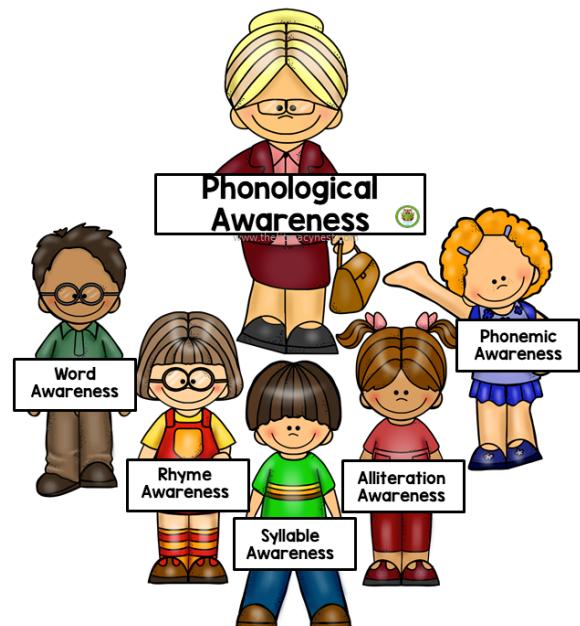




PHONOLOGICAL AWARENESS ASSESSMENT TOOLS

- 12 subtests
- Individual, small group
and whole class
planning

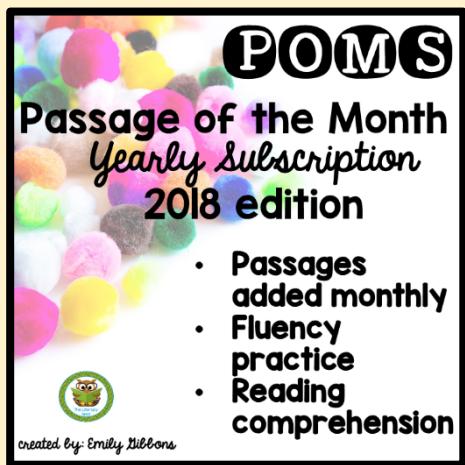


I hope you enjoy this resource!
Here are a few ways to stay in touch with me!

- Follow [my store](#).
- Sign up for my monthly email newsletter on [my blog](#). I'll send you important updates and a fun freebie!



You may also like the following resources. Click either image below.



POMS
Passage of the Month
Yearly Subscription
2018 edition

- Passages added monthly
- Fluency practice
- Reading comprehension

created by: Emily Gibbons

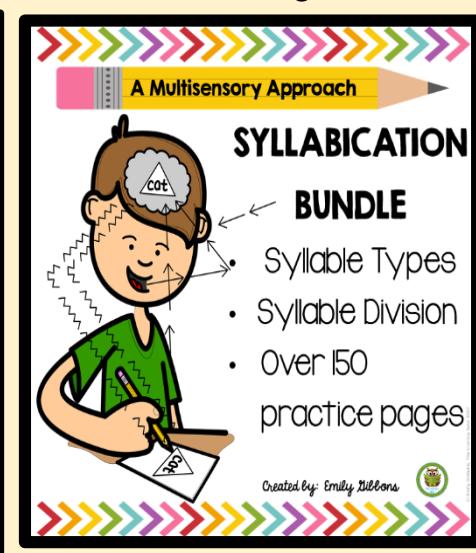


BUNDLE
On Track
with Orton-Gillingham

LEVELS 1-5

- Pre & Post Placement Tests
- Goals
- Checklists
- Recording Sheets

Created by: Emily Gibbons



SYLLABICATION
BUNDLE

- Syllable Types
- Syllable Division
- Over 150 practice pages

A Multisensory Approach

Created by: Emily Gibbons

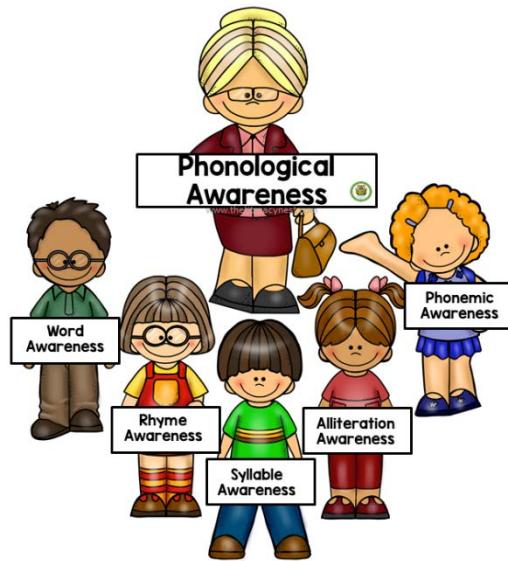
[Click here for more Orton-Gillingham resources.](#)

~TABLE OF CONTENTS~

| | |
|-------|--|
| 4-6 | Instructions |
| 7 | Student Profile |
| 8-11 | Planning Charts and Checklists |
| 12 | Subtest A: Listening |
| 13 | Subtest B: Rhyming |
| 14 | Subtest C: Alliteration |
| 15 | Subtest D: Syllables |
| 16 | Subtest E: Word Recognition |
| 17 | Subtest F: Sentence Recognition |
| 18 | Subtest G: Onset/Rime |
| 19 | Subtest H: Phoneme Recognition |
| 20 | Subtest I: Phoneme Segmentation |
| 21 | Subtest J: Phoneme Deletion |
| 22 | Subtest K: Phoneme Substitution |
| 23 | Subtest L: Advanced Phoneme Manipulation |
| 24-25 | Demonstration Mats |
| 26 | Credits |

Assessment truly is the vehicle to drive your instruction. Using these assessment tools will help you get a clear image as to what your students need, where to begin, where to spend more focused time, monitor progress and make plans going forward.

As a phonological awareness resource, you will find tools to assess all of the areas which fall under that umbrella term. Think of phonological awareness like a mom or teacher and the students are all following her lead. The child who is raising her hand in the image below is doing it for good reason. Phonemic Awareness is the most important skill to focus on for early reading success.



If you want to get a clear image of your students' overall phonological awareness, assess each of these areas. Then, go to the teacher task cards and supplemental materials I have provided in this bundle as your instructional tools. This resource is for any teacher or tutor questioning which areas a struggling reader will need further intervention. It may not be necessary to administer to an entire class.



How To Administer The Assessments:

They best administered 1:1. Each subtest will take about two minutes. You could potentially administer one full assessment in about 40 minutes. You might want to consider breaking it up over two days. With proper training, you could have an assistant help you administer it, but that is best left to your discretion. Personally, I recommend having the teacher do it, so you can take notes on the areas a child may have had long pauses, struggled with directions, or had lots of errors. This is prime time for kid watching. It will greatly inform your future instruction, so please plan wisely. Once you have your assessments complete. You will have a *lot* more information about your student(s)!😊

How To Use the Demonstration Mats:

There are six demonstration mats included. These are for you to use during the phonemic awareness tasks with cubes or counters. You can demonstrate the directions on the mat before administering the subtest. Then, have the student use the mat in conjunction with the questions you ask. Directions for using the demonstration mats are included on the subtests.

*You won't need them for every subtest.

Scoring:

Each subtest was created based on a point system. Refer to the point chart on every subtest to help you mark for correct and incorrect answers. All scores may be charted on the planning sheets included. Note: If there were circumstances that affected the overall score of the subtest, re-administer it on a separate day.

Planning

Now that you have administered the assessments, be sure to fill in the charts for the number of students you assessed. Look for trends and highlight them directly on the charts. Fill out the assessment reports.

- Which areas do you see strengths? Are there skills you won't have to spend as much time on?
- Which areas do you see weaknesses? Does the data show that you need more assessments to gather further data? This is where you will devote most of your time, so plan for intense intervention to remediate these areas.
- Can you form small intervention groups that will work more intensely on one area than others? For example, if you see that there are 3–4 students who are weak in onset/rime, there's an intervention group right there.

The assessment is created to mirror the order of the Phonological Awareness Bundle. All the skills assessed will match to a set of in-depth lessons you can use with your students. right away It will be your judgement as to where you wish to start, as well as the pacing you will need in the unit with your students, however, the early lessons are foundational. They lay the groundwork for the intense phoneme manipulation tasks which come further in the unit. Your assessment data will dictate your starting point, and pacing, so please keep that in mind.

Questions? Feel free to email at theliteracynest@gmail.com



Phonological Awareness Assessment Student Profile

Student: _____

Date: _____

Check the box(es) next to the skills you are assessing.

- Listening
 - Word Recognition
 - Rhyming
 - Sentence Recognition
 - Alliteration
 - Onset/Rime
 - Syllables
 - Phonemic Awareness

Student Profile: Describe the areas of strength and weakness. Provide any pertinent data in the space below.

Phonological Awareness Assessment Checklist

Student: _____

Date: _____

| Subtest | Date | Score | Notes |
|--|------|-------|-------|
| 1. Listening | | | |
| 2. Rhyming | | | |
| 3. Alliteration | | | |
| 4. Syllables | | | |
| 5. Word Recognition | | | |
| 6. Sentence Recognition | | | |
| 7. Onset/Rime | | | |
| 8. Phoneme Recognition | | | |
| 9. Phoneme Segmentation | | | |
| 10. Phoneme Deletion | | | |
| 11. Phoneme Substitution | | | |
| 12. Advanced Phoneme Manipulation (for advanced students only) | | | |

Phonological Awareness Assessment: Small Group Planning Chart

Phonological Awareness Assessment: Whole Class Planning Chart

Phonological Awareness Unit Planning

| Date | Lesson |
|------|--------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Phonological Awareness Assessment

Student: _____

Date: _____

A. Assess: Listening Skills

*focused attention and memory on the position of sounds

| | | |
|---|---------------------------|--|
| 1 | What's the sound? | Prompt: Choose five objects and demonstrate each sound. Students will identify what each object is that makes that sound. Point system: This task counts as one point on the overall score. If the student correctly answers 4–5 of the objects, give one point. 2–3 objects give a half point. 0–1 objects, give no points. Score: _____ |
| 2 | Which came first? | Prompt: Choose five sounds and demonstrate each sound. Students will identify which sound came FIRST. Point system: Students who correctly identify the initial sounds are given a point. Score: _____ |
| 3 | Which came in the middle? | Prompt: Choose five sounds and demonstrate each sound. Students will identify which sound came in the MIDDLE. Point system: Students who correctly identify a middle sound are given a point. Score: _____ |
| 4 | Which came last? | Prompt: Choose five sounds and demonstrate each sound. Students will identify which sound came LAST. Point system: Students who correctly identify the final sounds are given a point. Score: _____ |

Total Score: /4

Notes

Phonological Awareness Assessment

Student: _____

Date: _____

B. Assess: Rhyming Skills

*rhyme recognition, discrimination and production

| | | |
|---|---|-----------|
| 1 Do these words rhyme? | <ul style="list-style-type: none">red/run (no)cat/mat (yes)pill/fill (yes)top/tip (no) | Score: /4 |
| 2 Do these words rhyme? | <ul style="list-style-type: none">dish/wish (yes)mend/bend (yes)wait/wake (no)beach/teach (yes) | Score: /4 |
| 3 Which one doesn't rhyme? | <ul style="list-style-type: none">pad, dad, sad, tap (tap)bun, pun, tub, fun (tub)chip, slop, grip, whip (slop)bead, cream, dream, team (bead) | Score: /4 |
| 4 Give me a word that rhymes with... | <ul style="list-style-type: none">hopmittmathrain | Score: /4 |

Notes:

Total Score: /16

Phonological Awareness Assessment

Student: _____

Date: _____

C. Assess: Alliteration Skills

* Alliteration recognition, discrimination and production

| | |
|---|---|
| 1 What is the first sound you hear in these sets of words? | <ul style="list-style-type: none">match, mug, mitten, mend /m/goat, gum, goblin, gumdrop /g/him, hat, hen, hush /h/list, latch, long, lumpy /l/ <p>Score: /4</p> |
| 2 Do these words begin with the same sound? | <ul style="list-style-type: none">rain, radish, rented, rubbish (yes)sit, kit, catch, call (no)bunny, bottle, jumping, jacket (no)purple, polish, packrat, pumpkin (yes) <p>Score: /4</p> |
| 3 Which word doesn't begin with the same sound as the other words? | <ul style="list-style-type: none">think, thank, that, bath (bath)sheep, ship, which , shop (which)wheel, shut, whistle, white (shut)yak, yell, fell, yo-yo (fell) <p>Score: /4</p> |
| 4 Give me a word that starts with the same sound as... | <ul style="list-style-type: none">pickSundaynailoctopus <p>Score: /4</p> |

Total Score: /16

Notes:

Phonological Awareness Assessment

Student: _____

Date: _____

Points:

1 point given for each correct answer.

Total points: 16

D. Assess Syllable Skills

*Segment, blend and count 1, 2, 3, 4 syllable words.

| | |
|--|--|
| <p>1 Tell me the word I just said. Teachers: Do not say, "plus" when you see the + sign.</p> | <ul style="list-style-type: none">• cup + cake (cupcake)• nap + kin (napkin)• road + run +ner (roadrunner)• trans + por + ta + tion <p>Score: /4</p> |
| <p>2 What word can you make with...</p> | <ul style="list-style-type: none">• air + plane? (airplane)• snow + man? (snowman)• el + e + phant? (elephant)• cel + e + bra + tion? (celebration) <p>Score: /4</p> |
| <p>3 How many syllables (or beats) do you hear in...</p> | <ul style="list-style-type: none">• check (1)• black (1)• finish (2)• sloppy (2) <p>Score: /4</p> |
| <p>4 How many syllables (or beats) do you hear in...</p> | <ul style="list-style-type: none">• together (3)• watermelon (4)• helicopter (4)• computer (3) <p>Score: /4</p> |

Total Score: /16

Notes:

Phonological Awareness Assessment

Student: _____

Date: _____

Points:

1 point given for each correct answer.
Total points: 16

E. Assess: Word Recognition

*Listen, judge and categorize words of varying length.

Teachers: Students will use small cubes or counters for each task.

| | |
|---|--|
| 1 How many words did I just say? | (PROMPT: Put one block or counter down on this mat for each word I say.) <ul style="list-style-type: none">shape, trap, list, magic (4)kitten, candy, running (3)boxes, presents, super, mix, watch (5)zebra, rule, snapshot (3) <p>Score: /4</p> |
| 2 Which person, thing or animals is NOT like the others? | (No manipulatives used for this task.) <ul style="list-style-type: none">Which thing? marker, pencil, crayon, robotWhich person? mother father, truck, sisterWhich animal? shark, dog, whale, fishWhich animal bumblebee, dragonfly, panda, butterfly <p>Score: /4</p> |
| 3 Which thing is NOT like the others? | (No manipulatives used for this task.) <ul style="list-style-type: none">Which thing? couch, train, plane, boatWhich thing? juice, milk, water, candyWhich thing? sneakers, boots, hat, sandals,Which thing? apples, broccoli, bananas, strawberries <p>Score: /4</p> |
| 4 Are these words short or long? | (Students will place a block in the short or long space – word recognition.) <ul style="list-style-type: none">up, me, shecaterpillar, driveway, interruptrun, skip, hoptarantula, dinosaur, flamingo <p>Score: /4</p> |

Notes: _____

Total Score: /16

Phonological Awareness Assessment

Student: _____

Date: _____

Points:

1 point given for each correct answer.
Total points: 16

F. Assess: Sentence Recognition

*Listen, judge and count sentences of varying length.

Teachers: Students will use small cubes or counters for each task.

| | | | |
|---|--------------------------------------|---|-----------|
| 1 | How many words are in this sentence? | (PROMPT: Put one block or counter down on this mat for each word I say.) <ul style="list-style-type: none">Max is ten.Sam listens.I have a pet.Mom cooks dinner. | Score: /4 |
| 2 | How many words are in this sentence? | (PROMPT: Put one block or counter down on this mat for each word I say.) <ul style="list-style-type: none">The train is not on time.May I have a turn?Are you coming to the ball game?Greg is having a party. | Score: /4 |
| 3 | Is this sentence short or long? | (Students will place a block in the short or long space - sentence recognition.) <ul style="list-style-type: none">He is mad.Let's eat outside for lunch today.Ms. Murphy unwrapped all of the boxes.Let's go NOW! | Score: /4 |
| 4 | Is this sentence short or long? | (Students will place a block in the short or long space - sentence recognition.) <ul style="list-style-type: none">I'd like to make a craft for Valentine's Day.Get out!Noah really missed his grandfather when he left.Let's race! | Score: /4 |

Notes:

Total Score: /16

Phonological Awareness Assessment

Student: _____

Date: _____

G. Assess: Onset/Rime Skills

*Isolate, segment, delete and substitute onsets and rimes in monosyllabic words.

Points:
1 point given for each correct answer.
Total points: 16

Teachers: See demo card. Students will use small cubes or counters for each task.

| | | | |
|---|--------------------------------------|--|-----------|
| 1 | Tell me the first part of this word. | (Students will place a block in the short space - onset/rime.) • b-at bat (b) • t-op top (t) • k-id kid (k) • r-un run (r) | Score: /4 |
| 2 | Tell me the first part of this word. | (Students will place a block in the short space - onset/rime.) • sh-ip ship (sh) • dr-ove drove (dr) • ch-at chat (ch) • st-ay stay (st) | Score: /4 |
| 3 | Tell me the last part of this word. | (Students will place a block in the long space - onset/rime.) • f-it fit (it) • s-un sun (un) • b-ed bed (ed) • p-ack pack (ack) | Score: /4 |
| 4 | Tell me the last part of this word. | (Students will place a block in the long space - onset/rime.) • j-ump jump (ump) • fl-ash flash (ash) • m-eet meet (eet) • pl-ow plow (ow) | Score: /4 |

Notes:

Total Score: /16

Phonological Awareness Assessment

Student: _____

Date: _____

H. Assess: Phoneme Recognition

*Phonemes in the initial, medial and final positions

Points:
1 point given for each correct answer.
Total points: 16

Teachers: See demo card. Students will use small cubes or counters for each task.

| | |
|--|---|
| 1 Which sound do you hear FIRST in this word? | (PROMPT: Students will point to the green square and say the first sound.) <ul style="list-style-type: none">den (d)match (m)itch (i)slot (s) <p>Score: /4</p> |
| 2 Which sound do you hear LAST in this word? | (PROMPT: Students will point to the red square and say the last sound.) <ul style="list-style-type: none">sun (n)feet (t)wish (sh)beach (ch) <p>Score: /4</p> |
| 3 Which sound do you hear in the MIDDLE of this word? | (PROMPT: Students will point to the yellow square and say the middle sound.) <ul style="list-style-type: none">jug (u)win (i)cake (a)home (o) <p>Score: /4</p> |
| 4 Tell me the sound is first, last or in the middle. | (PROMPT: Students will tap the green, yellow or red square.) <ul style="list-style-type: none">pot "p" (first)hen "e" (middle)rhyme "r" (first)tree "ee" (end) <p>Score: /4</p> |

Notes: _____

Total Score: /16

Phonological Awareness Assessment

Student: _____

Date: _____

I. Assess: Phoneme Segmentation

*Segment phonemes in the initial, medial and final positions

Points:
1 point given for each correct answer.
Total points: 16

Teachers: See demo card. Students will use small cubes or counters for each task.

| | | | |
|---|--|--|-----------|
| 1 | Show me how many sounds this word has. | (PROMPT: Students will say and count the number of sounds for each word, and slide a block or counter into each space.) • hit h-i-t hit (It has three sounds.) • on o-n on (It has two sounds.) • boat b-oa-t boat (It has three sounds.) • mood m-oo-d mood (It has three sounds.) | Score: /4 |
| 2 | Show me how many sounds this word has. | (PROMPT: Students will say and count the number of sounds for each word, and slide a block or counter into each space.) • paw p-aw paw (It has two sounds.) • stop s-t-o-p stop (It has four sounds.) • grab g-r-a-b grab (It has four sounds.) • June J-ū-n June (It has three sounds.) | Score: /4 |
| 3 | Show me how many sounds this word has. | (PROMPT: Students will say and count the number of sounds for each word, and slide a block or counter into each space.) • t-a-g (tag- It has three sounds.) • m-i-ss (miss- It has three sounds.) • s-ee (see- It has two sounds.) • m-oo-d (mood- It has three sounds.) | Score: /4 |
| 4 | Show me how many sounds this word has. | (PROMPT: Students will say and count the number of sounds for each word, and slide a block or counter into each space.) • c-l-o-ck (clock- It has four sounds.) • u-p (up- It has two sounds.) • w-i-tch (witch- It has three sounds.) • t-e-n-t (tent- It has four sounds.) | Score: /4 |

Notes:

Total Score: /16

Phonological Awareness Assessment

Student: _____

Date: _____

Points:

1 point given for each correct answer.

Total points: 16

J. Assess: Phoneme Deletion

*Segment phonemes in the initial, and final positions.

Teachers: See demo card. Place three or four counters on the three or four spaces.

| | | |
|---|---|---|
| 1 | If I take the first sound away, what is the new word? | (PROMPT: Teachers will remove the first counter as they give each word.) <ul data-bbox="404 405 1139 572" style="list-style-type: none">• mat Say the word without the /m/. (at)• gone Say the word without the /g/. (on)• cup Say the word without the /c/. (up)• by Say the word without the /b/. (I) <p data-bbox="1225 545 1405 577">Score: /4</p> |
| 2 | If I take the first sound away, what is the new word? | (PROMPT: Teachers will remove the first counter as they give each word.) <ul data-bbox="404 641 1167 808" style="list-style-type: none">• crush Say the word without the /c/. (rush)• switch Say the word without the /s/. (witch)• flap Say the word without the /f/. (lap)• troll Say the word without the /t/. (roll) <p data-bbox="1225 800 1405 833">*INITIAL BLENDs</p> <p data-bbox="1225 800 1405 833">Score: /4</p> |
| 3 | If I take the last sound away, what is the new word? | (PROMPT: Teachers will remove the last counter as they give each word.) <ul data-bbox="404 877 1124 1044" style="list-style-type: none">• moon Say the word without the /n/. (moo)• paid Say the word without the /d/. (paid)• seat Say the word without the /t/. (sea)• road Say the word without the /d/. (row) <p data-bbox="1225 1036 1405 1069">Score: /4</p> |
| 4 | If I take the last sound away, what is the new word? | (PROMPT: Teachers will remove the last counter as they give each word.) <ul data-bbox="404 1132 1182 1299" style="list-style-type: none">• tilt Say the word without the /t/. (till)• mend Say the word without the /d/. (men)• bark Say the word without the /k/. (bar)• gasp Say the word without the /p/. (gas) <p data-bbox="1225 1292 1405 1324">Score: /4</p> |

Total Score: /16

Notes:

Phonological Awareness Assessment

Student: _____

Date: _____

K. Assess: Phoneme Substitution

*Substitute phonemes in the initial, medial and final positions.

Points:
1 point given for each correct answer.
Total points: 16

Teachers: See demo card. Place three or four counters on the three or four spaces.

| | |
|---|--|
| 1 If I switch the first sound with a new sound, what will the new word be? | <p>(PROMPT: Teachers will swap counters in the first box.)</p> <ul style="list-style-type: none">• Say win. Now switch /w/ with /t/. What is the word? tin• Say said. Now switch /s/ with /l/. What is the word? led• Say rub. Now switch /r/ with /h/. What is the word? hub• Say dill. Now switch /d/ with /p/. What is the word? pill <p>Score: /4</p> |
| 2 If I switch the first sound with a new sound, what will the new word be? | <p>(PROMPT: Teachers will swap counters in the first box.)</p> <ul style="list-style-type: none">• Say fright. Now switch /fr/ with /br/. What is the word? bright• Say clock. Now switch /cl/ with /l/. What is the word? lock• Say stepped. Now switch /st/ with /cr/. What is the word? crept• Say blaze. Now switch /bl/ with /gl/. What is the word? glaze <p>Score: /4</p> |
| 3 If I switch the last sound with a new sound, what will the new word be? | <p>(PROMPT: Teachers will swap counters in the last box.)</p> <ul style="list-style-type: none">• Say mass. Now switch /s/ with /d/. What is the new word? mad• Say fin. Now switch /n/ with /l/. What is the new word? fill• Say tune. Now switch /n/ with /b/. What is the word? tube• Say neat. Now switch /t/ with /d/. What is the new word? need <p>Score: /4</p> |
| 4 If I switch the middle sound with a new sound, what will the new word be? | <p>(PROMPT: Teachers will swap counters in the middle box.)</p> <ul style="list-style-type: none">• Say get. Now switch /e/ with /o/. What is the word? got• Say lost. Now switch /o/ with /i/. What is the word? list• Say team. Now switch /e/ with /t/. What is the word? time• Say hall. Now switch /aw/ with /o/. What is the word? hole <p>Score: /4</p> |

Notes:

Total Score: /16

Phonological Awareness Assessment

Student: _____

Date: _____

L. Assess: Advanced Phoneme Manipulation

*You will only use this portion of the assessment with students who've demonstrated ability to complete other phoneme manipulation skills.

Points:
1 point given for each correct answer.
Total points: 16

Teachers: See demo card. Place three or four counters on the three or four spaces.

| | |
|---|--|
| 1 If I take the second sound away, what will the new word be? | (PROMPT: Teachers will remove the counter in the second box.) <ul style="list-style-type: none">• Say crook. Say the word without the /r/. (cook)• Say snort. Say the word without the /n/. (sort)• Say trap. Say the word without the /r/. (tap)• Say flight Say the word without the /l/. (fight) <p>Score: /4</p> |
| 2 If I switch the last sounds with new sound(s), what will the new word be? | (PROMPT: Teachers will swap counters in the last box(es).) <ul style="list-style-type: none">• Say force. Now switch /s/ with /t/. What is the word? (fort)• Say bent. Now switch /t/ with /ch/. What is the word? (bench)• Say mask. Now switch /sk/ with /st/. What is the word? (mast)• Say wealth. Now switch /th/ with /d/. What is the word? (weld) <p>Score: /4</p> |
| 3 If I switch the first or second sound with a new sound, what will the new word be? | (PROMPT: Teachers will swap counters in the first or second box.) <ul style="list-style-type: none">• Say glooming. Now switch /l/ with /r/. What is the new word? (grooming)• Say sliding. Now switch /s/ with /g/. What is the new word? (gliding)• Say braiding. Now switch /b/ with /t/. What is the word? (trading)• Say skated. Now switch /k/ with /t/. What is the new word? (stated) <p>Score: /4</p> |
| 4 If I take the second sound away, what will the new word be? | (PROMPT: Teachers will remove a counter in the <ul style="list-style-type: none">• Say master. Now switch /ă/ with /ü/. What is the word? muster• Say listed. Now switch /i/ with /ă/. What is the word? lasted• Say seeking. Now switch /ĕ/ with /ō/. What is the word? soaking• Say pouch. Now switch /ou/ with /ĕ/. What is the word? peach <p>Score: /4</p> |

Notes:

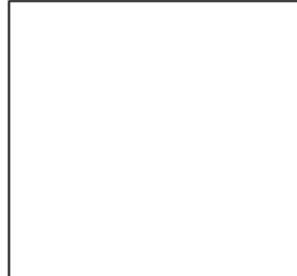
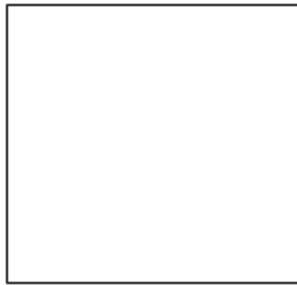
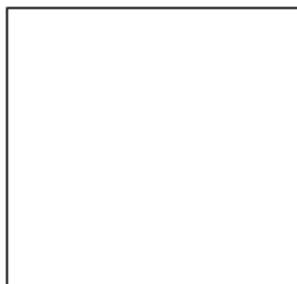
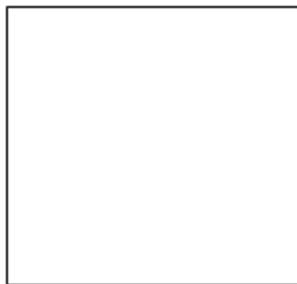
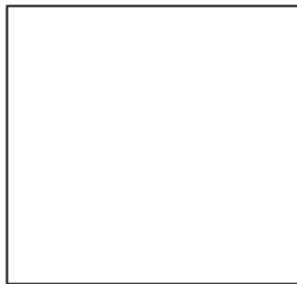
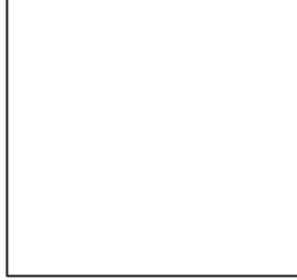
Total Score: /16

Phonological Awareness Assessment: Demonstration Mats

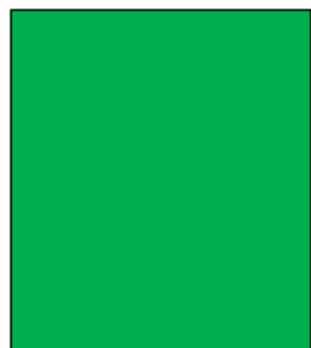
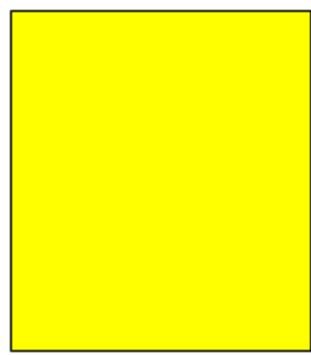
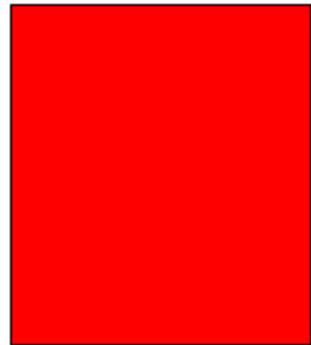
Use with: Word Recognition,
Sentence Recognition
Onset/Rime



Word Recognition and Sentence Recognition



Use with phoneme
recognition subtest.



Phonological Awareness Assessment: Demonstration Mats

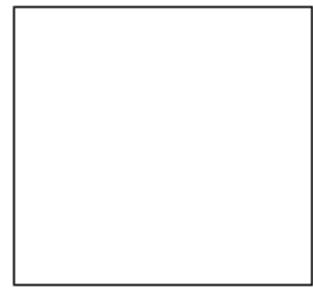
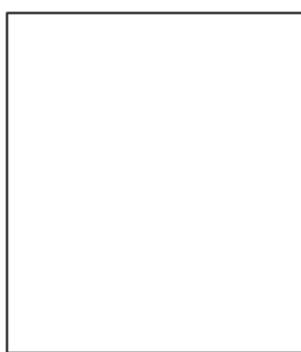
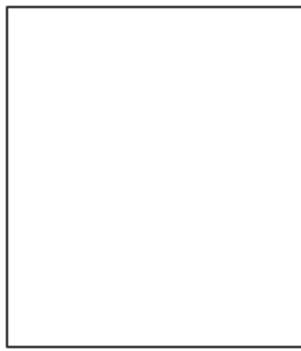
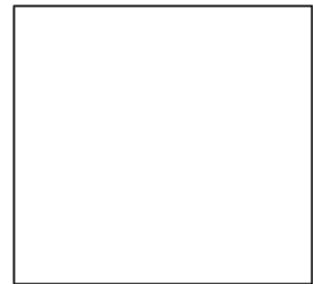
Use with phoneme manipulation subtests.



Use with phoneme manipulation subtests.



Use with phoneme manipulation subtests.



Credits: My products are made possible by the following fabulous artists!



This product and all of its contents is for educational purposes only, and is not for resale or redistribution in any form. Not to uploaded to any share site, including Amazon Inspire. It was purchased and/or downloaded for a single user, therefore may not be distributed without purchasing an additional user license available in my store. Please contact me, the seller for additional license information.

Emily Gibbons, The Literacy Nest LLC © 2017
ALL RIGHTS RESERVED

<https://www.teacherspayteachers.com/Store/Emily-Gibbons-The-Literacy-Nest>

