Phonemic Awareness Assessment-Teacher's Copy
(Student does not have a copy since this assessment is strictly oral)

Student _____   Grade _____   Age _____
Examiner's Name _____   Test Dates _____ _____

<div align="right">1st Test   2nd Test</div>

1st Test   2nd Test

1. Rhyme Production
Model Item. Say: "**Words that rhyme sound the same at the end. Here are some words that rhyme. Some are not real words. Listen: *fit, dit, rit, sit, kit.***"

Practice Item #1. Say: "**Now I will say two words and you say one that rhymes. It doesn't have to be a real word. It can be a silly one. Listen: *rake, take...***" (Student says rhyming word. If student give incorrect response, prompt or assist as needed.)

Practice Item #2. Say: "**Good. Let's try it again. I will say two words and you say one that rhymes. Listen: *fat, rat...***" (If student is successful, go on. If not, go to alternate test.)

Test Items. Say: "**Good. Let's do some more.**" (Indicate + or – in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

see – bee	_____	much – touch	_____
head – bed	_____	top – mop	_____
big – pig	_____	hope – soap	_____
buy – shy	_____	blue – grew	_____

1st Test: _____/4   2nd Test: _____/4

2. Initial Sound Recognition
Model Item. Say: "**Now we're going to listen for sounds at the beginning of words. The first sound in *sit* is s-s-s-s. The word *sit* starts with s-s-s-s. You tell me the beginning of *sit*.**" (If the student gets it right, say: "**Very good.**" If not, repeat the instructions. Be prepared for the possibility that the student may give you a rhyming word instead of the beginning wound. If this occurs, reemphasize the beginning sound.)

Practice Item. Say: "**Now I will say two words and you tell me the beginning sound of these words. f-ish...f-un.**" (Emphasize the beginning sound, but do not distort it too much.) If necessary, ask: "**What sound do you hear at the beginning?**" (If the student gets the item right, go on to the test terms. If not, try one more example: sock – sun. If the student fails this item, cease testing.)

Test Items. Say: "**Good. Let's do some more.**" (Indicate + or – in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

jump – just	_____	land – lake	_____
duck – door	_____	talk – tell	_____
sun – see	_____	bat – ball	_____
car – can	_____	pink – pig	_____
1st Test: ____/4		2nd Test: ____/4	

3. Phoneme Blending

Model Item. Say: "**I have a robot friend. He can say words in a funny way. When he says** *bad*, **he says /b/ - /a/ - /d/. When he says** *fan*, **he says /f/ - /a/ - /n/.**" Emphasize and distinctly separate each of the letter sounds, but do not distort the sounds. For example, for *bad*, do not say: **/buh/ - /aaa/ - /duh/**.)

Practice Item. Say: "**Now I'm going to say words like a robot and you tell me what the words really are. Okay? /c/ - /a/ - /t/,** [pause for student's response] **/b/ - /i/ - /g/,** [pause for student's response] **/s/ - /ee/ - /m/.**" (Student should say *cat, big,* and *seem.*)

Test Items. Say: "**Good. Let's do some more.**" (Indicate + or – in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

/c/ - /a/ - /n/	_____	/s/ - /u/ - /n/	_____
/b/ - /oa/ - /t/	_____	/m/ - /o/ - /m/	_____
/st/ - /o/ - /p/	_____	/f/ - /ee/ - /L/	_____
/g/ - /i/ - /v/	_____	/L/ - /ae/ - /k/	_____
1st Test: ____/4		2nd Test: ____/4	

4. Phoneme Segmentation

Model Item. Say: "**Now** <u>*you*</u> **get to be the robot. I'm going to say a word and I want you to say all the sounds of the word like my robot friend does. So if I say** *pat*, **you would say /p/ - /a/ - /t/.**" (Pronounce the whole word slowly and clearly, separating the sounds as you say the word.)

Practice Item. Say: "**Okay, you try it. The word is** *cat*. **Say it like my robot friend does.**" (Student should say /c/ - /a/ - /t/. If necessary, try one or two more practice items.)

Test Items. Say: "**Good. Let's do some more. Each word is made of three different sounds.**" (Indicate + or – in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

Sit   _____   dog   _____

ham _____   wide _____

big   _____   rope _____

take _____   just   _____

1st Test: _____/4   2nd Test: _____/4