

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

## Phonemic Awareness End of Year Assessment: Kindergarten

**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.

Teachers may choose to omit skills from this assessment if the student scored at the Proficient level on a previous assessment.

### Phonemic Awareness Skills

#### Rhyme Recognition

RF.K.2.A

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: door, floor. Door and floor rhyme because we hear /or/ as the middle and final sounds in both words. Now it's your turn. Do these two words rhyme: seat, treat?

**Correct response** Yes, seat and treat rhyme.

**Incorrect response** Seat and treat are rhyming words because we hear /eat/ in both words: /s-eat/, /tr-eat/.

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

Word	Correct Response	Student Response	Results
1. hug, bug	yes		____/5
2. mess, less	yes		
3. cake, cut	no		
4. flip, clip	yes		
5. luck, read	no		

## Rhyme Production

RF.K.2.A

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: bend, send. Bend is a word that rhymes with send because we hear /end/ as the middle and final sounds. Now it's your turn. Can you tell me a word that rhymes with "hop?"

Note to teacher: Nonsense words are acceptable. If student repeats the provided word or the rime, you can prompt by saying, "Can you give me another rhyming word?"

<b>Correct response</b>	Yes, hop and ____ rhyme.
<b>Incorrect response</b>	Hop and ____ do not rhyme. A word that rhymes with hop is the word top because we hear /op/ in both words: /h-op/, /t-op/.

**I will say a word. Can you say the word back to me and tell me a word that rhymes?**

Word	Student Response	Results
1. nut		____/5
2. leap		
3. white		
4. fair		
5. make		

## Onset Fluency: Isolate the Initial Sound

RF.K.2.D

Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is "park". The first sound we hear in the word "park" is /p/. Can you repeat this back to me – park, /p/? Now it's your turn. What is the first sound you hear in the word "said"?

<b>Correct response</b>	Yes, /s/ is the first sound we hear in the word "said".
<b>Incorrect response</b>	/s/, "said". /s/ is the first sound we hear in the word "said". Let's try it again. Say "said." What is the first sound you hear in the word "said"?

**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. town	/t/		____/5
2. best	/b/		
3. kind	/k/		
4. sheep	/sh/		
5. usher	/ū/		

## Blending Syllables (Teacher can use chopping hand motion to show syllables.) RF.K.2.B

Teacher Administration Directions: I will say the syllables of a word and blend them together to make the whole word. Listen, /viz – it/, visit. When I blend the 2 syllables, /viz – it/, the word is visit. Now it's your turn. Listen, /kind – ness/. What is the whole word?

**Correct response** Yes, when you blend the syllables, /kind – ness/, it is the word kindness.

**Incorrect response** When I blend the syllables, /kind – ness/, it is the word kindness.  
Say it back to me: kind – ness, kindness.

**I will say the syllables. What is the whole word?**

Syllables	Correct Response	Student Response	Results
1. pic – nic	picnic		____/5
2. mō – ment	moment		
3. rē – cess	recess		
4. est – ĩ – mate	estimate		
5. how – ěv – er	however		

## Isolating Final Sounds in Words (Student can use the punch it out hand motion) RF.K.2.D

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is “turn.” The last sound I hear in the word “turn” is /n/. Can you say that; turn, /n/?

Now it's your turn: I will say a word and you say it back to me: “Leaf.” What is the last sound you hear in the word “leaf?”

**Correct response** Yes, /f/ is the last sound you hear in the word “leaf”.

**Incorrect response** /f/ is the last sound you hear in the word “leaf”. Leaf, /f/  
Let's try it again. Say “leaf.” What is the last sound you hear in the word “leaf”? (/f/)

**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. crab	/b/		____/5
2. park	/k/		
3. storm	/m/		
4. bug	/g/		
5. with	/th/		

## Segmenting Words into Syllables (Student can use chopping hand motion)

RF.K.2.B

Teacher Administration Directions: I will say a word and segment the word into syllables. Listen, elbow, /el – bow/. When I segment the word elbow, I hear two syllables, /el – bow/. Now it's your turn. I will say a word and you will say it back to me: "insect." What are the syllables in "insect?"

<b>Correct response</b>	Yes, when you segment insect into syllables, you hear /in – sect/.
<b>Incorrect response</b>	When I segment insect into syllables, I hear 2 syllables: /in – sect/. Say it back to me: insect, /in – sect/.

I will say a word. You will repeat the word and segment the word into syllables.

Word	Correct Response	Student Response	Results
1. dentist	den – tist		____/5
2. invite	in – vite		
3. plastic	plas – tic		
4. explode	ex – plode		
5. fantastic	fan – tas – tic		

## Isolating Medial Sounds in Words (Student can use the roller coaster hand motion)

RF.K.2.D

Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is "pick." The middle/vowel sound I hear in the word "pick" is /i/. Can you say that: pick, /i/? Now it's your turn: I will say a word and you will say it back to me: "raise". What is the middle/vowel sound you hear in the word "raise?"

<b>Correct response</b>	Yes, /ā/ is the middle/vowel sound you hear in the word "raise".
<b>Incorrect response</b>	/ā/ is the middle/vowel sound I hear in the word "raise". Raise, /ā/ Let's try it again. Say "raise." What is the sound you hear in the middle of the word "raise"? (/ā/)

I will say a word and you will repeat the word. What is the middle/vowel 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 sound you hear?"

Word	Correct Response	Student Response	Results
1. pet	/ĕ/		____/5
2. rake	/ā/		
3. back	/ă/		
4. goat	/ō/		
5. cute	/ū/		

### Blending Phonemes (Teacher can use chopping hand motion to show the phonemes.)

Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /m - ě - n/, men. When I blend those 3 sounds together, /m - ě - n/, the word is men. Now it's your turn. Listen to these sounds and tell me the whole word: /r - ī - d/. What is the word?

**Correct response** Yes, when you blend the sounds, /r - ī - d/, the word is ride.

**Incorrect response** When I blend the 3 sounds, /r - ī - d/, the word is ride.  
Can you say it back to me? /r - ī - d/, ride.

**I will say the sounds. What is the whole word?**

Phonemes/Sounds	Correct Response	Student Response	Results
1. c - ă - b	cab		___/5
2. d - ě - p	deep		
3. ch - ā - s	chase		
4. h - ō - m	home		
5. g - ǒ - t	got		

### Segmenting Words into Phonemes (Student can use chopping hand motion to show phonemes.)

Teacher Administration Directions: I will say a word and I will segment the word into sounds. Listen. Neck, /n - ě - ck/. I hear 3 sounds in neck, /n - ě - ck/. Now it's your turn. I will say a word and you will say it back to me. The word is "lot." What are the sounds you hear in the word "lot?"

**Correct response** Yes, when you segment the word lot into sounds, you hear /l - ǒ - t/.

**Incorrect response** When I segment the word lot into sounds, I hear 3 sounds, /l - ǒ - t/. Can you say it back to me? Lot, /l - ǒ - t/.

**I will say a word and you will repeat the word. What are the sounds you hear in the word \_\_?**

Word	Correct Response	Student Response	Results
1. fun	f - ŭ - n		___/5
2. nice	n - ī - s		
3. shop	sh - ǒ - p		
4. lake	l - ā - k		
5. heat	h - ě - t		

## Adding Phonemes (Teacher can use hand motion from the curriculum.)

RF.K.2.E

Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-ap/. When I add /t/ at the beginning, the word is tap.

Now it's your turn. Say /-it/. Add /n/ at the beginning and the word is?

Correct response	Yes, when you add /n/ to /-it/, the word is knit.			
Incorrect response	When I add /n/ to /-it/, the word is knit. Can you say it back to me? /n - it/, knit.			
Word Part/Rime	Add /*/ at the beginning	Correct Response	Student Response	Results
1. -ox	/f/	fox		____ /5
2. -ish	/d/	dish		
3. -ode	/k/	code		
4. -uck	/l/	luck		
5. -ate	/g/	gate		
*say sound, not letter name				

## Deleting Phonemes (Teacher can use hand motion from the curriculum.)

Teacher Administration Directions: I will say a word. I will take away the first sound and tell you what is left. The word is "meet." Without /m/, what's left is "eat." Now it's your turn. Say, dice. Without /d/, what's left is?

Correct response	Yes, dice without /d/ is /-ice/.			
Incorrect response	Let’s try again. Say, dice. Without /d/, what’s left is /-ice/. Can you say ice?			
Word	Without /*/	Correct Response	Student Response	Results
1. send	/s/	end		____/5
2. call	/k/	all		
3. box	/b/	ox		
4. reach	/r/	each		
5. pale	/p/	ale		
*say sound, not letter name				

**Substituting Phonemes** (Teacher can use hand motion from the curriculum.)

RF.K.2.E

Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. Listen, the word is "right". Change /r/ to /t/ and the word is "tight." Now it's your turn. Say "look." Change /l/ to /b/ and the word is?

Correct response	Yes, when you change /l/ to /b/, the word is book.			
Incorrect response	Let's try it again. Say, look. Change /l/ to /b/ and the word is b – ook, book.			
Word	Change /*/ to /*/	Correct Response	Student Response	Results
1. day	/d/ to /s/	say		____ /5
2. less	/l/ to /m/	mess		
3. rock	/r/ to /n/	knock		
4. note	/n/ to /k/	coat		
5. mark	/m/ to /b/	bark		
*say sound, not letter name				

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

Areas of Strength:

Areas of Need & Plan for Intervention:

## Guidelines for Scoring the Kindergarten Phonemic Awareness Assessment

Teachers may choose to omit skills from the end of year assessment if the student scored at the Proficient level on a previous assessment.

This assessment was created by Literacy Resources to align to the Heggerty Phonemic Awareness curriculum for Kindergarten ©2015, ©2020. The skills assessed also align to the Phonological Awareness Standards of the Common Core State Standards for Kindergarten.

The suggested time frame in which to administer the assessments can be aligned to your school schedule of quarters or trimesters. Each assessment provides teachers with an opportunity to identify a students' area of strength, as well as a space to create a plan for intervention to address specific phonemic awareness skills.

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. It is recommended that students who score within the "Beginning" range for any skill would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum.

<b>Assessment 3: End of the School Year Administration</b> Administer around the 30 <sup>th</sup> –35 <sup>th</sup> week of school			
Phonemic Awareness Skill	Beginning	Developing	Proficient
Rhyme Recognition	0 – 3 correct	4 correct	5 correct
Rhyme Production	0 – 3 correct	4 correct	5 correct
Onset Fluency	0 – 3 correct	4 correct	5 correct
Blending Syllables	0 – 3 correct	4 correct	5 correct
Isolating Final Sounds	0 – 3 correct	4 correct	5 correct
Segmenting Words into Syllables	0 – 3 correct	4 correct	5 correct
Isolating Medial Sounds	0 – 3 correct	4 correct	5 correct
Blending Phonemes	0 – 3 correct	4 correct	5 correct
Segmenting Words into Phonemes	0 – 3 correct	4 correct	5 correct
Adding Initial Phonemes	0 – 3 correct	4 correct	5 correct
Deleting Initial Phonemes	0 – 3 correct	4 correct	5 correct
Substituting Initial Phonemes	0 – 3 correct	4 correct	5 correct