

Assessment Directions for 1st Grade Teachers & Parents:

Literacy Resources, Inc. created this Phonemic Awareness Assessment to align to the Phonological Awareness Standards of the Common Core State Standards for 1st grade, and to assess a child's progress with phonemic awareness throughout the school year. The skills are labeled with the Reading Foundations Common Core State Standard for Grade 1. Each phonemic awareness skill that is assessed is part of the daily phonemic awareness lessons written by Dr. Michael Heggerty, founder of Literacy Resources, Inc.

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 phonemic awareness portion of the assessment; the teacher says the words or sounds aloud and the student responds orally.

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.

If you are concerned that a student has not yet mastered the letter names and letter sounds, you can administer a separate assessment, the Letter & Sound Recognition assessment, which can be found on the LRI website, with the Kindergarten assessment.

Assessment Administration Guidelines:

The assessments are meant to inform your instruction. We have created three assessments that can be given throughout the school year to monitor student progress. The three assessments can be given at the beginning of the year, at the midpoint of the school year, and at the end of the school year. Teachers should review incorrect student responses to evaluate and determine future lessons and intervention.

There is a section on each assessment for teachers to include comments and an evaluation of the student's strengths and areas of need. This can be especially helpful when planning intervention activities to help a child master a skill.

Please contact Literacy Resources, Inc. with any questions or comments about the assessments:
alisa@literacyresourcesinc.com.

Phonemic Awareness Assessment for 1st Grade

Student Name _____

Date of Assessment _____

Baseline Assessment for Phonemic Awareness Skills

Teacher Administration Directions: In this assessment, the teacher says the words aloud and students respond orally. Students are not expected to read the words in print. Teacher records “x or +” if the student responds correctly; if the student responds incorrectly, record the response on the line. Answers are provided for teacher reference.

Skill 1: Onset Fluency: Isolate the Initial Phoneme CCSS.ELA-LITERACY.RF.1.2.C

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. Answers provided.

Example: The word cat begins with the /c/ sound. The word top begins with the /t/ sound.

1. peach _____ /p/	5. name _____ /n/	9. see _____ /s/	____ /10
2. bell _____ /b/	6. goat _____ /g/	10. watch _____ /w/	
3. cost _____ /c/	7. dance _____ /d/		
4. lake _____ /l/	8. rice _____ /r/		

Skill 2: Rhyme Production

Teacher Administration Directions: *Can you tell me a word that rhymes with _____?* A nonsense word is an acceptable response. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. fan _____	5. sun _____	9. blue _____	____ /10
2. red _____	6. kite _____	10. coat _____	
3. fish _____	7. bake _____		
4. hop _____	8. seed _____		

Skill 3: Identifying Final Sounds in Words

CCSS.ELA-LITERACY.RF.1.2.C

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. Answers provided.

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

1. zip _____ /p/	5. doll _____ /l/	9. dive _____ /v/	____ /10
2. ham _____ /m/	6. tag _____ /g/	10. feed _____ /d/	
3. sock _____ /k/	7. miss _____ /s/		
4. nut _____ /t/	8. pine _____ /n/		

Phonemic Awareness Assessment for 1st Grade

Skill 4: Blending Phonemes

CCSS.ELA-Literacy.RF.1.2.B

Teacher Administration Directions: *I will say the sounds in a word. You will blend the sounds together and tell me the whole word.*
 Teacher says individual phonemes & student blends phonemes into the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. w-ĭ-n _____ (win)	5. n-ĕ-k _____ (neck)	9. s-ī-t _____ (sight)	_____/10
2. g-ĕ-t _____ (get)	6. p-ā-d _____ (paid)	10. t-ū-b _____ (tube)	
3. h-ă-z _____ (has)	7. c-ŭ-p _____ (cup)		
4. j-ŏ-b _____ (job)	8. n-ō-z _____ (nose)		

Skill 5: Segmenting Words into Phonemes

CCSS.ELA-Literacy.RF.1.2.D

Teacher Administration Directions: *I will say a word, and I would like you to segment the word into sounds.*
 Teacher says whole word & student segments the word into phonemes. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. sun _____ (s-ŭ-n)	5. nap _____ (n-ă-p)	9. ride _____ (r-ī-d)	_____/10
2. less _____ (l-ĕ-ss)	6. vote _____ (v-ō-t)	10. huge _____ (h-ū-j)	
3. rain _____ (r-ā-n)	7. fix _____ (f-ĭ-x)		
4. feed _____ (f-ē-d)	8. cave _____ (c-ā-v)		

Skill 6: Identifying Medial Sounds in Words

CCSS.ELA-LITERACY.RF.1.2.A & CCSS.ELA-Literacy.RF.1.2.C

Teacher Administration Directions: *Tell me the middle sound (or vowel sound) you hear in each of the words.*
 Teacher says the word and the student says the middle (vowel) sound. Ask students to identify if the vowel is long or short. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Example: In the word, pan, the middle sound is /ă/.

1. red _____	5. van _____	9. goat _____	_____/10
2. lip _____	6. mix _____	10. nine _____	
3. nut _____	7. lake _____		
4. sock _____	8. bead _____		

Skill 7: Adding Phonemes to Words

Teacher Administration Directions: Teacher says the word and then says, "Add /*/ to the beginning and the word is?"
 Example: Teacher: Say "-un." Student repeats -un. Teacher: Add /s/ to the beginning, and the word is?" Student reply: sun
 Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word	Add	Response	
1. and	Add /s/ to the beginning	sand _____	_____/5
2. in	Add /f/ to the beginning	fin _____	
3. own	Add /b/ to the beginning	bone _____	
4. eat	Add /m/ to the beginning	meat _____	
5. am	Add /j/ to the beginning	jam _____	

Phonemic Awareness Assessment for 1st Grade

Skill 8: Deleting Initial Phonemes in Words

Teacher Administration Directions: Teacher says the word and then says, “without /*/ and the word is?”

Example: Teacher: Say the word, “pin.” Student repeats pin. Teacher: Without /p/, the word is? Student reply: in
Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word	Delete	Response	
1. cup	Without /c/	up _____	____ /5
2. beach	Without /b/	each _____	
3. fit	Without /f/	it _____	
4. mat	Without /m/	at _____	
5. wall	Without /w/	all _____	

Skill 9: Substituting Initial Phonemes in Words

Teacher Administration Directions: Teacher says the word and then says, “change the /*/ to /*/ and the word is?”

Example: Teacher: Say ‘big.’ Student repeats big. Teacher: Change /b/ to /p/ and the word is?” Student reply: pig
Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word:	Change to:	*use sounds	Response:	
1. take	Change /t/ to /r/		rake _____	____ /10
2. let	Change /l/ to /w/		wet _____	
3. pick	Change /p/ to /s/		sick _____	
4. guess	Change /g/ to /m/		mess _____	
5. soap	Change /s/ to /h/		hope _____	
6. wish	Change /w/ to /d/		dish _____	
7. jump	Change /j/ to /b/		bump _____	
8. fast	Change /f/ to /l/		last _____	
9. cone	Change /c/ to /z/		zone _____	
10. read	Change /r/ to /s/		seed _____	

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

Areas of Strength:

Areas of Need & Plan for Intervention:

Phonemic Awareness Assessment for 1st Grade

Student Name _____

Date of Assessment _____

Mid-Year Assessment for Phonemic Awareness Skills

Teacher Administration Directions: In this assessment, the teacher says the words aloud and students respond orally. Students are not expected to read the words in print. Teacher records “x or +” if the student responds correctly; if the student responds incorrectly, record the response on the line. Answers are provided for teacher reference.

Skill 1: Onset Fluency: Isolate the Initial Phoneme CCSS.ELA-Literacy.RF.1.2.C

Teacher Administration Directions: *Tell me the first sound (or consonant blend or digraph) 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. Answers provided.

Example: The word stop begins with /st/. The word shop begins with /sh/.

1. shout _____ /sh/	5. chart _____ /ch/	9. where _____ /wh/	____ /10
2. they _____ /th/	6. slow _____ /sl/	10. plant _____ /pl/	
3. clock _____ /cl/	7. frog _____ /fr/		
4. drum _____ /dr/	8. swim _____ /sw/		

Skill 2: Rhyme Production

Teacher Administration Directions: *Can you tell me a word that rhymes with _____?* A nonsense word is an acceptable response. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. sand _____	5. rug _____	9. time _____	____ /10
2. net _____	6. chest _____	10. slow _____	
3. ring _____	7. shore _____		
4. top _____	8. jeep _____		

Skill 3: Identifying Final Sounds in Words CCSS.ELA-Literacy.RF.1.2.C

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. Answers provided.

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

1. call _____ /l/	5. foot _____ /t/	9. stem _____ /m/	____ /10
2. sneeze _____ /z/	6. brown _____ /n/	10. wish _____ /sh/	
3. golf _____ /f/	7. trick _____ /k/		
4. loud _____ /d/	8. grass _____ /s/		

Phonemic Awareness Assessment for 1st Grade

Skill 4: Blending Phonemes

CCSS.ELA-Literacy.RF.1.2.B

Teacher Administration Directions: *I will say the sounds in a word. You will blend the sounds together and tell me the whole word.*
 Teacher says individual phonemes & student blends phonemes into the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. th-ĕ-n _____ (then)	5. b-l-ă-k _____ (black)	9. t-r-ĕ-t _____ (treat)	_____/10
2. sh-ī-n _____ (shine)	6. d-r-ī-v _____ (drive)	10. s-w-ĭ-m _____ (swim)	
3. wh-ĭ-ch _____ (which)	7. b-r-ā-n _____ (brain)		
4. f-l-ă-p _____ (flap)	8. sh-ĕ-l-f _____ (shelf)		

Skill 5: Segmenting Words into Phonemes

CCSS.ELA-Literacy.RF.1.2.D

Teacher Administration Directions: *I will say a word, and I would like you to segment the word into sounds.* Teacher says whole word & student segments the word into phonemes. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. math _____ (m-ă-th)	5. class _____ (c-l-ă-s)	9. smell _____ (s-m-ĕ-l)	_____/10
2. white _____ (wh-ī-t)	6. glow _____ (g-l-ō)	10. speak _____ (s-p-ĕ-k)	
3. shake _____ (sh-ā-k)	7. drop _____ (d-r-ŏ-p)		
4. check _____ (ch-ĕ-ck)	8. truck _____ (t-r-u-ck)		

Skill 6: Identifying Medial Sounds in Words

CCSS.ELA-LITERACY.RF.1.2.A

CCSS.ELA-Literacy.RF.1.2.C

Teacher Administration Directions: *Tell me the middle sound (or vowel sound) you hear in each of the words.*
 Teacher says the word and the student says the middle (vowel) sound. Ask students to identify if the vowel is long or short. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Example: In the word, pan, the middle sound is /ă/.

1. map _____	5. kite _____	9. nod _____	_____/10
2. will _____	6. cone _____	10. cute _____	
3. meet _____	7. face _____		
4. nut _____	8. bed _____		

Skill 7: Adding Phonemes to Words

Teacher Administration Directions: Teacher says the word and then says, "Add /*/ to the beginning and the word is?"
 Example: Teacher: Say "-un." Student repeats -un. Teacher: Add /s/ to the beginning, and the word is?" Student reply: sun
 Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word or Word Part	Add	Response	
1. air	Add /ch/ to the beginning	chair _____	_____/5
2. age	Add /st/ to the beginning	stage _____	
3. ice	Add /pr/ to the beginning	price _____	
4. ink	Add /th/ to the beginning	think _____	
5. ease	Add /pl/ to the beginning	please _____	

Phonemic Awareness Assessment for 1st Grade

Skill 8: Deleting Initial Phonemes in Words

Teacher Administration Directions: Teacher says the word and then says, “without /*/ and the word is?”

Example: Teacher: Say the word, “pin.” Student repeats pin. Teacher: Without /p/, the word is? Student reply: in
Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word	Delete	Response	
1. smile	Without /sm/	I'll _____	____ /5
2. flake	Without /fl/	ake (ache) _____	
3. slice	Without /sl/	ice _____	
4. shout	Without /sh/	out _____	
5. prize	Without /pr/	-ize (eyes) _____	

Skill 9: Substituting Initial Phonemes in Words

Teacher Administration Directions: Teacher says the word and then says, “change the /*/ to /*/ and the word is?”

Example: Teacher: Say ‘big.’ Student repeats big. Teacher: Change /b/ to /p/ and the word is?” Student reply: pig
Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word:	Change to:	*use sounds	Response:	
1. snap	Change /sn/ to /tr/		trap _____	____ /10
2. shed	Change /sh/ to /sl/		sled _____	
3. drip	Change /dr/ to /fl/		flip _____	
4. chess	Change /ch/ to /pr/		press _____	
5. grow	Change /gr/ to /gl/		glow _____	
6. floor	Change /fl/ to /st/		store _____	
7. crew	Change /cr/ to /bl/		blue _____	
8. fridge	Change /fr/ to /br/		bridge _____	
9. play	Change /pl/ to /th/		they _____	
10. clean	Change /cl/ to /gr/		green _____	

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

Areas of Strength:

Areas of Need & Plan for Intervention:

Phonemic Awareness Assessment for 1st Grade

Student Name _____

Date of Assessment _____

End of Year Assessment for Phonemic Awareness Skills

Teacher Administration Directions: In this assessment, the teacher says the words aloud and students respond orally. Students are not expected to read the words in print. Teacher records “x or +” if the student responds correctly; if the student responds incorrectly, record the response on the line. Answers are provided for teacher reference.

Skill 1: Onset Fluency: Isolate the Initial Blend or Digraph	CCSS.ELA-Literacy.RF.1.2.C
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Teacher Administration Directions: *Tell me the blend or digraph 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. Answers provided.

Example: The word small begins with /sm/. The word chop begins with /ch/.

1. share _____ /sh/	5. cheer _____ /ch/	9. close _____ /cl/	____ /10
2. frame _____ /fr/	6. sweet _____ /sw/	10. thought _____ /th/	
3. plate _____ /pl/	7. wheat _____ /wh/		
4. smart _____ /sm/	8. great _____ /gr/		

Skill 2: Rhyme Production

Teacher Administration Directions: *Can you tell me a word that rhymes with _____?* Nonsense word is an acceptable response. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. art _____	5. boy _____	9. sound _____	____ /10
2. corn _____	6. draw _____	10. blow _____	
3. spring _____	7. book _____		
4. talk _____	8. shirt _____		

Skill 3: Identifying Final Sounds in Words

CCSS.ELA-Literacy.RF.1.2.C

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. Answers provided.

**Example: The word fish ends with the /sh/ sound. The word was ends with the /z/ sound. Students can use “Punch It Out.”

1. moon _____ /n/	5. foil _____ /l/	9. lunch _____ /ch/	____ /10
2. skirt _____ /t/	6. chirp _____ /p/	10. crib _____ /b/	
3. shook _____ /k/	7. sponge _____ /j/		
4. mouth _____ /th/	8. moose _____ /s/		

Phonemic Awareness Assessment for 1st Grade

Skill 4: Blending Phonemes CCSS.ELA-Literacy.RF.1.2.B

Teacher Administration Directions: *I will say the sounds in a word. You will blend the sounds together and tell me the whole word.*
 Teacher says individual phonemes & student blends phonemes into the whole word. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. p-ar-k _____ (park)	5. m-ou-s _____ (mouse)	9. h-aw-k _____ (hawk)	_____/10
2. n-or-th _____ (north)	6. f-or-k _____ (fork)	10. sh-oo-k _____ (shook)	
3. d-r-aw _____ (draw)	7. s-oi-l _____ (soil)		
4. t-ur-n _____ (turn)	8. c-r-ow-n _____ (crown)		

Skill 5: Segmenting Words into Phonemes CCSS.ELA-Literacy.RF.1.2.D

Teacher Administration Directions: *I will say a word, and I would like you to segment the word into sounds.*
 Teacher says whole word & student segments the word into phonemes. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response.

1. third _____ (th-ir-d)	5. force _____ (f-or-s)	9. grow _____ (g-r-ow)	_____/10
2. purse _____ (p-ur-s)	6. count _____ (c-ou-n-t)	10. stood _____ (s-t-oo-d)	
3. claw _____ (c-l-aw)	7. hard _____ (h-ar-d)		
4. point _____ (p-oi-n-t)	8. bloom _____ (b-l-oo-m)		

Skill 6: Identifying Medial Sounds in Words CCSS.ELA-Literacy.RF.1.2.C

Teacher Administration Directions: *Tell me the middle sound you hear in each of the words.* Teacher says the word and the student says the middle (vowel) sound. Write an x or + if the student responds correctly. If the student responds incorrectly, record the incorrect response. Example: In the word, mouth, the middle sound is /ou/.

1. <u>d</u> ark _____	5. <u>sh</u> out _____	9. <u>no</u> on _____	_____/10
2. <u>l</u> ook _____	6. <u>h</u> awk _____	10. <u>hou</u> se _____	
3. <u>g</u> irl _____	7. <u>st</u> orm _____		
4. <u>co</u> in _____	8. <u>cu</u> rb _____		

Skill 7: Adding Phonemes

Teacher Administration Directions: Teacher says the word and then says, "Add /*/ to the beginning and the word is?"
 Example: Teacher: Say "-un." Student repeats -un. Teacher: Add /s/ to the beginning, and the word is?" Student reply: sun
 Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word	Add	Response	
1. mash	Add /s/ to the beginning	smash _____	_____/5
2. low	Add /b/ to the beginning	blow _____	
3. lap	Add /f/ to the beginning	flap _____	
4. raw	Add /d/ to the beginning	draw _____	
5. top	Add /s/ to the beginning	stop _____	

Phonemic Awareness Assessment for 1st Grade

Skill 8: Deleting Initial Phonemes in Words

Teacher Administration Directions: Teacher says the word and then says, “without /*/ and the word is?”

Example: Teacher: Say the word, “pin.” Student repeats pin. Teacher: Without /p/, the word is? Student reply: in
Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word	Delete	Response	
1. broom	Without /b/	room _____	____ /5
2. spool	Without /s/	pool _____	
3. train	Without /t/	rain _____	
4. swish	Without /s/	wish _____	
5. clock	Without /c/	lock _____	

Skill 9: Substituting Vowel Sounds in Words

Teacher Administration Directions: Teacher says the word and then says, “change the /*/ to /*/ and the word is?”

Example: Teacher: Say ‘big.’ Student repeats big. Teacher: Change /b/ to /p/ and the word is?” Student reply: pig
Record + on the line if the student responds correctly. If the student responds incorrectly, record their response on the line.

Word:	Change to:	*use sounds	Response:	
1. can	Change /ă/ to /ā/		cane _____	____ /10
2. sell	Change /ĕ/ to /ē/		seal _____	
3. slid	Change /ĭ/ to /ī/		slide _____	
4. hope	Change /ō/ to /ō/		hop _____	
5. plan	Change /ă/ to /ā/		plane _____	
6. dart	Change /ar/ to /ir/		dirt _____	
7. cute	Change /ū/ to /ū/		cut _____	
8. turn	Change /ur/ to /or/		torn _____	
9. spin	Change /ĭ/ to /ī/		spine _____	
10. feed	Change /ē/ to /ĕ/		fed _____	

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

Areas of Strength:

Areas of Need & Plan for Intervention: