

PHONEMIC AWARENESS SURVEY

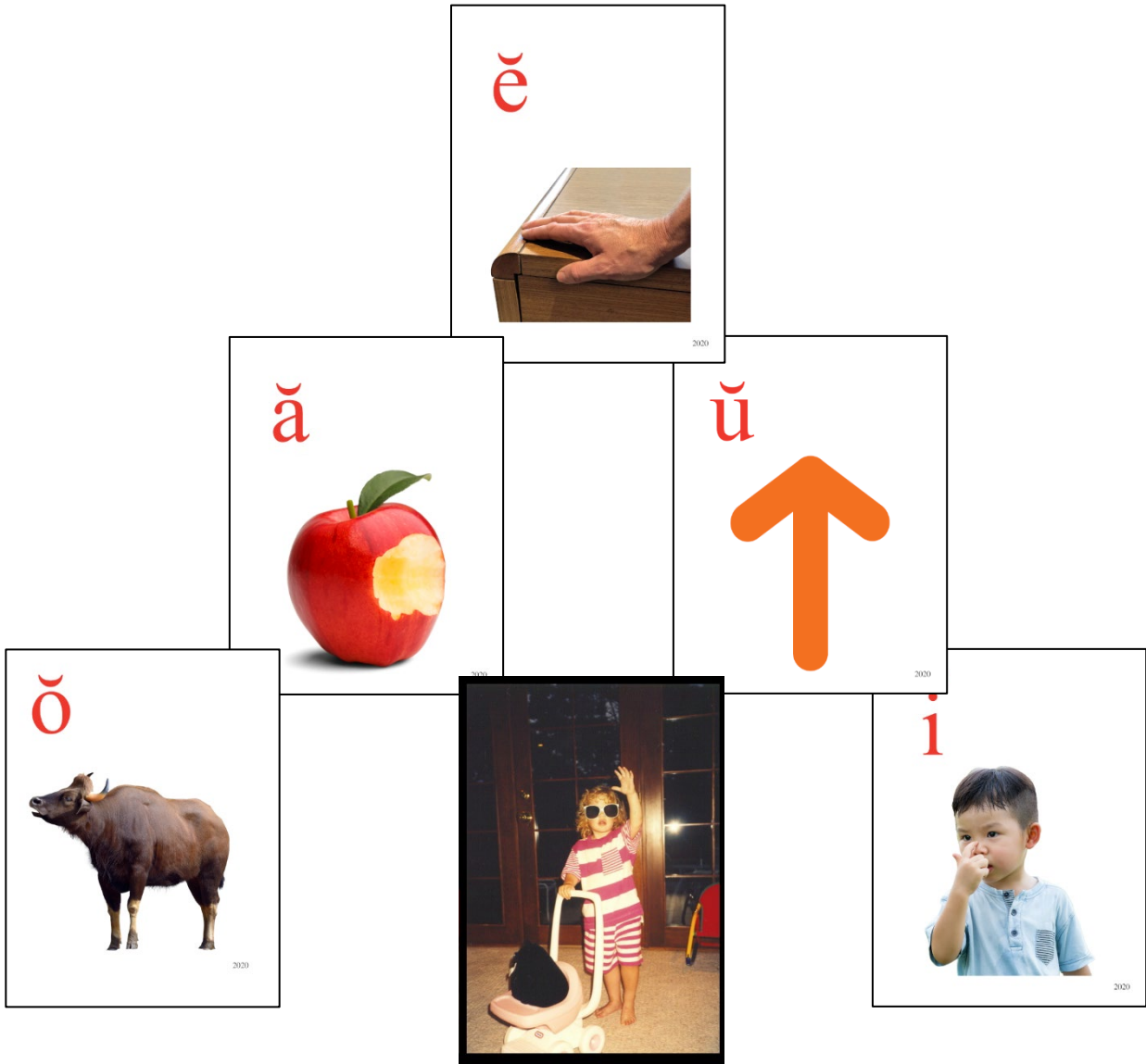


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OVERVIEW

BACKGROUND

Research states that there are three key elements to successful reading intervention:

1. Identifying phonological awareness deficits and developing phonemic awareness to the advanced level
2. Teaching and reading phonics skills to support decoding
3. Providing opportunities for reading connected text

–Kilpatrick, David A. (2015). *Essentials of Assessing, Preventing and Overcoming Reading Difficulties*, page 304.

Students reading below grade level are likely to have phonemic awareness deficits that need to be addressed.

Our path to eliminate the phonological deficits and teach phonemic awareness to the advanced level then becomes:

1. Understand, through assessment, where the student’s deficits lie.
2. Determine instructional goals and include phonological and phonemic activities in the daily plans.

The good news is these activities are brief, perhaps five minutes per day. Even better five minutes twice a day.

CATEGORIES OF SKILLS

- There are seven categories of Phonemic Awareness: *Discrimination, Rhyming, Isolation, Blending, Segmentation, Deletion, Manipulation*.
- Each category also includes several sub-categories (or sub-skills).
- These categories, as well as the sub-categories within them, are organized by level of difficulty.
 - Category 1: *Sound and Word Discrimination* is much easier than Category 5: *Segmentation*.
 - Sub-Skill 4.1 *Orally Blend Compound Words* is easier than Sub-Skill 4.4. *Orally Blend 2 Phonemes*.
- Skills can be developed simultaneously.
 - Working on more challenging levels of easier sub-skill (3.5) is possible while working on easier levels of challenging sub-skills (5.3).
- Working on 4-5 sub-skills at a time is encouraged.

ASSESSMENT INTRODUCTION

These assessments will provide insight into a student’s phonological and phonemic awareness skills. It is not intended for the assessor to administer all the assessments included. Instead, the **Assessment Flowchart** suggests which assessments to administer and which to bypass.

MATERIALS

The **Phonemic Awareness Survey** document is divided into five parts.

1. *Overview*—Includes information on how the assessments are organized and tips for using this resource.
2. *How to Begin*—Discusses where to begin. Also includes results for a sample student.
3. *Assessment Flowchart*—Suggests which assessments to administer and which to bypass.
4. *Phonemic Awareness Survey*—The actual assessments and student summary. You will need one for each student.
5. *Scoring Guidance*
 - *Assessment Samples*—Provides examples of scoring student responses.
 - *Category Descriptions*—Background information on each PA category and sub-skill sequence.

FAQS

Do I need to administer every assessment?

No. The goal is to administer only the tests necessary to gain instructional insight on your student(s). The *Assessment Flowchart* provides recommendations to support the assessor in knowing which assessments to administer and which to bypass.

Are there cut scores for each test?

Since this is an informal screening tool, there are no benchmark or cut scores. Performance Level are left to teacher judgement.

Do I have to administer the whole assessment in one setting?

This assessment should take less than 10 minutes to complete; however, it may be divided into multiple sessions if needed.

HOW TO BEGIN

HOW DO I KNOW WHERE TO BEGIN?

- Administer the **Phonemic Awareness Survey**.
 - Kindergarten and First Grade–Section 1-5
 - Second Grade and Later–Section 4-7
- Complete the **Scoring Summary** to identify instructional priorities.
- Assign the **Performance Level** for each sub-skill.
 - These levels are entirely assessor judgement.
 - **Mastery**: The student was accurate and automatic; therefore, the skill no longer needs instruction or practice.
 - **Acceptable**: The student was generally accurate but not automatic; therefore, the skill is progressing, and more practice would be beneficial.
 - **Needs Support**: The student was neither accurate nor automatic; therefore, the skill needs daily practice.
 - **Frustrational**: The student did not understand the directions or the concept; therefore, this skill is too difficult. Backing up to an easier skill within the category is recommended.
- Make instructional decisions.
 - Work first to develop accuracy, then build automaticity. Accuracy should never be compromised for speed/automaticity.
 - Begin instruction in the section(s) where the assessment indicates support is desirable. Using teacher judgment, this could be either *Acceptable* or *Needs Support*.
 - Working on 4-5 sub-skills at a time is encouraged.
 - The goal is for students to reach mastery (both accurate and automatic). This may require you to work, simultaneously, on multiple sub-skills within a category.
- A sample student summary (with assessment results and instructional plan) follows.

QUICK ACTIVITIES

- Less is more. Brief, daily skill work is more beneficial than lengthy instruction or practice.
- We recommend five minutes once per day. Even better would be five minutes each, two times per day.
- The Quick Activities are designed to take less than one minute each to complete.
 - Each skill in the Quick Activities resource contains teacher directions and word lists for practice.
 - There are usually 15 or more days of instructional activities for each sub-skill.
 - Should your student need additional practice (beyond what is provided), go back and work your way through the word lists again.

PHONEMIC AWARENESS SURVEY—SECOND GRADE AND UP

Name: _____ Grade: _____ Homeroom Teacher: _____

Age: _____ Date: _____ Assessor: _____

Directions:

- All assessments are untimed oral assessments. Do NOT display the words for the student.
- Underline correct responses. Cross through incorrect responses.
- If student misses the first two items in a Category, stop that assessment and follow the guidance in the Assessment Flowchart. If student makes 5 consecutive errors (or is frustrated), discontinue and place a bracket after the last item administered.

Blending—Category 4			
Example: I'm going to say words, parts of words, or sounds. Put them together and tell me the word. /pan/cake/		<i>pancake</i>	
My words are /base/ball/	baseball	__/2	4.1
My words are /cob/web/	cobweb		
My word parts are /fin/ish/	finish	__/2	4.2
My word parts are /ta/ble/	table		
My word parts are /b/oy/	boy	__/2	4.3
My word parts are /s/ock/	sock		
My sounds are /s/ee/	see	__/2	4.4
My sounds are /u/p/	up		
My sounds are /b/o/x/	box	__/2	4.5
My sounds are /s/t/o/p/	stop		
		__/10	4
	Automatic	Y/N	

Segmentation—Category 5			
Example: Tell me the two words in football Tell me the sounds in the word me		<i>foot ball</i> <i>/m/ē/</i>	
Tell me the two words in treehouse	tree house	__/2	5.2
Tell me the two words in inside	in side		
Tell me the two parts in table	ta ble	__/2	5.3
Tell me the two parts in winter	win ter		
Tell me the sounds in the word up	/ŭ/p/	__/2	5.4
Tell me the sounds in the word go	/g/ō/		
Tell me the sounds in the word fish	/f/ī/s h/	__/2	5.5
Tell me the sounds in the word bag	/b/ă/g/		
Tell me the sounds in the word stop	/s/t/ŏ/p/	__/2	5.6
Tell me the sounds in the word lift	/l/ī/f/t/		
		__/10	5
	Automatic	Y/N	

Isolation–Category 3			
Example: Tell me the sound at the beginning of the word top .		/t/	
Tell me the beginning sound in man	/m/	__/3	3.1
Tell me the beginning sound in fish	/f/		
Tell me the beginning sound in jog	/j/		
Tell me the ending sound in top	/p/	__/2	3.2
Tell me the ending sound in hug	/g/		
Tell me the middle sound in bag, rap, had	/ă/	__/2	3.3
Tell me the middle sound in lip, sit, mix	/i/		
Tell me the middle sound in cake	/ā/	__/	3.4
Tell me the middle sound in run	/ü/		
Tell me the middle sound in soap	/ō/		
		__/10	3
	Automatic	Y/N	

Rhyming–Category 2			
Example:			
• Tell me which word in this group doesn't rhyme jog, dog, lip			
• Tell me a word that rhymes with fun		<i>lip</i>	valid response
Which word doesn't match rhyme: if, ran, man	if	__/2	2.1
Which word doesn't match rhyme: say, day, hit	hit		
Thumbs up if these words rhyme (down for no) hide, ride	Y	__/3	2.2
Thumbs up if these words rhyme (down for no) jump, jug	N		
Thumbs up if these words rhyme (down for no) goat, soap	N		
Give me a word that rhymes with coat	Y	__/5	2.3
Give me a word that rhymes with lake	Y		
Give me a word that rhymes with tree	Y		
Give me a word that rhymes with top	Y		
Give me a word that rhymes with like	Y		
		__/10	2
	Automatic	Y/N	

Phoneme Deletion–Category 6			
Example: Say football . Say it again but don't say ball .		<i>football</i> <i>foot</i>	
Say goldfish . Say it again but don't say gold	fish	__/2	6.1
Say popcorn . Say it again but don't say corn	pop		
Say napkin . Say it again but don't say kin	nap	__/2	6.2
Say candy . Say it again but don't say dy	can		
Say make . Say it again but don't say /m/	ache	__/2	6.3
Say for . Say it again but don't say /f/	or		
Say seat . Say it again but don't say /t/	sea	__/2	6.4
Say keep . Say it again but don't say /p/	key		
Say stark . Say it again but don't say /k/	star	__/2	6.5
Say went . Say it again but don't say /t/	when		
		__/10	6
	Automatic	Y/N	

Phoneme Manipulation–Category 7			
Example: Say like . Say it again but change /l/ to /b/ (<i>say sound, not letter</i>)		<i>like</i> <i>bike</i>	
Say boy . Say it again but change /b/ to /t/	toy	__/2	7.1
Say tap . Say it again but change /t/ to /n/	nap		
Say bed . Say it again but change /d/ to /t/	bet	__/2	7.2
Say job . Say it again but change /b/ to /g/	jog		
Say big . Say it again but change /i/ to /ä/	bag	__/2	7.3
Say bend . Say it again but change /e/ to /a/	band		
Say glaze . Say it again but change /l/ to /r/	graze	__/2	7.4
Say spill . Say it again but change /p/ to /t/	still		
Say colt . Say it again but change /t/ to /d/	cold	__/2	7.5
Say hung . Say it again but change /g/ to /k/	hunk		
		__/10	7
	Automatic	Y/N	

Second Grade & Later Summary Sheet

Student: _____ Grade: _____ Tutor: _____ Date: _____

Blending	Score	Section
Blends compound words	/2	4.1
Blends syllables	/2	4.2
Blends onset/rime	/2	4.3
Blends phonemes (2)	/2	4.4
Blends phonemes (3)	/1	4.5
Blends phonemes (4+)	/1	4.6
Total	/10	4
Segmentation		
Segments compound words	/2	5.2
Claps/counts syllables in words	/2	5.3
Segments words (2 phoneme)	/2	5.4
Segments words (3 phoneme)	/2	5.5
Segments words (4+ phoneme)	/2	5.6
Total	/10	5
Isolation		
Phoneme isolation- initial	/3	3.1
Phoneme isolation- final	/2	3.2
Phoneme isolation- medial prep	/2	3.3
Phoneme isolation- medial	/3	3.4
Total	/10	3
Rhyming		

Identifies which words that are different	/2	2.1
Identifies rhyming words	/3	2.2
Produces words that rhyme	/5	2.3
Total	/10	2
Deletion		
Compound word deletion	/2	6.1
Syllable deletion	/2	6.2
Sound deletion-initial	/2	6.3
Sound deletion-final	/2	6.4
Sound deletion-split initial/final blends	/2	6.5
Total	/10	6
Manipulation		
Switch initial phoneme	/2	7.1
Switch final phoneme	/2	7.2
Switch medial phoneme	/2	7.3
Switch initial phoneme, split blend	/2	7.4
Switch final phoneme, split blend	/2	7.5
Total	/10	7

SCORING GUIDANCE

ASSESSMENT SAMPLES

- Underline correct responses.
- Cross through incorrect responses.
- If student misses the first two items in a Category or makes 5 consecutive errors (or is frustrated), discontinue and place a bracket after the last item administered.

Segmentation—Category 5			
Example: Tell me the two words in football Tell me the sounds in the word me		<i>foot ball</i> <i>/m/ē/</i>	
Tell me the two words in treehouse	<u>tree</u> <u>house</u>	<u>2</u> /2	5.2
Tell me the two words in inside	<u>in</u> <u>side</u>		
Tell me the two parts in table	<u>ta</u> <u>ble</u>	<u>2</u> /2	5.3
Tell me the two parts in winter	<u>win</u> <u>ter</u>		
Tell me the sounds in the word up	<u>/ü/</u> <u>p/</u>	<u>1</u> /2	5.4
Tell me the sounds in the word go	<u>/g/</u> <u>ō/</u>		
Tell me the sounds in the word fish	<u>/f/</u> <u>i/</u> <u>sh/</u>	<u>0</u> /2	5.5
Tell me the sounds in the word bag	<u>/b/</u> <u>ă/</u> <u>g/</u>		
Tell me the sounds in the word stop	<u>/s/</u> <u>t/</u> <u>ō/</u> <u>p/</u>	<u>0</u> /2	5.6
Tell me the sounds in the word lift	<u>/l/</u> <u>i/</u> <u>f/</u> <u>t/</u>		
		<u>5</u> /10	5
	Automatic	Y/ <u>N</u>	

Rhyming—Category 2			
Example:			
• Tell me which word in this group doesn't rhyme jog, dog, lip			
• Tell me a word that rhymes with fun		<i>lip</i> valid response	
Which word doesn't match rhyme: if, ran, man	<u>if</u>	<u>2</u> /2	2.1
Which word doesn't match rhyme: say, day, hit	<u>hit</u>		
Thumbs up if these words rhyme (down for no) hide, ride	<u>Y</u>	<u>3</u> /3	2.2
Thumbs up if these words rhyme (down for no) jump, jug	<u>N</u>		
Thumbs up if these words rhyme (down for no) goat, soap	<u>Y</u>		
Give me a word that rhymes with coat	<u>Y</u>	<u>4</u> /5	2.3
Give me a word that rhymes with lake	<u>Y</u>		
Give me a word that rhymes with tree	Y		
Give me a word that rhymes with top	<u>Y</u>		
Give me a word that rhymes with like	<u>Y</u>		
		<u>9</u> /10	5
	Automatic	<u>Y</u> / <u>N</u>	

Category 7: Manipulation

Phoneme manipulation is the most advanced phonemic awareness skill. It requires students to be able to segment phonemes, replace them with a new phoneme, and blending the new combination together to form a new word.

In addition to utilizing advanced phonemic awareness skills, manipulation tasks require a great deal of working memory to accomplish successfully. Students that perform well on the *Manipulation* assessment likely do not need further phonemic awareness assessments or instruction.

Category 6: Deletion

Phoneme deletion involves students isolating a phoneme, removing it from the rest of the word, and blending the remaining sounds to form a new word. In addition to utilizing advanced phonemic awareness skills, it requires a great deal of working memory to accomplish successfully.

The *Deletion* assessment progresses from the easiest level of deletion (compound words) to the hardest level (deleting phonemes within a blend). This progression is intended to allow the assessor to determine where a student falls within the category of deletion.

Category 5: Segmentation

Segmentation skills range in complexity, the smaller the units (phonemes) and more phonemes in a word, the more challenging the task.

Compound word segmentation is the easiest stage of segmentation. Being able to segment a compound word into individual words, or a multisyllabic word into syllables, is step a critical towards more advanced levels of segmentation.

Phoneme segmentation also ranges in difficulty. Short vowels are more challenging to segment than long vowels. Segmentation of consonant blends and clusters are especially difficult because these sounds are tightly welded together.

The *Segmentation* assessment is designed to move from simple (segmenting compound words into individual words) to more complex (segmenting phonemes in a blend), allowing the assessor to determine the level of segmentation skills the student has reached.

Category 4: Isolation

Isolating initial and final sounds are easier stages of phoneme isolation.

The *Isolation* assessment is organized with easier initial phoneme tasks at the beginning and progressing to more challenging isolation of final sounds at the end.

Isolating medial (vowel) sounds is the highest level of phoneme isolation. This is due to vowels being continuous speech sounds, therefore separating them from surrounding consonants is challenging. Many vowel sounds are difficult to distinguish from one another as well, adding to the complexity of the task.

The *Isolation* assessment is organized with easier isolation tasks (initial and final) and progressing to more challenging levels of medial isolation tasks.

Category 3: Blending

Compound word, syllable, and onset and rime blending are easier tasks than phoneme blending. As units of sound become progressively larger, many students will be more successful in combining the sounds to form words.

Phoneme blending involves the ability to combine phonemes to form a word or syllable. Being able to blend sounds together is the essence of reading. Assessing this skill as an oral activity, allows the assessor to isolate alphabetic principle from phonemic awareness, to better determine the cause(s) of decoding difficulty. Students that struggle to blend as an oral activity, are at a disadvantage when instruction shifts to phonics.

Phoneme blending skills range in complexity, the more phonemes in a word, the more challenging the task. Short vowels are more challenging to blend than long vowels. Consonant blends and clusters are very challenging.

The *Blending* assessment is designed to move from simple (blending compound words and syllables) to more complex (2-4 phoneme) words, allowing the assessor to determine the level of blending skills the student has reached.

Category 2: Rhyming

Identifying words that rhyme is a step towards developing the skills needed to produce words that rhyme. This task is often easier when provided with a set of words to compare to one another.

The task of producing a word that rhymes (when provided a word) is a more advanced task because it adds in the variable of word-retrieval and general vocabulary skills.

The *Rhyming* assessment progresses through the stages of rhyming from easier to more complex. Keep in mind that some students may not have an understanding of the terminology (rhyme) but will likely pick up on the terminology through the direction/warm-up activities.

Category 1: Discrimination

Students with difficulty discriminating between similar sounding words are likely to need explicit phonemic awareness instruction and practice.

Being able to identify targeted sounds is an important foundational skill for teaching sound symbol correspondences (the alphabetic principle). Some sounds, especially short vowels, may be especially challenging for students to discriminate.

The *Discrimination* assessment progresses through the stages of discrimination, beginning with recognizing same and different words, and progressing to more challenging skills of phoneme discrimination, such as targeting specific consonant and vowel sounds