

Section 1

Phonological Awareness

Phonological Awareness

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Correlation to the Sunshine State Standards

LA.D.1.1.1 – **Recognizes basic patterns in and functions of language.**
LA.D.2.1.2 – Identifies and uses repetition, rhyme, and rhythm in oral and written text.

Phonological Awareness

Introduction and Scientifically Based Reading Research (SBRR)

The 2000 report of the National Reading Panel defines **phonemic awareness** as the ability to focus on and manipulate phonemes in spoken words. The Put Reading First publication describes **phonological awareness** as a broad term that includes phonemic awareness. Phonological awareness activities can involve work with phonemes, rhymes, words, syllables, and onsets and rimes.

Results of the 2000 report of the National Reading Panel's meta-analysis showed that teaching children to manipulate sounds in language helps them read better. Instruction in phonological awareness helped all types of children improve their reading, including typically developing readers, children at risk for future reading problems, students with disabilities, preschoolers, kindergartners, first graders, children in second through sixth grades (most of whom were students with disabilities), children across various socio economic levels, and children learning to read in English as well as in other languages (NICHD, 2000). Furthermore, for both young readers and prereaders, familiarity with letters and sensitivity to the phonetic structure of oral language were strong predictors of reading achievement – stronger, in fact, than IQ (Adams, 1990).

The informal assessments in this section are presented in a sequential order based on developmentally appropriate phonological awareness skills. This structure is supported by the National Reading Panel, as the studies they reviewed found that the researchers used the following tasks to assess children's phonological awareness or to improve their phonological awareness through instruction and practice:

- phoneme isolation
- phoneme identity
- phoneme categorization
- phoneme blending
- phoneme segmentation
- phoneme deletion.

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or to view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

Phonological Awareness – Rhyme Identification

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme."

Practice Items: Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sit – bit

boy – chair

Test Items: Read each pair of words. Mark those items that the student answers correctly. Create additional lists as needed.

1. bed – fed _____ (yes)
2. top – hop _____ (yes)
3. run – soap _____ (no)
4. hand – sand _____ (yes)
5. funny – bunny _____ (yes)
6. girl – giant _____ (no)
7. lid – hid _____ (yes)
8. mess – yell _____ (no)
9. fell – fun _____ (no)
10. skip – hip _____ (yes)

Number correct _____

Total possible _____

Phonological Awareness – Rhyme Production

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to tell you a word and I want you to tell me a word that rhymes with it." (The answers may be real or nonsense words)

Practice Items: Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sun... _____ cat... _____

Test Items: Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word. Create additional lists as needed.

1. pain _____
2. cake _____
3. hop _____
4. see _____
5. dark _____
6. candy _____
7. fun _____
8. hair _____
9. row _____
10. sip _____

Number correct _____

Total possible _____

Phonological Awareness – Syllable Blending

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word in a funny way. I want you to put the parts together and say the whole word."

Practice Items: Help the student identify syllable blending with the following practice items. Create additional practice items as needed.

ro-bot : "robot"

out-side : "outside"

Test Items: Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly. Create additional lists as needed.

1. black - board _____

2. rain - bow _____

3. pop - corn _____

4. side - walk _____

5. pen - cil _____

6. hon - ey _____

7. pic - ture _____

8. pa - per _____

9. riv - er _____

10. can - dle _____

Number correct _____

Total possible _____

Phonological Awareness – Syllable Segmentation

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and I want you to break it into parts or syllables."

Practice Items: Help the student identify how to break a word into syllables by saying a word normally and then clapping out the parts of a word while saying each part. Use the following practice items. Create additional practice items as needed.

cowboy (cow - boy)

candy (can - dy)

Test Items: Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly. Create your own or additional lists as needed.

1. sometime _____ (2)
2. basket _____ (2)
3. bedroom _____ (2)
4. kite _____ (1)
5. bag _____ (1)
6. carpet _____ (2)
7. computer _____ (3)
8. sunflower _____ (3)
9. fantastic _____ (3)
10. helicopter _____ (4)

Number correct _____

Total possible _____

Phonological Awareness – Syllable Deletion

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don't say CUP."

Practice Items: Help the student identify how to delete a syllable from a word by saying a word normally and then asking them to say it again but don't say _____. Use the following practice item. Create additional practice items as needed.

Say AIRLINE. Now say it again, but don't say AIR.

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
2. Say INSIDE. Now say it again, but don't say SIDE. (in) _____
3. Say FORGET. Now say it again, but don't say FOR. (get) _____
4. Say BASKET. Now say it again, but don't say BAS. (ket) _____
5. Say AFTER. Now say it again, but don't say AF. (ter) _____
6. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
7. Say PERFUME. Now say it again, but don't say FUME. (per) _____
8. Say CANDY. Now say it again, but don't say DY. (can) _____
9. Say COWBOY. Now say it again, but don't say COW. (boy) _____
10. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Identification

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the sound that is the same in all the words."

Practice Items: Help the student identify the same sound found in each word with the following practice items. Create additional practice items as needed.

cat, car, cap : "What sound is the same in all the words? I hear /c/ in all three words."
hop, sip, lap : "What sound is the same in all the words? I hear /p/ in all three words."

Test Items: Read the list of words and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. fix, fall, fun _____ /f/
2. me, milk, mom _____ /m/
3. ship, shop, share _____ /sh/
4. dig, dog, do _____ /d/
5. fit, mat, lot _____ /t/
6. lip, flap, cap _____ /p/
7. chair, cheese, chalk _____ /ch/
8. see, bee, me _____ /ee/
9. like, click, sick _____ /k/
10. fish, crash, dish _____ /sh/

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Isolation (initial)

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the first sound that you hear in the word."

Practice Items: Help the student identify the initial sound of a word with the following practice items. Create additional practice items as needed.

dog – "The first sound that I hear in the word dog is /d/."

Test Items: Read each word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. big _____ /b/
2. land _____ /l/
3. farm _____ /f/
4. apple _____ /a/
5. desk _____ /d/
6. ship _____ /sh/
7. man _____ /m/
8. help _____ /h/
9. then _____ /th/
10. truck _____ /t/

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Isolation (final)

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the last sound that you hear in the word."

Practice Items: Help the student identify the final sound of a word with the following practice item. Create additional practice items as needed.

dog – "The last sound that I hear in the word dog is /g/."

Test Items: Read each word and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. pick _____ /k/
2. ran _____ /n/
3. fill _____ /l/
4. bug _____ /g/
5. same _____ /m/
6. tooth _____ /th/
7. fish _____ /sh/
8. hop _____ /p/
9. case _____ /s/
10. jar _____ /r/

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Blending

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to separate the sounds of a word and I want you to tell me what word it is."

Practice Items: Help the student identify how to blend phonemes with the following practice items. Create additional practice items as needed.

"/s/ /i/ /t/ is what word? SIT"

"/s/ /t/ /o/ /p/ is what word? STOP"

Test Items: Read the sounds of a word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. /m/ /ee/ _____ (me)
2. /b/ /e/ /d/ _____ (bed)
3. /h/ /a/ /t/ _____ (hat)
4. /m/ /u/ /s/ /t/ _____ (must)
5. /sh/ /o/ /p/ _____ (shop)
6. /p/ /l/ /a/ /n/ /t/ _____ (plant)
7. /s/ /t/ /o/ /p/ _____ (stop)
8. /f/ /l/ /ow/ /er/ _____ (flower)
9. /l/ /u/ /n/ /ch/ _____ (lunch)
10. /s/ /t/ /r/ /a/ /n/ /d/ _____ (strand)

Number correct _____

Total possible _____

Phonological Awareness – Phoneme Segmentation

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word; I want you to tell me all of the sounds that you hear in that word."

Practice Items: Help the student identify how to segment phonemes in a word with the following practice item. Create additional practice items as needed.

"DIM, I hear the sounds /d/ /i/ /m/."

Test Items: Read each word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. in /i/ /n/ _____ (2)

2. at /a/ /t/ _____ (2)

3. name /n/ /æ/ /m/ _____ (3)

4. ship /sh/ /i/ /p/ _____ (3)

5. sock /s/ /o/ /k/ _____ (3)

6. chin /ch/ /i/ /n/ _____ (3)

7. sand /s/ /a/ /n/ /d/ _____ (4)

Number correct _____

Total possible _____ (20)

Phonological Awareness – *Phoneme Deletion*

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and then have you say that word without one of the sounds."

Practice Items: Help the student identify how to delete phonemes in a word by using the following practice item. Create additional practice items as needed.

"Say GOAT. Now say it again without the /t/." (go)

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say ROSE, now say it again without /z/ _____ (row)
2. Say TRAIN, now say it again without /n/ _____ (tray)
3. Say GROUP, now say it again without /p/ _____ (grew)
4. Say SEAT, now say it again without /t/ _____ (sea)
5. Say BAKE, now say it again without /k/ _____ (bay)
6. Say INCH, now say it again without /ch/ _____ (in)
7. Say SMILE, now say it again without /s/ _____ (mile)
8. Say FEET, now say it again without /f/ _____ (eat)
9. Say BOAT, now say it again without /b/ _____ (oat)
10. Say LAKE, now say it again without /l/ _____ (ache)

Number correct _____

Total possible _____

Phonological Awareness – *Phoneme Addition*

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and then have you say that word with one extra sound."

Practice Items: Help the student identify how to add phonemes to a word by using the following practice item. Create additional practice items as needed.

"Say PARK, now say it again with /s/ in front of it." (SPARK)

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say TOP, now say it again with /s/ in front of it _____ (stop)
2. Say LIP, now say it again with /f/ in front of it _____ (flip)
3. Say EAT, now say it again with /m/ in front of it _____ (meat)
4. Say LAP, now say it again with /c/ in front of it _____ (clap)
5. Say TRAP, now say it again with /s/ in front of it _____ (strap)
6. Say RUST, now say it again with /t/ in front of it _____ (trust)
7. Say LAY, now say it again with /p/ in front of it _____ (play)
8. Say EAT, now say it again with /sh/ in front of it _____ (sheet)
9. Say ROBE, now say it again with /p/ in front of it _____ (probe)
10. Say LOT, now say it again with /s/ in front of it _____ (slot)

Number correct _____

Total possible _____

Phonological Awareness – *Phoneme Substitution*

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and some sounds to switch, then I want you to say the new word."

Practice Items: Help the student identify how to substitute phonemes in a word with the following practice item. Create additional practice items as needed.

"Say BUG, now change /g/ to /n/. What is the new word?" (BUN)

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say MAN, now change /m/ to /c/ _____ (can)
2. Say PIG, now change /p/ to /d/ _____ (dig)
3. Say SACK, now change /s/ to /t/ _____ (tack)
4. Say WELL, now change /w/ to /f/ _____ (fell)
5. Say BED, now change /b/ to /r/ _____ (red)
6. Say SHOP, now change /sh/ to /ch/ _____ (chop)
7. Say HOT, now change /h/ to /p/ _____ (pot)
8. Say TAP, now change /t/ to /c/ _____ (cap)
9. Say LIVER, now change /l/ to /r/ _____ (river)
10. Say MILE, now change /m/ to /p/ _____ (pile)

Number correct _____

Total possible _____

Phonological Awareness – Kindergarten Inventory

Teacher Directions

Directions: This test should be administered individually to students.

Rhyme Identification

The teacher could introduce the test by saying, “Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme.”

Read each pair of words. Mark those items that the student answers correctly.

1. bed – fed _____ (yes)
2. mess – yell _____ (no)
3. skip – hip _____ (yes)

Rhyme Production:

The teacher could introduce the test by saying, “I am going to tell you a word and I want you to tell me a word that rhymes with it.” (The answers may be real or nonsense words)

Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word.

4. see _____
5. cake _____
6. sip _____

Syllable Blending

The teacher could introduce the test by saying, "I am going to say a word in a funny way. I want you to put the parts together and say the whole word."

Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly.

- 7. black - board _____
- 8. rain - bow _____
- 9. pop - corn _____

Syllable Segmentation:

The teacher could introduce the test by saying, "I am going to say a word and I want you to break it into parts or syllables."

Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly.

- 10. cupcake _____
- 11. sunflower _____
- 12. cowboy _____

Syllable Deletion:

The teacher could introduce the test by saying, "We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don't say CUP."

Read each item and allow the student to respond. Mark those items that the student answers correctly.

- 13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
- 14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
- 15. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Phoneme Isolation (initial):

The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the first sound that you hear in the word."

Read each word and allow the student to respond. Mark those items that the student answers correctly.

16. big _____ /b/

17. land _____ /l/

18. farm _____ /f/

Phonological Awareness – Kindergarten Inventory

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Rhyme Identification

1. bed – fed _____ (yes)
2. mess – yell _____ (no)
3. skip – hip _____ (yes)

Rhyme Production

4. see _____
5. cake _____
6. sip _____

Syllable Blending

7. black - board _____
8. rain - bow _____
9. pop - corn _____

Syllable Segmenting

10. cupcake _____
11. sunflower _____
12. cowboy _____

Syllable Deletion

13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
15. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Phoneme Isolation (initial)

16. big _____ /b/
17. land _____ /l/
18. farm _____ /f/

Kindergarten Inventory Skills Profile

Skill	Date	Date	Date	Date Mastered
Rhyme Identification				
Rhyme Production				
Syllable Blending				
Syllable Segmenting				
<i>Syllable Deletion</i>				
Phoneme Isolation (initial)				

Phonological Awareness – Inventory

Teacher Directions

Directions: This test should be administered individually to students.

Rhyme Identification

The teacher could introduce the test by saying, “Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme.”

Read each pair of words. Mark those items that the student answers correctly.

1. bed – fed _____ (yes)
2. mess – yell _____ (no)
3. skip – hip _____ (yes)

Rhyme Production:

The teacher could introduce the test by saying, “I am going to tell you a word and I want you to tell me a word that rhymes with it.” (The answers may be real or nonsense words)

Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word. Create additional lists as needed.

4. see _____
5. cake _____
6. sip _____

Syllable Blending:

The teacher could introduce the test by saying, “I am going to say a word in a funny way. I want you to put the parts together and say the whole word.”

Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly.

- 7. black - board _____
- 8. rain - bow _____
- 9. pop - corn _____

Syllable Segmentation:

The teacher could introduce the test by saying, “I am going to say a word and I want you to break it into parts or syllables.”

Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly.

- 10. cupcake _____
- 11. sunflower _____
- 12. cowboy _____

Syllable Deletion:

The teacher could introduce the test by saying, “We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don’t say CUP.”

Read each item and allow the student to respond. Mark those items that the student answers correctly.

- 13. Say DOWNTOWN. Now say it again, but don’t say TOWN. (down) _____
- 14. Say SKATEBOARD. Now say it again, but don’t say BOARD. (skate) _____
- 15. Say BOWTIE. Now say it again, but don’t say TIE. (bow) _____

Phoneme Identification

The teacher could introduce the test by saying, “I am going to say some words; I want you to tell me the sound that is the same in all the words.”

Read the list of words and allow the student to respond. Mark those items that the student answers correctly.

16. fix, fall, fun _____ /f/

17. me, milk, mom _____ /m/

18. ship, shop, share _____ /sh/

Phoneme Isolation (initial):

The teacher could introduce the test by saying, “I am going to say some words; I want you to tell me the first sound that you hear in the word.”

Read each word and allow the student to respond. Mark those items that the student answers correctly.

19. big _____ /b/

20. land _____ /l/

21. farm _____ /f/

Phoneme Isolation (final)

The teacher could introduce the test by saying, “I am going to say some words; I want you to tell me the last sound that you hear in the word.”

Read each word and allow the student to respond. Mark those items that the student answers correctly.

22. ran _____ /n/

23. fill _____ /l/

24. bug _____ /g/

Phoneme Blending

The teacher could introduce the test by saying, "I am going to separate the sounds of a word and I want you to tell me what word it is."

Read the sounds of a word and allow the student to respond. Mark those items that the student answers correctly.

25. /b/ /e/ /d/ _____ (bed)

26. /h/ /a/ /t/ _____ (hat)

27. /m/ /u/ /s/ /t/ _____ (must)

Phoneme Segmentation

The teacher could introduce the test by saying, "I am going to say a word; I want you to tell me all of the sounds that you hear in that word."

Read each word and allow the student to respond. Mark those items that the student answers correctly.

28. at /a/ /t/ _____ (2)

29. name /n/ /ae/ /m/ _____ (3)

30. ship /sh/ /i/ /p/ _____ (3)

Phonological Awareness – Inventory

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Rhyme Identification

1. bed – fed _____ (yes)
2. mess – yell _____ (no)
3. skip – hip _____ (yes)

Rhyme Production

4. see _____
5. cake _____
6. sip _____

Syllable Blending

7. black - board _____
8. rain - bow _____
9. pop - corn _____

Syllable Segmenting

10. cupcake _____
11. sunflower _____
12. cowboy _____

Syllable Deletion

13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) _____
14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) _____
15. Say BOWTIE. Now say it again, but don't say TIE. (bow) _____

Phoneme Identification

16. fix, fall, fun _____ /f/
17. me, milk, mom _____ /m/
18. ship, shop, share _____ /sh/

Phoneme Isolation (initial)

19. big _____ /b/
20. land _____ /l/
21. farm _____ /f/

Phoneme Isolation (final)

22. ran _____ /n/
23. fill _____ /l/
24. bug _____ /g/

Phoneme Blending

25. /b/ /e/ /d/ _____ (bed)
26. /h/ /a/ /t/ _____ (hat)
27. /m/ /u/ /s/ /t/ _____ (must)

Phoneme Segmentation

28. at /a/ /t/ _____ (2)
29. name /n/ /æ/ /m/ _____ (3)
30. ship /sh/ /i/ /p/ _____ (3)

Phonological Awareness Inventory Skills Profile

Skill	Date	Date	Date	Date Mastered
Rhyme Identification				
Rhyme Production				
Syllable Blending				
Syllable Segmenting				
<i>Syllable Deletion</i>				
Phoneme Identification				
Phoneme Isolation (initial)				
Phoneme Isolation (final)				
Phoneme Blending				
Phoneme Segmenting				
<i>Phoneme Deletion</i>				
<i>Phoneme Addition</i>				
<i>Phoneme Substitution</i>				

Phonological Awareness Skills Profile

Student's Name: _____

Skill	Date	Score	Date	Score	Date	Score	Date Mastered
Rhyme Identification							
Rhyme Production							
Syllable Blending							
Syllable Segmenting							
<i>Syllable Deletion</i>							
Phoneme Identification							
Phoneme Isolation – initial							
Phoneme Isolation - final							
Phoneme Blending							
Phoneme Segmenting							
<i>Phoneme Deletion</i>							
<i>Phoneme Addition</i>							
<i>Phoneme Substitution</i>							

Skills in italics are NOT a priority phonological awareness skill.

Phonological Awareness Assessment Resources

Publications

Assessment and Instruction in Phonological Awareness 2002

Florida Department of Education

#850-488-1879

Suncom: 278-1879

http:// www.myfloridaeducation.com/commhome

email: cicbiscs@FLDOE.org

Websites

Balanced Reading . Com

<http://www.balancedreading.com>

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

<http://dibels.uoregon.edu/>

Rosner Test of Auditory Analysis

<http://www.soar.gcps.k12.fl.us/pdfs/rosner.pdf>

TEAMS Distance Learning

Phonemic Awareness Assessment Tools

<http://teams.lacoe.edu/reading/assessments/assessments.html>

Yopp-Singer Test of Phoneme Segmentation

<http://teams.lacoe.edu/reading/assessments/yopp.html>