

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

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

### Phonemic Awareness Baseline Assessment for 1<sup>st</sup> Grade

**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.

#### Phonemic Awareness Skills

#### Rhyme Production

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: sad, mad. Sad is a word that rhymes with mad because we hear /ad/ as the middle and final sounds. Now it's your turn. I will say a word and you tell me a word that rhymes with **mice**.

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, mice and \_\_\_\_ rhyme. (rice, nice, dice, lice)

**Incorrect response**      Mice and \_\_\_\_ do not rhyme. A word that rhymes with mice is nice because we hear /-ice/ in both: /m-ice/, /n-ice/. Can you say mice, nice?

#### I will say a word. Can you repeat the word and tell me a word that rhymes?

Word	Student Response	Results
1. tap		____/5
2. red		
3. fish		
4. seed		
5. coat		

**Onset Fluency: Isolate the Initial Sound**

RF.1.2.C

Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is “dog.” The first sound we hear in the word “dog” is /d/. Can you repeat this back to me – dog, /d/?  
Now it’s your turn. What is the first sound you hear in the word “kind”?

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

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

**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. peach	/p/		___ / 5
2. bell	/b/		
3. happy	/h/		
4. lake	/l/		
5. garden	/g/		

**Blending Phonemes** (Teacher can use chopping hand motion.)

RF.1.2.B

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: /t – ā – k/. What is the word?

**Correct response** Yes, when you blend the 3 sounds /t – ā – k/, the word is take.

**Incorrect response** When I blend the 3 sounds /t – ā – k/, the word is take.  
Say this back to me: /t – ā – k/, take.

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

Phonemes	Correct Response	Student Response	Results
1. p – ā – d	paid		___ / 5
2. g – ě – t	get		
3. h – ā – z	has		
4. j – ō – b	job		
5. s – ī – t	sight		

**Isolating Final Sounds in Words** (Student can use the punch it out hand motion) RF.1.2.C

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is “week.” The last sound I hear in the word “week” is /k/. Can you say that back to me: week, /k/?

Now it’s your turn. I will say a word and you say it back to me: “vote.” What is the last sound you hear in the word “vote?”

**Correct response** Yes, /t/ is the last sound you hear in the word vote.

**Incorrect response** /t/ is the last sound you hear in the word “vote”. Vote, /t/. Can you say it back to me? “vote”, /t/. Let’s try it again. What is the last sound you hear in the word “vote?”

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	
1. zip	/p/		___/5
2. team	/m/		
3. sock	/k/		
4. nut	/t/		
5. bag	/g/		

**Segmenting Words into Phonemes** (Student can use chopping hand motion) RF.1.2. D

Teacher Administration Directions: I will say a word and I will segment the word into sounds.

Listen. Lock, /l-ŏ-ck/. I hear 3 sounds in lock, /l-ŏ-ck/. Now it’s your turn. I will say a word and you will say it back to me. The word is **beak**. What are the sounds you hear in the word **beak**?

**Correct response** Yes, when you segment the word “beak” into sounds, you hear /b-ē-k/.

**Incorrect response** When I segment the word “beak” into sounds, I hear 3 sounds /b-ē-k/. Say it back to me: beak, /b-ē-k/.

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	Results
1. bag	b - ā - g		___/5
2. less	l - ě - ss		
3. ride	r - ī - d		
4. deep	d - ē - p		
5. vote	v - ō - t		

**Isolating Medial Sound in Words** (Student can use roller coaster hand motion)

RF.1.2.C

Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is **much**. The middle or vowel sound I hear in the word “much” is /ŭ/. Can you say that: much, /ŭ/? Now it’s your turn. I will say a word and you will say it back to me: “sick”. What is the middle or vowel sound you hear in the word “sick?”

**Correct response** Yes, /i/ is the vowel sound you hear in the word “sick”.

**Incorrect response** /i/ is the vowel sound you hear in the word “sick”. Sick, /i/. Let’s try it again. Say, “sick.” What sound do you hear in the middle of the word “sick?”

I will say a word and you will say it back to me. What is the 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. red	/ĕ/		___/5
2. lip	/i/		
3. nut	/ŭ/		
4. lake	/ā/		
5. bead	/ē/		

**Adding Phonemes** (Teacher can use hand motion from the curriculum.)

Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-at/. When I add /h/ at the beginning, the word is /h-at/, hat. Now it’s your turn. Say /-ook/. Add /b/ at the beginning and the word is?

**Correct response** Yes. When you add /b/ to /-ook/, the word is book.

**Incorrect response** When I add /b/ to /-ook/, the word is /b-ook/, book. Can you say it back to me? /b - ook/, book.

Word Part	Add /*/	Correct Response	Student Response	Results
1. -and	/s/	sand		___/5
2. -own	/b/	bone		
3. -ight	/l/	light		
4. -ish	/w/	wish		
5. -ate	/g/	gate		

\*say sound, not letter name

**Deleting 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 “man.” Without /m/, what’s left is “-an.” Now it’s your turn. Say, sock. Without /s/, what’s left is?

**Correct response** Yes. Sock without /s/ is /-ock/.

**Incorrect response** Let’s try it again. Sock, /s-ock/; without /s/, what’s left is /-ock/. Can you say /-ock/?

Word	Without /*/	Correct Response	Student Response	Results
1. cup	/k/	-up		___ /5
2. dear	/d/	-ear		
3. fox	/f/	-ox		
4. wall	/w/	-all		
5. beach	/b/	-each		

\*say sound, not letter name

**Substituting Phonemes** (Teacher can use hand motion from the curriculum)

Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. The word is “my.” Change /m/ to /b/ and the word is “by.”

Now it’s your turn. Say “dot.” Change /d/ to /h/ and the word is?

**Correct response** Yes. When you change /d/ to /h/, the word is hot.

**Incorrect response** Let’s try it again. Say, dot. Change /d/ to /h/ and the word is /h-ot/, hot. Can you say hot?

Word	Change * to *	Correct Response	Student Response	Results
1. pay	/p/ to /m/	may		___ /5
2. let	/l/ to /w/	wet		
3. knock	/n/ to /l/	lock		
4. guess	/g/ to /m/	mess		
5. read	/r/ to /s/	seed		

\*say sound, not letter name

**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 1<sup>st</sup> Grade Baseline Phonemic Awareness Assessment

This assessment was created by Literacy Resources to align to the Primary Heggerty Awareness curriculum ©2017, ©2020. The skills assessed also align to the Phonological Awareness Standards of the Common Core State Standards for 1<sup>st</sup> Grade.

The suggested time frame in which to administer the assessment can be aligned to your school schedule of quarters or trimesters and be administered at the end of the first, or this assessment can be given at the beginning of the school year. It can also be administered when the curriculum is first being taught to your students to gather baseline data. It provides teachers with an opportunity to identify area(s) of strength, as well as a space to create a plan for intervention to address specific phonemic awareness skills.

The information gathered from the assessment 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. At the beginning of a school year, this Baseline assessment can be used to determine intervention needs, but some students enter school with limited or no exposure to these skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons.

<b>Assessment I: Baseline Assessment</b>			
Administer at the Beginning of the School Year			
Phonemic Awareness Skill	Beginning	Developing	Proficient
Rhyme Production	0 - 1 correct	2-3 correct	4 - 5 correct
Onset Fluency	0 - 1 correct	2-3 correct	4 - 5 correct
Blending Phonemes	0 - 1 correct	2-3 correct	4 - 5 correct
Isolating Final Sounds	0 - 1 correct	2-3 correct	4 - 5 correct
Segmenting Words into Phonemes	0 - 1 correct	2-3 correct	4 - 5 correct
Isolating Medial Sounds	0 - 1 correct	2-3 correct	4 - 5 correct
Adding Initial Phonemes	0 - 1 correct	2-3 correct	4 - 5 correct
Deleting Initial Phonemes	0 - 1 correct	2-3 correct	4 - 5 correct
Substituting Initial Phonemes	0 - 1 correct	2-3 correct	4 - 5 correct

In Weeks 1-8 of the Heggerty Phonemic Awareness curriculum, the lessons begin with phonological awareness skills before working at the phoneme level. If teachers would like to assess the phonological awareness skills of blending syllables into spoken words and segmenting a word into syllables, the following assessment can be administered.

**Blending Syllables** (Teacher can use chopping hand motion to show syllables.)

Teacher Administration Directions: I will say the syllables of a word and blend them together to make the whole word. Listen, den - tist. When I blend the syllables, den - tist, the word is dentist.

Now it's your turn. Listen, mem-ber. What is the whole word?

**Correct response** Yes. When you blend the syllables, /mem-ber/ it is the word member.

**Incorrect response** When I blend the syllables, /mem-ber/, it is the word member. Say it with me: /mem-ber/, member.

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

Syllables	Correct Response	Student Response	Results
1. tab - let	Tablet		___/5
2. mas - ter	Master		
3. re - cess	Recess		
4. sū - per	Super		
5. fan - tas - tic	Fantastic		

**Segmenting Words into Syllables** (Student can use chopping hand motion)

Teacher Administration Directions: I will say a word and segment the word into syllables. Listen, laugh - ing. When I segment the word laughing, I hear two syllables, laugh - ing. Now it's your turn. I will say a word and you will say it back to me: "center." What are the syllables in "center?"

**Correct response** Yes. When you segment "center" into syllables, you hear /cen - ter/ (or /cent - er/ is acceptable).

**Incorrect response** When I segment "center" into syllables, I hear 2 syllables: /cen - ter/. Say it back to me: center, cen - ter

**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. morning	morn - ing or mor-ning		___/5
2. excite	ex-cite		
3. fever	fē - ver or fēv - er		
4. president	prez - ĩ - dent		
5. whispering	whisp-er-ing or whis-per-ing		