

## End-of-Year Phonemic Awareness Assessment for Kindergarten

**Student Name:** \_\_\_\_\_ **Assessment Date:** \_\_\_\_\_

**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 Skill

#### **Rhyme Recognition**

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: row, no. Row and no rhyme because we hear /ō/ in both words: /r-ōw/, /n-ō/. Now it's your turn. Do these two words rhyme: fish, dish?

Correct response	Yes, fish and dish rhyme.
Incorrect response	Fish and dish are rhyming words because we hear /ish/ in both words: /f-ish/, /d-ish/. Can you say fish, dish?

**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. pat, hat	yes		___ /5
2. big, boat	no		
3. then, men	yes		
4. dog, zip	no		
5. call, hall	yes		

**Onset Fluency: Isolate the Initial Sound**

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 “now”?

Correct response	Yes, /n/ is the first sound we hear in the word “now”.
Incorrect response	/n/, “now”. /N/ is the first sound we hear in the word “now”. Let’s try it again. Say, “now.” What is the first sound you hear in the word “now”?

**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. top	/t/		___/5
2. bed	/b/		
3. pick	/p/		
4. wash	/w/		
5. farm	/f/		

**Blending Compound Words** (Teacher can use compound word hand motion)

Teacher Administration Directions: I will say two separate words and blend them together to make the whole word. Listen, in - side. When I blend the words, in - side, the word is inside. Now it’s your turn. Listen, foot - path. What is the whole word?

Correct Response	Yes, when you blend the two words, foot - path, it is the word footpath.
Incorrect Response	When I blend the 2 words foot -path, it is the word footpath. Say it back to me, foot-path, footpath.

**I will say the two words. Can you blend them into a whole word?**

Words	Correct Response	Student Response	Results
1. sun - set	sunset		___/5
2. hall - way	hallway		
3. skate - board	skateboard		
4. with - out	without		
5. every - thing	everything		

### Blending Syllables (Teacher can use chopping hand motion for each syllable)

Teacher Administration Directions: I will say two separate syllables and blend them together to make the whole word. Listen, /pen – cil/. When I blend the syllables /pen – cil/, the word is pencil.

Now it's your turn. Listen, /sim-ple/. What is the whole word?

Correct Response Yes, when you blend the two syllables, /sim – ple/, the word is simple.

Incorrect Response When I blend the 2 syllables, /sim-ple/, it is the word simple.  
Say it back to me, /sim-ple/, simple.

### I will say the two syllables. Can you blend the syllables into a whole word?

Syllables	Correct Response	Student Response	Results
1. count – ing	counting		___ /5
2. tick – it	ticket		
3. num – ber	number		
4. lā – ter	later		
5. un – til	until		

### Isolating Final Sounds in Words (Students can punch out final sound)

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is “duck.” The last sound I hear in the word “duck” is /k/. Can you say: duck, /k/? Now it's your turn: I will say a word and you say it back to me: “bus”. What is the last sound you hear in the word bus?

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

Incorrect Response /s/ is the last sound I hear in the word “bus”. Bus, /s/  
Let's try it again. Say “bus.” What is the last sound you hear in the word “bus?”

### 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. rake	/k/		___ /5
2. leaf	/f/		
3. moon	/n/		
4. seed	/d/		
5. come	/m/		

### Segmenting Compound Words into 2 words

Teacher Administration Directions: I will say a word and segment the word into 2 words. Listen: mailbox, mail - box. When I segment the word mailbox I hear two words, mail - box.

Now it's your turn. I will say a word and you will say it back to me: sunset. What are the two words you hear in sunset?

Correct Response	Yes, when you segment the word sunset into 2 smaller words, you hear sun - set.
Incorrect Response	When I segment sunset into 2 smaller words, we hear sun - set. Say it back to me: sunset, sun - set.

#### I will say a word. You will say it back to me. What are the 2 words you hear in \_\_\_ ?

Word	Correct Response	Student Response	Results
1. moonlight	moon - light		___ /5
2. homework	home - work		
3. anything	any-thing		
4. strawberry	straw-berry		
5. sometime	some - times		

### Segmenting Words into Syllables

Teacher Administration Directions: I will say a word and segment the word into syllables. Listen, under, /un-der/. When I segment the word under, I hear 2 syllables, /un - der/.

Now it's your turn. I will say a word and you will say it back to me: sunny. What are the syllables in sunny?

Correct Response	Yes, when you segment the word sunny into syllables, you hear /sun - ē/.
Incorrect Response	When I segment the word sunny into two parts/syllables, I hear /sun - ē/. Say it back to me: sunny, /sun - ē/.

#### I will say a word. You will say it back to me. What are the 2 syllables you hear in the word \_\_\_ ?

Word	Correct Response	Student Response	Results
1. open	ō - pen		___ /5
2. uncle	un - cle		
3. before	be - fore		
4. princess	prin - cess		
5. swimming	swim - ing		

### Blending Onset-Rime

Teacher Administration Directions: I will say a word in 2 parts and then blend those parts into a word. Listen, /m/ - /ăp/, map. When I blend /m/ - /ăp/, the word is map.  
Now it's your turn. I will say 2 parts and you will blend those parts into a word. /t/ - /ĕn/.

Correct Response	Yes, when you blend /t/ - /ĕn/, the word is ten.
Incorrect Response	When I blend /t/ - /ĕn/, the word is ten. Can you repeat that back to me? /t/ - /ĕn/, ten.

**I will say 2 parts of a word. You will say the parts back to me and blend them into a word.**

Onset - Rime	Correct Response	Student Response	Results
1. s - et	Set		
2. p - age	Page		
3. h - ĩm	Him		
4. d - ōwn	Down		
5. f - eed	Feed		

### 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: /m - ĩ/, my. When I blend those 2 sounds together, /m - ĩ/, the word is my.  
Now it's your turn. Listen to these sounds and tell me the whole word: /t - ĩ/. What is the word?

Correct response	Yes, when you blend the sounds, /t - ĩ/, the word is tie.
Incorrect response	When we blend the 2 sounds, /t - ĩ/, the word is tie. Can you say that back to me? /t - ĩ/, tie.

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

Phonemes/Sounds	Correct Response	Student Response	Results
1. s - ē	see		___/5
2. n - ō	no		
3. w - ā	way		
4. p - ĩ	pie		
5. m - oo	Moo		

### Segmenting a Word into Onset-Rime

Teacher Administration Directions: I will say a word and segment the word into 2 parts, the first sound and the rest of the word. Listen, pet, /p - et/. Now it's your turn. I will say a word and you will segment the word into 2 parts, the first sound and the rest of the word. The word is hot; can you segment *hot* into the first sound & the rest of the word?

Correct Response Yes, when you segment hot, you hear /h/ - /ot/.

Incorrect Response When I segment hot into 2 parts, I hear /h/ - /ot/.  
Can you repeat that back to me? /h/ - /ot/

**I will say a word. You will say the word back to me and segment it into 2 parts** (the first sound and the rest of the word).

Word	Correct Response	Student Response	Results
1. ran	r - an		
2. lip	l - ip		
3. much	m - uch		
4. fall	f - all		
5. dig	d - ig		

### Segmenting Words into Phonemes

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

Listen, so, /s/ - /ō/. When I segment the word "so" I hear 2 sounds, /s/ - /ō/.

Now it's your turn. I will say a word and you will say it back to me: tea; can you segment "tea" into 2 sounds?

Correct Response Yes, when you segment the word tea into sounds, you hear, /t/ - /ē/.

Incorrect Response When I segment the word tea into sounds, I hear, /t/ - /ē/. Can you say that back to me? Tea, /t/ - /ē/.

**I will say a word. You will say it back to me. What are the 2 sounds in the word \* ?**

Word	Correct Response	Student Response	Results
1. he	h - ē		___/5
2. say	s - ā		
3. low	l - ō		
4. by	b - ī		
5. do	d - oo		

## Guidelines for Scoring the Kindergarten EOY Phonemic Awareness Assessment

This assessment was created by Literacy Resources to align to the Heggerty Phonemic Awareness curriculum for Kindergarten ©2016, ©2020.

The 5 skills included in the assessment, Rhyme, Onset Fluency, Isolating Final Sounds, Blending, and Segmenting, are part of the daily phonemic awareness lessons and match the pre-assessment. Blending and segmenting onset-rime and with phonemes have also been included for the end of the year assessment.

The same assessment can be given as a pre-assessment and then as a post-assessment, or a second assessment has been provided to be used at the end of the school year.

Both assessments provide teachers with baseline data and end of school year data to monitor student progress. 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.

Phonemic Awareness is auditory and should be assessed in this way. Students are not expected to read or write any of the words in the assessment; the teacher says the words or sounds aloud and the student responds orally.

<b>Assessment #2: End of Year Assessment</b>			
End of the School Year Administration			
<b>Phonemic Awareness Skill</b>	<b>Pre-Developing</b>	<b>Developing</b>	<b>Secure</b>
Rhyme Recognition	0-2 correct	3-4 correct	5 correct
Onset Fluency	0-2 correct	3-4 correct	5 correct
Blending Compound Words	0-2 correct	3-4 correct	5 correct
Blending Syllables	0-2 correct	3-4 correct	5 correct
Isolating Final Sounds in Words	0-2 correct	3-4 correct	5 correct
Segmenting Compound Words	0-2 correct	3-4 correct	5 correct
Segmenting Syllables	0-2 correct	3-4 correct	5 correct
Blending Onset-Rime	0-1 correct	2-3 correct	4-5 correct
Blending 2-phonemes	0-1 correct	2-3 correct	4-5 correct
Segmenting Onset-Rime	0-1 correct	2-3 correct	4-5 correct
Segmenting Phonemes	0-1 correct	2-3 correct	4-5 correct