Assessment Directions for Phonemic Awareness Screener:

Literacy Resources, Inc. created this Phonemic Awareness Screener Assessment to assess a child's progress with phonemic awareness, and determine if Phonemic Awareness should be part of an intervention for a student in 2nd grade and above. Each phonemic awareness skill that is assessed is part of the daily phonemic awareness lessons written by Dr. Michael Heggerty, founder of Literacy Resources, Inc.

Phonemic Awareness is auditory, and should be assessed in this way. Students are not expected to read or write any of the words in assessment; the teacher says the words or sounds aloud and the student responds orally. A phoneme is the smallest unit of sound. Students are asked to respond with the sounds the letters make, not the letter name. As the assessment administrator, you will be providing students with letter sounds, not letter names.

Assessment Administration Guidelines:

The assessment is meant to inform your instruction. This screening assessment can be used to determine if a child needs intervention for phonemic awareness to address a decoding concern, and it can also be used to monitor student progress or show student growth.

The assessment should be given one-on-one and students provide their responses orally. Skills 10 and 11 assess a students' knowledge of letter names and sounds. This is the only part of the assessment where students will be seeing letters in print. Teachers can use the student pages provided on pages 6 &7. When identifying letter sounds, students are expected to provide multiple sounds for some letters. An optional picture assessment is included on pages 8 & 9 for teachers to use, if needed. Teachers can extend the Letter Naming component of the assessment to include recognizing vowel teams, advanced vowels, and r-controlled vowels, to gain additional information about the students' understanding of phonemes. (See page 10)

There is a section on the assessment for teachers to include comments and an evaluation of the student's strengths and areas of need. This can be especially helpful when planning intervention activities to help a child master a skill. Students who receive a score below 80% (8 correct out of 10) on a section of the assessment should be considered for a phonemic awareness intervention, if the teacher also notices that the child is struggling to decode or encode words in print. A phonemic awareness intervention can include the skill lessons in the primary (yellow book) edition of Dr. Michael Heggerty's Phonemic Awareness curriculum: The Skills That They Need to Help Them Succeed. A teacher or interventionist would plan the phonemic awareness intervention activities based on a students' area(s) of need.

Please contact Literacy Resources, Inc. with any questions or comments about the assessments or curriculum: alisa@literacyresourcesinc.com.

		PIIC	DITEMIC AW	areness sc	reener Ass	essment						
Student Name					Dat	e of Assessment ₋						
		Saraanina	1 00000m	ant for Dh	onomio A	waranaa Ski	llo					
Teacher Administr Students are not e responds incorrect	ation Di expected	rections: In th I to read the w	is assessme ords in print.	ent, the teache . Teacher rec	er says the words "x" if the	e student respond	udents res s correctly					
Phonemic Awareness Skills Assessment												
	Skill 1: Onset Fluency: Identifying Initial Sounds in Words Teacher Administration Directions: Teacher says the word aloud. Students identify the beginning sound in words. Answers I											
1. mad	3. (get /g/	5. dig/d	<u> </u>	chain	_ 9. whale		" • • •				
2. rock	4. h	ot	6. ship _	8.	these		or /p/	# Correct /10				
	Skill 2: Identifying Final Sounds in Words Teacher Administration Directions: Teacher says the word aloud. Students identify the final sound in words. Answers listed below each word											
1. cup	3. se	eal	5. bike	7	. sand	9. cliff	/ f /	# Correct				
2. kite	4. gr	rab	6. wish	wish ${\sqrt{\sinh/}}$ 8. dream				/10				
Skill 3: Identifyii Teacher Administratio between short and lon	n Directio	ns: Teacher say		ud. Students ide	entify the vowel	sound in the word. S	Students sho	uld distinguish				
1. căb		ŭt /ŭ/	5. fox	5/	. feet	••••••	1	# Correct				
2. gĕt	4. b	/ĭ/	6. made	:	. rope	10. cube		/10				
Skill 4: Blendin	a Phon	emes into V	Vords									
Teacher Administratio is listed below the stud	n Directio	ns: Teacher sa		nonemes & stude	ent blends phor	nemes into the whole	word. The c	correct response				
1. f-r-ō-z	_	4. g-ŏ-t		7. d-ŭ-s-k _		9. t-r-ĭ-p						
froze		go	t		dusk	trip						
2. s-t-ă-m-p		5. s-p-or-t _		8. p-l-ā-t _	.1.1.	10. m-ŭ-s-t						
stam	np		sport		plate	n	nust	# Correct				
3. sh-ĕ-l-fshelf	-	6. b-ĕ-n-t	ent					/10				
311011		b	····					/10				

Skill 5: Segmenting Words into Phonemes Teacher Administration Directions: Teacher says whole word & student segments the word into phonemes. The correct response is listed below the student response line.										
1. fun	4. ten	7. left	9. grape							
2. cage c-ā-j	5. fox	8. find	10. float	# Correct						
3. lid	6. bump			/10						

Skill 6: Rhyme Production Teacher Administration Directions: Tell me a word that rhymes with the word I say. *Nonsense words can be accepted									
1. pot	3. bug	5. nest	7. came	9. fine	# Correct				
2. rack	4. hill	6. snow	8. seed	10. moon	/10				

Skill 7: Substituting Phonemes in Words Teacher Administration Directions: Teacher says the word. Students repeat the word. Teacher says, "Change the /*/ to /*/ and the word is? (/*/ = say letter sounds)

Word	Change to	Student Response	Correct Response	
1. <u>v</u> an	/p/		pan	
1. <u>h</u> ot	/g/		got	
2. <u>r</u> un	/s/		sun	
3. <u>b</u> ed	///		led	
4. <u>h</u> ill	/ch/		chill	
5. <u>n</u> ight	/m/		might	
6. <u>th</u> ose	/n/		nose	
8. <u>t</u> each	/b/		beach	
9. <u>g</u> ame	/c/		came	# Correct
10. <u>m</u> oon	/s/		soon	/10

Skill 8: Adding Phonemes

Teacher Administration Directions: Teacher says the rime. Students repeat the rime. Teacher says, "Add /*/ at the beginning and the word

Rime	Add /*/	Student Response	Correct Response	
1 ud	/m/		mud	
2 ine	/f/		fine	
3 eed	/s/		seed	
4 air	/h/		hair	
5 ock	//		lock	
6 ing	/k/		king	
7 ump	/j/		jump	
8 out	/sh/		shout	# Corroct
9 aw	/r/		raw	# Correct
10 ess	/g/		guess	/10

Skill 9: Deleting Phonemes in Words
Teacher Administration Directions: Teacher says the word. Students repeat the word. Teacher says, "Without /*/, the word is? (/*/ = say)letter sounds)

Word	Without /*/	Student Response	Correct Response	
1. tin	/t/		in	
2. peach	/p/		each	
3. joke	/j/		oak	
4. cup	/c/		up	
5. mall	/m/		all	
6. chair	/ch/		air	
7. bend	/b/		end	
8. wrote	/r/		oat	# Compost
9. sat	/s/		at	# Correct
10. far	/f/		are	/10

Tead	her A	dmini	stration		ions: L	Jse the	Student Pa							Point	to eac	h lette	er and say	, "What letter is
	" Tea			the lette	ers belo	ow tha	t are incorre	ect and	records	score i	in the	colum	ın.					
С	A		Н	S	V	R	Р	U	Т	N		Ε	В	М	L	-	G	
J	Χ		F	Z	W	I	Q	K	Υ	0		D						
Lowe	ercase	e Lette	ers:															
0	n	d	у	h	r	p	l e	m	t	k	j	f	g	Z	W	İ	Χ	# Correct
q	С	٧	а	S	u	b												/52
Tead	cher A	Admin ent pa	istratio		ctions:	Write	nds each corre letter to as											
e_ :	_	<u> </u>	S	_ r_	_ u		p_ c	d_ (0	_	V_	b_	j <u>.</u>	_	n_	t_		
c	_	x _	z _. sh _	_	/		9 wh _	q _	m_	6	a	- —	f_	İ	i	_	h_	# Correct /30

Area	as of s	Stren	gth:															
Area	as of I	Need	' & Pla	n for In	iterver	ntion:												

Student Page for Skill 10: Letter Identification: Uppercase Letters

C A H S V R P U
T N E B M L G J

X F Z W I Q K

Y O D

Letter Identification: Lowercase Letters

ond yhrple

m t k j f g z w i

x q c v a s u b

Student Page for Skill 11: Letter Sound Identification

е		S	s r		
p	d	0	V	b	
j	n	+	С	X	
Z	W	k	g	q	
m	а	f	fi		
y	sh	ch	th	wh	

Optional Picture Assessment for Multiple Letter Sounds							
člephant	ēagle	ladybug	sun	run <u>s</u>			
е	е	I	S	S			
red r	ŭmbrella U	cūbe U	pencil	dog			
Öctopus O	Ōval O	l <u>o</u> ve O	van V	bananas b			
jump	nest	tiger	cat	circle C			
fo <u>x</u>	zebra Z	watermelon	kite k	guitar			

giraffe 9	quilt	moon M	ăpple	ācorn
asleep	fish f	Ĭgloo i	īce cream	chili i
hat h	yellow	happy Y	m <u>y</u> stery	cry
shark Sh	chair ch	13 thirteen th	whistle wh	

Additional Assessment for Identifying Advanced Vowels and R-Controlled Vowels

Ask students to produce the sound(s) these vowel teams make

ee	ea	oa	ay	ie
ai	ue	oi oy	O O 2 sounds	O W 2 sounds
ar	or	er ir ur	aw	ou