

Administration Guidelines for the Heggerty Phonemic Awareness Assessment Kindergarten 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, Form B, can be used to gather ongoing data about a whole class throughout a school year, to measure progress with the Heggerty Phonemic Awareness curriculum. 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 (for teacher recording)
- 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.

Student Name: _____

Assessment Date: _____

Form B: Phonemic Awareness Assessment for Kindergarten

| Onset Fluency: Initial phoneme isolation | | RF.K.2.D | |
|--|---|------------------|---------|
| Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is <i>near</i> . The first sound we hear in the word <i>near</i> is /n/. Can you repeat this back to me: <i>near</i> , /n/? Now it's your turn. What is the first sound you hear in the word <i>same</i> ? | | | |
| Correct response | Yes, /s/ is the first sound we hear in the word <i>same</i> . | | |
| Incorrect response | Listen, /s/, <i>same</i> ; /s/ is the first sound we hear in the word <i>same</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. pear | /p/ | | ____/5 |
| 2. done | /d/ | | |
| 3. first | /f/ | | |
| 4. goes | /g/ | | |
| 5. west | /w/ | | |
| Observations: check all that apply __ provides letter name instead of sound __ response time more than 4 seconds __ repeats whole word | | | |

| Blending Phonemes into spoken words | | | |
|---|---|------------------|---------|
| Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /s - ē - d/, seed. When I blend those 3 sounds together, /s - ē - d/, the word is <i>seed</i> . Now it's your turn. Listen to these sounds and tell me the whole word: /m - ā - d/. What is the word? | | | |
| Correct response | Yes, when you blend the sounds, /m - ā - d/, the word is made.. | | |
| Incorrect response | Listen, when I blend the 3 sounds, /m - ā - d/, the word is made. Can you say it back to me? /m - ā - d/, made. | | |
| Teacher: I will say three 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. /b/ - /ŭ/ - /g/ | bug | | ____/5 |
| 2. /d/ - /ī/ - /s/ | dice | | |
| 3. /k/ - /ō/ - /d/ | code | | |
| 4. /s/ - /ā/ - /v/ | save | | |
| 5. /p/ - /ĕ/ - /t/ | pet | | |
| Observations: check all that apply __ repeats the sounds and then blends into a word __ response time more than 4 seconds | | | |

__ adds or omits sounds when blending into a word

Final Phoneme Isolation

RF.K.2.D

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

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

| | |
|--------------------|---|
| Correct response | Yes, the last sound we hear in the word <i>rain</i> is /n/. |
| Incorrect response | Listen, <i>rain</i> ; /n/ is the last sound we hear in the word <i>rain</i> . Can you say it back to me: <i>rain</i> , /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. zip | /p/ | | |
| 2. knob | /b/ | | |
| 3. love | /v/ | | |
| 4. cage | /j/ | | |
| 5. some | /m/ | | |

___/5

Observations: check all that apply

__ provides letter name instead of sound

__ repeats whole word

__ response time more than 4 seconds

Segmenting words into Phonemes

Teacher Administration Directions: I will say a word and segment (separate) the word into the sounds I hear. Listen, *joke*, /j/ - /ō/ - /k/. I hear three sounds in the word *joke*. Now it's your turn. I will say a word and you will say it back to me: *not*. What are the sounds you hear in *not*?

| | |
|--------------------|--|
| Correct response | Yes, we hear three sounds, /n/ - /ō/ - /t/, in the word <i>not</i> . |
| Incorrect response | When I segment the word <i>not</i> , I hear three sounds: /n/ - /ō/ - /t/. Can you say it back to me: <i>not</i> , /n/ - /ō/ - /t/ |

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

| Word | Correct Response | Student Response | Results |
|---------|------------------|------------------|---------|
| 1. hope | /h/ - /ō/ - /p/ | | |
| 2. size | /s/ - /ī/ - /z/ | | |
| 3. less | /l/ - /ě/ - /s/ | | |
| 4. tap | /t/ - /ă/ - /p/ | | |
| 5. week | /w/ - /ē/ - /k/ | | |

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.K.2.D

Teacher Administration Directions: I will say a word and isolate the sound I hear in the middle of the word. The word is *race*. The sound I hear in the middle of *race* is /ā/. Can you say that; *race*, /ā/?

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

| Correct response | Yes, the sound we hear in the middle of the word <i>night</i> is /ī/. | | |
|---|--|------------------|---------|
| Incorrect response | Listen, /n - ī - t/, /ī/ is the sound we hear in the middle of the word <i>night</i> . | | |
| 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. hop | /ō/ | | ___/5 |
| 2. make | /ā/ | | |
| 3. sum | /ū/ | | |
| 4. with | /ī/ | | |
| 5. beak | /ē/ | | |
| Observations: check all that apply __ provides letter name instead of sound __ response time more than 4 seconds __ repeats whole word | | | |

Adding Initial Phonemes

RF.K.2.E

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

Now it's your turn. Say, /-ock/; add /n/ at the beginning and the word is?

| Correct response | Yes, when you add /n/ to /ock/, the word is knock. | | | |
|--|---|------------------|------------------|---------|
| Incorrect response | When I add /n/ to /-ock/, the word is /n - ock/, knock. Can you say it back to me? /n - ock/, knock. | | | |
| 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, -ate S: -ate T: Add /g/ at the beginning and the word is? Student Response: gate | | | | |
| Word Part/Rime | Add /*/ | Correct Response | Student Response | Results |
| 1. -ate | /g/ | gate | | ___/5 |
| 2. -ud | /m/ | mud | | |
| 3. -oat | /b/ | boat | | |
| 4. -ox | /f/ | fox | | |
| 5. -eat | /h/ | heat | | |
| 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 | | | | |

Deleting Initial Phonemes

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

Correct response Yes, *case* without /k/ is /-ace/.

Incorrect response Let's try it again. Say, *case*. /k/ is the first sound we hear in *case*, so when we take /k/ away, what's left is -ace. Can you say -ace?

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: soak S: soak T: Without /s/, what's left is? Student Response: /-oak/.

| Word | Without /*/ | Correct Response | Student Response | Results |
|---------|-------------|------------------|------------------|---------|
| 1. soak | /s/ | -oak | | ___/5 |
| 2. rug | /r/ | -ug | | |
| 3. kite | /k/ | -ite | | |
| 4. page | /p/ | -age | | |
| 5. deep | /d/ | -eep | | |

Observations: check all that apply

__ responds with the whole word

__ response time more than 4 seconds

Substituting Initial Phonemes

RF.K.2.E

Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. The word is *nice*. Change /n/ to /d/ and the word is *dice*.

Now it's your turn. Say, *soap*; change /s/ to /h/ and the word is?

Correct response Yes, when you change /s/ to /h/, the word is *hope*.

Incorrect response Let's try it again. Say, *soap*. /s/ is the first sound we hear in *soap*. When I change /s/ to /h/, the new word is /h - ope/, *hope*. Can you say *hope*?

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: cone S: cone T: Change /k/ to /z/ and the word is? Student Response: zone

| Word | Change /*/ to /*/ | Correct Response | Student Response | Results |
|---------|-------------------|------------------|------------------|---------|
| 1. cone | /k/ to /z/ | zone | | ___/5 |
| 2. mail | /m/ to /n/ | nail | | |
| 3. late | /l/ to /d/ | date | | |
| 4. book | /b/ to /t/ | took | | |
| 5. save | /s/ to /k/ | cave | | |

Observations: check all that apply

__ responds with the first word

__ response time more than 4 seconds

Guidelines for Scoring the Kindergarten 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, a Phonological Awareness assessment for Kindergarten is available to assess students with larger units of language (phonological awareness), and we offer progress monitoring assessments for individual skills to identify specific areas of need for students.

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

Using the assessment to inform instruction: Students who score in the “Beginning” range may need additional intervention with targeted skills. Intervention instruction can be provided using the Kindergarten Heggerty Phonemic Awareness curriculum. Additional progress monitoring assessments are available to monitor student progress with specific skills.

| Kindergarten 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 |
| Final Phoneme Isolation | 0 – 2 correct | 3 –4 correct | 5 correct |
| Segmenting words into phonemes | 0 – 2 correct | 3 –4 correct | 5 correct |
| Isolating Medial Sounds 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: _____
