

ASSESSMENT

Phonemic Awareness Assessment

Rhyme

A. Ask the child if the following word pairs rhyme.

1. cat/hat _____ (yes)
2. pig/wig _____ (yes)
3. box/lip _____ (no)
4. man/mat _____ (no)
5. sun/run _____ (yes)
6. let/leg _____ (no)

**B. Say the following rhyming word pairs.
Ask the child to provide another rhyming word.**

1. rack, sack _____
2. pop, hop _____
3. wing, king _____
4. goat, coat _____
5. wide, hide _____
6. bake, lake _____

ASSESSMENT

Oddity Tasks

C. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find the two pictures whose names begin with the same sound. Circle the child's choices.

1. sun sock fish
2. mop sun man
3. pig leaf log
4. pig pan dog
5. dog ten top
6. fan leaf fish

D. Make picture cards for the following word sets. Display each picture-card set. Ask the child to find the two pictures whose names end with the same sound. Circle the child's choices.

1. bat rock nut
2. cup top pen
3. ten fan cup
4. bus glass bat
5. sock cup rake
6. dog leg leaf

ASSESSMENT

Oral Blending

E. Say the first sound of a word and then the rest of the word. Have the child say the word as a whole.

1. /s/...at _____ (sat)
2. /m/...op _____ (mop)
3. /f/...ish _____ (fish)
4. /l/...ock _____ (lock)
5. /t/...ape _____ (tape)
6. /b/...ox _____ (box)

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

1. /m/ /ē/ _____ (me)
2. /s/ /ā/ _____ (say)
3. /f/ /ē/ /t/ _____ (feet)
4. /s/ /u/ /n/ _____ (sun)
5. /m/ /ā/ /k/ _____ (make)
6. /l/ /ā/ /z/ /ē/ _____ (lazy)

ASSESSMENT

Oral Segmentation

G. Say each word. Ask the child to clap the number of syllables he or she hears in each word.

1. pencil _____ (2)
2. map _____ (1)
3. tomato _____ (3)
4. bookmark _____ (2)
5. elephant _____ (3)
6. rock _____ (1)

H. Say each word. Have the child say the first sound he or she hears in each word.

1. sun _____ (/s/)
2. mop _____ (/m/)
3. leaf _____ (/l/)
4. top _____ (/t/)
5. candle _____ (/k/)
6. yellow _____ (/y/)

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I. Say each word. Have the child say the last sound he or she hears in each word.

1. bat _____ (/t/)

2. hop _____ (/p/)

3. red _____ (/d/)

4. take _____ (/k/)

5. glass _____ (/s/)

6. leaf _____ (/f/)

J. Say each word. Have the child say each word sound by sound.

1. see _____ (/s/ /ē/)

2. my _____ (/m/ /ī/)

3. lake _____ (/l/ /ā/ /k/)

4. rain _____ (/r/ /ā/ /n/)

5. tub _____ (/t/ /u/ /b/)

6. rocks _____ (/r/ /o/ /k/ /s/)

ASSESSMENT

Phonemic Manipulation

K. Say each word. Have the child say the word without the first sound.

1. sun _____ (un)

2. mat _____ (at)

3. leaf _____ (eaf)

4. ship _____ (ip)

5. bike _____ (ike)

6. stop _____ (top)

K. Say each word. Have the child replace the first sound in the word with /s/.

1. mad _____ (sad)

2. run _____ (sun)

3. cat _____ (sat)

4. pick _____ (sick)

5. hand _____ (sand)

6. chip _____ (sip)