

PRESCHOOL Phonological Awareness Assessment (Mid-Year)

Child's Name: _____ Date of Birth: _____ Today's Date: _____

Classroom: _____ Teacher completing assessment: _____

Is this child a dual language learner? yes no If yes, what is the child's first (home) language? _____

Purpose: This assessment (3 different versions for use at the beginning, middle, and end of school year) provides information about where each child in your class is in the area phonological awareness skill development. It will give you an idea of which skills the child can accomplish successfully, and which skills have not yet developed. This will guide you in planning your instruction and supporting the child more effectively. Keep in mind that children are not expected to have mastered all of these skills at the beginning of the school year.

Materials needed: One assessment form for each child, a set of pictures that accompany the tool, 6 cubes, a sheet of blank paper, and a pen or pencil.

Directions for Administration: The Pre-K PA Pre-instruction assessment is administered individually. Administer this tool in the first 3 weeks of school. The directions you will give the child for each skill are included and written in italics.

- Use the pictures provided only for the receptive tasks. (indicated with an *). Cover the rows you are not using for an item with the blank sheet of paper.
- If the child is able to do both exercises within the item, assign a "P" for present. If they child can only do one of the exercises successfully, assign a NP for "not present."
- If a child misses all items within a section (e.g., word awareness, syllable awareness, etc.), discontinue the assessment.
- Do not provide additional modeling or assistance for tasks other than what is already indicated.

Interpreting and using the information: There are no scores for this assessment. Once you've completed the administration for each of the children in the class, it's time to sit down and analyze the information you've gathered. Keep in mind the end of year outcomes for this age group and the developmental progression of these skills. Identify children who appear to be at similar levels of phonological or

phonemic awareness, and use this information to plan further for small group instruction. **Go to coxcampus.org for more ideas and resources for teaching these skills.**

Phonological Awareness	Directions	Child's Response	P=present NP= not present
Word Awareness			
1. Segment one-syllable words in a sentence using claps	<p>Clap one time for each word in this sentence. So, if I say "Cake tastes good" You will clap like this (Model one clap for each word).</p> <p>Now it's your turn. Clap one time for each word in this sentence:</p> <p style="text-align: center;"><i>We read books.</i> <i>We can sing songs.</i></p>	<p>While saying the sentence, child gives 1 clap for each spoken word</p> <ul style="list-style-type: none"> • 3 claps ____ • 4 claps ____ 	P NP
2. Segment multi-syllable words in a sentence using claps	<p>Clap one time for each word in this sentence. So if I say "Bunnies hop quickly" you will clap like this (model one clap for each word).</p> <p>Now it's your turn. Clap one time for each word in this sentence:</p> <p style="text-align: center;"><i>My teacher reads stories.</i> <i>I like playing with friends.</i></p>	<p>While saying the sentence, child gives 1 clap for each spoken word</p> <ul style="list-style-type: none"> • 4 claps ____ • 4 claps ____ 	P NP
3. Segment one-syllable words in a sentence using cubes	<p>Show child some cubes. Put down one cube for each word in a sentence. So, if I say, "Dogs like bones." You would put down one cube for each word I say... like this.</p> <p>(Model placing one cube for each word (from left to right)).</p> <p>Now it is your turn. Give the child 6 cubes.</p> <p>Put down one cube for each word in this sentence.</p> <p style="text-align: center;"><i>The dog barks.</i> <i>This cat eats fish.</i></p>	<p>While saying the sentence, child puts down 1 cube for each spoken word</p> <ul style="list-style-type: none"> • 3 cubes ____ • 4 cubes ____ 	P NP

Syllable Awareness			
<p>1. Blend syllables to form a word (receptive) *Use provided pictures for blending syllables</p>	<p><i>This time we are going to play some games with syllables. I want you to blend, or put together, the syllables that I say, then point to the picture of the word we get when we put these syllables together. Look at these pictures – apple, chair, and hamburger. So if I say ap... ple, I would point to the picture of the apple.</i></p> <p><i>Look at these pictures – pencil, sandwich, cake. Point to the picture of sand....wich.</i></p> <p><i>Look at these pictures – table, butterfly, key. Point to the picture of ta...ble.</i></p>	<p>Child points to sandwich ____</p> <p>Child points to table ____</p>	<p>P NP</p>
<p>2. Blend syllables to form a word (expressive)</p>	<p><i>Let's play another game with syllables. When I blend the syllables pa...per I hear the word paper. Now it's your turn. What word do I get when I put these syllables together?</i></p> <p>can.... dy /kan...dee/ sun....shine</p>	<p>Child says "candy"</p> <p>Child says "sunshine"</p>	<p>P NP</p>
<p>3. Segment syllables in</p>	<p><i>I am going to give one clap for each syllable I hear in the word table.</i> <i>Listen, ta (clap)... ble (clap)</i></p>	<p>"do-nut"</p> <p>2 claps ____</p> <p>-</p>	<p>P NP</p>

<p>multi-syllable words</p>	<p><i>Now it's your turn. Clap out the syllables you hear in:</i></p> <p>donut</p> <p>butterfly</p>	<p>"but-ter- fly" 3 claps___</p>	
<p>4. Segment syllables in multi-syllable words using cubes</p>	<p><i>I want you to put down one cube for each syllable in a word. So, if I say, "carpet" You would put down one cube for each syllable like this. (model placing one cube for each syllable, car...pet (from left to right). Give the child 6 cubes.</i></p> <p><i>Now it's your turn.</i></p> <p><i>Put down one cube for each syllable in table.</i></p> <p><i>Put down one cube for each syllable in computer.</i></p>	<p>Child places 1 cube for ta, then 1 cube for ble ___</p> <p>Child places one cube for com, 1 cube for pu, and 1 cube for ter ___</p>	<p>P NP</p>
<p>Rhyming</p>			
<p>1. Recognize rhyming words *Use provided pictures for recognizing rhyme</p>	<p><i>This time we are going to play some rhyming games. Rhyming words are words that sound the same at the end. I want you to point to the picture that rhymes with the word that I say. So, if I say rock, you would point to sock (model pointing to the picture of the sock). Now it's your turn.</i></p> <p>Teacher: Point to the picture of the can and say "Here is a picture of a can." Which word rhymes with can? sock, fan or bell? (Teacher - point to each picture as you say the word)</p> <p><i>Here is a picture of a log. (Teacher - point to the picture of the log) Which word rhymes with log? dog, cat, or bed (teacher: point to each picture as you say the word)</i></p>	<p>Child points to fan ___</p> <p>Child points to dog ___</p>	<p>P NP</p>

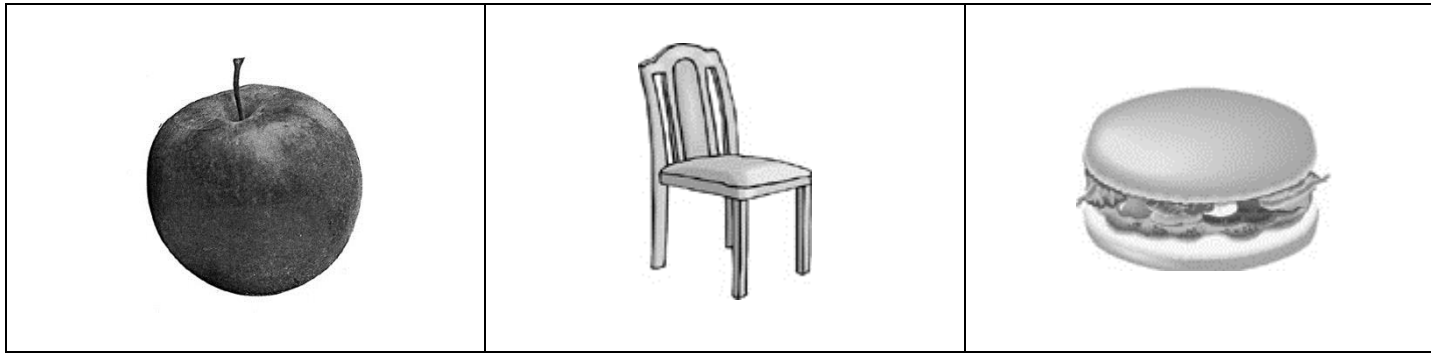
<p>2. Generate rhyming words</p>	<p><i>This time I will say a word. I want you to say a word that rhymes with that word</i></p> <p><i>What word rhymes with cake?</i> <i>What word rhymes with wall?</i></p>	<ul style="list-style-type: none"> • Child says word that rhymes with cake ____ • Child says word that rhymes with wall ____ <p>(Accept nonsense words)</p>	<p>P NP</p>
<p>Onset and Rime</p>			
<p>1. Blend onset and rime (receptive) *use provided pictures for blending onset and rime</p>	<p><i>This time we are going to blend, or put together, the first part of a word with the rest of the word. When I blend the sounds /s/ ... /un/ I hear the word sun so I will point to the picture of the sun.</i></p> <p><i>Now it's your turn.</i></p> <p>Teacher: Point and name each picture in the first row (bell, soap, cup) then say: <i>Point to the picture of /b/.../ell/.</i></p> <p>Teacher: Point and name each picture in the second row (cake, mop, bed) then say: <i>Point to the picture of /m/.../op/.</i></p>	<p>Child points to the picture of: leaf ____ mop ____</p>	<p>P NP</p>
<p>2. Blend onset and rime (expressive)</p>	<p><i>This time I want you to say the word you hear when I blend the first part of the word with the rest of the word. So, if I blend /c/.../at/, I would say cat.</i></p> <p><i>Now it's your turn.</i></p> <p><i>What word do you hear when I blend these sounds together?</i></p> <p style="text-align: center;"><i>/n/.../est/</i> <i>/s/.../op/</i></p>	<p>Child says: nest ____ soap ____</p>	<p>P NP</p>

Additional Comments and Observations:

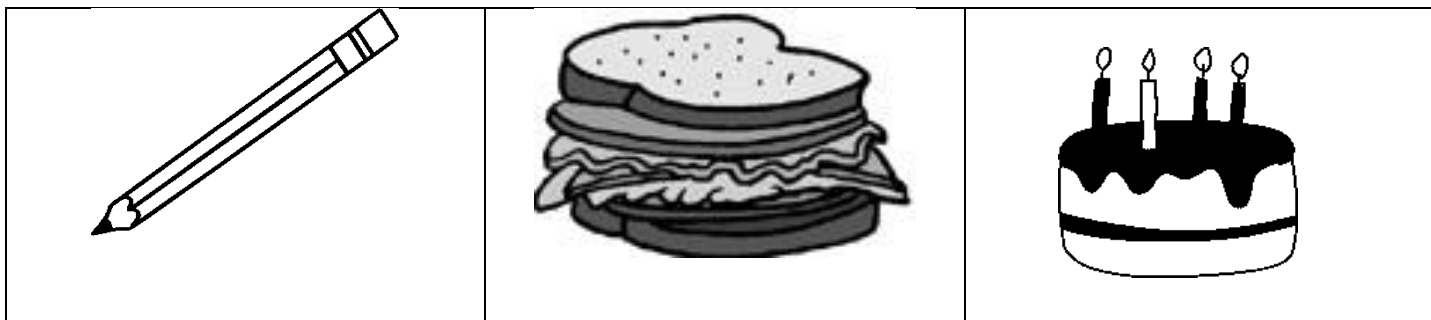
Pictures for PRESCHOOL Phonological Awareness Assessment (Mid-Year)

Syllable Awareness: Blending Syllables Receptively

Example for Demonstration – apple, chair, and hamburger



1. Blending Syllables (receptively)

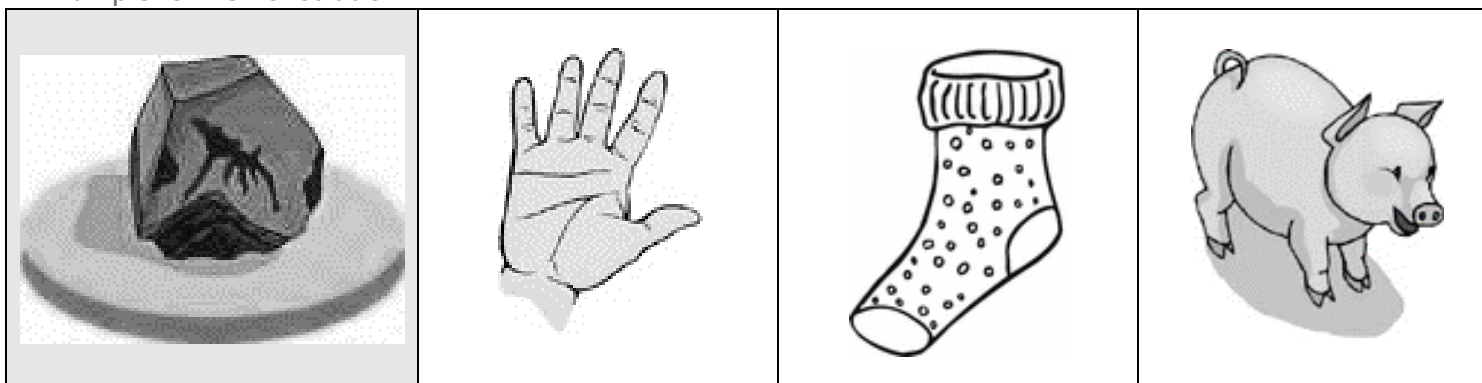


2. Blending Syllables (receptively)

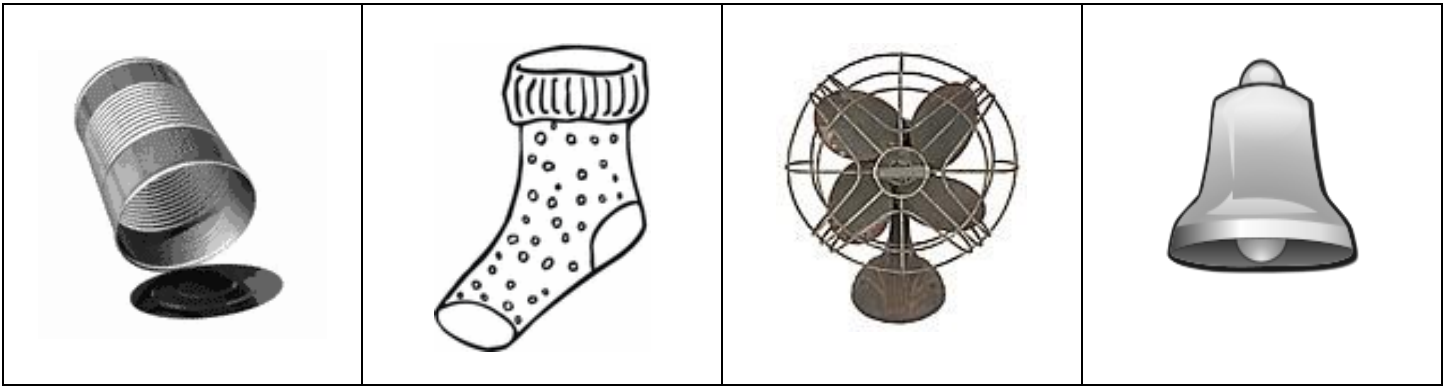


Rhyming: Recognize rhyming words

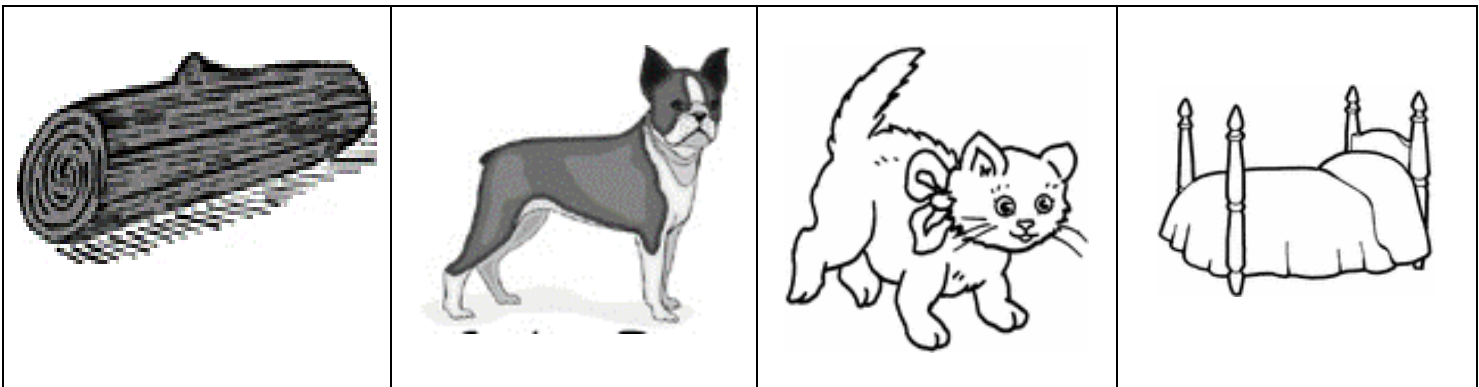
Example for Demonstration



1. Recognize Rhyming Words

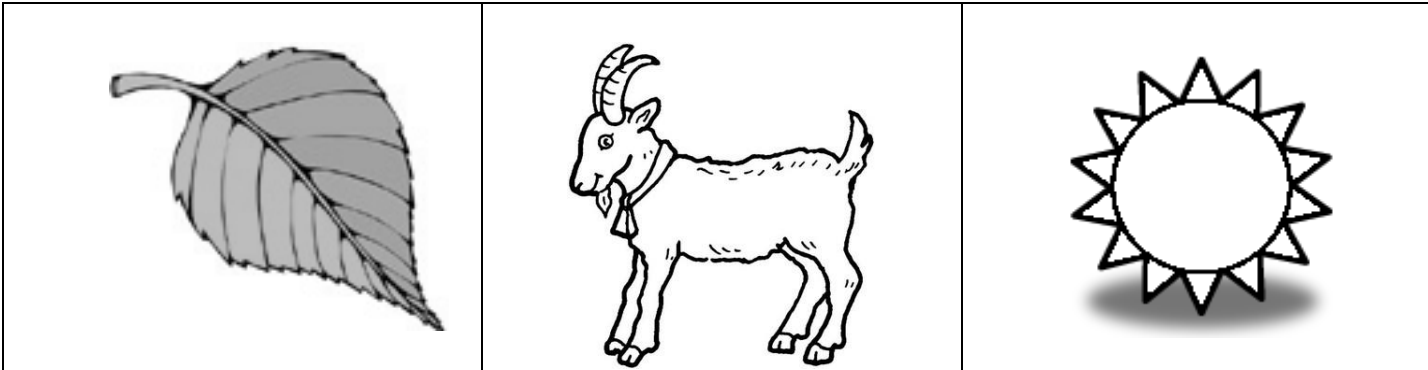


2. Recognize Rhyming Words

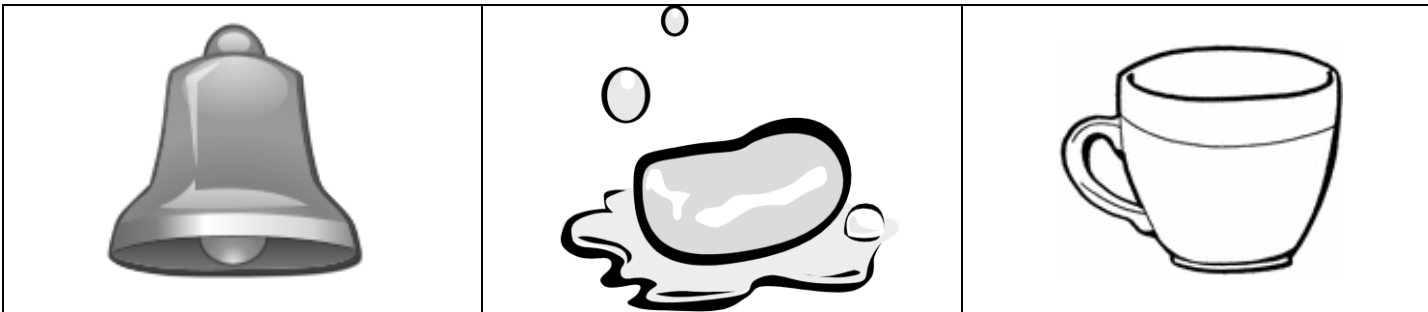


Onset Rime- Blend Onset and Rime (receptively)

Example for demonstration



1. Blend Onset and Rime (receptively)



2. Blend Onset and Rime (receptively)



