

Phonological/Phonemic Awareness Assessment

Student Name:	Grade:	Beginning of Year Middle of Year End of Year
Date:		
Phonemic Awareness Skills		Score
Task 1: Alphabet Recognition—Uppercase <ul style="list-style-type: none"> Point to each letter and ask, "What letter is this?" Circle the incorrectly identified letters below and record score. There are numbers mixed with the letters on the student card. It is the student's job to skip them. 		
G J X F Z W I Q B C A H S V R P U T N E M L K Y O D		26
Task 2: Alphabet Recognition—Lowercase <ul style="list-style-type: none"> Point to each letter and say, "What letter is this?" Circle the incorrectly identified letters below and record score. 		
h r p l e m t k j f g z w c v a s u b a g m l x q o n d y i		30
Task 3: Letter/Sound Identification <ul style="list-style-type: none"> Point to each letter and say, "What sound does this letter represent?" Circle the incorrectly articulated letters below and record score. (Students should articulate hard /c/ and /g/ sounds. Make note of vowel sounds identified—long or short.) 		
k g q m a f e i s r u p d o v b j n t c x z w l h y sh ch th wh		30

Task 4: Rhyme Recognition

- Say the two words aloud. Instruct students to echo the two words and say “yes” or “no” to indicate whether the words rhyme or do not rhyme.
- Place a check mark next to the word pairs that are correctly identified; circle the incorrect responses.

sat, set _____	win, pin _____	fix, mix _____	cat, can _____	12
got, give _____	man, met _____	jet, fan _____	pen, hen _____	
how, cow _____	cot, hot _____	fling, ring _____	met, set _____	

Task 5: Rhyme Production

- Ask students to listen to the word *cat*. Then ask them to think of words that rhyme. (Possible Responses: rat, fat, mat, sat, flat)
- Instruct students to listen to the word and then say two words that rhyme with that word.
- Write the responses on the blanks, circling any incorrect words. (Nonsense words are allowed, but they should not make up the majority of responses.)

hall _____ _____	make _____ _____	dear _____ _____	hair _____ _____	
ring _____ _____	sack _____ _____	cook _____ _____	float _____ _____	
street _____ _____	shout _____ _____	found _____ _____	here _____ _____	24

Task 6: Initial Phoneme Isolation

- Say the word aloud, and instruct the student to respond with the initial sound (not the name of the letter that represents that sound).
- Check the word if the student responds correctly; if the student responds incorrectly, record the incorrect response on the blank.

math _____ /m/	hot _____ /h/	ring _____ /r/	pig _____ /p/	12
dog _____ /d/	fig _____ /f/	king _____ /k/	sort _____ /s/	
log _____ /l/	box _____ /b/	jog _____ /j/	give _____ /g/	

Task 7: Final Phoneme Isolation

- Say the word aloud, and instruct the student to respond with the final sound (not the name of the letter that represents that sound).
- Check the word if the student responds correctly; if the student responds incorrectly, record the incorrect response on the blank.

pick ____ /k/	had ____ /d/	robe ____ /b/	bus ____ /s/	
come ____ /m/	move ____ /v/	feet ____ /t/	ten ____ /n/	
jog ____ /g/	off ____ /f/	sap ____ /p/	fix ____ /x/	12

Task 8: Decoding Words

- Ask the students to read all 20 words aloud. Give students one minute to complete reading of all of the words. (If the student is stuck on one word, instruct him or her to skip it and go on.)
- Circle any incorrect/skipped words.

1. cot	2. mat	3. sent	4. fail	5. word	
6. part	7. brick	8. guess	9. few	10. call	
11. grand	12. cage	13. best	14. long	15. letter	20
16. reach	17. late	18. honey	19. shower	20. strait	

Task 9: Sight Words

- Ask the students to read all 25 words aloud. Give students one minute to complete reading all of the words. (If the student is stuck on one word, instruct him or her to skip it and go on.)
- Circle any incorrect/skipped words

1. the	2. of	3. and	4. a	5. to	
6. in	7. is	8. you	9. that	10. it	
11. he	12. was	13. for	14. on	15. are	
16. as	17. with	18. his	19. they	20. I	25
21. at	22. be	23. this	24. or	25. one	

Task 10: Sentence Dictation

- Students will write the sentences given in the *Daily Lesson Guide* on the provided form (Appendix C), which the teacher will use to analyze spelling, punctuation, capitalization, use of sight words, and writing behaviors.