

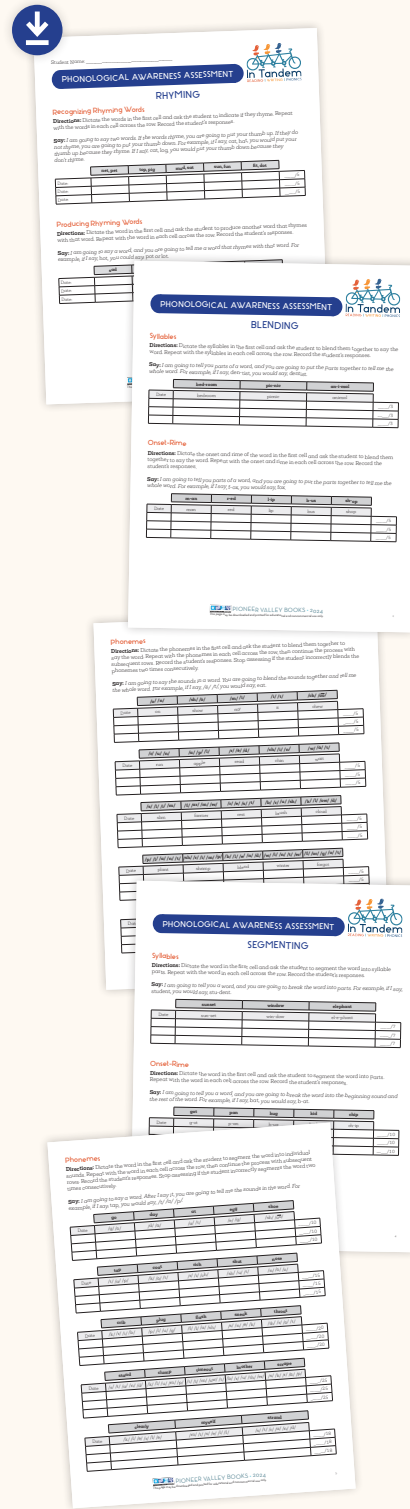
# Interim Assessments Overview

Interim assessments are essential for determining students' strengths and needs and for tracking growth across the year. Before beginning In Tandem lessons, administer the Phonological Awareness Assessment and the Phonics Survey to individual students. The data collected will help determine a starting place in the lesson sequence and provide information to guide you in supporting individual students during instruction. We recommend administering these assessments three times a year (beginning, middle, and end) to have a consistent measure of student growth across the year and to further inform flexible grouping.

## Administering the Phonological Awareness Assessment

Phonological awareness is a strong predictor of early reading success. The goal of administering the Phonological Awareness Assessment is to determine students' level of understanding of how sounds work within words and to pinpoint areas of need. Data from this assessment can be used to inform instruction within the lessons but will not be a formal part of placing students within the lesson series.

The Phonological Awareness Assessment is broken down into three sections: Rhyming, Blending, and Segmenting. We recommend that you administer each section to one student at a time in the order listed below. The Phonological Awareness Assessment can be downloaded from the In Tandem Resources site. Below are detailed procedures for each of the three sections of the assessment.



# Rhyming

Rhyming is a critical foundational layer in acquiring strong phonological/phonemic awareness skills. Rhyming involves recognizing and producing words that end with the exact same sounds. The skill of rhyming supports students in their ability to develop their knowledge of sounds and identify patterns within words. This enhances their auditory discrimination skills and language development, which leads to strong reading and writing skills.

## RECOGNIZING RHYMING WORDS PROCEDURE

1. Explain to the student how to do this portion of the assessment by saying the following: *I am going to say two words. If the words rhyme, you are going to put your thumb up. If they do not rhyme, you are going to put your thumb down. For example, if I say, cat, hat, you would put your thumb up because they rhyme. If I say, cat, log, you would put your thumb down because they don't rhyme.*
2. Next, dictate the words in the first cell (*net, pet*) and ask the student to indicate if they rhyme by either putting their thumb up or down.
3. Record the student's response in the first scoring row. If the student responds correctly, write a check mark. If the student responds incorrectly, write an x.
4. Repeat steps 2 and 3 with the remaining cells of words across the row.

Student Name: Emily

**PHONOLOGICAL AWARENESS ASSESSMENT**  
In Tandem  
READING & WRITING PROJECT

**RHYMING**

**Recognizing Rhyming Words**  
**Directions:** Dictate the words in the first cell and ask the student to indicate if they rhyme. Repeat with the words in each cell across the row. Record the student's responses.

**Say:** *I am going to say two words. If the words rhyme, you are going to put your thumb up. If they do not rhyme, you are going to put your thumb down. For example, if I say, cat, hat, you would put your thumb up because they rhyme. If I say, cat, log, you would put your thumb down because they don't rhyme.*

	net, pet	top, pig	mud, cat	sun, fun	fit, dot	
Date: 9/5	✓	✓	✓	✓	✓	5/5
Date:						/5
Date:						/5

## PRODUCING RHYMING WORDS PROCEDURE

1. Explain to the student how to do this portion of the assessment by saying the following: *I am going to say a word, and you are going to tell me a word that rhymes with that word. For example, if I say, hot, you could say, pot or lot.*
2. Next, dictate the first word in the first cell (*sad*) and ask the student to produce another word that rhymes with that word.
3. Record the student's response in the first scoring row. If the student is able to correctly produce a word that rhymes, write a check mark. If the student cannot produce a word that rhymes, write an x and record what the student said.
4. Repeat steps 2 and 3 with the remaining cells of words across the row.

**Producing Rhyming Words**  
**Directions:** Dictate the word in the first cell and ask the student to produce another word that rhymes with that word. Repeat with the word in each cell across the row. Record the student's responses.

**Say:** *I am going to say a word, and you are going to tell me a word that rhymes with that word. For example, if I say, hot, you could say, pot or lot.*

	sad	dip	not	wet	tug	
Date: 9/5	✓	pit	✓	cat	✓	5/5
Date:						/5
Date:						/5

# FORMAT

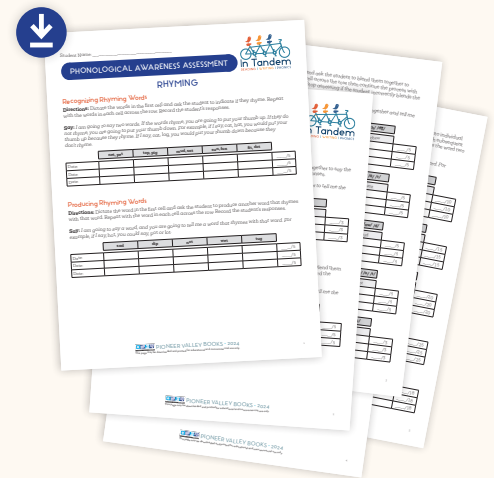
Individual

# GRADE

Kindergarten  
First Grade  
Second Grade

# MATERIALS NEEDED

- Phonological Awareness Assessment



# FORMAT

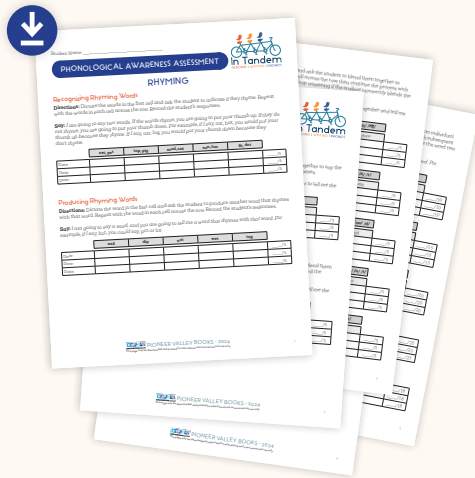
Individual

# GRADE

Kindergarten  
First Grade  
Second Grade

# MATERIALS NEEDED

- Phonological Awareness Assessment



# Blending

Blending is the ability to hear sounds and orally string them together to produce a word. This auditory activity is a prerequisite to being able to decode (read) unfamiliar words in print. In order to read words, students must control the ability to blend sounds together. This section of the assessment addresses three layers of blending (syllables, onset-rime, and phonemes) that increase in complexity.

## SYLLABLES PROCEDURE

1. Explain to the student how to do this portion of the assessment by saying the following: *I am going to tell you parts of a word, and you are going to put the parts together to tell me the whole word. For example, if I say, den-tist, you would say, dentist.*
2. Dictate the syllable parts of the word in the first cell as indicated (*bed-room*) and have the student tell you the whole word.
3. Record the student's response in the first scoring row. If the student correctly says the whole word, write a check mark. If the student does not correctly say the whole word, write an x and record what the student said.
4. Repeat steps 2 and 3 with the other cells of words across the row.

**PHONOLOGICAL AWARENESS ASSESSMENT** **In Tandem**  
READING | WRITING | PHONICS

### BLENDING

**Syllables**  
**Directions:** Dictate the syllables in the first cell and ask the student to blend them together to say the word. Repeat with the syllables in each cell across the row. Record the student's responses.  
**Say:** I am going to tell you parts of a word, and you are going to put the parts together to tell me the whole word. For example, if I say, den-tist, you would say dentist.

	bed-room	pic-nic	an-imal	
Date:	bedroom	picnic	animal	2 / 3
9/5	✓	✓	mall	3
				3
				3

## ONSET-RIME PROCEDURE

1. Explain to the student how to do this portion of the assessment by saying the following: *I am going to tell you parts of a word, and you are going to put the parts together to tell me the whole word. For example, if I say, f-ox, you would say, fox.*
2. Dictate the onset-rime of the word in the first cell as indicated (*m-an*) and have the student tell you the whole word.
3. Record the student's response in the first scoring row. If the student correctly says the whole word, write a check mark. If the student does not correctly say the whole word, write an x and record what the student said.
4. Repeat steps 2 and 3 with the other cells of words across the row.

**Producing Rhyming Words**  
**Directions:** Dictate the word in the first cell and ask the student to produce another word that rhymes with that word. Repeat with the word in each cell across the row. Record the student's responses.  
**Say:** I am going to say a word, and you are going to tell me a word that rhymes with that word. For example, if I say, hot, you could say, pot or lot.

	cod	dip	not	wet	tug	
Date:	cod	dip	not	wet	tug	5 / 5
9/5	✓	pit	✓	cat	✓	5
						5
						5

## PHONEMES PROCEDURE

1. Explain to the student how to do this portion of the assessment by saying the following: *I am going to say the sounds in a word. You are going to blend the sounds and tell me the whole word. For example, if I say, /s/ /u/ /n/, you would say, sun.*
2. Dictate the sounds of the word in the first cell as indicated (/o/ /n/) and have the student tell you the whole word.
3. Record the student's response in the first scoring row. If the student correctly says the whole word, write a check mark. If the student does not correctly say the whole word, write an x and record what the student said.
4. Repeat steps 2 and 3 with the other cells of words across the row.
5. Move on to the next row of words and repeat steps 2–4. Repeat with the remaining rows of words.

**Phonemes**  
**Directions:** Dictate the phonemes in the first cell and ask the student to blend them together to say the word. Repeat with the phonemes in each cell across the row then continue the process with subsequent rows. Record the student's responses. Stop assessing if the student incorrectly blends the phonemes two times consecutively.

**Say:** I am going to say the sounds in a word. You are going to blend the sounds together and tell me the whole word. For example, if I say, /s/ /u/ /n/, you would say, sun.

	/s/ /u/ /n/	/h/ /u/ /l/	/m/ /u/ /l/	/t/ /u/ /l/	/ch/ /u/ /l/
Date	sun	shut	my	it	chew
9/5	✓	✓	✓	✓	you

	/t/ /u/ /n/	/a/ /p/ /l/	/s/ /t/ /d/	/ch/ /u/ /l/	/w/ /e/ /t/
Date	sun	apple	seed	chain	wet
9/5	✓	pull	eat		

	/t/ /u/ /n/ /m/	/f/ /o/ /r/ /m/	/n/ /u/ /t/ /r/	/b/ /r/ /u/ /t/	/d/ /l/ /o/ /u/
Date	shin	former	nut	brush	cloud

	/p/ /l/ /u/ /t/ /s/	/h/ /u/ /l/ /s/ /t/	/n/ /u/ /l/ /s/ /t/	/w/ /e/ /t/ /r/ /s/ /t/	/f/ /o/ /r/ /g/ /e/ /t/
Date	plant	shrimp	blood	winter	forget

	/b/ /u/ /k/ /y/ /a/ /r/ /d/	/y/ /o/ /u/ /r/ /s/ /e/ /l/	/h/ /u/ /p/ /l/ /y/ /l/
Date	backyard	yourself	happily

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**Note:** Stop assessing if the student incorrectly blends the sounds two times consecutively.

## FORMAT

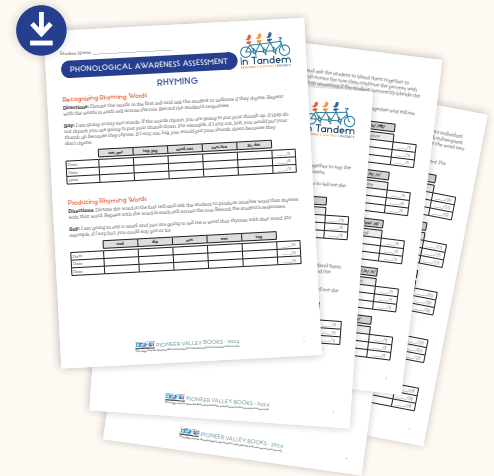
Individual

## GRADE

Kindergarten  
 First Grade  
 Second Grade

## MATERIALS NEEDED

- Phonological Awareness Assessment



# FORMAT

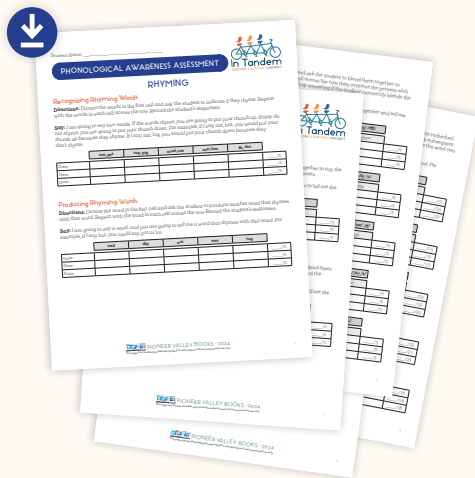
Individual

# GRADE

Kindergarten  
First Grade  
Second Grade

# MATERIALS NEEDED

- Phonological Awareness Assessment



# Segmenting

Segmenting is the ability to orally segment words into parts or individual phonemes. This auditory activity is a prerequisite to being able to encode (write) unfamiliar words. In order to spell words, students must control the ability to segment the sounds in words. This section of the assessment addresses three layers of segmenting (syllables, onset-rime, and phonemes) that increase in complexity.

## SYLLABLES PROCEDURE

1. Explain to the student how to do this portion of the assessment by saying the following: *I am going to tell you a word, and you are going to break the word into parts. For example, if I say, student, you would say, stu-dent, student.*
2. Dictate the word in the first cell as indicated (*sunset*) and have the student tell you the syllable parts. Then, have them tell you the whole word (*sun-set, sunset*).
3. Record the student's response in the first scoring row. If the student correctly says the word parts, write a check mark. If the student does not correctly say the word parts, write an x and record what the student said.
4. Repeat steps 2 and 3 with the other cells of words across the row.

**In Tandem**  
Make Us Use the Power

**PHONOLOGICAL AWARENESS ASSESSMENT**

**SEGMENTING**

**Syllables**  
**Directions:** Dictate the word in the first cell and ask the student to segment the word into syllable parts. Repeat with the word in each cell across the row. Record the student's responses.

**Say:** *I am going to tell you a word, and you are going to break the word into parts. For example, if I say, student, you would say, stu-dent.*

	sunset	window	elephant	
Date	sun-set	win-dow	el-e-phant	
9/5	✓	doe	"Hmmm...?"	3 /10
				/10
				/10

## ONSET-RIME PROCEDURE

1. Explain to the student how to do this portion of the assessment by saying the following: *I am going to tell you a word, and you are going to break the word into the beginning sound and the rest of the word. For example, if I say, bat, you would say, b-at, bat.*
2. Dictate the word in the first cell as indicated (*got*) and have the student tell you the parts. Then, have them tell you the whole word (*g-ot, got*).
3. Record the student's response in the first scoring row. If the student correctly says the onset-rime, write a check mark. If the student does not correctly say the onset-rime, write an x and record what the student said.
4. Repeat steps 2 and 3 with the other cells of words across the row.

**Onset-Rime**  
**Directions:** Dictate the word in the first cell and ask the student to segment the word into parts. Repeat with the word in each cell across the row. Record the student's responses.

**Say:** *I am going to tell you a word, and you are going to break the word into the beginning sound and the rest of the word. For example, if I say, bat, you would say, b-at.*

	got	pan	bug	kid	chip	
Date	g-ot	p-an	b-ug	k-id	ch-ip	
9/5	got	✓	/uq/	/i/	ship	3 /10
						/10
						/10

## PHONEMES PROCEDURE

1. Explain to the student how to do this portion of the assessment by saying the following: *I am going to say a word. After I say it, you are going to tell me the sounds in the word. For example, if I say, tap, you would say, /t/ /a/ /p/, tap.*
2. Dictate the word in the first cell as indicated (go) and have the student tell you the sounds. Then have them tell you the whole word (/g//o/, go).
3. Record the student's response in the first scoring row. If the student correctly says the sounds, write a check mark. If the student does not correctly say the sounds, write an x and record what the student said.
4. Repeat steps 2 and 3 with the other cells of words across the row.
5. Move on to the next row of words and repeat steps 2–4. Repeat with the remaining rows of words.

**Phonemes**

**Directions:** Dictate the word in the first cell and ask the student to segment the word into individual sounds. Repeat with the word in each cell across the row, then continue the process with subsequent rows. Record the student's responses. Stop assessing if the student incorrectly segments the word two times consecutively.

**Say:** I am going to say a word. After I say it, you are going to tell me the sounds in the word. For example, if I say, tap, you would say, /t/ /a/ /p/.

	go	day	at	egg	shoe
Date	/g/ /o/	/d/ /e/	/a/ /t/	/e/ /g/	/ʃ/ /o/
9/5	✓	/a/	at		

	tap	coat	rich	shut	nose
Date	/t/ /a/ /p/	/k/ /o/ /t/	/r/ /ɪ/ /tʃ/	/ʃ/ /u/ /t/	/n/ /o/ /z/

	crib	plug	flash	sneak	throat
Date	/k/ /r/ /ɪ/	/p/ /l/ /g/	/f/ /l/ /æ/	/s/ /n/ /i/	/θ/ /r/ /o/

	stand	clump	timeout	brother	scrape
Date	/s/ /t/ /æ/	/k/ /l/ /ʌ/	/t/ /a/ /m/	/b/ /r/ /ə/	/s/ /r/ /e/

	cleanly	myself	strand
Date	/k/ /l/ /i/	/m/ /ɪ/	/s/ /t/ /r/

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**Note:** Stop assessing if the student incorrectly segments the word two times consecutively.

## FORMAT

Individual

## GRADE

Kindergarten  
First Grade  
Second Grade

## MATERIALS NEEDED

- Phonological Awareness Assessment

