

Assessment Directions for Preschool Teachers & Parents:

Literacy Resources, Inc. created this Phonemic Awareness Assessment, aligned to the Illinois Early Learning and Development Standards to assess a child's progress with phonemic awareness throughout the Preschool school year. The skills are labeled with the Early Learning Standards Preschool Benchmarks. Each skill that is assessed is part of the daily phonemic awareness lessons written by Dr. Michael Heggerty, founder of Literacy Resources, Inc. The same assessment can be given as a pre-assessment and then as a post-assessment, or a second assessment has been provided to be used at the end of the preschool year. This second assessment asks students to segment and blend with phonemes, and asks students to produce rhyming words. Both assessments are able to provide teachers with baseline data and data at the end of the school year.

Phonemic Awareness is auditory, and should be assessed in this way. Students are not expected to read or write any of the words in the assessment; the teacher says the words or sounds aloud and the student responds orally. Student assessment pages are included for Alphabet Recognition and Letter Sound Identification, since students will be identifying letters and sounds of the graphemes. An assessment pages has also been provided to assess Print Concepts.

A phoneme is the smallest unit of sound. Students are asked to respond with the sounds the letters make, not the letter name. As the assessment administrator, you will be providing students with letter sounds, not letter names.

Assessment Administration Guidelines:

The assessments are meant to inform your instruction. When using the provided student assessment pages (For Alphabet Recognition, Letter Sound Identification, or Print Concepts), you may use another piece of paper or a bookmark to cover most of the page, so that only one line of print is shown to the student when he or she is responding. Administration Directions are provided for each skill. The assessments can be administered in separate sessions, if the tasks become too lengthy for your student.

Phonemic Awareness Skills Assessment: Preschool

Student Name: _____ Assessment Date: _____

Administration Directions: Record all results on this page. Use the included student pages for the Alphabet Recognition and Letter Sound Identification Assessments. Skills 4-8 are oral assessments, and no student page is needed.

Phonemic Awareness Skills:	Results	
Skill 1: Alphabet Recognition – Uppercase Letters Learning Standard 4.B.ECb		
Teacher Administration Directions: Point to the letter and say, “What letter is this?” Teacher circles the letters below that are incorrect and records score in the column.		
C A H S V R P U T N E B M L G J X F Z W I Q K Y O D	____ /26	
Skill 2: Alphabet Recognition – Lowercase Letters Learning Standard 4.B.ECb		
Teacher Administration Directions: Point to the letter and say, “What letter is this?” Teacher circles the letters below that are incorrect and records score in the column.		
o n d y h r p l e m t k j f g z w i x q c v a s u b a g	____ /28	
Skill 3: Letter Sound Identification		
Teacher Administration Directions: Point to the letter and say, “What sound does this letter make?” Teacher circles the letters below that are incorrect and records score in the column. *Students are expected to provide the short vowel sounds and the hard sounds of c & g.		
e l s r u p d o v b j n t c x z w k g q m a f i h y	____ /26	
Skill 4: Rhyme Recognition Learning Standard 4.C.ECb		
Teacher Administration Directions: <i>Tell me if these two words rhyme.</i> The students can repeat the words aloud and then say if the word rhyme. Place an x or + on the line if the student answers correctly. If the student responds incorrectly, circle or highlight the word pair.		
1. cup, up ____	6. pot, got ____	____ /10
2. no, see ____	7. fun, run ____	
3. sit, bit ____	8. pet, have ____	
4. sat, cat ____	9. ten, hen ____	
5. mom, make ____	10. dig, mop ____	

Phonemic Awareness Skills Assessment: Preschool

Skill 5: Onset Fluency: Isolate the Initial Phoneme

Learning Standard 4.C.ECd

Teacher Administration Directions: *Tell me the first sound you hear in each of the words.* Teacher says the word and the student says the first sound. Write the sound the child says. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Example: The word cat begins with the /c/ sound. The word top begins with the /t/ sound.

1. sing _____ /s/	5. dog _____ /d/	9. to _____ /t/	_____/10
2. rock _____ /r/	6. fly _____ /f/	10. bat _____ /b/	
3. pie _____ /p/	7. cup _____ /c/		
4. had _____ /h/	8. we _____ /w/		

Skill 6: Blending Compound Words & Syllables

Learning Standard 4.C.ECc

Teacher Administration Directions: *I will say two words or two word parts. You will blend the words together and tell me the big word.* Teacher says the word parts, pausing between the two. The student responds with the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. class... room _____	5. oat...meal _____	9. in-sect _____	_____/10
2. out...side _____	6. win-dow _____	10. pump-kin _____	
3. door...knob _____	7. mar-ket _____		
4. pan...cake _____	8. prin-cess _____		

Skill 7: Segmenting Words into Compound Words & Syllables

Learning Standard 4.C.ECc

Teacher Administration Directions: *I will say a big word, and I would like you to take the word apart.* The teacher says the word listed the below and the student responds by saying the word parts. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. inside _____	5. haircut _____	9. carpet _____	_____/10
2. anyone _____	6. elbow _____	10. pencil _____	
3. peanut _____	7. sister _____		
4. strawberry _____	8. baby _____		

Skill 8: Identifying Final Sounds in Words

Teacher Administration Directions: *Tell me the last sound you hear in each of the words.* Teacher says the word and the student says the final sound. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Example: The word cat ends with the /t/ sound. The word top ends with the /p/ sound.

1. dog _____ /g/	5. old _____ /d/	9. web _____ /b/	_____/10
2. walk _____ /k/	6. farm _____ /m/	10. give _____ /v/	
3. yes _____ /s/	7. ran _____ /n/		
4. cat _____ /t/	8. up _____ /p/		

Phonemic Awareness Skills Assessment: Preschool

Teacher Administration Directions: Teachers can use any children’s book to have students demonstrate their knowledge of print concepts, along with the student page found on page 5. Teacher prompts are in italicized font.

Print Concepts		Learning Standard 4A	
1	Demonstrates how to hold a book with correct orientation <i>Show me how you would hold this book to read.</i>	Yes	No
2	Distinguishes pictures from words by pointing when prompted Teacher opens the book and says, <i>Point to a word on this page.</i>	Yes	No
3	Locates on a printed page where to start reading with multiple lines of text <i>Show me where I would begin to read.</i>	Yes	No
4	Demonstrates that the left page of a book is read before the right page of a book <i>Which page do I read first?</i> Teacher points to the left page and the right page, & student shows where to begin reading.	Yes	No
5	Track text with a finger on a printed page from left to right <i>Show me how you would read the words on this page.</i> The teacher could also model by reading and sentence aloud, and then the student demonstrates.	Yes	No
6	Demonstrates that pages are turned one at a time in a sequence from front to back <i>What should I do when I finish reading this page?</i>	Yes	No
7	Points to individual words using one-to-one correspondence Teacher reads a short sentence from the book aloud, pointing to each word as he or she reads. The student repeats the sentence, pointing to each word as he or she reads.	Yes	No
8	Isolates words within printed text After repeating the sentence read for the above skill, ask student to locate a word. <i>What is this word?</i> Teacher points to a word that the student just read and the student supplies the word.	Yes	No
9	Locates a word on a printed page within text (reads own name). *Use page 5	Yes	No
10	Distinguish letters from numbers on a printed page by pointing *Use page 5	Yes	No
11	Listen to spoke sentence(s) and state individual words in the sentence(s) Language Awareness activity: <i>“I like to read.”</i> Teacher says the sentence aloud, and the student repeats it back.	Yes	No

Overall Results: After the assessment has been given, the teacher identifies areas of strength and need for each child & records findings here.

Areas of Strength:

Areas of Need & Plan for Intervention:

Print Concepts Student Page for Skills 9 and 10:

Skill 9: Student locates a word on a printed page within text.

Teacher Administration Directions: Teacher writes the child's name on the line below. Ask the students to point to his or her name in the sentence. Then the teacher reads the sentence aloud.

*You may write this sentence on a small dry erase board or on a laminated sentence strip, if you do not want to make individual copies of this assessment page.

_____ is a smart student in my class.

Skill 10: Distinguish letters from numbers on a printed page by pointing.

Teacher Administration Directions: *When I point to each item, tell me if it is a letter or a number.* The teacher points one by one and the student responds by indicating if it is a letter or a number. The child may respond with the letter name or the number.

s	5	m	2	6
P	3	h	b	7

Student Page for Skill 1: Letter Identification: Uppercase Letters

C A H S V
R P U T N
E B M L G
J X F Z W
I Q K Y O
D

Student Page for Skill 2: Letter Identification: Lowercase Letters

o n d y h

r p l e m

t k j f g

z w i x q

c v a s u

b a g

e	l	s	r	u
p	d	o	v	b
j	n	t	c	x
z	w	k	g	q
m	a	f	i	h
y				

Phonemic Awareness Skills Assessment: Preschool

Phonemic Awareness Assessment 2:

Administration Directions: Use the included student pages for the alphabet recognition and letter sound identification assessment and record all results on this page.

Skills 4 – 10: The teacher says the words aloud and students respond orally. Students are not expected to read the words in print. Teacher uses the italicized prompts to provide directions for the student.

Phonemic Awareness Skills	Results												
<p>Skill 1: Alphabet Recognition – Uppercase Letters Learning Standard 4.B.ECb</p> <p>Teacher Administration Directions: Point to the letter and say, “What letter is this?” Teacher circles the letters below that are incorrect and records score in the column.</p>													
<p>C A H S V R P U T N E B M L</p> <p>G J X F Z W I Q K Y O D</p>	<p>____ /26</p>												
<p>Skill 2: Alphabet Recognition – Lowercase Letters Learning Standard 4.B.ECb</p> <p>Teacher Administration Directions: Point to the letter and say, “What letter is this?” Teacher circles the letters below that are incorrect and records score in the column.</p>													
<p>o n d y h r p l e m t k j f g z w i</p> <p>x q c v a s u b a g</p>	<p>____ /28</p>												
<p>Skill 3: Letter Sound Identification</p> <p>Teacher Administration Directions: Point to the letter and say, “What sound does this letter make?” Teacher circles the letters below that are incorrect and records score in the column.</p> <p style="text-align: right; font-size: small;">*Students are expected to provide the short vowel sounds and the hard sounds of c & g.</p>													
<p>e l s r u p d o v b j n t c x z w</p> <p>k g q m a f i h y</p>	<p>____ /26</p>												
<p>Skill 4: Onset Fluency: Isolate Initial Phonemes Learning Standard 4.C.ECd</p> <p>Teacher Administration Directions: <i>Tell me the first sound you hear in each of the words.</i> Teacher says the word and the student says the first sound. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.</p> <p style="font-size: small;">**Example: The word cat begins with the /c/ sound.</p>													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-right: 1px dotted black; padding: 5px;">1. hug ____ /h/</td> <td style="width: 25%; border-right: 1px dotted black; padding: 5px;">4. toe ____ /t/</td> <td style="width: 25%; border-right: 1px dotted black; padding: 5px;">7. jump ____ /j/</td> <td style="width: 25%; padding: 5px;">9. got ____ /g/</td> </tr> <tr> <td style="border-right: 1px dotted black; padding: 5px;">2. now ____ /n/</td> <td style="border-right: 1px dotted black; padding: 5px;">5. bed ____ /b/</td> <td style="border-right: 1px dotted black; padding: 5px;">8. was ____ /w/</td> <td style="padding: 5px;">10. pick ____ /p/</td> </tr> <tr> <td style="border-right: 1px dotted black; padding: 5px;">3. can ____ /c/</td> <td style="border-right: 1px dotted black; padding: 5px;">6. very ____ /v/</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>	1. hug ____ /h/	4. toe ____ /t/	7. jump ____ /j/	9. got ____ /g/	2. now ____ /n/	5. bed ____ /b/	8. was ____ /w/	10. pick ____ /p/	3. can ____ /c/	6. very ____ /v/			<p>____ /10</p>
1. hug ____ /h/	4. toe ____ /t/	7. jump ____ /j/	9. got ____ /g/										
2. now ____ /n/	5. bed ____ /b/	8. was ____ /w/	10. pick ____ /p/										
3. can ____ /c/	6. very ____ /v/												

Phonemic Awareness Skills Assessment: Preschool

Skill 5: Rhyme Recognition

Teacher Administration Directions: *Tell me if these two words rhyme.* Write an x or + if the student responds correctly. If the student responds incorrectly, circle the incorrect word pair.

1. pat, hat ____	3. men, then ____	5. fin, win ____	7. all, tall ____	9. go, no ____	____ /10
2. fast, in ____	4. tub, rub ____	6. pan, big ____	8. dog, zip ____	10. went, tent ____	

Skill 6: Blending Phonemes into Words

Learning Standard 4.C.ECe

Teacher Administration Directions: *Listen to the sounds; blend the sounds together to make a word.* Teachers say the sounds separately and students are expected to blend the sounds into a word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. g - ō ____	3. b - ē ____	5. p-o-t ____	7. t-i-n ____	9. m-o-m ____	____ /10
2. s - āy ____	4. m - ī ____ (my)	6. w-a-g ____	8. h-a-m ____	10. s-e-t ____	

Skill 7: Segmenting Words into Phonemes

Learning Standard 4.C.ECf

Teacher Administration Directions: *This time I'm going to say a word, and you will say the sounds you hear.* Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. to ____ <i>/t/oo/</i>	3. no ____ <i>/n/ō/</i>	5. red ____ <i>/rĕ/d/</i>	7. pig ____ <i>/p/i/g/</i>	9. fox ____ <i>/f/o/x/</i>	____ /10
2. by ____ <i>/b/i/</i>	4. day ____ <i>/d/āy/</i>	6. cup ____ <i>/c/u/p/</i>	8. jam ____ <i>/j/a/m/</i>	10. bun ____ <i>/b/u/n/</i>	

Skill 8: Identifying Final Sounds in Words

Teacher Administration Directions: *Tell me the last sound you hear in each of the words.* Teacher says the word and the student says the final sound. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

****Example:** The word cat ends with the /t/ sound. The word top ends with the /p/ sound. Students can use "Punch It Out."

1. crab ____	<i>/b/</i>	5. moon ____	<i>/n/</i>	9. park ____	<i>/k/</i>	____ /10
2. feet ____	<i>/t/</i>	6. leaf ____	<i>/f/</i>	10. buzz ____	<i>/z/</i>	
3. cup ____	<i>/p/</i>	7. bird ____	<i>/d/</i>			
4. bus ____	<i>/s/</i>	8. storm ____	<i>/m/</i>			

Skill 9: Adding and Deleting Phonemes in Words

Teacher Administration Directions: Adding Phonemes: Teacher says the rime. Students repeat the rime. Teacher says, "Add // at the beginning and the word is?"

Deleting Phonemes: Teacher says the word. Students repeat the word. Teacher says, "Without //, the word is? (/ = say letter sounds)

Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

Adding Phonemes		Deleting Phonemes		
1. -at	Add /r/ = _____ rat	6. bus	without /b/ = _____ us	
2. -up	Add /k/ = _____ cup	7. man	without /m/ = _____ an	
3. -ed	Add /b/ = _____ bed	8. red	without /r/ = _____ ed	
4. -ip	Add /z/ = _____ zip	9. will	without /w/ = _____ ill	
5. -om	Add /m/ = _____ mom	10. fox	without /f/ = _____ ox	
				____ /10

Skill 10: Substituting Phonemes in Words

Early Learning Standard 4.C.ECg

Teacher Administration Directions: Teacher says the word. Students repeat the word. Teacher says, "change the // to // and the word is?"
(/ = say letter sounds)

Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. be	change /b/ to /s/ & the word is? _____ see	6. pet	change /p/ to /g/ & the word is? _____ get	
2. my	change /m/ to /t/ & the word is? _____ tie	7. hug	change /h/ to /b/ & the word is? _____ bug	
3. who	change /h/ to /z/ & the word is? _____ zoo	8. mad	change /m/ to /s/ & the word is? _____ sad	
4. go	change /g/ to /n/ & the word is? _____ no	9. wig	change /w/ to /p/ & the word is? _____ pig	
5. say	change /s/ to /d/ & the word is? _____ day	10. not	change /n/ to /d/ & the word is? _____ dot	
				____ /10

Overall Results: After the assessment has been given, the teacher identifies areas of strength and need for each child & records findings here.

Areas of Strength:

Areas of Need & Plan for Intervention:

Phonemic Awareness Skills Assessment: Preschool

Teacher Administration Directions: Teachers can use any children’s book to have students demonstrate their knowledge of print concepts, along with the student page found on page 5. Teacher prompts are in italicized font.

Print Concepts		Learning Standard 4A	
1	Demonstrates how to hold a book with correct orientation <i>Show me how you would hold this book to read.</i>	Yes	No
2	Distinguishes pictures from words by pointing when prompted <i>Teacher opens the book and says, Point to a word on this page.</i>	Yes	No
3	Locates on a printed page where to start reading with multiple lines of text <i>Show me where I would begin to read.</i>	Yes	No
4	Demonstrates that the left page of a book is read before the right page of a book <i>Which page do I read first? Teacher points to the left page and the right page, & student shows where to begin reading.</i>	Yes	No
5	Track text with a finger on a printed page from left to right <i>Show me how you would read the words on this page.</i> The teacher could also model by reading and sentence aloud, and then the student demonstrates.	Yes	No
6	Demonstrates that pages are turned one at a time in a sequence from front to back <i>What should I do when I finish reading this page?</i>	Yes	No
7	Points to individual words using one-to-one correspondence Teacher reads a short sentence from the book aloud, pointing to each word as he or she reads. The student repeats the sentence, pointing to each word as he or she reads.	Yes	No
8	Isolates words within printed text After repeating the sentence read for the above skills, ask student to locate a word. <i>What is this word?</i> Teacher points to a word that the student just read and the student supplies the word.	Yes	No
9	Locates a word on a printed page within text (reads own name). *Use page 5	Yes	No
10	Distinguish letters from numbers on a printed page by pointing *Use page 5	Yes	No
11	Listen to spoke sentence(s) and state individual words in the sentence(s) Language Awareness activity: <i>“I like to read.”</i> Teacher says the sentence aloud, and the student repeats it back.	Yes	No

Plan for intervention for Print Concepts, if necessary:
