

Phonemic Awareness Testing Tool

We know that reading difficulties are linked to difficulties with oral language processing - or phonemic awareness skills.

Phonemic awareness test will measure:

1. Phoneme matching is the ability to identify words that begin with the same sound.
2. Phoneme isolation is the ability to isolate a single sound from within a word.
3. Phoneme blending is the ability to blend individual sounds into a word.
4. Phoneme segmentation is the ability to break a word into individual sounds.
5. Phoneme manipulation is the ability to modify, change, or move the individual sounds in a word.

DIRECTIONS:

- Phonological Awareness skills should be measured 3 times a year in Kinder & 1st. After that a phonological awareness test become more information to help determine specific skills that might be hindering reading decoding fluency.
- Testing should be done 1:1.
- Prompt is provided in the example, and should be related for each prompt in the boxes below.

Benchmarks for reference:

- Phoneme matching - The middle of kindergarten
- Phoneme isolation - Initial (first) sound: The middle of kindergarten
- Phoneme isolation - Final (last) sound: Late kindergarten or early first grade
- Phoneme isolation - Medial (middle) sound: Late kindergarten or early first grade
- Phoneme blending: Late kindergarten or early first grade
- Phoneme segmentation: First grade
- Phoneme manipulation - Initial (first) sound: First grade
- Phoneme manipulation - Final (last) sound: First grade
- Phoneme manipulation - Substitution: Middle to end of first grade or early second grade

Teacher Prompts & Scoring Sheet

by: Willamette Valley Dyslexia Center

This is given orally, 1:1, example prompts are meant to be repeated for each prompt in the boxes.

Section 1: Phoneme matching

SCORE _____/15

- Which words sound alike? man, sat, sip (Correct response: sat, sip)

12/15 = 80% proficient 10/15 = 70% instructional 9/15 = 60% intervention

<u>sun</u> , <u>sat</u> , man	<u>tin</u> , <u>top</u> , fun	<u>pop</u> , <u>pen</u> , cat	<u>hot</u> , <u>hat</u> , run	<u>nut</u> , <u>not</u> , tap
<u>bin</u> , hut, <u>bag</u>	<u>cat</u> , lot, <u>cut</u>	<u>dog</u> , hug, <u>dip</u>	<u>fan</u> , top, <u>fin</u>	<u>gut</u> , not, <u>get</u>
bun, <u>tag</u> , <u>top</u>	cod, <u>sat</u> , <u>sill</u>	dip, <u>man</u> , <u>mut</u>	dim, <u>lot</u> , <u>log</u>	fat, <u>zap</u> , <u>zip</u>

Section 2: Phoneme isolation – Initial (first) sound:

SCORE _____/5

- What's the first sound in "sat?" (Correct response: /s/)

4/5 = 80% proficient 3/5 = 70% instructional 2/5 = 40% intervention

<u>b</u> an /b/	<u>t</u> ip /t/	<u>m</u> et /m/	<u>j</u> ug /j/	<u>l</u> ock /l/
--------------------	--------------------	--------------------	--------------------	---------------------

Section 3: Phoneme isolation – Final (last) sound:

SCORE _____ / 5

- What's the last sound in "sat?" (Correct response: /t/)

4/5 = 80% proficient

3/5 = 70% instructional

2/5 = 40% intervention

tan /n/	lip /p/	net /t/	bug /g/	dock /k/
------------	------------	------------	------------	-------------

Section 4: Phoneme isolation – Medial (middle) sound:

SCORE _____ / 5

- What's the middle sound in "sat?" (Correct response: /a/)

4/5 = 80% proficient

3/5 = 70% instructional

2/5 = 40% intervention

fan /a/	nip /i/	set /e/	hug /u/	sock /o/
------------	------------	------------	------------	-------------

Section 5: Phoneme blending:

SCORE _____ / 5

- What word do these sounds make? /h/ – /o/ – /t/ (Correct response: hot)

4/5 = 80% proficient

3/5 = 70% instructional

2/5 = 40% intervention

/m/-/a/-/n/	/s/-/i/-/t/	/j/-/e/-/t/	/t/-/u/-/g/	/sh/-/o/-/ck/
-------------	-------------	-------------	-------------	---------------

Section 6: Phoneme segmentation:

SCORE _____ / 5

- What sounds do you hear in "hot?" (Correct response: /h/ – /o/ – /t/)

4/5 = 80% proficient

3/5 = 70% instructional

2/5 = 40% intervention

VAN (/v/-/a/-/n/)	TIP (/t/-/i/-/p/)	LET (/l/-/e/-/t/)	MUG (/m/-/u/-/g/)	TOCK (/t/-/o/-/k/)
----------------------	----------------------	----------------------	----------------------	-----------------------

Section 7: Phoneme manipulation – Initial (first) sound:

SCORE _____ / 5

- Say "mat" without the /m/ sound. (Correct response: at)

4/5 = 80% proficient

3/5 = 70% instructional

2/5 = 40% intervention

can take away /c/ /-an/	sit take away /s/ /-it/	fed take away /f/ /-ed/	bus take away /b/ /-us/	fawn take away /f/ /-on/
----------------------------	----------------------------	----------------------------	----------------------------	-----------------------------

Section 8: Phoneme manipulation – Final (last) sound:

SCORE _____ / 5

- Say "man" without saying /n/? (Correct response: ma-)

4/5 = 80% proficient

3/5 = 70% instructional

2/5 = 40% intervention

jam /bah/	fish /fih/	wet /weh/	dug /buh/	block /bloh/
--------------	---------------	--------------	--------------	-----------------

Section 9: Phoneme manipulation – Substitution:

SCORE: _____ / 5

- Say "pig." (Correct response: pig)
- Now change the /p/ in "pig" to /f/. (Correct response: fig)

4/5 = 80% proficient 3/5 = 70% instructional 2/5 = 40% intervention

Say "yam" change /y/ to /b/ ("bam")	Say "big" change /b/ tp /d/ ("dig")	Say "met" change /t/ to /n/ ("men")	Say "mug" change /g/ to /f/ ("muff")	Say "luck" change /u/ to /o/ ("lock")
---	---	---	--	---

SCORING

Total CORRECT responses _____ / 55
 Total CORRECT responses _____ / 55
 Total CORRECT responses _____ / 55

44/ 55= 80% proficient 38/55 = 70% instructional 33/55 = 60% intervention

Testing Notes:

- Use the same test each time (Sept, Nov, & May)
- Record responses in a different color each time
- Watch score improve as you provide EXPLICIT Phonemic Awareness Instruction