

# Phonological Awareness Skills Assessment

## Phonological Awareness Level 1

### 1. Word Awareness

Tell the student you are going to play a game with words and colored chips. Use the sentence "Teddy is cute." as an example. As you say each word of the sentence, push a colored chip forward, one chip per word. Then ask the child to do it. Once he/she understands the skill, read each sentence to the student and ask him/her to repeat the sentence while pushing up one chip for each word. Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>
1. Bill walked home. (3)	
2. I have two brothers. (4)	
3. Do you drink milk? (4)	
4. Mary loves to play soccer. (5)	
5. Yesterday it snowed. (3)	

**No more than one item may be missed to meet mastery.**

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### 2. Rhyme Recognition

Tell the student two words that sound alike at the end, such as pig - wig, are rhyming words. Ask if "pig-wig" rhyme. (Yes) Then ask if "floor-toy". (No) If the child appears to grasp the skill, do the same for each of the following pairs of words. Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>
1. bat - sat (yes)	
2. fed - bed (yes)	
3. tug - hand (no)	
4. pin - tin (yes)	
5. rope - run (no)	

**No more than one item may be missed to meet mastery.**

### 3. Rhyme Production

Tell the student you are going to say a word, and he/she is to tell you a word that rhymes with it. The answer can be a real word or a nonsense word. Ask the children to tell you a word that rhymes with "pat". Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No -	Child's Responds
1. make		
2. rain		
3. top		
4. nail		
5. tower		
6. shell		
7. stair		
8. lock		
9. bow		
10. red		

No more than two items may be missed to meet mastery.

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### 4. Syllable Segmentation

Tell the student you are going to say a word and then break it into parts, or syllables. First say **football** normally. Clap out the two parts in football while saying each part. Then push up a chip as you say each syllable. Read each of the following words and ask the child to push up a chip or clap while saying each syllable. Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No -
1. wonderful (3)	
2. Ben (1)	
3. elephant (3)	
4. television (4)	
5. airport (2)	

No more than two items may be missed to meet mastery.

<b>Phonological Awareness Level 2</b>
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**1. Alliteration ID**

Tell the student I'm going to say some words to you. Listen: **pig, pin**. Pig and pin begin with the same sound. Listen to this: **hill, sun**. Do they begin with the same sound? Listen again: hill, sun. No, they don't. Now I will say some more words. You tell me if they begin with the same sound. Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>
1. dot, dog	
2. light, little	
3. map, jet	
4. set, cook	
5. fish, sand	

**No more than one item may be missed to meet mastery.**

**2. Initial Phoneme Identification**

Tell the student you are going to say a word, and he/she is to tell you the first sound of that word. Ask the child what the first sound is in the word "**toy**". The child should say /t/. Do the same with the words below and put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>
1. bus /b/	
2. list /l/	
3. fast /f/	
4. money /m/	
5. dinosaur /d/	

**No more than one item may be missed to meet mastery.**

<b>Phonological Awareness Level 3</b>
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**1. Blending Onset and Rime**

Tell the student you are going to separate the sounds in a word, and he/she is to say the whole word. Do these examples by segmenting the onset and rime and having the student say the whole word; for example, /h/ /ot/ is "hot", and /r/ /un/ is "run". Read each word in segment fashion. Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>
1. /c/ /ake/ cake	
2. /t/ /eam/ team	
3. /f/ /ish/ fish	
4. /m/ /op/ mop	
5. /b/ /us/ bus	

**No more than one item may be missed to meet mastery.**

**2. Blending Phonemes**

Tell the student you are going to separate all the sounds in a word, and he/she is to say the whole word. Do these examples by segmenting each sound and having the student say the whole word; for example, /f/ /i/ /t/ is "fit", and /t/ /o/ /p/ is "top". Read each word in segmented fashion. Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>
1. /w/ /ē/ /b/ web	
2. /b/ /ă/ /t/ bat	
3. /j/ /ō/ /g/ job	
4. /ch/ /i/ /k/ chick	
5. /m/ /ü/ /g/ mug	

**No more than one item may be missed to meet mastery.**

### 3. Final Phoneme Identification

Tell the student you are going to say a word, and he/she is to tell you the last sound in the word. Ask the child what the last sound is in the word "wet". Do the same with the words below. Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>
1. sack /k/	
2. cap /p/	
3. will /l/	
4. cane /n/	
5. boot /t/	

**No more than one item may be missed to meet mastery.**

### 4. Reading CVC Words


Tell the student he/she is going to read some words. Give child the student copy. Point to the first word and say, "beg". Put a check in the box if correct and - if incorrect.

Teacher says:	Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/>
1. nap	
2. sit	
3. rob	
4. mug	
5. jet	

**No more than one item may be missed to meet mastery.**

### 5. Medial Phoneme Identification

Tell the student you are going to say a word, and he/she is to tell you that last sound in the word, and he/she is to tell you the middle sound of that word. Ask the child what the middle sound is in the word "tub". The child should say /ŭ/. Do the same with the words below and put a check in the box if correct and - if incorrect.

Teacher says:	Yes  or No -
1. log /ŏ/	
2. pit /ĭ/	
3. gum /ŭ/	
4. pen /ĕ/	
5. tag /ă/	

**No more than one item may be missed to meet mastery.**