

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

Assessment Date: \_\_\_\_\_

## Phonemic Awareness Mid-Year Assessment for 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.

### Rhyme Recognition

RF.K.2.A

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: rack, pack. Rack and pack rhyme because we hear /ăck/ as the middle and final sounds.

Now it's your turn. Do these two words rhyme: hid, kid?

**Correct response** Yes, hid and kid rhyme.

**Incorrect response** Hid and kid are rhyming words because we hear /id/ in both words. Can you say hid, kid?

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. hop, top	yes		___/5
2. cab, get	no		
3. boat, coat	yes		
4. line, same	no		
5. jump, lump	yes		

Weekly Lesson Plans 3-6

### Rhyme Production

RF.K.2.A

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: glad, sad. Glad rhymes with sad because we hear /ăd/ as the middle and final sounds.

Now it's your turn. Can you tell me a word that rhymes with "tag?"

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

**Correct response** Yes, tag and \_\_\_\_\_ rhyme.

**Incorrect response** Tag and \_\_\_\_\_ do not rhyme. A word that rhymes with tag is bag because we hear /ăg/ in both words. Can you say tag, bag?

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. mop		___/5
2. camp		
3. neat		
4. lake		
5. fun		

Weekly Lesson Plans 12-24, 31-35

**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 deer. The first sound we hear in the word “deer” is /d/. Can you repeat this back to me – deer, /d/? Now it’s your turn. What is the first sound you hear in the word **heart**?

**Correct response** Yes, /h/ is the first sound we hear in the word “heart”.

**Incorrect response** /h/, heart. /h/ is the first sound we hear in the word “heart”. Let’s try it again. Say “heart.” What is the first sound you hear in the word “heart”? (/h/)

**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. zip	/z/		
2. not	/n/		
3. done	/d/		
4. otter	/ō/		
5. upstairs	/ŭ/		
			____/5

Weekly Lessons 1-35

**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, /fin/ – /ish/, finish. When I blend the syllables, /fin/ – /ish/, the word is finish. Now it’s your turn. Listen to these syllables, /tā/ – /ble/. What is the whole word?

**Correct response** Yes, when you blend the syllables, /tā – ble/, it is the word table.

**Incorrect response** When I blend the syllables, /tā – ble/, it is the word table. Say it back to me: /tā – ble/, table.

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

Syllables	Correct Response	Student Response	Results
1. nap- kin	napkin		
2. in-sect	insect		
3. ō – bay	obey		
4. sis-ter	sister		
5. tram-pō-line	trampoline		
			____ /5

Weekly Lessons 5-8

## 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 we hear in the word. The word is "wide." The last sound I hear in the word "wide" is /d/. Can you repeat this back to me – wide, /d/?

Now it's your turn. I will say a word and you say it back to me: "Dress;" what is the last sound you hear in the word "dress?"

**Correct response** Yes, /s/ is the last sound you hear in the word "dress."

**Incorrect response** /s/ is the last sound you hear in the word "dress." Dress, /s/  
Let's try it again. Say "dress." What is the last sound you hear in the word "dress?"

**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. pick	/k/		___ /5
2. bus	/s/		
3. feet	/t/		
4. jog	/g/		
5. had	/d/		

Weekly Lessons 1-12, 23-26

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

RF.K.2.B

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 two syllables, /read/ - /ing/. Now it's your turn. I will say a word and you will say it back to me: "slowly." What are the syllables in "slowly?"

**Correct response** Yes, when you segment slowly into syllables, you hear /slow - ly/.

**Incorrect response** When I segment slowly into syllables, I hear 2 syllables: /slow - ly/.  
Say it back to me: slowly, slow - ly.

**I will say a word. You will say it back to me and segment the word into syllables**

Word	Correct Response	Student Response	Results
1. thunder	thun - der		___ /5
2. princess	prin - cess		
3. yellow	yell - ow		
4. habitat	hab - ĩ - tat		
5. volunteer	vol - un - teer		

Weekly Lessons 5-8

## Isolating Medial Sounds in Words

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 “duck.” The middle/vowel sound I hear in the word “duck” is /ŭ/. Can you say that: duck, /ŭ/? Now it’s your turn: I will say a word and you will say it back to me: “nod.” What is the middle/vowel sound you hear in the word “nod?”

<b>Correct response</b>	Yes, /ŏ/ is the middle/vowel sound you hear in the word “nod”.
<b>Incorrect response</b>	/ŏ/ is the middle/vowel sound you hear in the word “nod”. Nod, /ŏ/. Let’s try it again. Say “nod.” What is the sound you hear in the middle of the word “nod”? (/ŏ/)

**I will say a word and you will say it back to me. 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. much	/ŭ/		___ /5
2. red	/ĕ/		
3. chick	/i/		
4. map	/ă/		
5. hot	/ŏ/		

Weekly Lessons 13–22, 28

## 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. /h – ŭ – g/, hug. When I blend those 3 sounds together, /h – ŭ – g/, the word is hug. Now it’s your turn. Listen to these sounds and tell me the whole word: /g – ă – s/. What is the word?

<b>Correct response</b>	Yes, when you blend the sounds, /g – ă – s/, the word is gas.
<b>Incorrect response</b>	Listen, when I blend the 3 sounds, /g – ă – s/, the word is gas. Can you say it back to me? /g – ă – s/, gas

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

Phonemes	Correct Response	Student Response	Results
1. m – ā	may		___ /5
2. w – ē	we		
3. b – ĭ – g	big		
4. d – o – t	dot		
5. l – u – ck	luck		

Weekly Lessons 13–22

## 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. Nut, /n- u - t/. I hear 3 sounds in nut, /n - u - t/. Now it's your turn. I will say a word and you will say it back to me. The word is "rock." What are the sounds you hear in the word "rock?"

<b>Correct response</b>	Yes, when you segment the word rock into sounds, you hear /r - ɔ - ck/.
<b>Incorrect response</b>	When I segment the word rock, I hear 3 sounds, /r - ɔ - ck/. Can you say it back to me? Rock, /r - ɔ - ck/.

I will say a word and you will say it back to me. What are the sounds you hear in the word \_\_\_?

Word	Correct Response	Student Response	
1. low	l - ow		___ /5
2. rat	r - ă - t		
3. mitt	m - ĭ - t		
4. hope	h - ɔ - p		
5. cut	c - ŭ - t		

Weekly Lessons 13-22

## Adding Initial 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, /-ot/. When I add /d/ at the beginning, the word is dot.

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

<b>Correct response</b>	Yes, when you add /h/ to /-at/, the word is hat.
<b>Incorrect response</b>	When I add /h/ to /-at/, the word is hat. Can you say it with me? /h - at/, hat.

Word Part/Rime	Add * at the beginning	Correct Response	Student Response	
1. /-ap/	/m/	map		___ /5
2. /-ake/	/t/	take		
3. /-ot/	/p/	pot		
4. /-un/	/s/	sun		
5. /-ite/	/b/	bite		

Weekly Lessons 9-31

## Deleting Initial 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 "ham." Without /h/, what's left is "am". Now it's your turn. Say, fit. Without /f/, what's left is?

**Correct response** Yes, fit without /f/ is /-it/.

**Incorrect response** Let's try again. Say, fit. Without /f/, what's left is /-it/. Can you say /-it/?

Word	Without /*/	Correct Response	Student Response	Results
1. ten	/t/	/-en/		____ /5
2. lamb	/l/	/-am/		
3. buy	/b/	/-ī/		
4. meat	/m/	/-eat/		
5. wall	/w/	/-all/		

Weekly Lessons 9-31

## Substituting Initial 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 van. Change /v/ to /k/ and the word is can.

Now it's your turn. Say win. Change /w/ to /f/ and the word is?

**Correct response** Yes. When you change /w/ to /f/, the word is fin.

**Incorrect response** Let's try it again. Say, win. Change /w/ to /f/ and the word is f - in, fin. Can you say fin?

Word	Change /*/ to /*/	Correct Response	Student Response	Results
1. be	/b/ to /m/	me		____ /5
2. net	/n/ to /p/	pet		
3. rock	/r/ to /s /	sock		
4. when	/w/ to /t/	ten		
5. fish	/f/ to /d/	dish		

Weekly Lessons 9-29

**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

These assessments were 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 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. The data gathered from the Mid-Year assessment can be used to determine skills to target during a phonemic awareness intervention lesson. Weekly lessons for each skill from the Heggerty Phonemic Awareness curriculum have been listed to provide guidance for planning intervention lessons.

<b>Assessment 2: Middle of the School Year Administration</b>			
Administer around the 17 <sup>th</sup> – 24 <sup>th</sup> week of school			
Phonemic Awareness Skill	Beginning	Developing	Proficient
Rhyme Recognition	0 – 2 correct	3-4 correct	5 correct
Rhyme Production	0 – 2 correct	3-4 correct	5 correct
Onset Fluency	0 – 2 correct	3-4 correct	5 correct
Blending Syllables	0 – 2 correct	3-4 correct	5 correct
Isolating Final Sounds	0 – 2 correct	3-4 correct	5 correct
Segmenting Words into Syllables	0 – 2 correct	3-4 correct	5 correct
Isolating Medial Sounds	0 – 2 correct	3 correct	4 – 5 correct
Blending Phonemes	0 – 2 correct	3 correct	4 – 5 correct
Segmenting Words into Phonemes	0 – 2 correct	3 correct	4 – 5 correct
Adding Initial Phonemes	0 – 2 correct	3 correct	4 – 5 correct
Deleting Initial Phonemes	0 – 2 correct	3 correct	4 – 5 correct
Substituting Initial Phonemes	0 – 2 correct	3 correct	4 – 5 correct