Heggerty

Administration Guidelines for the Heggerty Phonemic Awareness Assessment
Pre-Kindergarten Form C

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 C, 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.

Heggerty

Student Name: _   Assessment Date: _ _ _ _ _ _ _ _

Form C: 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 *more.* The first sound we hear in the word *more* is /m/. Can you repeat this back to me: more, /m/? Now it's your turn. What is the first sound you hear in the word *game*?

Correct response	Yes, /g/ is the first sound we hear in the word *game*.
Incorrect response	Listen, /g/, *game.* /G/ is the first sound we hear in the word *game.*

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. key	/k/		
2. soup	/s/		
3. race	/r/		
4. bear	/b/		
5. wave	/w/		___/5

Observations: check all that apply
__ provides letter name instead of sound   __ repeats whole word
__ response time more than 4 seconds

Blending Syllables into Spoken Words

Teacher Administration Directions: I will say two syllables blend those syllables (word parts) together to say the whole word. Listen. /work-ing/, working. When I put those 2 syllables together, /work/-/ing/, the word is /work - ing/, working.

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

Correct response	Yes, when you blend the syllables, /zip/ - /er/, the word is *zipper*
Incorrect response	Listen, when I blend the 2 syllables, /zip/ - /er/, the word is *zipper*. Can you say it back to me? /zip - er/, zipper.

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. friend - ly	friendly		
2. pres - ent	present		
3. ō - ver	over		
4. pill - ow	pillow		
5. rabb - it	rabbit		___/5

Observations: check all that apply
__ response time more than 4 seconds

	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 *sheep*. The last sound I hear in the word *sheep* is /p/. Can you say that; sheep, /p/?

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

Correct response	Yes, the last sound we hear in the word *join* is /n/.
Incorrect response	Listen, joi**n**; /n/is the last sound we hear in the word *join*. Can you say it back to me: joi**n**, /n/

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. gold	/d/		
2. plus	/s/		
3. fruit	/t/		
4. have	/v/		
5. cage	/j/		___/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, *colder, /cold - er/*. I hear two syllables in the word *colder*.
Now it's your turn. I will say a word and you will say it back to me: *brightest*. What are the two syllables (parts) you hear in the word *brightest*?

Correct response	Yes, we hear two syllables, /bright - est/ in the word *brightest*.
Incorrect response	When I segment the word *brightest*. I hear two syllables, /bright - est/. Can you say it back to me? brightest, /bright - est/

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

Word	Correct Response	Student Response	Results
1. quickly	quick - ly		
2. yellow	yell - ow / yĕ - low		
3. sledding	sledd - ing / slĕ - ding		
4. garden	gar - den		
5. pencil	pen - cil		

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. /t - all/, tall. When I blend those 2 parts together, /t - all/, the word is /t - all/, tall.

Now it's your turn. Listen to these two parts and tell me the whole word: /h - ug/

Correct response	Yes, when you blend the two parts, /h - ug/, the word is hug.
Incorrect response	Listen, when I blend the 2 parts, /h - ug/ the word is hug. Can you say it back to me? /h - ug/, hug.

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. f – ine	fine		
2. d – ark	dark		
3. n – ail	nail		
4. h – ouse	house		
5. p – ig	pig		_ _ _/5

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, sock, /s - ock/. I hear /s/ as the first sound, and /ock/ as the rest of the word; sock, /s - ock/.
Now it's your turn. I will say a word and you will say it back to me: cup. What are the two parts (the first sound and rest of the word) that you hear in cup?

Correct response	Yes, we hear two parts, /c - up/ in the word cup.
Incorrect response	When I segment the word cup, I hear two parts, /c - up/. Can you say it back to me? Cup, /c - up/

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

Word	Correct Response	Student Response	Results
1. bed	b – ed		
2. rock	r – ock		
3. fill	f – ill		
4. dog	d – og		
5. sing	s – ing		

Observations: check all that apply
_ _ adds, changes, or omits sounds when segmenting a word into parts
_ _ response time more than 4 seconds

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Guidelines for Scoring the Pre-Kindergarten
Phonemic Awareness Assessment Form C

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.

Pre-Kindergarten Phonemic Awareness Assessment Form C			
	Beginning	**Developing**	**Proficient**
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:

_____

Areas of Need & Plan for Intervention:

_____