

Assessment Directions for 1st Grade Teachers & Parents:

Literacy Resources, Inc. created this Phonemic Awareness & Phonics Assessment to align to the Common Core State Standards for 1st grade and to assess a child's progress with phonemic awareness and phonics throughout the school year. The skills are labeled with the Reading Foundations Common Core State Standard for Grade 1. 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 the phonemic awareness portion of the 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.

There are student pages included for the Phonics Skills assessments. The End-of-the-Year assessment includes an optional section for assessing prefixes (Skill 5). This skill is not expected until 2nd grade under the Common Core State Standards, but many teachers introduce this concept during the 1st grade school year.

Assessment Administration Guidelines:

The assessments are meant to inform your instruction. We have created three assessments that can be given throughout the school year to monitor student progress. The three assessments can be given at the beginning of the year, at the midpoint of the school year, and at the end of the school year.

When using the provided student assessment pages, you may use another piece of paper or a bookmark to cover most of the page, so that only one line of print is shown to the student when he or she is responding.

There is a section on each 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.

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

Phonemic Awareness and Phonics Assessment for 1st Grade

Student Name _____

Date of Assessment _____

Baseline Assessment for Phonemic Awareness & Phonics Skills

Teacher Administration Directions: In this assessment, the teacher says the words aloud and students respond orally. Students are not expected to read the words in print. Teacher records “x” if the student responds correctly; if the student responds incorrectly, record the response on the line. Answers are provided for teacher reference.

| Phonemic Awareness Skills Assessment | CCSS.ELA-Literacy.RF.1.2 | Results |
|--|------------------------------|-----------------------------|
| Skill 1: Identifying Initial and Final Sounds in Words | | |
| CCSS.ELA-Literacy.RF.1.2c | | |
| Teacher Administration Directions: Teacher says the word aloud. Students identify the beginning sound in words 1 – 5 & identify the final sound in words 6 – 10. Answers listed below each word. | | |
| Beginning Sound Identification: | | |
| 1. mad _____ <i>/m/</i> | 2. rock _____ <i>/r/</i> | 3. pet _____ <i>/p/</i> |
| 4. hot _____ <i>/h/</i> | 5. dig _____ <i>/d/</i> | # Correct |
| Final Sound Identification: | | _____ /10 |
| 6. cup _____ <i>/p/</i> | 7. kite _____ <i>/t/</i> | 8. seal _____ <i>/l/</i> |
| 9. grab _____ <i>/b/</i> | 10. bike _____ <i>/k/</i> | |
| Skill 2: Identifying Medial Sounds in Words | | |
| CCSS.ELA-Literacy.RF.1.2c | | |
| Teacher Administration Directions: Teacher says the word aloud. Students say the medial sound in the word. | | |
| 1. cab _____ <i>/a/</i> | 2. get _____ <i>/e/</i> | 3. nut _____ <i>/u/</i> |
| 4. big _____ <i>/i/</i> | 5. fox _____ <i>/o/</i> | # Correct |
| 6. sad _____ <i>/a/</i> | 7. pen _____ <i>/e/</i> | 8. top _____ <i>/o/</i> |
| 9. pill _____ <i>/i/</i> | 10. gum _____ <i>/u/</i> | _____ /10 |
| Skill 3: Blending Phonemes | | |
| CCSS.ELA-Literacy.RF.1.2b | | |
| Teacher Administration Directions: Teacher says individual phonemes & student blends phonemes into the whole word. | | |
| 1. w-i-n _____ win | 2. t-u-b _____ tub | 3. h-a-z _____ has |
| 4. g-o-t _____ got | # Correct | |
| 5. n-e-k _____ neck | 6. m-a-p _____ map | 7. l-u-v _____ love |
| 8. h-i-l _____ hill | _____ /10 | |
| 9. c-o-t _____ cot | 10. p-e-g _____ peg | |
| Skill 4: Segmenting Words | | |
| CCSS.ELA-Literacy.RF.1.2d | | |
| Teacher Administration Directions: Teacher says whole word & student segments the word into phonemes. | | |
| 1. fun _____ f-u-n | 2. less _____ l-e-s | 3. cage _____ c-ā-j |
| 4. lid _____ l-i-d | 5. mop _____ m-o-p | # Correct |
| 6. ten _____ t-e-n | 7. fox _____ f-o-x | 8. bat _____ b-a-t |
| 9. ride _____ r-i-d | 10. duck _____ d-u-k | _____ /10 |

Phonemic Awareness and Phonics Assessment for 1st Grade

Student Name _____ Date of Assessment _____

Baseline Assessment for Phonemic Awareness & Phonics Skills

Teacher Administration Directions: Use the included assessment pages for the Phonics Skills Assessment. Students will be asked to read the words. If the student demonstrates an understanding of the targeted skill, the answer is counted as correct even if the specific word is not read correctly. (e.g. Skill 1: Short vowels: If a student reads “tug” as “tub”, the answer is scored as being correct because the vowel was read correctly.) However, be sure to write the incorrect pronunciation on the line for future analysis and possible intervention. Words 1 – 5 are real words and words 6 – 10 are nonsense words. You can tell the student that the nonsense words are not real words.

| Phonics Skills Assessment | CCSS.ELA-Literacy.RF.1.3 | Results |
|--|--------------------------|----------------|
| Skill 1: Reading words with Short Vowel Sounds (in CVC words) CCSS.ELA-Literacy.RF.1.3b Teacher Administration Directions: Students read each word aloud; Teacher records “x” if the student responds correctly; if the student responds incorrectly, record the response on the line. | | |
| 1. tug _____ 2. cat _____ 3. pet _____ 4. lip _____ 5. mop _____ | | # Correct |
| 6. lon _____ 7. feg _____ 8. tam _____ 9. biz _____ 10. dup _____ | | _____ /10 |
| Skill 2: Reading words with Consonant Digraphs (ch, sh, th, wh) CCSS.ELA-Literacy.RF.1.3a Teacher Administration Directions: Students read each word aloud; Teacher records “x” if the student responds correctly; if the student responds incorrectly, record the response on the line. | | |
| 1. <u>sh</u> op _____ 2. <u>th</u> in _____ 3. <u>ch</u> at _____ 4. <u>sh</u> _____ 5. <u>wh</u> en _____ | | # Correct |
| 6. <u>wh</u> op _____ 7. <u>sh</u> _____ 8. <u>ch</u> ob _____ 9. <u>sh</u> em _____ 10. <u>sh</u> _____ | | _____ /10 |
| Skill 3: Reading words with Consonant Blends (Blends with L, R, S) CCSS.ELA-Literacy.RF.1.3b Teacher Administration Directions: Students read each word aloud; Teacher records “x” if the student responds correctly; if the student responds incorrectly, record the response on the line. | | |
| 1. <u>cr</u> ab _____ 2. <u>sn</u> ip _____ 3. <u>gr</u> in _____ 4. <u>tr</u> ap _____ 5. <u>cl</u> ock _____ | | # Correct |
| 6. <u>fl</u> ug _____ 7. <u>dr</u> iz _____ 8. <u>sk</u> at _____ 9. <u>br</u> em _____ 10. <u>sm</u> op _____ | | _____ /10 |

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:

Skill 1: Reading words with Short Vowels

Students will read the words below and the teacher will record the answers on the assessment page. Words 1-5 are real words, and words 6-10 are nonsense words.

1. **tug**

6. **lon**

2. **cat**

7. **fez**

3. **pet**

8. **tam**

4. **lip**

9. **biz**

5. **mop**

10. **dup**

Skill 2: Reading words with Consonant Digraphs

Students will read the words below and the teacher will record the answers on the assessment page. Words 1-5 are real words, and words 6-10 are nonsense words.

1. **shop**

6. **whop**

2. **thin**

7. **sith**

3. **chat**

8. **chob**

4. **dish**

9. **shem**

5. **when**

10. **tash**

Skill 3: Reading words with Consonant Blends

Students will read the words below and the teacher will record the answers on the assessment page. Words 1-5 are real words, and words 6-10 are nonsense words.

1. **crab**

6. **flug**

2. **snip**

7. **driz**

3. **grin**

8. **skat**

4. **trap**

9. **brem**

5. **clock**

10. **smop**

Phonemic Awareness and Phonics Assessment for 1st Grade

Student Name _____

Date of Assessment _____

Mid-Year Assessment for Phonemic Awareness & Phonics Skills

Teacher Administration Directions: In this assessment, the teacher says the words aloud and students respond orally. Students are not expected to read the words in print. Teacher records “x” if the student responds correctly; if the student responds incorrectly, record the response on the line. Answers are provided for teacher reference.

| Phonemic Awareness Skills Assessment | CCSS.ELA-Literacy.RF.1.2 | Results | | |
|---|--|--|--|---|
| Skill 1: Blending Phonemes CCSS.ELA-Literacy.RF.1.2b | | | | |
| Teacher Administration Directions: Teacher says individual phonemes & student blends phonemes (sounds) into the whole word. | | | | |
| 1. j-u-m-p _____ jump | 2. sh-u-t _____ shut | 3. f-l-a-p _____ flap | | |
| 4. s-p-or-t _____ sport | # Correct _____ /10 | | | |
| 5. f-r-o-g _____ frog | | | 6. b-e-n-t _____ bent | 7. d-u-s-k _____ dusk |
| 8. t-r-a-ck _____ track | | | 9. t-r-i-p _____ trip | 10. m-u-s-t _____ must |
| Skill 2: Segmenting Words CCSS.ELA-Literacy.RF.1.2d | | | | |
| Teacher Administration Directions: Teacher says whole word & student segments the word into individual phonemes (sounds). | | | | |
| 1. bump _____ b-u-m-p | 2. left _____ l-e-f-t | 3. find _____ f-i-n-d | | |
| 4. grape _____ g-r-ā-p | 5. free _____ f-r-ē | # Correct _____ /10 | | |
| 6. blush _____ b-l-u-sh | 7. play _____ p-l-ā | | | 8. help _____ h-e-l-p |

After both parts of the assessment are given, record overall results below:

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:

Phonemic Awareness and Phonics Assessment for 1st Grade

Student Name _____

Date of Assessment _____

Mid-Year Assessment for Phonemic Awareness & Phonics Skills

Teacher Administration Directions: Use the included assessment pages for the following skills for the Phonics Skills Assessment. Students will be asked to read the words. If the student demonstrates an understanding of the targeted skill, the answer is counted as correct even if the specific word is not read correctly. (i.e. Skill 1: Long vowels: If a student reads “tape” as “tame”, the answer is scored as being correct because the vowel was read correctly.) However, be sure to write the incorrect pronunciation on the line for future analysis and possible intervention.

| Phonics Skills Assessment | CCSS.ELA-Literacy.RF.1.3 | Results |
|---|--------------------------|----------|
| Skill 1: Reading words with Long Vowel Sounds with Silent e CCSS.ELA-Literacy.RF.1.3c Teacher Administration Directions: The student reads the words aloud and the teacher writes the word the student says, if incorrect. | | |
| 1. tape _____ 2. cone _____ 3. lime _____ 4. mile _____ 5. cube _____ 6. bike _____ 7. cute _____ 8. flake _____ 9. drove _____ 10. safe _____ | # Correct | ____ /10 |
| Skill 2: Reading words with Long Vowel Sounds with Vowel Teams (ai, ay, oa, ee, ea, ie, ue) CCSS.ELA-Literacy.RF.1.3c Teacher Administration Directions: The student reads the words aloud and the teacher writes the word the student says, if incorrect. | | |
| 1. mail _____ 2. beach _____ 3. road _____ 4. pie _____ 5. feet _____ 6. say _____ 7. goal _____ 8. heat _____ 9. tie _____ 10. glue _____ | # Correct | ____ /10 |
| Skill 3: Reading words with Short and Long Vowel Sounds in Words (mixed) CCSS.ELA-Literacy.RF.1.3b Teacher Administration Directions: The student reads the words aloud and the teacher writes the word the student says, if incorrect. | | |
| 1. slid _____ 2. globe _____ 3. lane _____ 4. not _____ 5. snake _____ 6. shed _____ 7. five _____ 8. much _____ 9. cube _____ 10. best _____ | # Correct | ____ /10 |

Skill 1: Reading words with Long Vowel Sounds with Silent e

1. **tape**

9. **drove**

2. **cone**

10. **safe**

3. **lime**

4. **mile**

5. **cube**

6. **bike**

7. **cute**

8. **flake**

Skill 2: Reading words with Long Vowel Sounds with vowel teams

1. mail

9. tie

2. beach

10. glue

3. road

4. pie

5. feet

6. say

7. goal

8. heat

Skill 3: Reading words with Short & Long Vowel Sounds

1. **slid**

9. **cube**

2. **globe**

10. **best**

3. **lane**

4. **not**

5. **snake**

6. **shed**

7. **five**

8. **much**

Phonemic Awareness and Phonics Assessment for 1st Grade

Student Name _____

Date of Assessment _____

End-of-the-Year Assessment for Phonemic Awareness & Phonics

Teacher Administration Directions: In this assessment, the teacher says the words aloud and students respond orally. The students are not expected to read the words in print. Teacher records “x” if the student responds correctly; if the student responds incorrectly, record the response on the line.

| Phonemic Awareness Skills Assessment | CCSS.ELA-Literacy.RF.1.2 | Results |
|---|--------------------------|----------------------------|
| Skill 1: Identify Short & Long Vowel Sounds | | CCSS.ELA-Literacy.RF.1.2a |
| Teacher says the word and students identify the vowel sound as short or long. (Example: Teachers says word: <i>cat</i> . Student response: /a/ short a) | | |
| 1. shape _____ 2. nice _____ 3. lunch _____ 4. flop _____ 5. team _____ | | # Correct _____ /10 |
| 6. roast _____ 7. best _____ 8. with _____ 9. cute _____ 10. mask _____ | | |

After both parts of the assessment are given, record overall results below:

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:

Phonemic Awareness and Phonics Assessment for 1st Grade

Student Name _____

Date of Assessment _____

End-of-the-Year Assessment for Phonemic Awareness & Phonics

Teacher Administration Directions: Use the included assessment pages for the following skills for the Phonics Skills Assessment. Students will be asked to read the words. If the student demonstrates an understanding of the targeted skill, the answer is counted as correct even if the specific word is not read correctly. However, be sure to write the incorrect pronunciation on the line for future analysis and possible intervention.

| Phonics Skills Assessment | CCSS.ELA-Literacy.RF.1.3 | Results |
|--|--|---|
| Skill 1: Long Vowel Sounds (Silent e & Vowel Teams) CCSS.ELA-Literacy.RF.1.3c Teacher Administration Directions: Students read each word aloud; Teacher records "x" if the student responds correctly; if the student responds incorrectly, record the response on the line. | | |
| 1. tape _____ 2. boat _____ 3. pail _____ 4. feet _____ 5. mute _____ | | # Correct |
| 6. rete _____ 7. dipe _____ 8. jait _____ 9. meag _____ 10. fape _____ | | ____ /10 |
| Skill 2: R-Controlled Vowels (ar, or, er, ir, ur) CCSS.ELA-Literacy.RF.1.3b Teacher Administration Directions: Students read each word aloud; Teacher records "x" if the student responds correctly; if the student responds incorrectly, record the response on the line. | | |
| 1. turn _____ 2. corn _____ 3. dark _____ 4. fern _____ 5. girl _____ | | # Correct |
| 6. har _____ 7. mern _____ 8. thirk _____ 9. burb _____ 10. lort _____ | | ____ /10 |
| Skill 3: Decoding 2-Syllable Words CCSS.ELA-Literacy.RF.1.3d; CCSS.ELA-Literacy.RF.1.3e Teacher Administration Directions: Students read each word aloud. 1 st line: Check if students are able to read word; 2 nd line: Check if students are able to identify the number of syllables and the syllable pattern (open, closed, silent e) | | |
| 1. basket _____ <small>closed/closed</small> | 2. explode _____ <small>closed/silent e</small> | 3. frozen _____ <small>open/closed</small> |
| 4. problem _____ <small>closed/closed</small> | Read correctly ____ /10 | |
| 5. kitten _____ <small>closed/closed</small> | 6. refine _____ <small>open/silent e</small> | 7. sunset _____ <small>closed/closed</small> |
| 8. silent _____ <small>open/closed</small> | Provided Syllable Rule ____ /10 | |
| 9. tadpole _____ <small>closed/silent e</small> | 10. insect _____ <small>closed/closed</small> | |
| Skill 4: Inflectional Endings (-s, -es, -ing, -ed, -ly) CCSS.ELA-Literacy.RF.1.3f Teacher Administration Directions: Students read each word aloud; Teacher records "x" if the student responds correctly; if the student responds incorrectly, record the response on the line. | | |
| 1. dishes _____ 2. streets _____ 3. smiled _____ 4. planting _____ | | # Correct |
| 5. quickly _____ 6. peaches _____ 7. brightly _____ 8. bumped _____ | | ____ /10 |
| 9. floating _____ 10. landed _____ | | |

Phonemic Awareness and Phonics Assessment for 1st Grade

Student Name _____

Date of Assessment _____

End-of-the-Year Assessment for Phonemic Awareness & Phonics

Teacher Administration Directions: Skill 5 is an optional assessment for 1st grade. Use the included assessment pages for the following skills for the Phonics Skills Assessment.

Skill 5: Prefixes (un-, re-, dis-) OPTIONAL

Teacher Administration Directions: Students will read the words with prefixes and explain the prefix meaning. Record separate scores for each skill; record if they were able to read the prefix in the word on the 1st line and record a '+' if they are able to explain the prefix meaning or what the words means on the 2nd line.

| | | | | |
|-----------------|-------------------|-----------------|------------------|---|
| 1. unreal _____ | 2. refill _____ | 3. untie _____ | 4. dislike _____ | Read correctly ____ /10 |
| 5. undo _____ | 6. redo _____ | 7. reheat _____ | 8. dismiss _____ | Explained Prefix meaning ____ /10 |
| 9. unfold _____ | 10. disturb _____ | | | |

Skill 1: Reading words with Long Vowel Sounds (Silent e & Vowel Teams)

1. **tape**

2. **boat**

3. **pail**

4. **feet**

5. **mute**

6. **rete**

7. **dipe**

8. **jait**

9. **meag**

10. **fape**

Skill 2: Reading words with R-Controlled Vowels

1. **turn**

2. **corn**

3. **dark**

4. **fern**

5. **girl**

6. **har**

7. **mern**

8. **thirk**

9. **burb**

10. **lort**

Skill 3: Decoding 2-Syllable Words

Students are expected to read the word and identify the syllable pattern. Students can demonstrate their understanding of syllable division by drawing where the words are divided on this page. Have one copy of this page available for each student.

1. **basket**

6. **refine**

2. **explode**

7. **sunset**

3. **frozen**

8. **silent**

4. **problem**

9. **tadpole**

5. **kitten**

10. **insect**

Skill 4: Reading words with Inflectional Endings (-s, -es, -ing, -ed, -ly)

1. disheses

9. floating

2. streets

10. landed

3. smiled

4. planting

5. quickly

6. peaches

7. brightly

8. bumped

Skill 5: Reading words with Prefixes (un-, re-, dis-)

1. unreal

6. redo

2. refill

7. reheat

3. untie

8. dismiss

4. dislike

9. unfold

5. undo

10. disturb