables and say the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. nap-kin ____	3. ba-by ____	5. pen-cil ____	7. flow-er ____	9. sis-ter ____	____ /10
2. in-sect ____	4. tick-et ____	6. pump-kin ____	8. wel-come ____	10. mon-key ____	

### Skill 9: Segmenting Words into Syllables

CCSS.ELA-Literacy.RF.K.2b

Teacher Administration Directions: Teacher says the word and the student is expected to segment the word into two syllables. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. thunder ____	3. yellow ____	5. happy ____	7. reading ____	9. fourteen ____	____ /10
2. princess ____	4. mountain ____	6. teacher ____	8. slowly ____	10. candle ____	

**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: \_\_\_\_\_

## Phonemic Awareness Skills Assessment: Kindergarten

Teacher Administration Directions: Teachers can use any children’s book to have students demonstrate their knowledge of print concepts, along with the student page found on page 5. Teacher prompts are in italicized font.

<b>Print Concepts</b>		CCSS.ELA-Literacy.RF.K.1	
1	Demonstrates how to hold a book with correct orientation <i>Show me how you would hold this book to read.</i>	Yes	No
2	Distinguishes pictures from words by pointing when prompted Teacher opens the book and says, <i>Point to a word on this page.</i>	Yes	No
3	Locates on a printed page where to start reading with multiple lines of text <i>Show me where I would begin to read.</i>	Yes	No
4	Demonstrates that the left page of a book is read before the right page of a book <i>Which page do I read first?</i> Teacher points to the left page and the right page, & student shows where to begin reading.	Yes	No
5	Track text with a finger on a printed page from left to right <i>Show me how you would read the words on this page.</i> The teacher could also model by reading and sentence aloud, and then the student demonstrates.	Yes	No
6	Demonstrates that pages are turned one at a time in a sequence from front to back <i>What should I do when I finish reading this page?</i>	Yes	No
7	Points to individual words using one-to-one correspondence Teacher reads a short sentence from the book aloud, pointing to each word as he or she reads. The student repeats the sentence, pointing to each word as he or she reads.	Yes	No
8	Isolates words within printed text After repeating the sentence read for the above skills, ask student to locate a word. <i>What is this word?</i> Teacher points to a word that the student just read and the student supplies the word.	Yes	No
9	Locates a word on a printed page within text (reads own name). <span style="float: right;">*Use page 4</span>	Yes	No
10	Distinguish letters from numbers on a printed page by pointing <span style="float: right;">*Use page 4</span>	Yes	No
11	Listen to spoke sentence(s) and state individual words in the sentence(s) Language Awareness activity: <i>“I like to read.”</i> Teacher says the sentence aloud, and the student repeats it back.	Yes	No

Plan for intervention for Print Concepts, if necessary:

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## Phonemic Awareness Skills Assessment: Kindergarten

### Phonemic Awareness Assessment 3:

**Administration Directions:** Record all results on these pages. Use the included student pages for the Letter Sound Identification Assessments. Skills 2-6 are oral assessments, and no student page is needed. Teacher uses the italicized prompts to provide directions for the student.

Phonemic Awareness Skills	Results												
<p><b>Skill 1: Letter Sound Identification with Multiple Letter Sounds</b> <span style="float: right;">CCSS.ELA-Literacy.RF.K.3a</span></p> <p>Teacher Administration Directions: Write each correct sound the student provides on the line. You may use the included assessment pages with pictures for each letter to assist students with identifying the multiple letter sounds, or use page 8.</p>													
<p>e__ l_ s__ r_ u__ p_ d_ o___ v_ b_ j_</p> <p>n_ t_ c__ x_ z_ w_ k_ g__ q_ m_</p> <p>a___ f_ i___ h_ y_____ sh_ ch_ th_ wh_</p>	____/30												
<p><b>Skill 2: Rhyme Production</b> <span style="float: right;">CCSS.ELA-Literacy.RF.K.2a</span></p> <p>Teacher Administration Directions: <i>Tell me a word that rhymes with the word I say.</i> Write an x or + if the student responds correctly. If the student responds incorrectly, circle the incorrect word pair.   *Nonsense words can be accepted</p>													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">1. mop _____</td> <td style="width: 20%;">3. tub _____</td> <td style="width: 20%;">5. red _____</td> <td style="width: 20%;">7. fun _____</td> <td style="width: 20%;">9. net _____</td> </tr> <tr> <td>2. ham _____</td> <td>4. hip _____</td> <td>6. pat _____</td> <td>8. dog _____</td> <td>10. fish _____</td> </tr> </table>	1. mop _____	3. tub _____	5. red _____	7. fun _____	9. net _____	2. ham _____	4. hip _____	6. pat _____	8. dog _____	10. fish _____	____/10		
1. mop _____	3. tub _____	5. red _____	7. fun _____	9. net _____									
2. ham _____	4. hip _____	6. pat _____	8. dog _____	10. fish _____									
<p><b>Skill 3: Blending Phonemes into Words</b> <span style="float: right;">CCSS.ELA-Literacy.RF.K.2d</span></p> <p>Teacher Administration Directions: <i>Listen to the sounds; blend the sounds together to make a word.</i> Teachers say the sounds separately and students are expected to blend the sounds into a word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.</p>													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1. h-a-m _____</td> <td style="width: 25%;">4. s-i-t _____</td> <td style="width: 25%;">7. k-i-d _____</td> <td style="width: 25%;">9. m-o-m _____</td> </tr> <tr> <td>2. n-e-k _____ <small>(neck)</small></td> <td>5. j-o-b _____</td> <td>8. t-a-g _____</td> <td>10. l-e-d _____</td> </tr> <tr> <td>3. f-u-n _____</td> <td>6. b-u-g _____</td> <td></td> <td></td> </tr> </table>	1. h-a-m _____	4. s-i-t _____	7. k-i-d _____	9. m-o-m _____	2. n-e-k _____ <small>(neck)</small>	5. j-o-b _____	8. t-a-g _____	10. l-e-d _____	3. f-u-n _____	6. b-u-g _____			____/10
1. h-a-m _____	4. s-i-t _____	7. k-i-d _____	9. m-o-m _____										
2. n-e-k _____ <small>(neck)</small>	5. j-o-b _____	8. t-a-g _____	10. l-e-d _____										
3. f-u-n _____	6. b-u-g _____												
<p><b>Skill 4: Segmenting Words into Phonemes</b> <span style="float: right;">CCSS.ELA-Literacy.RF.K.2</span></p> <p>Teacher Administration Directions: <i>This time I'm going to say a word, and you will say the sounds you hear.</i> Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.</p>													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">1. dug _____ <small>/d/u/g/</small></td> <td style="width: 25%;">2. has _____ <small>/h/a/s/</small></td> <td style="width: 25%;">3. van _____ <small>/v/a/n/</small></td> <td style="width: 25%;">4. red _____ <small>/r/e/d/</small></td> </tr> <tr> <td>5. bell _____ <small>/b/e/l/</small></td> <td>6. not _____ <small>/n/o/t/</small></td> <td>7. chip _____ <small>/ch/i/p/</small></td> <td>8. tub _____ <small>/t/u/b/</small></td> </tr> <tr> <td>9. fin _____ <small>/f/i/n/</small></td> <td>10. box _____ <small>/b/o/x/</small></td> <td></td> <td></td> </tr> </table>	1. dug _____ <small>/d/u/g/</small>	2. has _____ <small>/h/a/s/</small>	3. van _____ <small>/v/a/n/</small>	4. red _____ <small>/r/e/d/</small>	5. bell _____ <small>/b/e/l/</small>	6. not _____ <small>/n/o/t/</small>	7. chip _____ <small>/ch/i/p/</small>	8. tub _____ <small>/t/u/b/</small>	9. fin _____ <small>/f/i/n/</small>	10. box _____ <small>/b/o/x/</small>			____/10
1. dug _____ <small>/d/u/g/</small>	2. has _____ <small>/h/a/s/</small>	3. van _____ <small>/v/a/n/</small>	4. red _____ <small>/r/e/d/</small>										
5. bell _____ <small>/b/e/l/</small>	6. not _____ <small>/n/o/t/</small>	7. chip _____ <small>/ch/i/p/</small>	8. tub _____ <small>/t/u/b/</small>										
9. fin _____ <small>/f/i/n/</small>	10. box _____ <small>/b/o/x/</small>												



## Phonemic Awareness Skills Assessment: Kindergarten

**Phonemic Awareness Assessment 4:** Administer this assessment at the end of the school year.

**Administration Directions:** Record all results on these pages. Use the included student pages for the Letter Sound Identification Assessments. Skills 2-8 are oral assessments, and no student page is needed. Teacher uses the italicized prompts to provide directions for the student.

<b>Phonemic Awareness Skills</b>					<b>Results</b>						
<b>Skill 1: Letter Sound Identification with Multiple Letter Sounds</b>					CCSS.ELA-Literacy.RF.K.3a						
Teacher Administration Directions: Write each correct sound the student provides on the line. You may use the included assessment pages with pictures for each letter to assist students with identifying the multiple letter sounds, or use page 8.											
e__	l__	s__	r__	u__	p__	d__	o__	v__	b__	j__	____/30
n__	t__	c__	x__	z__	w__	k__	g__	q__	m__	a__	
f__	i__	h__	y__	sh__	ch__	th__	wh__				
<b>Skill 2: Rhyme Production</b>					CCSS.ELA-Literacy.RF.K.2a						
Teacher Administration Directions: <i>Tell me a word that rhymes with the word I say.</i> Write an x or + if the student responds correctly. If the student responds incorrectly, circle the incorrect word pair. *Nonsense words can be accepted											
1. that ____	3. trick ____	5. shrug ____	7. slid ____	9. bend ____	____/10						
2. rest ____	4. shop ____	6. stand ____	8. float ____	10. rock ____							
<b>Skill 3: Onset Fluency: Isolate the Initial Phoneme</b>					CCSS.ELA-LITERACY.RF.K.2.D						
Teacher Administration Directions: <i>Tell me the first sound you hear in each of the words.</i> Teacher says the word and the student says the first sound. Write the sound the child says. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Answers provided. Example: The word cat begins with the /c/ sound. The word top begins with the /t/ sound.											
1. shells ____ <i>/sh/</i>	3. thank ____ <i>/th/</i>	5. lunch ____ <i>/l/</i>	7. show ____ <i>/sh/</i>	9. black ____ <i>/b/ or /bl/</i>	____/10						
2. cheese ____ <i>/ch/</i>	4. white ____ <i>/wh/</i>	6. them ____ <i>/th/</i>	8. sled ____ <i>/s/ or /sl/</i>	10. chalk ____ <i>/ch/</i>							
<b>Skill 4: Blending Phonemes into Words</b>					CCSS.ELA-Literacy.RF.K.2d						
Teacher Administration Directions: <i>Listen to the sounds; blend the sounds together to make a word.</i> Teachers say the sounds separately and students are expected to blend the sounds into a word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.											
1. c-a-b ____ cab	3. m-e-s ____ mess	5. g-o-t ____ got	7. h-a-z ____ has	9. s-u-m ____ some	____/10						
2. d-u-ck ____ duck	4. h-i-l ____ hill	6. w-e-b ____ web	8. l-i-p ____ lip	10. f-o-ks ____ fox							

## Phonemic Awareness Skills Assessment: Kindergarten

### Skill 5: Segmenting Words into Phonemes

CCSS.ELA-Literacy.RF.K.2

Teacher Administration Directions: *This time I'm going to say a word, and you will say the sounds you hear.* Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. not _____ <i>/n/o/t/</i>	3. ham _____ <i>/h/a/m/</i>	5. web _____ <i>/w/e/b/</i>	7. lid _____ <i>/l/i/d/</i>	9. ran _____ <i>/r/a/n/</i>	____ /10
2. pet _____ <i>/p/e/t/</i>	4. sit _____ <i>/s/i/t/</i>	6. hop _____ <i>/h/o/p/</i>	8. cup _____ <i>/c/u/p/</i>	10. duck _____ <i>/d/u/k/</i>	

### Skill 6: Identifying Medial Sounds

CCSS.ELA-Literacy.RF.K.2d

Teacher Administration Directions: *I am going to say a word. Can you tell me the sound you hear in the middle of the word?* Teacher says the word and students isolate the vowel sound. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. \*Students can use "roller coaster"

1. fan _____ <i>/ă/</i>	2. bed _____ <i>/ĕ/</i>	3. mix _____ <i>/ĭ/</i>	4. got _____ <i>/ŏ/</i>	5. sun _____ <i>/ŭ/</i>	____ /10
6. top _____ <i>/ŏ/</i>	7. dug _____ <i>/ŭ/</i>	8. big _____ <i>/ĭ/</i>	9. map _____ <i>/ă/</i>	10. jet _____ <i>/ĕ/</i>	

### Skill 7: Segmenting Words into Syllables

CCSS.ELA-Literacy.RF.K.2b

Teacher Administration Directions: *I am going to say a word and I want you to say the words in syllables (or word parts).* Teacher says the word and the student is expected to segment the word into syllables. *How many syllables are in that word?* Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Student also counts the number of syllables in the word. Indicate that score on the second line.

1. window _____ <i>win-dow (2)</i>	2. candy _____ <i>can-dy (2)</i>	3. donut _____ <i>do-nut (2)</i>	4. paper _____ <i>pa-per (2)</i>	Segmenting # Correct ____ /10
5. tiger _____ <i>ti-ger (2)</i>	6. shampoo _____ <i>sham-poo (2)</i>	7. dentist _____ <i>den-tist (2)</i>		
8. purple _____ <i>pur-ple (2)</i>	9. finish _____ <i>fin-ish (2)</i>	10. target _____ <i>tar-get (3)</i>		Counting Syllables # Correct ____ /10

### Skill 8: Adding & Substituting Phonemes

CCSS.ELA-Literacy.RF.K.2e

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

Substituting Phonemes: Teacher says the word. Students repeat the word. Teacher says, "Change the /  / to /  / and the word is?" (   = say letter sounds)

Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

Adding Phonemes	Substituting Phonemes	____ /10
1. -at /b/ = _____ <i>bat</i>	1. <u>  </u> an /m/ = _____ <i>man</i>	
2. -ig /p/ = _____ <i>Pig</i>	2. <u>  </u> ot /n/ = _____ <i>not</i>	
3. -op /m/ = _____ <i>Mop</i>	3. bun /s/ = _____ <i>sun</i>	
4. -un /r/ = _____ <i>run</i>	4. <u>  </u> eg // = _____ <i>leg</i>	
5. -ed /f/ = _____ <i>Fed</i>	5. <u>  </u> ip /r/ = _____ <i>rip</i>	

## Phonemic Awareness Skills Assessment: Kindergarten

**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: \_\_\_\_\_

\_\_\_\_\_