

Student Name: _____

Assessment Date: _____

Phonemic Awareness Mid-Year Assessment for Grade 1

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: comb, home. Comb is a word that rhymes with home because we hear /ome/ as the middle and final sounds. Now it's your turn. I will say a word. Can you tell me a word that rhymes with net?

Note to teacher: Nonsense words are acceptable. If student repeats the provided word or responds with the rime, you can prompt by saying, "Can you give me another rhyming word?"

Correct response	Yes, net and ____ rhyme. (wet, set, pet, met)
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Incorrect response	Net and ____ do not rhyme. A word that rhymes with net is set. We hear /ět/ in both words: /n-et/ and /s-et/. Can you say net, set?
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I will say a word. Can you repeat the word and tell me a word that rhymes?

Word	Student Response	Results
1. where		____/5
2. shore		
3. ring		
4. jeep		
5. time		

Weekly Lesson Plans 10, 11, 13, 17, 19, 23, 25-27

Onset Fluency:

RF.1.2.C

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

Correct response Yes, /m/ is the first sound we hear in the word “make”.

Incorrect response /m/, make/. /M/ is the first sound we hear in the word “make”.

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. shout	/sh/		____/5
2. they	/th/		
3. numb	/n/		
4. plant	/p/		
5. stick	/s/		

Weekly Lesson Plans 1-24

Isolating Final Sounds in Words (Student can use the punch it out hand motion)

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is “knob.” The last sound I hear in the word “knob” is /b/. Can you say that back to me: knob, /b/?
Now it’s your turn. I will say a word and you say it back to me: **miss**. What is the last sound you hear in the word **miss**?

Correct response Yes, /s/ is the last sound you hear in the word “miss”.

Incorrect response /s/ is the last sound you hear in the word “miss”. Miss, /s/.
Can you say it back to me: “miss”, /s/?

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	Results
1. caught	/t/		____/5
2. sneeze	/z/		
3. laugh	/f/		
4. proud	/d/		
5. wish	/sh/		

Weekly Lesson Plans 1-8, 12, 16, 17, 19, 20, 23, 24, 28, 31

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. /r - ē - d/, read. When I blend those 3 sounds together, /r - ē - d/, the word is read. Now it's your turn. Listen to these sounds and tell me the whole word: /s - l - ī - d/. What is the word?

Correct response Yes, when you blend the sounds /s - l - ī - d/, the word is slide.

Incorrect response When I blend the 4 sounds /s - l - ī - d/, the word is slide.
Say it back to me: /s - l - ī - d/, slide.

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

Sounds	Correct Response	Student Response	Results
1. th - ě - n	then		___/5
2. b - l - ā - k	black		
3. b - r - ā - n	brain		
4. f - l - ā - p	flap		
5. sh - ě - l - f	shelf		

Weekly Lesson Plans 8-27

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

Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is "met." The middle/vowel sound I hear in the word "met" is /ĕ/. Can you say that: met, /ĕ/? Now it's your turn. I will say a word and you will say it back to me: **job**. What is the middle/vowel sound you hear in the word **job**?

Correct response Yes, /ĕ/ is the middle/vowel sound you hear in the word "job".

Incorrect response /ĕ/ is the middle/vowel sound you hear in the word "job". Job, /ĕ/. Let's try it again. Say, "job." What sound do you hear in the middle of the word "job?"

I will say a word and you will say it back to me. What is the middle/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. knock	/ŏ/		___/5
2. dip	/ĭ/		
3. made	/ā/		
4. light	/ī/		
5. keep	/ē/		

Weekly Lesson Plans 10-12, 14-17, 19, 21-25,

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. Math, /m-ă-th/. I hear 3 sounds in math, /m-ă-th/. Now it's your turn. I will say a word and you will say it back to me. The word is **knot**. What are the sounds you hear in the word **knot**?

Correct response Yes, when you segment the word knot into sounds, you hear /n - ă - t/.

Incorrect response When I segment the word knot into sounds, I hear 4 sounds, /n - ă - t/.
Say it back to me: knock, /n - ă - t/.

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. check	ch - ă - ck		____/5
2. white	wh - ī - t		
3. shape	sh - ā - p		
4. speak	s - p - ē - k		
5. blast	b - l - ă - s - t		

Weekly Lesson Plans 8-27

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, /-eat/. When I add /h/ at the beginning, the word is heat. Now it's your turn. Say /-ate/. Add /d/ at the beginning and the word is?

Correct response Yes, when you add /d/ to /-ate/, the word is date.

Incorrect response When I add /d/ to /-ate/, the word is date.
Can you say it back to me? /d - ate/, date.

Word Part/Rime	Add /*/ at the beginning	Correct Response	Student Response	Results
1. /- air/	/ch/	chair		____/5
2. /-ice/	/d/	dice		
3. /-right/	/b/	bright		
4. /-poke/	/s/	spoke		
5. /-low/	/b/	blow		

*say sound, not letter name

Weekly Lesson Plans 5-18

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 “cheer.” Without /ch/, what’s left is “ear.” Now it’s your turn. Say, cape. Without /k/, what’s left is?

Correct response Yes. Cape without /k/ is /-ape/.

Incorrect response Let’s try it again. Say cape. Without /k/, what’s left is /-ape/. Can you say /-ape/?

Word	Without /*/	Correct Response	Student Response	Results
1. pace	/p/	ace		___ /5
2. cheese	/ch/	Ease		
3. block	/b/	Lock		
4. stack	/s/	Tack		
5. grow	/g/	Row		

*say sound, not letter name

Weekly Lesson Plans 5-18

Substituting 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 “hide”. Change /h/ to /t/ and the word is “tide.” Now it’s your turn. Say “bear.” Change /b/ to /sh/ and the word is?

Correct response Yes, when you change /b/ to /sh/, the word is share.

Incorrect response Let’s try it again. Say, bear. Change /b/ to /sh/ and the word is /sh-air/, share. Can you say share?

Word	Change /*/ to /*/	Correct Response	Student Response	Results
1. tap	/t/ to /l/	lap		___ /5
2. shed	/sh/ to /h/	head		
3. chess	/ch/ to /m/	mess		
4. paint	/p/ to /f/	faint		
5. mind	/m/ to /k/	kind		

*say sound, not letter name

Weekly Lesson Plans 5-17

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 Grade 1 Mid-Year Phonemic Awareness Assessment

These assessments were created by Literacy Resources to align to the Primary Heggerty Phonemic Awareness curriculum ©2017, ©2020.

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 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 data gathered from the Mid-Year assessment can be used to determine skills to target during a phonemic awareness intervention lesson. Weekly lesson plans that correlate to the Primary curriculum manual have been listed for each skill to provide guidance for teachers when planning for intervention lessons.

Assessment 2: Mid-Year Assessment			
Administer around the 17 th – 24 th week of school			
Phonemic Awareness Skill	Beginning	Developing	Proficient
Rhyme Production	0 - 2 correct	3-4 correct	5 correct
Onset Fluency	0 - 2 correct	3-4 correct	5 correct
Isolating Final Sounds in Words	0 - 2 correct	3-4 correct	5 correct
Blending Phonemes	0 - 2 correct	3-4 correct	5 correct
Isolating Medial Sounds in Words	0 - 2 correct	3-4 correct	5 correct
Segmenting Words into Phonemes	0 - 2 correct	3-4 correct	5 correct
Adding Phonemes	0 - 2 correct	3-4 correct	5 correct
Deleting Phonemes	0 - 2 correct	3-4 correct	5 correct
Substituting Phonemes	0 - 2 correct	3-4 correct	5 correct