

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

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

## Phonemic Awareness Assessment

### Rhyming Words

Directions: Tell the student that you are going to ask for real or made-up words that rhyme with your words. For example, ask, "What rhymes with *log* and *frog*?" The student might respond with *dog*, *bog*, *hog*, *jog*, etc. If the student doesn't understand, provide more examples, and then continue.

Ask, "What rhymes with \_\_\_?" for the following words, and write student responses or your own comments in the space provided:

feet, street

mop, cop

cook, book

tug, slug

ring, king


### Isolate Initial Consonants

Directions: Tell the student that you are going to ask for the beginning sound she hears in each word. For example, ask, "What is the beginning sound in *tap*?" The student should respond with the /t/ sound. If the student doesn't understand, provide more examples, and then continue.

Ask, "What is the beginning sound in \_\_\_?" for the following words, and write student responses or your own comments in the space provided:

cat

pin

sick

dig

ball


### Isolate Ending Consonants

Directions: Tell the student that you are going to ask for the ending sound he hears in each word. For example, ask, "What is the ending sound in *tip*?" The student should respond with the /p/ sound. If the student doesn't understand, provide more examples, and then continue.

Ask, "What is the beginning sound in \_\_\_?" for the following words, and write student responses or your own comments in the space provided:

tall

drum

dad

sun

hat


## Blend Onsets and Rimes

Directions: Tell the student that you are going to read words very slowly, and ask her to say the words. For example, ask, "What word is /g/ /um/?" The student should respond with *gum*. If she doesn't understand, provide more examples, and then continue.

Ask, "What word is /\_ / \_/\_/?" for the following words, and write student responses or your own comments in the space provided:

f ix	
b un	
p ack	
st op	
ch op	

## Blend Separately Spoken Phonemes

Directions: Tell the student that you are going to read words very slowly, and ask him to say the words. For example, ask, "What word is /p/ /i/ /g/?" The student should respond with *pig*. If he doesn't understand, provide more examples, and then continue.

Ask, "What word is /\_ / \_ / \_/\_/?" for the following words, and write student responses or your own comments in the space provided:

b a t	
c a ke	
b oa t	