

## Baseline Phonemic Awareness Assessment for Pre-Kindergarten

Student Name: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

**Directions:** Mark a correct response with a plus sign (+) in the Student Response column.  
 Mark an incorrect response with a dash (-) and record the incorrect response.  
 If the student is unable to give a correct response within 4 seconds, the administrator can move onto the next assessment word. You may discontinue the skill if there are no correct responses within the first 3 words.

### Phonemic Awareness Skill

#### Rhyme Recognition

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: see, bee. See and bee rhyme because we hear /ē/ in both words: /s-ee/, /b-ee/.  
 Now it's your turn. Do these two words rhyme: day, say?

<b>Correct response</b>	Yes, day and say rhyme.
<b>Incorrect response</b>	Day and say are rhyming words because we hear /ay/ in both words: /d-ay/, /s-ay/. Can you say day, say?

**I will say two words. Say the words aloud and tell me if they rhyme by saying yes or no.**

Words	Correct Response	Student Response	Results
1. cup, up	Yes		___ /5
2. no, see	No		
3. pot, got	Yes		
4. sat, cat	Yes		
5. dig, mop	No		

**Onset Fluency: Isolate the Initial Sound**

Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is “cup”. The first sound we hear in the word “cup” is /k/. Can you repeat this back to me – cup, /k/? Now it’s your turn. What is the first sound you hear in the word “miss”?

<b>Correct response</b>	Yes, /m/ is the first sound we hear in the word “miss”.
<b>Incorrect response</b>	/m/, “miss”. /M/ is the first sound we hear in the word “miss”. Let’s try it again. Say, “miss.” What is the first sound you hear in the word “miss”?

**I will say a word and you will repeat it. What is the first sound you hear in the word \_\_\_\_\_?**

Teacher Note: If a student responds with the letter name rather than the letter sound say, “*That is a letter name. What is the first sound you hear?*”

Word	Correct Response	Student Response	Results
1. sing	/s/		___ /5
2. cup	/k/		
3. pick	/p/		
4. had	/h/		
5. bat	/b/		

**Blending Compound Words** (Teacher can use compound word hand motion)

Teacher Administration Directions: I will say two separate words and blend them together to make the whole word. Listen, rain – bow. When I blend the words, rain – bow, the word is rainbow. Now it’s your turn. Listen, out – side. What is the whole word?

<b>Correct Response</b>	Yes, when you blend the two words, out – side, it is the word outside
<b>Incorrect Response</b>	When I blend the 2 words out – side, it is the word outside. Say it back to me, out – side, outside.

**I will say the two words. Can you blend them into a whole word?**

Words	Correct Response	Student Response	Results
1. class – room	classroom		
2. mail – box	mailbox		
3. door – knob	doorknob		
4. pan – cake	pancake		
5. oat – meal	oatmeal		

### Blending Syllables (Teacher can use chopping hand motion for each syllable)

Teacher Administration Directions: I will say two separate syllables and blend them together to make the whole word. Listen, can - dy. When I blend the syllables can - dy, the word is candy.

Now it's your turn. Listen, sis - ter. What is the whole word?

<b>Correct Response</b>	Yes, when you blend the two syllables, sis - ter, it is the word sister.
<b>Incorrect Response</b>	When I blend the 2 syllables, sis - ter, it is the word sister. Say it back to me, sis - ter, sister.

### I will say the two syllables. Can you blend them into a whole word?

Syllables	Correct Response	Student Response	Results
1. ta - ble_	table		___ /5
2. mar - ket	market		
3. win - ter	winter		
4. in - sect	insect		
5. pump - kin	pumpkin		

### Isolating Final Sounds in Words

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is "cat." The last sound I hear in the word "cat" is /t/. Can you say that; cat, /t/? Now it's your turn: I will say a word and you say it back to me: "nap". What is the last sound you hear in the word nap?

<b>Correct Response</b>	Yes, /p/ is the last sound you hear in the word "nap".
<b>Incorrect Response</b>	/p/ is the last sound I hear in the word "nap". Nap, /p/ Let's try it again. Say "nap." What is the last sound you hear in the word "nap?"

### I will say a word and you say it back to me. What is the last sound you hear in the word \_\_?

Teacher Note: If a student responds with the letter name rather than the letter sound say, "That is a letter name. What is the last sound you hear?"

Word	Correct Response	Student Response	Results
1. dog	/g/		___ /5
2. walk	/k/		
3. yes	/s/		
4. hat	/t/		
5. web	/b/		

## Segmenting Compound Words into 2 words

Teacher Administration Directions: I will say a word and segment the word into 2 words. Listen, flashlight, flash - light. When I segment the word flashlight, I hear two words, flash - light.

Now it's your turn. I will say a word and you will say it back to me: cowboy. What are the two words in cowboy?

**I will say a word. You will say it back to me. What are the 2 words in \* ?**

<b>Correct Response</b>	Yes, when you segment the word cowboy into 2 smaller words, you hear cow - boy.		
<b>Incorrect Response</b>	When I segment cowboy into 2 smaller words, we hear cow - boy. Say it back to me: cowboy, cow - boy.		
Word	Correct Response	Student Response	Results
1. inside	in - side		___/5
2. upstairs	up - stairs		
3. peanuts	pea - nuts		
4. someone	some - one		
5. haircut	hair - cut		

## Segmenting Words into Syllables

Teacher Administration Directions: I will say a word and segment the word into syllables. Listen, reading, read - ing. When I segment the word reading, I hear 2 syllables, read - ing.

Now it's your turn. I will say a word and you will say it back to me: cloudy. What are the syllables in cloudy?

<b>Correct Response</b>	Yes, when you segment the word cloudy into syllables, you hear cloud - ē.		
<b>Incorrect Response</b>	When I segment the word cloudy into two parts/syllables, I hear cloud - ē. Say it back to me: cloudy, cloud - ē.		
<b>I will say a word. You will say it back to me. What are the 2 syllables in the word * ?</b>			
Word	Correct Response	Student Response	Results
1. elbow	el - bow / elb-ow		___/5
2. summer	sum - er/ sũ - mer		
3. baby	bā - by/ bāb - y		
4. carpet	car - pet / carp - et		
5. pencil	pen - cil / penc-il		

## Guidelines for Scoring the Pre-Kindergarten Phonemic Awareness Assessment

This assessment was created by Literacy Resources to align to the Heggerty Phonemic Awareness curriculum for Pre-Kindergarten ©2016, ©2020.

The 5 skills included in the assessment, Rhyme, Onset Fluency, Isolating Final Sounds, Blending, and Segmenting, are part of the daily phonemic awareness lessons. The same assessment can be given as a pre-assessment and then as a post-assessment, or a second assessment has been provided to be used at the end of the school year.

Both assessments provide teachers with baseline data and end of school year data to monitor student progress. The information gathered from the assessments is meant to inform the teacher's instruction, as the Phonemic Awareness curriculum is implemented daily within the classroom literacy instruction.

Phonemic Awareness is auditory and should be assessed in this way. Students are not expected to read or write any of the words in the assessment; the teacher says the words or sounds aloud and the student responds orally.

<b>Assessment #1: Baseline Assessment</b>			
Beginning of the School Year Administration			
Phonemic Awareness Skill	Pre-Developing	Developing	Secure
Rhyme Recognition	0-1 correct	2-3 correct	4 – 5 correct
Onset Fluency	0-1 correct	2-3 correct	4 – 5 correct
Blending Compound Words	0-1 correct	2-3 correct	4 – 5 correct
Blending Syllables	0-1 correct	2-3 correct	4 – 5 correct
Isolating Final Sounds in Words	0-1 correct	2-3 correct	4 – 5 correct
Segmenting Compound Words	0-1 correct	2-3 correct	4 – 5 correct
Segmenting Syllables	0-1 correct	2-3 correct	4 – 5 correct

**Overall Results:** After the assessment has been given, the teacher identifies areas of strength and need for each child & records findings here.

Areas of Strength:

Areas of Need & Plan for Intervention: