



Phonemic Awareness Skills Screener Assessment for Grade 2 & above

Student Name: _____ Assessment Date: _____

This Screener Assessment can be administered to students in 2nd grade and above to determine if the Heggerty Phonemic Awareness curriculum should be part of a child's intervention instruction. Lessons from the Primary curriculum are listed to plan for instruction for each skill.

Directions: Mark correct response with a +. Mark 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.

Rhyme Production

Teacher Administration Directions: Words that rhyme have the same middle and final sounds. Listen to these words: teach, reach. Teach and reach rhyme because we hear /each/ in both words.

Now it's your turn. I will say a word and you tell me a word that rhymes with "for."

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, for and _____ rhyme.

Incorrect response For and _____ do not rhyme. A word that rhymes with "for" is the word "door" because we hear /or/ in both words: /f-or/, /d-or/. Can you say: for, door?

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

Word	Student Response	Results
1. pot		
2. rack		
3. bug		
4. hill		
5. nest		
6. snow		
7. came		
8. feed		
Lessons for Rhyme Production in the Primary curriculum: Weeks 5-6, 10-11, 13, 17, 19, 25, 27, 29		___ /8

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 “heard”.

The first sound we hear in the word “heard” is /h/. Can you repeat this back to me – heard, /h/?

Now it’s your turn. What is the first sound you hear in the word **part**?

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

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. matter	/m/		____/5
2. rocket	/r/		
3. puddle	/p/		
4. summer	/s/		
5. guest	/g/		

Lessons for Onset Fluency in the Primary curriculum: Weeks 1-24

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. /n – ī – s/, nice. When I blend those 3 sounds together, /n – ī – s/, the word is nice.

Now it’s your turn. Listen to these sounds and tell me the whole word: /r – ē – d/. What is the word?

Correct response	Yes, when you blend the sounds, /r – ē – d/, the word is red
Incorrect response	Listen, when you blend the 3 sounds, /r – ē – d/, the word is red. Say it back to me: /r – ē – d/, red.

I will say the sounds. What is the word?

Sounds	Correct Response	Student Response	Results
1. d – ō – m	dome		____/5
2. h – ē – d	head		
3. l – ī – f – t	lift		
4. s – l – ē – p	sleep		
5. b – l – ā – s – t	blast		

Lessons for Blending Phonemes in the Primary curriculum: Weeks 8-27

Isolating Final Sounds in Words

(Student can use the punch it out hand motion when responding.)

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is “start.” The last sound I hear in the word “start” is /t/. Can you say that; start, /t/?

Now it’s your turn: **farm**. What is the last sound you hear in the word **farm**?

Correct response	Yes, /m/ is the last sound you hear in the word “farm”.
Incorrect response	/m/ is the last sound you hear in the word “farm.” Farm, /m/. Let’s try it again. Say “farm.” What is the last sound you hear in the word “farm”?

I will say a word and you will repeat it. 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. twine	/n/		____/5
2. gift	/t/		
3. glaze	/z/		
4. splash	/sh/		
5. kind	/d/		

Lessons for Isolating Final Sounds in the Primary curriculum: Weeks 1–8, 12, 16, 17, 19 20, 23, 24, 28, 31

Segmenting Words into Phonemes

(Student can use chopping hand motion to show phonemes.)

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

Listen. Knock, /n – ö – k/. I hear 3 sounds in knock, /n – ö – ck/.

Now it’s your turn. The word is “win” What are the sounds you hear in the word “win?”

Correct response	Yes, when you segment the word win into sounds, you hear /w – i – n/.
Incorrect response	When I segment the word win into sounds, I hear 3 sounds, /w – i – n/. Say it back to me: win, /w – i – n/

I will say a word and you will repeat it. What are the sounds you hear in the word ____?

Word	Correct Response	Student Response	Results
1. math	m – ä – th		____/5
2. night	n – ī – t		
3. steep	s – t – ē – p		
4. cloud	c – l – ou – d		
5. lunch	l – ü – n – ch		

Lessons for Segmenting words into Phonemes in the Primary curriculum: Weeks 8–27

NOTE: If student is unsuccessful at the phoneme level, refer to the 1st grade Baseline assessment for additional assessments to evaluate the Phonological Awareness skills: Blending & Segmenting Syllables, or the Kindergarten baseline assessment for Blending & Segmenting Onset – Rime.

Isolating Medial Sound in Words

(Student can use the roller coaster or punch out the medial sound hand motion when responding.)

Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is "need." The middle or vowel sound I hear in the word "need" is /ē/. Can you say that: need, /ē/? Now it's your turn. I will say a word and you will repeat it: **hot**. What is the middle or vowel sound you hear in the word **hot**?

Correct response	Yes, /ō/ is the middle/vowel sound you hear in the word "hot".
Incorrect response	/ō/ is the middle/vowel sound you hear in the word "hot." Hot, /ō/. Let's try it again. Say, hot." What sound do you hear in the middle of the word, "hot?"

I will say a word and you will repeat the word. 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. stick	/ɪ/		___ / 5
2. shake	/ā/		
3. bird	/ir/		
4. deep	/ē/		
5. mouth	/ou/		

Lessons for Isolating Medial Phonemes in the Primary curriculum: Weeks 10-12, 14-17, 19, 21-25, 27, 29, 30

Adding Initial 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, /-ate/. When I add /g/ at the beginning, the word is gate.

Now it's your turn. Say /-oak/. Add /s/ at the beginning and the word is?

Correct response	Yes, when you add /s/ to /-oak/, the word is soak.
Incorrect response	When I add /s/ to /-oak/, the word is soak. Can you say it back to me? /s - oak/, soak

Rime/Word Part	Add /*/ at the beginning	Correct Response	Student Response	Results
1. /-ox/	/b/	box		___ / 5
2. /-ice/	/n/	nice		
3. /-air/	/ch/	chair		
4. /-each/	/r/	reach		
5. /-ooth/	/t/	tooth		

Lessons for Adding Initial Phonemes in the Primary curriculum: Weeks 5-18, 28, 29, 32, 35

Deleting Initial 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 “boat.” Without /b/, what’s left is “oat.” Now it’s your turn. Say, right. Without /r/, what’s left is?

Correct response	Yes, right without /r/ is /-ight/.			
Incorrect response	Let's try again. Say, right. Without /r/, what's left is /-ight/. Can you say /-ight/?			
Word	Without /*/	Correct Response	Student Response	Results
1. shelf	/sh/	/-elf/		
2. choose	/ch/	/-ooze/		
3. fear	/f/	/-ear/		
4. rhyme	/r/	/-ime/		
5. wait	/w/	/-ait/		___ /5

Lessons for Deleting Initial Phonemes in the Primary curriculum: Weeks 5-18, 28, 29, 32

Substituting Initial 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. Listen, the word is went. Change /w/ to /t/ and the word is tent.

Now it's your turn. Say like. Change /l/ to /b/ and the word is?

Correct response	Yes, when you change /l/ to /b/, the word is bike.			
Incorrect response	Let's try it again. Say, like. Change /l/ to /b/ and the word is b-ike, bike. Can you say bike?			
Word	Change /*/ to /*/	Correct Response	Student Response	Results
1. nest	/n/ to /w/	west		
2. rock	/r/ to /s/	sock		
3. born	/b/ to /k/	corn		
4. dish	/d/ to /f/	fish		
5. theme	/th/ to /t/	team		___ /5

Lessons for Substituting Initial Phonemes in the Primary curriculum: Weeks 5-17, 29, 32

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 Screener Phonemic Awareness Assessment:

Teachers: Use the section on page 5 to record anecdotal notes about the student's strengths and areas of need. This can be especially helpful when planning intervention activities to help a child master a skill.

The skills that have a score below 80% would be the specific skills that can be targeted for instruction during a phonemic awareness intervention, if the teacher also notices that the child is struggling to decode or encode words in print. Each skill assessed lists weekly lesson plans that correlate with the Primary Heggerty Phonemic Awareness curriculum to help with planning for instruction and intervention. This same assessment can be administered to gather data after instruction with the specific skills.

Strand assessments for Adding, Deleting, and Substituting Phonemes can be used as follow up assessments to determine if a child can successfully manipulate phonemes beyond the tasks included here. These include 3 additional assessments for Adding and Deleting Phonemes, and 3 assessments for Substituting Phonemes. They can be found at www.heggerty.org/downloads

Phonemic Awareness Skill	Total	Student Score
Rhyme Production	8	
Onset Fluency	5	
Blending Phonemes	5	
Isolating Final Sounds	5	
Segmenting Words into Phonemes	5	
Isolating Medial Sounds	5	
Adding Initial Phonemes	5	
Deleting Initial Phonemes	5	
Substituting Initial Phonemes	5	