Heggerty

Administration Guidelines for the Heggerty Phonemic Awareness Assessment
1st Grade Form B

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 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 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, or it can be noted for each skill.

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.

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Student Name: _____   Assessment Date: _____

Form B: Phonemic Awareness Assessment for 1st Grade

Onset Fluency: Initial phoneme isolation   RF.1.2.C

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 *kind*?

Correct response	Yes, /k/ is the first sound we hear in the word *kind*.
Incorrect response	Listen, /k/, *kind.* /k/ is the first sound we hear in the word *kind*.

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. share	/sh/		
2. magic	/m/		
3. captain	/k/		
4. dinner	/d/		
5. gentle	/j/		___/5

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

Blending Phonemes into spoken words   RF.1.2.B

Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /s/–/ŭ/–/ch/, *such*. When I blend those 3 sounds together, /s/-/ŭ/-/ch/ the word is *such*. Now it's your turn. Listen to these sounds and tell me the whole word: /l/-/ī/-/k/. What is the word?

Correct response	Yes, when you blend the sounds, /l/ - /ī/ - /k/, the word is *like*.
Incorrect response	Listen, when I blend the 3 sounds, /l/ - /ī/ - /k/, the word is *like*. Can you say it back to me? /l/ - /ī/ - /k/, like.

Teacher: I will say three (or four) sounds. What is the whole word?
Note: *Students can repeat the sounds before blending them into a word.*

Sounds	Correct Response	Student Response	Results
1. /sh/ – /ā/ – /p/	shape		
2. /l/ – /ŏ/ – /k/	lock		
3. /f/ - /ă/ – /s/ - /t/	fast		
4. /h/ - /ŭ/ – /g/	hug		
5. /b/ - /r/ - /ĕ/ - /d/	bread		___/5

Observations: check all that apply
__ repeats the sounds and then blends into a word
__ adds or omits sounds when blending into a word   __ response time more than 4 seconds

Final Phoneme Isolation   RF.1.2.C

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is *flash.* The last sound I hear in the word *flash* is /sh/. Can you say that back to me: flash, /sh/? Now it's your turn. I will say a word and you say it back to me: *dance.* What is the last sound you hear in the word *dance?*

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

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

Word	Correct Response	Student Response	Results
1. flag	/g/		
2. step	/p/		
3. when	/n/		
4. wise	/z/		
5. touch	/ch/		___/5

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

Segmenting words into Phonemes   RF.1.2. D

Teacher Administration Directions: I will say a word and I will segment the word into sounds. Listen: *these*, /th/ - /ē/ - /z/. I hear 3 sounds in *these*, /th/ -/ē/ -/z/. Now it's your turn. I will say a word and you will say it back to me. 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/-/ĭ/-/n/.
Incorrect response	When I segment the word *win* into sounds, I hear 3 sounds /w/ - /ĭ/ -/n/. Say it back to me: win, /w/ - /ĭ/ - /n/.

Teacher: I will say a word. What are the sounds you hear in the word __?

Word	Correct Response	Student Response	Results
1. fish	/f/ – /ĭ/ – /sh/		
2. stop	/s/ – /t/ – /ŏ/ - /p/		
3. keep	/k/ – /ē/ – /p/		
4. best	/b/ - /ĕ/ - /s/ - /t/		
5. mug	/m/ - /ŭ/ - /g/		___/5

Observations: check all that apply
   __ adds or omits sounds when segmenting   __ response time more than 4 seconds
   __ uses hand motions to segment a word into phonemes

Isolating the medial (vowel) sound in spoken words   RF.1.2.C

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

Correct response	Yes, the sound we hear in the middle of the word *dish* is /ĭ/.
Incorrect response	Listen, *dish*, /ĭ/. /ĭ/ is the sound we hear in the middle of the word *dish*.

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

Word	Correct Response	Student Response	Results
1. pet	/ĕ/		
2. rock	/ŏ/		
3. take	/ā/		
4. bite	/ī/		
5. shut	/ŭ/		＿＿＿/5

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

Adding Initial Phonemes

Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-it/. When I add /s/ at the beginning, the word is /s/-/it/, sit.

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

Correct response	Yes, when you add /ch/ to /-eck/, the word is check.
Incorrect response	When I add /ch/ to /-eck/, the word is /ch/-/eck/, check. Can you say it back to me? /ch/-/eck/, check.

Teacher: I will say a word part (rime) and you will say it back to me. Then I will tell you a sound to add at the beginning and you will tell me the new word.

Example: T: Say, -est. S: -est   T: Add /n/ at the beginning and the word is? Student Response: nest

Word Part/Rime	Add /*/	Correct Response	Student Response	Results
1. -est	/n/	nest		
2. -ook	/h/	hook		
3. -arm	/f/	farm		
4. -ake	/t/	take		
5. -oil	/b/	boil		＿＿＿/5

Observations: check all that apply
＿＿ responds with a pause between the first sound and the word part (does not say the whole word)
＿＿ response time more than 4 seconds

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Deleting Initial Phonemes

Teacher Administration Directions: I will say a word. I will take away the first sound and tell you what is left. The word is *sand*. Without /s/, what's left is *-and.* Now it's your turn. Say, *meat*. Without /m/, what's left is?

Correct response	Yes, meat without /m/ is /-eat/.
Incorrect response	Say, *meat*. /m/ is the first sound we hear in *meat*. When we take /m/ away, what's left is /-eat/. Can you say /-eat/?

Teacher: I will say a word. You will say the word back to me. I will tell you the sound to take away or delete, and you will tell me what is left.

Example: T: sat S: sat   T: without /s/, what's left is? Student Response: /-at/.

Word	Without /*/	Correct Response	Student Response	Results
1. sat	/s/	-at		
2. bend	/b/	-end		
3. pants	/p/	-ants		
4. fin	/f/	-in		
5. land	/l/	-and		_ _ _/5

Observations: check all that apply
_ _ responds with the whole word   _ _ response time more than 4 seconds

Substituting Initial Phonemes

Teacher

Administration Directions: I will say a word. I will change the first sound to make a new word. The word is *take.* Change /t/ to /l/ and the word is *lake.* Now it's your turn. Say *such.* Change /s/ to /m/ and the word is?

Correct response	Yes, when you change /s/ to /m/, the word is *much*.
Incorrect response	Say, *such*. /s/ is the first sound we hear in *such*. When I change /s/ to /m/, the new word is /m/ - /uch/, much. Can you say *much*?

Teacher: I will say a word. You will say the word back to me. I will tell you the sound to change, and you will tell me the new word.
Example: T: need S: need T: Change /n/ to /l/ and the word is? Student Response: lead

Word	Change /*/ to /*/	Correct Response	Student Response	Results
1. need	/n/ to /l/	lead		
2. band	/b/ to /s/	sand		
3. make	/m/ to /r/	rake		
4. cook	/k/ to /b/	book		
5. noise	/n/ to /t/	toys		_ _ _/5

Observations: check all that apply
_ _ responds with the first word   _ _ response time more than 4 seconds

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Guidelines for Scoring the 1st Grade Phonemic Awareness Assessment Form B

This assessment provides information about a students' understanding of phonemic awareness at the phoneme (sound) level. If students struggle with this assessment, we offer progress monitoring assessments for specific skills to identify specific areas of need for students.

While the assessment results may inform instruction for intervention, many students begin school with limited exposure to these phonemic awareness skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons.

1st Grade Phonemic Awareness Assessment Form B			
	Beginning	**Developing**	**Proficient**
Onset Fluency: Initial Phoneme Isolation	0 – 2 correct	3 -4 correct	5 correct
Blending Phonemes into words	0 – 2 correct	3 -4 correct	5 correct
Isolating Final Sound in Words	0 – 2 correct	3 -4 correct	5 correct
Segmenting words into phonemes	0 – 2 correct	3 -4 correct	5 correct
Isolating Medial Sound in words	0 – 2 correct	3 -4 correct	5 correct
Adding initial phonemes	0 – 2 correct	3 -4 correct	5 correct
Deleting initial phonemes	0 – 2 correct	3 -4 correct	5 correct
Substituting initial phonemes	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: _____

_____