Two Peas Phonological Awareness Assessment

Name_____ Date_____ Teacher_____ Grade_____

1-Counting Words in a Spoken Sentence
"How many words are in this sentence?" (w/ chips)

___ ___ ___ Ben likes books. (3)
___ ___ ___ I have one toy. (4)
___ ___ ___ Where is my bag? (4)
___ ___ ___ What's the big deal? (4)
___ ___ ___ Annie likes to play games. (5)
___ ___ ___ Tomorrow is Saturday. (3)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (App.A)

2-Rhyme Recognition
"Give me a thumbs-up if these are rhyming words."

___ ___ ___ fuzzy/wuzzy (yes)
___ ___ ___ cold/hot   (no)
___ ___ ___ lamp/stamp (yes)
___ ___ ___ bless/guess   (yes)
___ ___ ___ tape/pen   (no)
___ ___ ___ pink/wink (yes)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2a)

3-Rhyme Production
*"What rhymes with ___?"*Record student responses.
Accept real& nonsense words.
___ ___ ___ take   _____
___ ___ ___ pig   _____
___ ___ ___ hill   _____
___ ___ ___ right   _____
___ ___ ___ nice   _____
___ ___ ___ mail   _____
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2a)

4-Single Syllable Onset-Rime Blending
"What word is this?"

___ ___ ___ b-ird (bird)
___ ___ ___ n-ight (night)
___ ___ ___ sl-eep (sleep)
___ ___ ___ r-ing (ring)
___ ___ ___ f-ace (face)
___ ___ ___ sl-ime (slime)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2c)

5-Single Syllable Onset-Rime Segmenting
"Say the first part (onset) and then the last part (rime)."

___ ___ ___ land (l-and)
___ ___ ___ watch (w-atch)
___ ___ ___ dream (dr-eam)
___ ___ ___ big (b-ig)
___ ___ ___ noise (n-oise)
___ ___ ___ club (cl-ub)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2c)

6-Syllable Blending & Pronouncing
"What word is this ____ - ____?"

___ ___ ___ back-pack (backpack)
___ ___ ___ cook-ies (cookies)
___ ___ ___ pen-cil (pencil)
___ ___ ___ wel-come (welcome)
___ ___ ___ ham-bur-ger (hamburger)
___ ___ ___ air-plane (airplane)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (App.A)

7-Syllable Segmenting & Counting
"Say the parts of each word. How many parts do you hear?"

___ ___ ___ butterfly (3)
___ ___ ___ glasses (2)
___ ___ ___ magnet (2)
___ ___ ___ watermelon (4)
___ ___ ___ dragonfly (3)
___ ___ ___ blanket (2)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2b)

8-Phoneme Alliteration & Discrimination
"Which word has a different first sound?"

___ ___ ___ wise, wacky, <u>friend</u>, woman
___ ___ ___ rope, <u>fly</u>, runt, rooster
___ ___ ___ juice, joke, jelly, <u>fox</u>
___ ___ ___ moon, milk, movie, <u>paper</u>
___ ___ ___ <u>light</u>, phone, fence, field
___ ___ ___ tub, tent, <u>bear</u>, tooth
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (App.A)

9-Phoneme Isolation of Initial Sounds
"What is the first sound in this word?"

___ ___ ___ pinch (p)
___ ___ ___ wish (w)
___ ___ ___ football (f)
___ ___ ___ house (h)
___ ___ ___ zipper (z)
___ ___ ___ summer (s)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2d, 1.RFS.2c)

10-Phoneme Isolation of Final Sounds
"What is the last sound in this word?"

___ ___ ___ baseball (l)
___ ___ ___ street (t)
___ ___ ___ fox (x)
___ ___ ___ home (m)
___ ___ ___ wind (d)
___ ___ ___ rag (g)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2d, 1.RFS.2c)

11-Phoneme Isolation of Medial Sounds
"What's the middle sound in this word?" (1st) Is it long or short?"

___ ___ ___ game /ai/ (long)
___ ___ ___ rib /i/ (short)
___ ___ ___ beak /ee/ (long)
___ ___ ___ night /ie/ (long)
___ ___ ___ fog /o/ (short)
___ ___ ___ tub /u/ (short)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2d, 1.RFS.2a, 2c)

12-Phoneme Blending
"What word do these sounds make?"

___ ___ ___ /g//u//m/ (gum)
___ ___ ___ /s//o//ck/ (sock)
___ ___ ___ /g//e//s//t/ (guest)
___ ___ ___ /t//ee//th/ (teeth)
___ ___ ___ /d//r//ie//v/ (drive)
___ ___ ___ /s//t//a//n//d/ (stand)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2d, 1.RFS.2b)

13-Phoneme Segmenting
"Tell me the sounds in the word ____." (w/ chips)

___ ___ ___ play (/p//l//ay/)
___ ___ ___ junk (/j//u//n//k/)
___ ___ ___ ripple (/r//i//p//l/)
___ ___ ___ snack (/s//n//a//ck/)
___ ___ ___ wonder (/w//u//n//d//r/)
___ ___ ___ cabin (/c//a//b//i//n/)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2d, 1.RFS.2d)

14-Phoneme Addition
"Lay. Add /p/ to the beginning of lay? What's the word?"

___ ___ ___ tar, add /s/ (star)
___ ___ ___ ink, add /w/ (wink)
___ ___ ___ all, add /b/ (ball)
___ ___ ___ cream, add /s/ (scream)
___ ___ ___ lake, add /f/ (flake)
___ ___ ___ rain, add /g/ (grain)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2e, 1.RFS.2b)

15-Phoneme Substitution
"Rope. Change /r/ to /s/. What's the new word?"

___ ___ ___ hop, change /h/ to /p/
___ ___ ___ best, change /b/ to /r/
___ ___ ___ wiggle, change /w/ to /g/
___ ___ ___ ramp, change /r/ to /l/
___ ___ ___ hand, change /h/ to /s/
___ ___ ___ park, change /p/ to /d/
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (K.RFS.2e, 1.RFS.2b)

16-Phoneme Deletion
"Say ____. Say____ without the /__/."

___ ___ ___ smartie, without the /s/ (-martie)
___ ___ ___ flower, without the /f/ (-lower)
___ ___ ___ horse, without the /h/ (-orse)
___ ___ ___ bunny, without the /b/ (-unny)
___ ___ ___ doctor, without the /d/ (-octor)
___ ___ ___ ranch, without the /r/ (-anch)
BOY   MOY   EOY

__/6 __/6 __/6 **Total** (App. A)

Notes:

Materials Needed for the Assessment:
- o Assessment Sheet (to record student answers)
- o Chips/Cubes/Markers (anything manipulative to push and isolate words/sounds)
- o Since phonological awareness is an auditory skills (and can be done literally with your eyes shut) there is no student "look-at" sheet

Directions for Administration
- o This assessment is administered individually. It usually takes between 10-15 minutes to administer depending how far a student gets within and for each subskill.
- o Administer this assessment at the beginning of the year, middle of the year, & end of the year (BOY, MOY, EOY) to all students. A second option is to administer this assessment twice a year, first in the middle of the year and then at the end of the year.
- o Administer this as a "digging deeper diagnostic assessment", at any time, to any student not on-grade level to determine most foundational area of literacy to know where to begin intervention.
- o A student is considered proficient with a score of at least 5 out of 6 in each skill area or sub-test.
- o It is not necessary to re-administer a particular sub-test when the student is already proficient in that area.
- o When administering, you may stop administering a sub-test when the child misses the first three. You may also discontinue the assessment when a child does not know two sub-tests in a row. Each time the assessment is given, start at the point where the child made more than one error out of six items per skill.
- o Since this assessment isn't standardized, you may repeat directions for each skill until the child understands what it is they are supposed to do, say or show to demonstrate understanding of that skill.

Verbal Teacher Directions per Skill/Sub-test

1-Counting Spoken Words (w/chips)
Tell the student that you are going to play a game with words and colored chips (or blocks or whatever manipulative you give them). Ask them if they like pizza and say "_____ (insert student's name here) likes pizza." As you say each word of the sentence, pull a chip from the pile of chips – one chip per word. Then ask the child to do it. Once they understand the skill, read each sentence to the student and ask them to repeat the sentence while pulling down one chip per word in the sentence. Put a check on the line in the BOY column if the child does it correctly. Push all the chips back together into a pile after each sentence in this skill/sub-test.

2-Rhyme Recognition
Tell the student that two words that sound alike at the end, such as sun and fun, are rhyming words. Ask if cat and mat are rhymes. (Yes.) Then ask if girl and bench rhyme. (No.) Students may supply the answer by giving a thumbs up or down or answer "yes" or "no". When the child understands the directions, do the same for the six word pairs in this skill/sub-test. Put a check on the line in the column if the child does it correctly.

3- Rhyme Production
Tell the student that now you are going to play a rhyming game. Tell them you are going to say a word and you want them to tell you a word that rhymes with the word you've supplied. The child's response can be a real or make-believe word. Provide the following example. Say: *"Let's practice. big-dig."* Put a check on the line in the column if the child does this correctly. Write down the child's answers on the lines provided.

4- Single Syllable Onset-Rime Blending
Tell the student you are going to say a word by breaking it into two parts, and they will guess the word. Say the first part of the word (onset) and then the last part of the word (rime). Ask the student to put the parts of the word back together and say the whole word. Provide the following example. Say:" *c-at*" (pausing between onset and rime. Student responds by saying the whole word *(cat)*. When the child understands the directions, do the same for the six words provided. Put a check on the line in the column if the child does it correctly.

5- Single Syllable Onset-Rime Segmenting

Tell the student that now you are going to say the whole word and you want them to tell you the first part (onset) and the last part (rime) of the word. Provide the following example. Say: *"Dog"* and then repeat the word pausing between the onset and the rime by saying (/d//og/). When the child understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the BOY column if the child does it correctly.

6- Syllable Blending and Pronouncing

Tell the student you are going to say a word by breaking into parts and you want them to tell you them to put the parts back together and say the whole word. Provide the following example. Say: *"dog-house"* (pausing between syllables. *"What word Is this____- _____? The word is…"* (Doghouse) When the child understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the column if the child does it correctly.

7- Syllable Segmenting and Counting

Tell the student that you are going to say a word, break it into parts or syllables and you want them to tell you the number of parts they hear. First say the word normally then repeat the word breaking it into syllables and saying the number of syllables you counted. Demonstrate by clapping or tapping the number of syllables the word has. Provide the following example: Say: "class/room. How many parts do you hear?" (2.) When the child understands the directions, read each word to the student and ask them to repeat the word while counting the number of syllables by clapping or tapping each syllable in the word and tell you the number of syllables they heard/counted. Put a check on the line in the column if the child does it correctly.

8- Phoneme Alliteration and Discrimination

Tell the student that you are going to say four words and you want them to tell you the one word that has a different beginning sound.   Provide the following example: Say: *"/rabbit/ rat/ rooster/fish/ which word has a different first sound?"*(Fish.) Put a check on the line in the column if the child does this correctly. Write down the child's answers on the lines provided.

9- Phoneme Isolation of Initial Sounds

Tell the student you are going to say a word and you want them to tell you the first sound they hear in the word. Provide the following example. Say:*"Zoo. What's the first sound in this word?"* (Z.) When the child understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the column if the child does it correctly.

10- Phoneme Isolation of Final Sounds

Tell the student you are going to say a word and you want them to tell you the last sound they hear in the word. Provide the following example. Say: *"Mop. What's the last sound in this word?"*(P.) When the child understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the column if the child does it correctly.

11- Phoneme Isolation of Medial Sounds

Tell the student you are going to say a word and you want them to tell you the sound in the middle of the word. Provide the following example. Say *"Bat. What's the sound in the middle of the word?"*(a/short.)* For first graders, additionally ask if the medial sound is a long or short vowel sound. When the child understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the column if the child does it correctly.

12- Phoneme Blending

Tell the student you are going to say a word by separating all the sounds in the word and they will guess what word the sounds make. Ask the student to put the parts of the word back together and say the whole word. Provide the following example. Say:*"f/i/sh/" (pausing between sounds (segmenting). What's the word these sounds make?* (Fish.) When the students understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the column if the child does it correctly.

13- Phoneme Segmenting (w/chips)
Tell the student that you are going to play another listening game using all the sounds in a word and colored chips or blocks or whatever manipulative you give them). Use the example "*name.*"As you say the sounds of the word /n//ae//m/, pull a chip from the pile of chips – one chip per sound.Then ask the child to do it. Say: *"Tell me the sounds in the word."* When the students understands the directions, read each word to the student and ask them to tell the sounds they hear in the word while pulling down one chip per sound. Put a check on the line in the column if the child does it correctly. Push all the chips back together into a pile after each sentence in this skill/sub-test.

14- Phoneme Addition
Tell the student that you are going to make a new word by taking the first sound off of a word and you want them to tell you the new word. Provide the following example: Say"*Add /p/ to the beginning of lay? What's the new word?"*(Play.) When the student understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the column if the child does it correctly.

15- Phoneme Substitution
Tell the student you will be playing another game using the sounds of words. Ask them to take off the first sound they hear in the word and change it with another sound. Provide the following example. Say:*"Rope. Now I am going to change the /r/ to /s/. What's the new word?"* (Soap.) When the child understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the column if the child does it correctly.

16- Phoneme Deletion
Tell the student that you are going to make a new word by taking the first sound off of a word and you want them to tell you the new word. Explain new word can be a real or "make-believe" word. Provide the following example. Say:*"Stop. Now say 'stop' without the's'. What's the new word?"*(Top.) When the student understands the directions, do the same for the six words in this skill/sub-test. Put a check on the line in the column if the child does it correctly.
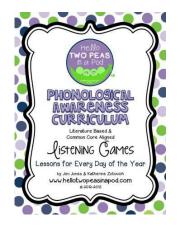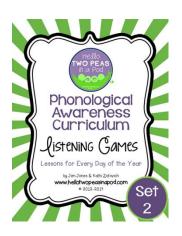
Phonological Awareness vs. Phonemic Awareness

These two terms are often used interchangeably in the reading research literature. It is accepted to use them synonymously. However, there is a difference between the two terms. Phonemic awareness is just that…awareness at the PHONEME level. A phoneme is a single unit of sound, regardless of the number of letters in the single sound. Here are a few examples of phonemic level sounds; /m/ as in made, /th/ as in thing, /dge/ as in bridge making the /j/ sound, or /ed/ as in washed making the /t/ sound. Phonemic awareness falls under the umbrella of phonological awareness, which covers awareness at the phoneme level, the syllable level, the word level and the sentence level.

Assessment to Curriculum Alignment

Although this assessment can be used as a stand-alone product, with whatever phonological awareness curriculum, program or resources you are using with your students, this assessment is 100% aligned to our Hello Two Peas Phonological Awareness curriculum, which is sold separately (by month or year) in our TpT store at www.hellotwopeas.com. Free samples are available. Please download the free sample, which is a week of curriculum, and try teaching it for one week. Each lesson ("listening games") takes approximately 10 minutes a day. We have 12 months of lessons for Kindergarten and 12 months of lessons for 1st grade available, in addition to Author Study sets.

We have created the following correlation table to show you how the Common Core standards for Reading Foundational Skills correlate to each phonological awareness skills embedded with the wording of the standards and the ELA appendix for the "general progression of phonological awareness skills (PreK-1)."

Common Core Standards for Reading Foundational Skills & Corresponding Phonological Awareness Skills

Kindergarten Common Core Standard	Phonemic Awareness Skill (RFS = Reading Foundational Skill)	First Grade Common Core Standard
Appendix A	Counting Spoken Words	Intervention
K.RFS.2a	Rhyme Recognition	Intervention
K.RFS.2a	Rhyme Production	Intervention
K.RFS.2c	Single Syllable Onset-Rime Blending	Intervention
K.RFS.2c	Single Syllable Onset-Rime Segmenting	Intervention
Appendix A	Syllable Blending & Pronouncing	Intervention
K.RFS.2b	Syllable Segmentation	Intervention
K.RFS.2b	Counting Syllables	Intervention
Appendix A	Phoneme Alliteration & Discrimination	Intervention
Appendix A	Phoneme Identifying & Matching	Appendix A
K.RFS.2d *	Phoneme Isolation of Initial Sounds	1.RFS.2c
K.RFS.2d *	Phoneme Isolation of Medial Sounds**	1.RFS.2c
K.RFS.2d *	Phoneme Isolation of Final Sounds	1.RFS.2c
K.RFS.2d	Phoneme Blending	1.RFS.2b
K.RFS.2d	Phoneme Segmenting	1.RFS.2d
K.RFS.2e	Phoneme Addition	1.RFS.2b
K.RFS.2e	Phoneme Substitution	1.RFS.2b
Appendix A	Initial Phoneme Deletion	Appendix A
Enrichment	Long & Short Phoneme Distinction**	1.RFS.2a

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You'll notice that there are 19 skills outlined above (from the standards and the appendix) but sometimes two of the skills above are combined into one phonological awareness task in the listening games in our curriculum.

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A Word about Our Products

Thank you for downloading our Hello Two Peas Comprehensive Phonological Awareness Assessment. We hope you will consider our Hello Two Peas Phonological Awareness Curriculum as well. We are pleased to offer you a free lesson from our curriculum to try. http://tinyurl.com/twopeasfreesample. We hope you enjoy using it and consider our curriculum when selecting lessons to meet the phonological awareness needs of your students.   Although it is intended for Kindergarten and 1st grade students, it can be used as an intervention, for older students who have phonological awareness deficiencies. For older students, you should definitely incorporate phonics into the phonological awareness instruction at the same time.

A Word about Us

We are Jen Jones & Katherine Zotovich…two elementary teachers that have 55 years of combined classroom experience at every grade level. Jen is a K-5 Reading Specialist in North Carolina and Katherine is a K-6 Literacy Coach in California. We are both in charge of each helping our staff navigate through implementing the Common Core for ELA. Jen maintains a blog at www.helloliteracy.blogspot.com and has a TpT store at www.hellojenjones.com. Katherine's blog is www.pureliteracy.blogspot.com and TpT store Kathi Zotovich. Hello Two Peas in a Pod is a partnership venture to provide highly effective, research-based, high quality literacy resources to all teachers, homeschoolers, and tutors that work with Kindergarten through 6th grade students. We hope you find our products helpful and that students have fun building their foundational, emerging and independent reading and writing skills using our products.
http://www.teacherspayteachers.com/Store/Kathi-Zotovich