

Phonemic Awareness Skills Screener Assessment for 2nd grade & above: FORM C

Purpose: This Screener Assessment can be administered to students in 2nd grade and above to determine if the Heggerty Phonemic Awareness curriculum should be part of a child's intervention instruction. Each assessment includes specific weeks in the Heggerty Primary Curriculum that can be used to plan for whole group or small group instruction, addressing specific areas of need. The Bridge the Gap Intervention lessons have a Placement Assessment that is specific to that curriculum and can be accessed at www.heggerty.org/btg.

Assessment Materials:

The materials required for this assessment include:

- One copy of the assessment for each student
- Pencil

Administering the Assessment:

- The assessment is administered individually to students.
- Phonemic awareness is oral and auditory, so the assessment administrator will record all responses. There is no student copy provided for the student, and the students do not read or write words during the assessment.
- Record student errors in the 'Student Response' column, as this can inform instruction.
- Indicate a correct response with a checkmark in the 'Results' column.
- Options for correct and incorrect responses are provided for teacher administration.

Discontinue: You may discontinue the skill if there are no correct responses within the first 3 words.

Response Time: If a student is unable to give a response within 4 seconds, the administrator can move on to the next assessment word. Indicate this in the 'Observations' checklist for each skill. Additionally, if a student produces a correct answer after 4 seconds you can mark this as correct, but you would want to note that the student response was not automatic.

Visual Support and Hand Motions: We do not require hand motions to be used during this assessment administration. However, if the administrator finds that visuals such as counters or chips, or tapping/chopping sounds would be helpful, he/she may decide to use these as support. This would be noted in the Observations space for each skill.

Observations: There is a place to record student observations for each skill, and overall with the scoring guidelines. These observations can be used to inform instruction during whole group lessons or for intervention.

Proficiency: A student is considered to be phonemically proficient or reach mastery when they are able to score 80% or higher automatically (under 4 seconds) and without the use of supports.

Student Name: _____

Assessment Date: _____

Form C: Phonemic Awareness Skills Screener Assessment for 2nd Grade and Above

Initial Phoneme Isolation: Isolate the Initial Sound

Teacher Administration Directions: I will say a word and isolate the first sound we hear. The word is *hush*. The first sound we hear in the word *hush* is /h/.

Now it's your turn. What is the first sound you hear in the word *sort*?

Correct response Yes, /s/ is the first sound we hear in the word *sort*.

Incorrect response /s/, *sort*. /s/ is the first sound we hear in the word *sort*.
Can you say, /s/, *sort*?

Teacher: I will say a word and you will repeat it. What is the first sound you hear in the word _?

Teacher Note: If a student responds with the letter name rather than the letter sound say, "That is a letter name. What is the first sound you hear?"

Word	Correct Response	Student Response	Results
1. winter	/w/		<input type="checkbox"/>
2. garden	/g/		<input type="checkbox"/>
3. candle	/k/		<input type="checkbox"/>
4. magnet	/m/		<input type="checkbox"/>
5. ribbon	/r/		<input type="checkbox"/>
			____/5

Observations: check all that apply

- __ provides letter name instead of sound
- __ repeats the word but does not isolate a phoneme
- __ response time more than 4 seconds
- __ no response

Heggerty Phonemic Awareness lessons for **initial phoneme isolation**:

Primary: Weeks 1-24 Bridge the Gap: Part 1, Lessons 1-12

Blending Phonemes

Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /s – ī – t/, *sight*. When I blend those 3 sounds together, /s – ī – t/, the word is *sight*.

Now it's your turn. Listen to these sounds and tell me the whole word: /l – ě – d/. What is the word?

Correct response	Yes, when you blend the sounds, /l – ě – d/, the word is <i>led</i> .
Incorrect response	Listen, when you blend the 3 sounds, /l – ě – d/, the word is <i>led</i> . Say it back to me: /l – ě – d/, <i>led</i> .

Teacher: I will say the sounds. What is the word ___?

Sounds	Correct Response	Student Response	Results
1. t – ō – n	tone		<input type="checkbox"/>
2. b – ě – s – t	best		<input type="checkbox"/>
3. s – l – ĭ – p	slip		<input type="checkbox"/>
4. g – r – ě – s	grease		<input type="checkbox"/>
5. c – r – ā – m – p	cramp		<input type="checkbox"/>

___/5

Observations: check all that apply

- __ repeats the sounds and then blends into a word
- __ adds or omits sounds when blending into a word
- __ uses hand motions to blend sounds into a word
- __ response time more than 4 seconds
- __ no response

Heggerty Phonemic Awareness lessons to teach **blending phonemes**:

Primary: Weeks 8-27 Bridge the Gap: Part 2, Lessons 11-25

NOTE: If student is unsuccessful at the phoneme level, refer to the 1st-grade Baseline assessment for additional assessments to evaluate the Phonological Awareness skills: Blending & Segmenting Syllables, or the Kindergarten baseline assessment for Blending & Segmenting Onset – Rime.

Final Phoneme Isolation

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is *sharp*. The last sound I hear in the word *sharp* is /p/. Can you say that; *sharp*, /p/?

Now it's your turn: *work*. What is the last sound you hear in the word *work*?

Correct Response Yes, /k/ is the last sound you hear in the word *work*.

Incorrect Response /k/ is the last sound you hear in the word *work*. *work*, /k/.
Let's try it again. Say *work*. What is the last sound you hear in the word *work*?

Teacher: I will say a word and you will repeat it. What is the last sound you hear in the word ____?

Teacher Note: If a student responds with the letter name rather than the letter sound say, "That is a letter name. What is the last sound you hear?"

Word	Correct Response	Student Response	Results
1. swipe	/p/		<input type="checkbox"/>
2. plane	/n/		<input type="checkbox"/>
3. space	/s/		<input type="checkbox"/>
4. crunch	/ch/		<input type="checkbox"/>
5. cold	/d/		<input type="checkbox"/>
			___/5
<p>Observations: check all that apply</p> <p>__ provides letter name instead of sound</p> <p>__ repeats the word but does not isolate a phoneme</p> <p>__ response time more than 4 seconds</p> <p>__ hand motion is used to isolate the sound</p> <p>__ no response</p>			
Heggerty Phonemic Awareness lessons to teach final phoneme isolation .			
Primary: Weeks 1-8, 12, 16, 17, 19, 20, 23, 24		Bridge the Gap: Part 1, Lessons 13-24	

Segmenting Words into Phonemes			
Teacher Administration Directions: I will say a word and I will segment the word into sounds. Listen. <i>kite</i> , /k – ī – t/. I hear 3 sounds in <i>kite</i> , /k – ī – t/.			
Now it's your turn. The word is <i>touch</i> . What are the sounds you hear in the word <i>touch</i> ?			
Correct response	Yes, when you segment the word <i>touch</i> into sounds, you hear /t – ŭ – ch/.		
Incorrect response	When I segment the word <i>touch</i> into sounds, I hear 3 sounds, /t – ŭ – ch/. Say it back to me: <i>touch</i> , /t – ŭ – ch/		
Teacher: I will say a word and you will repeat it. What are the sounds you hear in the word ___?			
Word	Correct Response	Student Response	Results
1. lash	l – ā – sh		<input type="checkbox"/>
2. wipe	w – ī – p		<input type="checkbox"/>
3. green	g – r – ē – n		<input type="checkbox"/>
4. proud	p – r – ou – d		<input type="checkbox"/>
5. lump	l – ŭ – m – p		<input type="checkbox"/>
			___/5
Observations: check all that apply __ repeats the word and then segments into sounds __ adds or omits sounds when segmenting __ uses hand motions to segment a word into sounds __ response time more than 4 seconds __ no response			
Heggerty Phonemic Awareness lessons to teach segmenting into phonemes :			
Primary: Weeks 8-27		Bridge the Gap: Part 2 , Lessons 11-25	

Medial Phoneme Isolation

Teacher Administration Directions: I will say a word and I will isolate the middle or vowel sound in that word. The word is *wheel*. The middle or vowel sound I hear in the word *wheel* is /ē/. Can you say that: *wheel*, /ē/?

Now it's your turn. I will say a word and you will repeat it: *knob*. What is the middle or vowel sound you hear in the word *knob*?

Correct response	Yes, /ō/ is the middle/vowel sound you hear in the word <i>knob</i> .
Incorrect response	/ō/ is the middle/vowel sound you hear in the word <i>knob</i> . Knob, /ō/. Let's try it again. Say, <i>knob</i> . What sound do you hear in the middle of the word, <i>knob</i> ?

Teacher: I will say a word and you will repeat the word. What is the middle/vowel sound you hear in the word _ ?

Teacher Note: If a student responds with the letter name rather than the letter sound say, "That is a letter name. What is the sound you hear?"

Word	Correct Response	Student Response	Results
1. grip	/ɪ/		<input type="checkbox"/>
2. trade	/ā/		<input type="checkbox"/>
3. yard	/ar/		<input type="checkbox"/>
4. peek	/ē/		<input type="checkbox"/>
5. pouch	/ou/		<input type="checkbox"/>
			___/5

Observations: check all that apply

- __ provides letter name instead of sound
- __ repeats the word but does not isolate a phoneme
- __ hand motion used to isolate sound
- __ response time more than 4 seconds
- __ no response

Heggerty Phonemic Awareness lessons to teach **medial phoneme isolation**:

Primary: Weeks 10-12, 14-17, 19, 21-25, 27, 29, 30	Bridge the Gap: Part 1, Lessons 25-36
---	---------------------------------------

Adding Initial Phonemes				
Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-ate/. When I add /b/ at the beginning, the word is <i>bait</i> .				
Now it's your turn. Say /-ode/. Add /k/ at the beginning and the word is? <div style="text-align: right; font-size: small;">(Teacher can use hand motion from the curriculum.)</div>				
Correct response	Yes, when you add /k/ to /-ode/, the word is <i>code</i> .			
Incorrect response	When I add /k/ to /-ode/, the word is <i>code</i> . Can you say it back to me? /k/ - /ode/, <i>code</i> .			
Teacher: I will say a word part, and you will say it back to me. Then I will tell you a sound to add at the beginning. What is the new word___?				
Rime/Word Part	Add /*/	Correct Response	Student Response	Results
1. /-all/	/b/	ball		<input type="checkbox"/>
2. /-ine/	/n/	nine		<input type="checkbox"/>
3. /-air/	/sh/	share		<input type="checkbox"/>
4. /-ouch/	/p/	pouch		<input type="checkbox"/>
5. /-oach/	/k/	coach		<input type="checkbox"/>
				___/5
Observations: check all that apply __ responds with a pause between the first sound and the word part (does not say the whole word) __ student requires hand motion to add initial sound __ response time more than 4 seconds __ no response				
Heggerty Phonemic Awareness lessons to teach adding initial phonemes:				
Primary: Weeks 5-18, 28, 29, 32, 35		Bridge the Gap: Part 3, Lessons 1-10		

Deleting Initial Phonemes

Teacher Administration Directions: I will say a word. I will take away the first sound and tell you what is left. The word is *goal*. Without /g/, what's left is -ole.

Now it's your turn. Say, *fight*. Without /f/, what's left is?

(Teacher can use hand motion from the curriculum.)

Correct response Yes, *fight* without /f/ is /-ight/.

Incorrect response Let's try again. Say, *fight*. Without /f/, what's left is /-ight/. Can you say /-ight/?

Teacher: I will say a word, and you will say it back to me. Then I will tell you a sound to take away at the beginning. What is left ___?

Word	Without /*/	Correct Response	Student Response	Results
1. rust	/r/	/-ust/		<input type="checkbox"/>
2. cheer	/ch/	/-ear/		<input type="checkbox"/>
3. tooth	/t/	/-ooth/		<input type="checkbox"/>
4. chime	/ch/	/-ime/		<input type="checkbox"/>
5. bake	/b/	/-ake/		<input type="checkbox"/>
				___/5

Observations: check all that apply

- __ responds by repeating the whole word
- __ response time more than 4 seconds
- __ student requires hand motion to delete the initial sound
- __ no response

Heggerty Phonemic Awareness lessons to teach **deleting initial phonemes**:

Primary: Weeks 5-18, 28, 29, 32, 35

Bridge the Gap: Part 3 , Lessons 1-10

Substituting Initial Phonemes

Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. Listen, the word is *sent*. Change /s/ to b/ and the word is *bent*.

Now it's your turn. Say *rake*. Change /r/ to /b/ and the word is?

Correct response Yes, when you change /r/ to /b/, the word is *bake*.

Incorrect response Let's try it again. Say, *like*. Change /r/ to /b/ and the word is b-ake, *bake*. Can you say *bake*?

Teacher: I will say a word, and you will say it back to me. I will tell you the sound to change. What is the new word ___?

Word	Change	Correct Response	Student Response	Results
1. sent	/s/ to /w/	went		<input type="checkbox"/>
2. punt	/p/ to /h/	hunt		<input type="checkbox"/>
3. yard	/y/ to /k/	card		<input type="checkbox"/>
4. chip	/ch/ to /sh/	ship		<input type="checkbox"/>
5. shine	/sh/ to /f/	fine		<input type="checkbox"/>
				___/5

Observations: check all that apply

- __ responds by repeating the whole word
- __ response time more than 4 seconds
- __ student uses hand motion to substitute first sound
- __ no response

Heggerty Phonemic Awareness lessons to teach **substituting initial phonemes**:

Primary: Weeks 5-17, 29, 32

Bridge the Gap: Part 3, Lessons 29-38

Guidelines for Scoring the Screener Phonemic Awareness Assessment

Teachers: Use the chart below to record student score. The skills that have a score below 80% would be the specific skills that can be targeted for instruction during a phonemic awareness intervention if the teacher also notices that the child is struggling to decode or encode words in print. Use the section at the bottom to record anecdotal notes about the student's strengths and areas of need. This can be especially helpful when planning intervention activities to help a child master a skill.

Strand assessments for Adding, Deleting, and Substituting Phonemes can be used as follow-up assessments to determine if a child can successfully manipulate phonemes beyond the tasks included here. These include 3 additional assessments for Adding and Deleting Phonemes and 3 assessments for Substituting Phonemes. They can be found at www.heggerty.org/downloads

Phonemic Awareness Skill	Total	Student Score
Onset Fluency	5	
Blending Phonemes	5	
Isolating Final Sounds	5	
Segmenting Words into Phonemes	5	
Isolating Medial Sounds	5	
Adding Initial Phonemes	5	
Deleting Initial Phonemes	5	
Substituting Initial Phonemes	5	

Results Summary:

Identify and record areas of strength and need, as well as a plan for intervention below.

Areas of Strength:

Areas of Need & Plan for Intervention: