

Student Name: \_\_\_\_\_



# PHONOLOGICAL AWARENESS ASSESSMENT

## 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, sat	sun, fun	fit, dot	
Date:						___/5
Date:						___/5
Date:						___/5

### 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:						___/5
Date:						___/5
Date:						___/5

## 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-i-mal	
Date	bedroom	picnic	animal	
				___/3
				___/3
				___/3

### Onset-Rime

**Directions:** Dictate the onset and rime of the word in the first cell and ask the student to blend them together to say the word. Repeat with the onset and rime 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, f-ox, you would say, fox.*

	m-an	r-ed	l-ip	b-us	sh-op	
Date	man	red	lip	bus	shop	
						___/5
						___/5
						___/5

## 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, /ē/ /t/, you would say, eat.*

	/o/ /n/	/sh/ /ō/	/m/ /ī/	/i/ /t/	/ch/ /ō/	
Date	on	show	my	it	chew	
						___/5
						___/5
						___/5

	/r/ /u/ /n/	/a/ /p/ /l/	/r/ /ē/ /d/	/ch/ /i/ /n/	/w/ /ā/ /t/	
Date	run	apple	read	chin	wait	
						___/5
						___/5
						___/5

	/s/ /l/ /i/ /m/	/f/ /ar/ /m/ /er/	/r/ /e/ /s/ /t/	/b/ /r/ /u/ /sh/	/k/ /l/ /ow/ /d/	
Date	slim	farmer	rest	brush	cloud	
						___/5
						___/5
						___/5

	/p/ /l/ /a/ /n/ /t/	/sh/ /r/ /i/ /m/ /p/	/b/ /l/ /e/ /n/ /d/	/w/ /i/ /n/ /t/ /er/	/f/ /or/ /g/ /o/ /t/	
Date	plant	shrimp	blend	winter	forgot	
						___/5
						___/5
						___/5

	/b/ /a/ /k/ /y/ /ar/ /d/	/y/ /or/ /s/ /e/ /l/ /f/	/h/ /a/ /p/ /i/ /l/ /ē/	
Date	backyard	yourself	happily	
				___/3
				___/3
				___/3

## 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.*

	<b>sunset</b>	<b>window</b>	<b>elephant</b>	
Date	sun-set	win-dow	el-e-phant	____/7
				____/7
				____/7

### 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.*

	<b>got</b>	<b>pan</b>	<b>hug</b>	<b>kid</b>	<b>chip</b>	
Date	g-ot	p-an	h-ug	k-id	ch-ip	____/10
						____/10
						____/10

## 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/ /ō/	/d/ /ā/	/a/ /t/	/e/ /g/	/sh/ /ō/	
						___/10
						___/10
						___/10

	tap	coat	rich	shut	nose	
Date	/t/ /a/ /p/	/k/ /ō/ /t/	/r/ /i/ /ch/	/sh/ /u/ /t/	/n/ /ō/ /z/	
						___/15
						___/15
						___/15

	crib	plug	flash	sneak	throat	
Date	/k/ /r/ /i/ /b/	/p/ /l/ /u/ /g/	/f/ /l/ /a/ /sh/	/s/ /n/ /ē/ /k/	/th/ /r/ /ō/ /t/	
						___/20
						___/20
						___/20

	stand	clump	timeout	brother	scrape	
Date	/s/ /t/ /a/ /n/ /d/	/k/ /l/ /u/ /m/ /p/	/t/ /i/ /m/ /ow/ /t/	/b/ /r/ /u/ /th/ /er/	/s/ /k/ /r/ /ā/ /p/	
						___/25
						___/25
						___/25

	clearly	myself	strand	
Date	/k/ /l/ /ē/ /r/ /l/ /ē/	/m/ /ī/ /s/ /e/ /l/ /f/	/s/ /t/ /r/ /a/ /n/ /d/	
				___/18
				___/18
				___/18