

## **Administration Guidelines for the Heggerty Phonemic Awareness Assessment Pre-Kindergarten Form A**

### **Purpose:**

The purpose of this assessment is to gather information about a student and monitor progress with the Heggerty Phonemic Awareness lessons. This is not a normed assessment, so teachers may use examples when introducing each skill. Options for correct and incorrect responses are provided for teacher administration.

This assessment, Form A, can be used to gather baseline data about a whole class prior to implementing the Heggerty Phonemic Awareness curriculum as part of daily literacy instruction. This assessment is not required to use the Heggerty Phonemic Awareness curriculum.

### **Assessment Materials:**

The materials required for this assessment include:

- One copy of the assessment for each student
- Pencil

### **Administering the Assessment:**

- The assessment is administered individually to students.
- Phonemic awareness is oral and auditory, so the assessment administrator will record all responses. There is no student copy provided for the student, and the students do not read or write words during the assessment.
- 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.

There is a place to record student errors, as this can inform instruction.

**Discontinue:** You may discontinue the skill if there are no correct responses within the first 3 words.

**Response Time:** If a student is unable to give a correct response within 4 seconds, the administrator can move onto the next assessment word. Indicate this in the Observation checklist for each skill.

**Visual Support and Hand Motions:** We do not require hand motions to be used during this assessment administration. However, if the administrator finds that visuals such as counters or chips, or tapping/chopping sounds would be helpful, he/she may decide to use these as a support. This would be noted on the Scoring Guidelines page at the end.

**Observations:** There is a place to record student observations for each skill, and overall with the scoring guidelines. These observations can be used to inform instruction during whole group lessons or for intervention.

Student Name: \_\_\_\_\_

Assessment Date: \_\_\_\_\_

## Form A: Phonemic Awareness Assessment for Pre - Kindergarten

### Onset Fluency: Initial phoneme isolation

Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is *cup*. The first sound we hear in the word *cup* is /k/. Can you repeat this back to me: cup, /k/? Now it's your turn. What is the first sound you hear in the word *miss*?

|                    |   |
|--------------------|---|
| Correct response   | Yes, /m/ is the first sound we hear in the word <i>miss</i> .                     |
| Incorrect response | Listen, /m/, <i>miss</i> . /M/ is the first sound we hear in the word <i>miss</i> |

Teacher: 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. down | /d/              |                  |         |
| 2. pick | /p/              |                  |         |
| 3. had  | /h/              |                  |         |
| 4. bat  | /b/              |                  |         |
| 5. fun  | /f/              |                  |         |

Observations: check all that apply

\_\_ provides letter name instead of sound

\_\_ repeats whole word

\_\_ response time more than 4 seconds

\_\_\_/5

### Blending Syllables into Spoken Words

Teacher Administration Directions: I will say two syllables and blend those syllables (word parts) together to say the whole word. Listen. /pic - nic/, picnic. When I put those two syllables together, /pic/ - /nic/, the word is /pic/ - /nic/, picnic.

Now it's your turn. Listen to these syllables and tell me the whole word: /be/ - /low/.

|                    |  |
|--------------------|--|
| Correct response   | Yes, when you blend the syllables, /be/ - /low/, the word is <i>below</i> .  |
| Incorrect response | Listen, when I blend the 2 syllables, /be/ - /low/, the word is <i>below</i> . Can you say it back to me? /be - low/, below. |

Teacher: I will say two syllables. What is the whole word?

Note: Students can repeat the syllables before blending them into a word.

| Syllables     | Correct Response | Student Response | Results |
|---------------|------------------|------------------|---------|
| 1. tā - ble   | table            |                  |         |
| 2. can - dy   | candy            |                  |         |
| 3. win - ter  | winter           |                  |         |
| 4. in - sect  | insect           |                  |         |
| 5. pump - kin | pumpkin          |                  |         |

Observations: check all that apply

\_\_ repeats the syllables and then blends into a word

\_\_ response time more than 4 seconds

\_\_\_/5

\_\_ adds or omits sounds or syllables when blending into a word

### Final Phoneme Isolation

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

Now it's your turn: I will say a word and you say it back to me: *take*. What is the last sound you hear in the word *take*?

|                    |  |
|--------------------|--|
| Correct response   | Yes, the last sound we hear in the word <i>take</i> is /k/.  |
| Incorrect response | Listen, <b>take</b> ; /k/ is the last sound we hear in the word <i>take</i> . Can you say it back to me: <b>take</b> , /k/ |

Teacher: I will say a word. You will tell me the last sound you hear in the word.

| Word    | Correct Response | Student Response | Results |
|---------|------------------|------------------|---------|
| 1. dog  | /g/              |                  |         |
| 2. yes  | /s/              |                  |         |
| 3. hat  | /t/              |                  |         |
| 4. web  | /b/              |                  |         |
| 5. life | /f/              |                  |         |

\_\_\_/5

Observations: check all that apply

\_\_ provides letter name instead of sound

\_\_ repeats whole word

\_\_ response time more than 4 seconds

### Segmenting Words into Syllables

Teacher Administration Directions: I will say a word and segment (separate) the word into the two parts or syllables that I hear. Listen, *reading*, /read/ - /ing/. I hear two syllables in the word *reading*.

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

|                    |   |
|--------------------|---|
| Correct response   | Yes, we hear two syllables, /sun - ē/ in the word <i>sunny</i> .  |
| Incorrect response | When I segment the word <i>sunny</i> , I hear two syllables, /sun - ē/. Can you say it back to me? <i>sunny</i> , /sun - ē/ |

Teacher: I will say a word. What are the two syllables (parts) you hear in the word \_\_?

| Word        | Correct Response    | Student Response | Results |
|-------------|---------------------|------------------|---------|
| 1. summer   | sum - er / sū - mer |                  |         |
| 2. elbow    | el - bow            |                  |         |
| 3. kindness | kind - ness         |                  |         |
| 4. helpful  | help - ful          |                  |         |
| 5. baby     | bā - by / babe - y  |                  |         |

Observations: check all that apply

\_\_ adds or omits sounds/syllables when segmenting

\_\_ uses hand motions to segment a word into syllables

\_\_ response time more than 4 seconds

### Blending Onset - Rime into Spoken Words

Teacher Administration Directions: I will say two parts of a word and then blend the two parts together to say the whole word. Listen. /f - it/, fit. When I blend those 2 parts together, /f - it/, the word is /f - it/, fit. Now it's your turn. Listen to these two parts and tell me the whole word: /g - ot/

|                    |   |
|--------------------|---|
| Correct response   | Yes, when you blend the two parts, /g - ot/, the word is got.   |
| Incorrect response | Listen, when I blend the 2 parts, /g - ot/ the word is got. Can you say it back to me? /g - ot/, got. |

Teacher: I will say two parts of a word. What is the whole word?

Note: Students can repeat the onset-rime before blending them into a word.

| Onset - Rime | Correct Response | Student Response | Results |
|--------------|------------------|------------------|---------|
| 1. b - ook   | book             |                  | ___/5   |
| 2. s - un    | sun              |                  |         |
| 3. j - ob    | job              |                  |         |
| 4. n - ight  | night            |                  |         |
| 5. d - id    | did              |                  |         |

Observations: check all that apply

\_\_ repeats the onset-rime and then blends into a word      \_\_ response time more than 4 seconds  
 \_\_ adds, changes or omits sounds when blending into a word

### Segmenting Words into Onset - Rime

Teacher Administration Directions: I will say a word and segment (separate) the word into the two parts I hear. Listen, not, /n/ - /ot/. I hear /n/ as the first sound, and /ot/ as the rest of the word; not, /n/ - /ot/. Now it's your turn. I will say a word and you will say it back to me: *fun*. What are the two parts (the first sound and rest of the word) that you hear in *fun*?

|                    |   |
|--------------------|---|
| Correct response   | Yes, we hear two parts, /f - un/ in the word <i>fun</i> .   |
| Incorrect response | When I segment the word <i>fun</i> , I hear two parts, /f - un/. Can you say it back to me? <i>Fun</i> , /f-un/ |

Teacher: I will say a word. What are the two parts you hear in the word \_\_?

| Word    | Correct Response | Student Response | Results |
|---------|------------------|------------------|---------|
| 1. five | f - ive          |                  | ___/5   |
| 2. map  | m - ap           |                  |         |
| 3. big  | b - ig           |                  |         |
| 4. page | p - age          |                  |         |
| 5. book | b - ook          |                  |         |

Observations: check all that apply

\_\_ adds, changes, or omits sounds when segmenting a word into parts  
 \_\_ response time more than 4 seconds

## Guidelines for Scoring the Pre-Kindergarten Phonemic Awareness Assessment Form A

This assessment provides information about a students’ understanding of phonological awareness, with blending and segmenting words by syllables and onset-rime. Students are assessed at the phoneme level with phoneme isolation of the initial and final sound in spoken words.

While the assessment results may inform instruction for intervention, many students begin school with limited or no exposure to these phonological awareness skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons.

| <b>Pre-Kindergarten Phonemic Awareness Assessment Form A</b> |                  |                   |                   |
|--|------------------|-------------------|-------------------|
|  | <b>Beginning</b> | <b>Developing</b> | <b>Proficient</b> |
| Onset Fluency: Initial Phoneme Isolation                     | 0 – 2 correct    | 3 –4 correct      | 5 correct         |
| Blending Syllables   | 0 – 2 correct    | 3 –4 correct      | 5 correct         |
| Final Phoneme Isolation                                      | 0 – 2 correct    | 3 –4 correct      | 5 correct         |
| Segmenting words into Syllables                              | 0 – 2 correct    | 3 –4 correct      | 5 correct         |
| Blending Onset-Rime  | 0 – 2 correct    | 3 –4 correct      | 5 correct         |
| Segmenting into Onset-Rime                                   | 0 – 2 correct    | 3 –4 correct      | 5 correct         |

**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:**

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**Areas of Need & Plan for Intervention:**

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