Student Name: _____   Assessment Date: _____

Phonemic Awareness End of Year Assessment for 1ˢᵗ 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.
Teachers may choose to omit skills from this assessment if the student scored at the Proficient level on a previous assessment.

Phonemic Awareness Skills

Rhyme Production

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: leave, weave. Leave is a word that rhymes with weave because we hear /eave/ as the middle and final sounds in both words. Now it's your turn. Can you tell me a word that rhymes with "sail?"

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, sail and ____ rhyme. (mail, rail, pail, hail, kale)	
Incorrect response	Sail and ____ do not rhyme. A word that rhymes with sail is the word mail. Sail and mail rhyme because both words have /ail/ as the middle and final sounds.	

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

Word	Student Response	Results
1. hope		
2. night		
3. late		
4. third		
5. book		___/5

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 "new." The first sound we hear in the word "new" is /n/. Can you repeat this back to me – new, /n/? Now it's your turn. What is the first sound you hear in the word "saw?"

Correct response	Yes, /s/ is the first sound we hear in the word "saw".
Incorrect response	/s/, "saw." /S/ is the first sound we hear in the word "saw."

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 <u>sound</u> you hear?*"

Word	Correct Response	Student Response	Results
1. share	/sh/		
2. best	/b/		
3. cheer	/ch/		
4. thought	/th/		
5. sweet	/s/		___/5

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 "was." The last sound I hear in the word "was" is /z/. Can you say that; was, /z/?
Now it's your turn. I will say a word and you say it back to me: "fish." What is the last sound you hear in the word "fish?"

Correct response	Yes, /sh/ is the last sound you hear in the word "fish."
Incorrect response	/sh/ is the last sound you hear in the word "fish". Fish, /sh/

I will say a word and you say it back to me. What is the <u>last</u> 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 <u>sound</u> you hear?*"

Word	Correct Response	Student Response	Results
1. moon	/n/		
2. sponge	/j/		
3. lunch	/ch/		
4. crib	/b/		
5. shift	/t/		___/5

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: /m - ou - s/, mouse. When I blend those 3 sounds together, /m – ou - s/, the word is mouse. Now it's your turn. Listen to these sounds and tell me the whole word: /sh - oo - k/. What is the word?

Correct response	Yes, when you blend the sounds /sh - oo - k/, the word is shook.
Incorrect response	When I blend the 3 sounds /sh – oo - k/, the word is shook. Say it back to me: /sh - oo - k/, shook.

I will say the sounds. What is the word?

Phonemes	Correct Response	Student Response	Results
1. g – oa – t	goat		
2. n - or – th	north		
3. b – ou - n – s	bounce		
4. ch – ar – m	charm		
5. c – r – ow – n	crown		___/5

Isolating Medial Sound in Words (Student can use the 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 "fork." The middle/vowel sound I hear in the word "fork" is /or/. Can you say that: fork, /or/?
Now it's your turn. I will say a word and you will say it back to me: "goose". What is the middle/vowel sound you hear in the word "goose?"

Correct response	Yes, /oo/ is the middle/vowel sound you hear in the word "goose".
Incorrect response	/oo/ is the middle/vowel sound you hear in the word "goose." Goose, /oo/

I will say a word and you will say it back to me. What is the <u>middle/vowel</u> 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 <u>sound</u> you hear?*"

Word	Correct Response	Student Response	Results
1. great	/ā/		
2. look	/oo/		
3. girl	/ir/		
4. coin	/oi/		
5. hawk	/au/		___/5

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. jump, /j - ŭ -m-p/. I hear 4 sounds in jump. Now it's your turn. I will say a word and you will say it back to me. The word is "close." What are the sounds you hear in the word "close?"

Correct response	Yes, when you segment the word close into sounds, you hear, /c - l- ō - s/.
Incorrect response	When I segment the word close into sounds, I hear 4 sounds, /c - l- ō - s/. Say it back to me: close, /c - l- ō - s/.

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. purse	p – ur - s		
2. count	c – ou – n - t		
3. point	p – oi- n -t		
4. bloom	b – l – oo - m		
5. sport	s – p – or - t		___/5

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, /-each/. When I add /t/ at the beginning, the word is teach.
Now it's your turn. Say /-late/. Add /p/ at the beginning and the word is?

Correct response	Yes, when you add /p/ to /–late/, the word is plate.
Incorrect response	When I add /p/ to /–late/, the word is plate. Can you say it back to me? /p -late/, plate

Word/Word Part	Add /*/ at the beginning	Correct Response	Student Response	Results
1. – core	/s/	score		
2. –low	/g/	glow		
3. -reeze	/b/	breeze		
4. –lock	/k/	clock		
5. –light	/f/	flight		___ /5

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 "clean." Without /k/, what's left is "lean." Now it's your turn. Say, stop. Without /s/, what's left is?

Correct response	Yes, stop without /s/ is /-top/.			
Incorrect response	Let's try it again. Say, stop. Without /s/, what's left is top. Can you say top?			
Word	Without /*/	Correct Response	Student Response	Results
1. broom	/b/	room		
2. spool	/s/	pool		
3. climb	/k/	lime		
4. fright	/f/	right		
5. swish	/s/	wish		___ /5

Substituting Initial Phonemes (Teacher can use hand motion from the curriculum for final sounds)

Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. The word is "lime". Change /l/ to /ch/ and the word is "chime." Now it's your turn. Say "done." Change /d/ to /f/ and the word is?

Correct response	Yes, when you change /d/ to /f/, the word is fun.			
Incorrect response	Let's try it again. Say, done. Change /d/ to /f/, the word is /f - un/, fun.			
Word	Change /*/ to /*/	Correct Response	Student Response	Results
1. pine	/p/ to /sh/	shine		
2. cast	/c/ to /f/	fast		
3. term	/t/ to /g/	germ		
4. reach	/r/ to /b/	beach		
5. most	/m/ to /t/	toast		___ /5

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 1st Grade End of Year Phonemic Awareness Assessment

Teachers may choose to omit skills from the end of year assessment if the student scored at the Proficient level on a previous assessment.

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

The suggested time frame in which to administer this assessment can be aligned to your school schedule of quarters or trimesters or can be given at the end of the school year. The assessment provides teachers with an opportunity to identify a students' area of strength, as well as a space to create a plan for intervention to address specific phonemic awareness skills.

The information gathered from the assessments 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. The results of this assessment can be used to measure growth throughout the 1st grade school year and provide information for the teacher when the students begin 2nd grade.

Assessment 3: End of the School Year Assessment			
Administer around the 30th–35th week of school			
Phonemic Awareness Skill	Beginning	Developing	Proficient
Rhyme Production	0 - 4 correct	**	5 correct
Onset Fluency	0 - 4 correct	**	5 correct
Isolating Final Sounds in Words	0 - 3 correct	4 correct	5 correct
Blending Phonemes	0 - 3 correct	4 correct	5 correct
Isolating Medial Sounds in Words	0 - 3 correct	4 correct	5 correct
Segmenting Words into Phonemes	0 - 3 correct	4 correct	5 correct
Adding Initial Phonemes	0 - 3 correct	4 correct	5 correct
Deleting Initial Phonemes	0 - 3 correct	4 correct	5 correct
Substituting Initial Phonemes	0 - 3 correct	4 correct	5 correct