

Student Name: _____ Assessment Date: _____

Phonemic Awareness Baseline Assessment for Kindergarten

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 Recognition

RF.K.2.A

Teacher Administration Directions: Words that rhyme have the same middle and final sound. Listen to these words: low, no. Low and no rhyme. Now it's your turn. Do these two words rhyme: **high, my?**

Correct response Yes, high and my rhyme.

Incorrect response High and my are rhyming words because they both have /i/ in them.
Listen: /h/ - /i/, /m/ - /i/. Can you say high, my?

I will say two words. Say the words aloud and tell me if they rhyme by saying yes or no.

Words	Correct Response	Student Response	Results
1. hen, pen	yes		___/5
2. jam, did	no		
3. sick, pick	yes		
4. nap, map	yes		
5. rock, made	no		

Rhyme Production

RF.K.2.A

Teacher Administration Directions: Words that rhyme have the same middle and final sound. Listen to these words: sun, fun. Sun is a word that rhymes with fun because we hear /ŭn/ 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 it. Tell me word that rhymes with me.

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, me and ____ rhyme. (be, see, he, knee, key, we)

Incorrect response Me and ____ do not rhyme. A word that rhymes with me is the word see because we hear /ē/ in both: /m - ē/, /s - ē/. Can you say the 2 words back to me: me, see?

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

Word	Student Response	Results
1. day		___/5
2. tie		
3. fan		
4. dot		
5. red		

Onset Fluency: Isolate the Initial Sound

RF.K.2.D

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

Correct response Yes, /h/ is the first sound we hear in the word how.

Incorrect response /h/, “how”. /H/ is the first sound we hear in the word “how”.
Let’s try it again. Say “how.” What is the first sound you hear in the word “how”? (/h/)

I will say a word and you will repeat it. What is the first sound you hear in the word _____?

Word	Correct Response	Student Response	Results
1. mad	/m/		____/5
2. kite	/k/		
3. pet	/p/		
4. jump	/j/		
5. dig	/d/		

Blending Compound Words & Syllables

RF.K.2.B

(Teacher can use each hand to show compound words and the chopping hand motion to show syllables.)

Teacher Administration Directions for #1-3: I will say two separate words and blend them together to make the whole word. Listen, out - side. When I blend the words, out - side, the word is outside.
Now it’s your turn. Listen, back - pack. What is the whole word?

Correct response Yes. When you blend the 2 words, back - pack, it is the word backpack.

Incorrect response When I blend the 2 words, back- pack, it is the word backpack. Say it back to me: back - pack, backpack.

Teacher Administration Directions for #4-6,, I will say the syllables of a word and blend them together to make the whole word. Listen, pen - cil, pencil. When I blend the syllables, pen - cil, the word is pencil.
Now it’s your turn. The syllables are: fro - zen. What is the whole word?

Correct response Yes, when you blend the 2 syllables, /fro - zen/, it is the word frozen.

Incorrect response When I blend the 2 syllables, /fro - zen/, it is the word frozen. Say it back to me: /fro - zen/, frozen,

I will say the 2 words or syllables. Can you blend them into a whole word?

Words or Syllables	Correct Response	Student Response	Results
1. foot - ball	football		____/6
2. pop - corn	popcorn		
3. bed - room	bedroom		
4. win - dow	window		
5. pur - ple	purple		
6. tar - get	target		

Isolating Final Sounds in Words (Student can use the punch it out hand motion.)		RF.K.2.D	
Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is “took.” The last sound I hear in the word “took” is /k/. Can you say that; took, /k/? Now it’s your turn: I will say a word and you say it back to me: “team”. What is the last sound you hear in the word team?			
Correct response	Yes, /m/ is the last sound you hear in the word “team”.		
Incorrect response	/m/ is the last sound I hear in the word “team”. Team, /m/ Let’s try it again. Say “team.” What is the last sound you hear in the word “team”?		
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 <u>sound</u> you hear?”			
Word	Correct Response	Student Response	Results
1. pick	/k/		___ / 5
2. bus	/s/		
3. feet	/t/		
4. jog	/g/		
5. had	/d/		

Segmenting Words into Compound Words & Syllables		RF.K.2.B	
(Student can use each hand to show compound words and the chopping hand motion to show syllables.)			
Teacher Administration Directions for #1-3: I will say a word and segment the word into 2 words. Listen, pancake, pan - cake. When I segment the word pancake, I hear two words, pan - cake. Now it’s your turn. I will say a word and you will say it back to me: cowboy. What are the two words in cowboy?			
Correct response	Yes, when you segment the word cowboy into 2 smaller words, you hear cow - boy.		
Incorrect response	When I segment cowboy into 2 smaller words, we hear cow - boy. Say it back to me: cowboy, cow - boy.		
Teacher Administration Directions for #4-6: I will say a word and segment the word into syllables. Listen, teacher, tea-cher. When I segment the word teacher, I hear 2 syllables, tea - cher. Now it’s your turn. I will say a word and you will say it back to me: enjoy. What are the syllables in enjoy?			
Correct response	Yes, when you segment enjoy into syllables, you hear /en -joy/.		
Incorrect response	When I segment enjoy into syllables, we hear 2 syllables: /en - joy/. Say it back to me: enjoy, en - joy.		
I will say a word. You will say it back to me. What are the 2 words/syllables in the word ____?			
Whole Word	Correct Response	Student Response	Results
1. footprint	foot - print		___/6
2. playground	play - ground		
3. bookmark	book - mark		
4. after	af - ter		
5. table	ta - ble		
6. cloudy	cloud - y		

Adding Words and Syllables (Teacher can use hand motion from the curriculum.)

RF.K.2.E

Teacher Administration Directions for #1-3: I will say a word. I will add a word at the end to make a new word. Listen, cup. When I add cake at the end, the word is cupcake. Now it's your turn. Say tooth. Add /brush/ at the end and the word is?

Correct Response Yes. When you say tooth and add brush at the end, the word is toothbrush.

Incorrect Response When I say tooth and I add brush at the end, the word is tooth – brush, toothbrush.

Teacher Administration Directions for #4-6: I will say a word. I will add a syllable at the end to make a new word. Listen, /par-/. When I add /-tee/ at the end, the word is /par-tee/, party. Now it's your turn. Say /win-/. Add /-ter/ at the end and the word is?

Correct Response Yes. When you say win and add /-ter/ at the end, the word is winter.

Incorrect Response When I say win and add /-ter/ at the end, the word is win – ter, winter.

Word or Word Part	Add * at the end	Correct Response	Student Response	Results
1. out	side	outside		___ / 6
2. rain	bow	rainbow		
3. down	stairs	downstairs		
4. tell	-ing	telling		
5. mark	-er	marker		
6. quick	-ly	quickly		

Blending Onset-Rime (Teacher can use chopping hand motion.)

RF.K.2.C

Teacher Administration Directions: I will say the first sound of a word and the last part of the word and blend them together to make the whole word. Listen, /d – id/. When I blend those 2 parts together, /d – id/, the word is did.

Now it's your turn. Listen to these sounds and tell me the whole word: /m-ess/. What is the word?

Correct response Yes, when you blend the sounds /m-ess/ together, the word is mess.

Incorrect response When I blend the sounds /m – ess/ together the word is mess.
Say it back to me. /m-ess/, mess.

I will say the 2 parts of the word. What is the whole word?

Onset – Rime	Correct Response	Student Response	Results
1. s – un	sun		___ / 5
2. l – ip	lip		
3. b – ed	bed		
4. r – ag	rag		
5. h – ot	hot		

Deleting Words and Syllables (Teacher can use hand motion from the curriculum.)

Teacher Administration Directions for #1-3: I will say a word. I will take away a word and tell you what is left. The word is “somewhere.” Without some, what’s left is where. Now it’s your turn. Say, football. Without foot, what’s left is?

Correct Response Yes. When I delete foot from football, what’s left is ball.

Incorrect Response Let’s try it again. Say football. Without foot, what’s left is ball. Can you say ball?

Teacher Administration Directions for #4-6 I will say a word. I will take away a syllable and tell you what is left. The word is “kindest.” Without /-est/, what’s left is kind. Now it’s your turn. Say, meeting. Without /-ing/, what’s left is?

Correct Response Yes. When I delete /-ing/ from meeting, what’s left is meet.

Incorrect Response Let’s try it again. The word meeting has two syllables, meet - ing. Without /-ing/, what’s left is meet. Can you say meet?

Word	Without	Correct Response	Student Response	Results
1. fourteen	teen	four		____ / 6
2. playground	ground	play		
3. Sunday	day	sun		
4. laughing	-ing	laugh		
5. cloudy	-y (ē)	cloud		
6. before	-fore	be		

Segmenting Words into Onset-Rime (Student can use chopping hand motion)

RF.K.2.C

Teacher Administration Directions: I will say a word and I will segment the word into the first sound and the rest of the word. Listen. Zip, /z - ip/.

Now it’s your turn. I will say a word and you will say it back to me. The word is “had.” What is the first sound and the rest of the word?

Correct response Yes, when you segment the word had, you hear /h - ad/.

Incorrect response When I segment the word “had” into the first sound and the rest of the word, I hear /h/ - /ad/. Can you say it back to me? Had, /h-ad/.

I will say a word and you will say it back to me. What is the first sound and the rest of the word?

Word	Correct Response	Student Response	Results
1. map	m - ap		____/5
2. not	n - ot		
3. tin	t - in		
4. red	r - ed		
5. bug	b - ug		

Substituting Words and Syllables (Teacher can use hand motion from the curriculum.)

Teacher Administration Directions for #1-3: I will say a word. I will change the first word to make a new word. The word is classroom. Change class to bed and the word is bed-room, bedroom. Now it's your turn. Say Sunday. Change sun to birth and the word is?

Correct response Yes. When you change sun to birth, the word is birthday.

Incorrect response When I change sun to birth, the word is birth – day, birthday. Say it back to me, birth-day, birthday.

Teacher Administration Directions for #4-6: I will say a word. I will change the first syllable to make a new word. The word is highest. Change /high/ to /low/ and the word is lowest. Now it's your turn. Say crying. Change /cry/ to /laugh/ and the word is?

Correct response Yes. When you change cry to laugh, the word is laughing.

Incorrect response When I change cry to laugh, the word is laugh – ing, laughing. Say it back to me, laugh-ing, laughing.

Word	Change * to *	Correct Response	Student Response	
1. goldfish	gold to star	starfish		
2. pancake	pan to cup	cupcake		
3. inside	in to out	outside		
4. fastest	fast to kind	kindest		
5. loudest	loud to tall	tallest		
6. talking	talk to read	reading		____/6

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:

If the student is successful with Blending and Segmenting Words, Syllables, and Onset-Rime, administer the two phoneme-level tasks below.

Blending Phonemes (Teacher can use chopping hand motion to show the phonemes.)			
Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /h - ē/, he. When I blend those 2 sounds together, /h - ē/, the word is he. Now it's your turn. Listen to these sounds and tell me the whole word: /d - ā/. What is the word?			
Correct response	Yes, when you blend the sounds, /d - ā/, the word is day.		
Incorrect response	Listen, when I blend the 2 sounds, /d - ā/, the word is day. Can you say it back to me? /d - ā/, day.		
I will say the sounds. What is the word?			
Sounds	Correct Response	Student Response	Results
1. b - ī	by		___/5
2. s - ē	see		
3. n - ō	no		
4. ō - d	odd		
5. ũ - s	us		

Segmenting Words into Phonemes (Student can use chopping hand motion)			
Teacher Administration Directions: I will say a word and I will segment the word into sounds. Listen. Up, /ŭ - p/. I hear 2 sounds in up, /ŭ - p/. Now it's your turn. I will say a word and you will say it back to me. The word is "toe." What are the sounds you hear in the word "toe?"			
Correct response	Yes, when you segment the word toe into sounds, you hear /t - ō/.		
Incorrect response	When I segment the word toe into sounds, I hear 2 sounds, /t - ō/. Can you say it back to me? Toe, /t - ō/.		
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. go	g - ō		___/5
2. at	ă - t		
3. my	m - ī		
4. hay	h - ay		
5. if	ī - f		

Guidelines for Scoring the Kindergarten Phonemic Awareness Assessment

These assessments were created by Literacy Resources to align to the Heggerty Phonemic Awareness curriculum for Kindergarten ©2015, ©2020. The skills assessed also align to the Phonological Awareness Standards of the Common Core State Standards for Kindergarten. The suggested time frame in which to administer assessments can be aligned to your school schedule of quarters or trimesters. Each 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 block. It is recommended that students who score within the "Beginning" range for any skill on any future assessments would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum. The Baseline assessment can be used to determine intervention needs, but some students begin 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.

Assessment 1: Baseline Assessment			
Administer at the Beginning of the School Year			
Phonemic Awareness Skill	Beginning	Developing	Proficient
Rhyme Recognition	0 – 2 correct	3 correct	4 – 5 correct
Rhyme Production	0 – 2 correct	3 correct	4 – 5 correct
Onset Fluency	0 – 2 correct	3 correct	4 – 5 correct
Blending Compound Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
Isolating Final Sounds in Words	0 – 2 correct	3 correct	4 – 5 correct
Segmenting Compound Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
Adding Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
Blending Onset – Rime	0 – 2 correct	3 correct	4 – 5 correct
Deleting Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
Segmenting into Onset – Rime	0 – 2 correct	3 correct	4 – 5 correct
Substituting Words & Syllables	0 – 2 correct	3 – 4 correct	5 – 6 correct
<i>If Blending & Segmenting at the Phoneme level is administered:</i>			
Blending Phonemes		1- 3 correct	4 – 5 correct
Segmenting into Phonemes		1- 3 correct	4 – 5 correct