Phonological Awareness Assessment

Student: _____ **Date:** _____

ISOLATION - INITIAL SOUND

I want you tell me the first sound you hear in some words. For example, if I said, “cat” the first sound you hear would be /c/. Now you try. What is the first sound you hear in “bug?” (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to tell me what sound you hear first.

- **Dog** _____
- **Toad** _____
- **Fan** _____
- **Bed** _____
- **Lamp** _____

___ / 5 Initial Sounds Correct

ISOLATION - MIDDLE SOUND

I want you tell the middle sound you hear in some words. For example, if I said, “cat” the middle sound you hear would be /a/. Now you try. What is the middle sound you hear in “bug?” (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to tell me what sound you hear in the middle of the word.

- **Bat** _____
- **Lid** _____
- **Pay** _____
- **Fed** _____
- **Top** _____

___ / 5 Middle Sounds Correct

ISOLATION - FINAL SOUND

I want you tell the last sound you hear in some words. For example, if I said, “cat” the last sound you hear would be /t/. Now you try. What is the last sound you hear in “bug?” (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to tell me what sound you hear last.

- **Boat** _____
- **Fun** _____
- **Kid** _____
- **Chip** _____
- **Mug** _____

___ / 5 Final Sounds Correct

Phonological Awareness Assessment

Student: _____ **Date:** _____

BLENDING

I am going to say some sounds and I want you to put them together to make a word. For example, if I said, /d/, /a/, /d/, I put them together and say, “dad.” Now you try. Put these sounds together to make a word, /j/, /u/, /g/. (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to put the sounds together to make a word.

- **/a/ /n/ /t/** _____
- **/f/ /a/ /t/** _____
- **/s/ /i/ /p/** _____
- **/v/ /e/ /t/** _____
- **/l/ /o/ /g/** _____

___ / 5 Blends Correct

SEGMENTATION

I am going to say some words and I want you to break them a part into sounds. For example, if I said, “mom”, I break them into these three sounds, /m/, /o/, /m/. Now you try. Break up the word “led” into sounds. (Help the student if necessary and provide feedback). Now we are going to try a few more. Do your best to break these words into sounds.

- **pat** _____
- **red** _____
- **pit** _____
- **not** _____
- **kick** _____

___ / 5 Segmentations Correct

Phonological Awareness Assessment

Student: _____ **Date:** _____

ELISION

I am going to say some words and I am going to tell you to take away one sound. For example, if I said, “tiger”, and told you to say tiger without the /t/ sound, you would say “iger.” Now you try. Say the word bite without the sound /b/. Then try table without the /b/ sound. Now we are going to try a few more.

- **Say pat without the /p/ sound. (at)** _____
- **Say red without the /d/ sound. (re)** _____
- **Say pit without the /i/ sound. (pt)** _____
- **Say cake without the /c/ sound. (ake)** _____
- **Say snack without the /ck/ sound. (sna)** _____

___ / 5 Elisions Correct

RHYMING

I am going to say two words and you tell me if they rhyme or not. For example, I say, “fat cat” and you say yes, because they rhyme. If I say “ship blue” you say no, because they do not rhyme. Now you try “Hip Tip,” then “No Lamp.” Now we are going to try a few more. Do your best and tell me if these words rhyme or not.

- **Boat / Moat** _____
- **Not / Shot** _____
- **Bike / Chair** _____
- **Door / Floor** _____
- **Sit / Play** _____

___ / 5 Rhymes Correct