# Phonological Awareness Assessment FREEBIE!

Thanks so much for downloading this FREEBIE from Smart Tarts Learning! I hope this helps you get a feel for your kiddos strengths and weaknesses phonologically. I would appreciate any feedback you may have or ways that I can better this product. It is because of your feedback and referrals that I can continue to grow Smart Tarts Learning!

Smart Tarts

THANKS!

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Name: _____ Year: _____

# Phonological Awareness Assessment

# 1. LISTENING:

Teacher says, "I am going to say 2 words.  Tell me if they are the same or different." Teacher should allow a 5 second wait time for student's response. If longer, it is considered "no response."

| Dates: | BOY | MOY | EOY |
|---|---|---|---|
| book...book | | | |
| cat...car | | | |
| house...hot | | | |
| light...light | | | |
| box...boy | | | |
| rat...rat | | | |
| Total | /6 | | |

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# 2. RHYMING (part one:)

Teacher: "I am going to say 2 words. I would like you to repeat the words and tell me if they rhyme. For example, cat and mat are words that rhyme."

| Dates: | BOY | MOY | EOY |
|---|---|---|---|
| house...mouse | | | |
| make...cake | | | |
| girl...dog | | | |
| pig...puppy | | | |
| jump...bump | | | |
| in...down | | | |
| sun...sleep | | | |
| night...light | | | |
| mop...top | | | |
| Total Correct | /9 | | |

# 2. RHYMING (part two:)

Teacher: "Now, let's play another rhyming game. I am going to say a word and you will name a word that rhymes with that word." (may be nonsense) Teacher records response. If child gives no response, mark as "NR." Teacher to give 2 practice words.

| Dates: | BOY | MOY | EOY |
|--------|-----|-----|-----|
| pot | | | |
| bad | | | |
| sat | | | |
| tall | | | |
| pan | | | |
| TOTAL: | /5 | | |

# 3. ALLITERATION:

Teacher: "I am going to say 2 words.  Tell me if they begin with the same sound. For example pot, penny, pail all start with the /p/ sound." Teacher to record **yes** or **no** in the space.

| Dates: | BOY | MOY | EOY |
|--------|-----|-----|-----|
| nut...nail | | | |
| sock...sail | | | |
| foot...tie | | | |
| rain...mouse | | | |
| boat...box | | | |
| log...light | | | |
| King...glue | | | |
| rat...rock | | | |
| hop...hail | | | |
| Total Correct | /9 | | |

# 4. WORDS IN A SENTENCE:

Use counters for this section. Model how to slide counters to show how many words are in a sentence, and have student move his counters with you. Teacher: "I am going to say a sentence, and you will repeat the sentence sliding a counter for each word." If the child moves the correct number of counters write YES in the box, if not, write NO.

| Dates: | BOY | MOY | EOY |
|---|---|---|---|
| Tim eats. | | | |
| My dog runs fast. | | | |
| Dad reads to me. | | | |
| I swim every day for fun. | | | |
| I like balloons. | | | |
| TOTAL: | /5 | | |

# 5. SYLLABICATION

Teacher: "I am going to say a word. You will tell me how many syllables are in that word." {Give example if needed} Teacher to record yes or no in the space.

| Dates: | BOY | MOY | EOY |
|---|---|---|---|
| big | | | |
| ball | | | |
| wagon | | | |
| alligator | | | |
| water | | | |
| elephant | | | |
| sock | | | |
| candy | | | |
| Total Correct | /8 | | |

# 6. ONSET/RIME

Teacher: I am going to break up a word into sounds. Repeat these sounds then say the word I am making.  For example, if I say: mmmmmm...om I know the word is mom"  Teacher to provide a practice word and then complete assessment, writing **yes** for a correct response and **no** for an incorrect response.

| Dates: | BOY | MOY | EOY |
|---|---|---|---|
| /hhhhh...at/ {hat} | | | |
| /mmmmm...en/ {men} | | | |
| /ddddd...ad/ {dad} | | | |
| /sssss...ip/ {sip | | | |
| /bbbbb...ite/ {bite} | | | |
| /rrrrr...ug/ {rug} | | | |
| /chhhh...op/ {chop} | | | |
| /frrrr...og/ {frog} | | | |
| /crrrr...ab/ {crab} | | | |
| /thhhh...um/ {thumb} | | | |
| TOTAL: | /10 | | |

# 7. BLENDING PHONEMES

Teacher: I am going to break up a word into sounds. Repeat these sounds then say the word I am making.  For example, if I say: /c/ /aaaa/ /t/ I know the word is cat."  Teacher to provide a practice word and then complete assessment, writing **yes** for a correct response and **no** for an incorrect response.

| Dates: | BOY | MOY | EOY |
|---|---|---|---|
| /t/ /oooo/ /p/ {top} | | | |
| /s/ /aaa/ /d/ {sad} | | | |
| /h/ /iiii/ /l/ {hill} | | | |
| /r/ /uuu/ /g/ {rug} | | | |
| /h/ /aaa/ /m/ {ham} | | | |
| /m/ /uuu/ /d/ {mud} | | | |
| /s/ /or/ /t/ {sort} | | | |
| /sh/ /iii/ /p/ {ship} | | | |
| /f/ /r/ /ooo/ /g/ {frog} | | | |
| /th/ /iii/ /k/ {thick} | | | |
| TOTAL: | /10 | | |

# 8. DELETING INITIAL SOUND:

Teacher: "We are going to take off the first sound of each word to make a new word. For example, say beg."
Child: "beg"
Teacher: "Now say beg without the /b/."
Child: "egg"

| Dates: | BOY | MOY | EOY |
|---|---|---|---|
| rat – /r/ {at} | | | |
| call – /c/ {all} | | | |
| nice – /n/ {ice} | | | |
| sold – /s/ {old} | | | |
| ham – /h/ {am} | | | |
| TOTAL: | /5 | | |

# 9. DELETING FINAL SOUND:

Teacher: "We are going to take off the last sound of each word to make a new word. For example, say bike."
Child: "bike"
Teacher: "Now say bike without the /k/."
Child: "by"

| Dates: | BOY | MOY | EOY |
|---|---|---|---|
| cart – /t/ {car} | | | |
| race – /s/ {ray} | | | |
| beep – /p/ {bee} | | | |
| meal – /l/ {me} | | | |
| steak – /k/ {stay} | | | |
| TOTAL: | /5 | | |

| Child's Name<br>Smart Tarts Learning | Listening {6} | Rhyming 1 {9} | Rhyming 2 {5} | Alliteration {9} | Words in a Sentence {5} | Syllabication {8} | Onset/Rime {10} | Blending Phonemes {10} | Deleting Initial Sound {5} | Deleting Final Sound {5} |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | | | | | | | | | | |
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| 13. | | | | | | | | | | |
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| 16. | | | | | | | | | | |
| 17. | | | | | | | | | | |
| 18. | | | | | | | | | | |
| 19. | | | | | | | | | | |
| 20. | | | | | | | | | | |
| 21. | | | | | | | | | | |
| 22. | | | | | | | | | | |
| TOTAL: | | | | | | | | | | |