Phonemic Awareness Assessment

Rhyming Words
Directions: Tell the student that you are going to ask for real or made-up words that rhyme with your words. For example, ask, "What rhymes with log and frog?" The student might respond with dog, bog, hog, jog, etc. If the student doesn’t understand, provide more examples, and then continue.

Ask, “What rhymes with ___?” for the following words, and write student responses or your own comments in the space provided:

- feet, street
- mop, cop
- cook, book
- tug, slug
- ring, king

Isolate Initial Consonants
Directions: Tell the student that you are going to ask for the beginning sound she hears in each word. For example, ask, “What is the beginning sound in tap?” The student should respond with the /t/ sound. If the student doesn’t understand, provide more examples, and then continue.

Ask, “What is the beginning sound in ___?” for the following words, and write student responses or your own comments in the space provided:

- cat
- pin
- sick
- dig
- ball

Isolate Ending Consonants
Directions: Tell the student that you are going to ask for the ending sound he hears in each word. For example, ask, “What is the ending sound in tip?” The student should respond with the /p/ sound. If the student doesn’t understand, provide more examples, and then continue.

Ask, “What is the beginning sound in ___?” for the following words, and write student responses or your own comments in the space provided:

- tall
- drum
- dad
- sun
- hat
Blend Onsets and Rimes
Directions: Tell the student that you are going to read words very slowly, and ask her to say the words. For example, ask, “What word is /g/ /um/?” The student should respond with gum. If she doesn’t understand, provide more examples, and then continue.

Ask, “What word is /_/ /__/?” for the following words, and write student responses or your own comments in the space provided:

- f ix
- b un
- p ack
- st op
- ch op

Blend Separately Spoken Phonemes
Directions: Tell the student that you are going to read words very slowly, and ask him to say the words. For example, ask, “What word is /p/ /i/ /g/?” The student should respond with pig. If he doesn’t understand, provide more examples, and then continue.

Ask, ”What word is /_/ /_/ /_/?” for the following words, and write student responses or your own comments in the space provided:

- b a t
- c a ke
- b o a t