

Assessments

Student Score Sheet

Name: _____

Date: _____

Phonological and Phonemic Awareness Skills

1. Rhyming

Rhyming Word Recognition		Rhyming Word Production	
The teacher says two words. The student responds "yes" if the words rhyme and "no" if they do not.		The teacher says a word. The student says a word that rhymes with the initial word.	
Words	(+/-)	Word	(+/-)
mat, sat		hug	
pig, pin		lot	
red, rod		pen	

Rhyming Score: ____/6

2. Blending and Segmenting Compound Words

Blending Compound Words		Segmenting Compound Words	
The teacher says two words, pausing in between. The student says the compound word.		The teacher says a word. The student breaks the word into two smaller words.	
Words	(+/-)	Word	(+/-)
ant-hill		cupcake	
base-ball		notebook	
pan-cake		rainbow	

3. Compound Word Deletion and Substitution

Compound Word Deletion		Compound Word Substitution	
The teacher says a compound word and tells the student which word to delete. The student says the new word.		The teacher says compound word and tells the student which part to change. The student says the new word.	
Words	(+/-)	Word	(+/-)
baseball without base		baseball: Change base to foot	
pancake without pan		pancake: Change pan to cup	
downstairs without down		downstairs: Change down to up	

Compound Word Score: ____/12

4. Blending and Segmenting Syllables

Blending Syllables		Segmenting Syllables	
The teacher says two words parts, pausing in between. The student says the whole word.		The teacher says a word. The student breaks the word apart and says the two parts.	
Words	(+/-)	Word	(+/-)
win-dow		purple	
pret-zel		napkin	
cloud-y		picture	

5. Syllable Deletion and Substitutions

Syllable Deletion		Syllable Substitution	
The teacher says a word and tells the student which word to delete. The student says the new word.		The teacher says a word and tells the student which part to change. The student says the new word.	
Words	(+/-)	Word	(+/-)
raining without -ing		raining: Change -ing to -y	
quicker without -er		quicker: Change -er to -est	
laughter without -ter		laughter: Change -ter to -ing	

Syllable Score: ____/12

6. Blending and Segmenting Onset and Rime

Blending Onset and Rime		Segmenting Onset and Rime	
The teacher says the onset and rime, pausing in between. The student says the whole word.		The teacher says a word. The student breaks the word into onset and rime.	
Words	(+/-)	Word	(+/-)
b- at		fit	
d- og		log	
p- en		cap	

Onset and Rime Score: ____/6

7. Phoneme Addition and Deletion

Phoneme Addition		Phoneme Deletion	
The teacher says the rime and tells the student which phoneme to add to the beginning. The student says the new word.		The teacher says the word and tells the student to take off the beginning phoneme. The student says the rime.	
Words	(+/-)	Word	(+/-)
-at, add /b/		fit without /f/	
-og, add /d/		log without /l/	
-en, add /p/		cap without /c/	

Phoneme Addition and Deletion Score: ____/6

8. Initial, Final, and Medial Sound Production

Initial Sound Production		Final Sound Production		Medial Sound Production	
The teacher says a word. The student says the beginning sound.		The teacher says a word. The student says the ending sound.		The teacher says a word. The student says the middle sound.	
Word	(+/-)	Word	(+/-)	Word	(+/-)
jar		cub		lid	
neck		hog		map	
kite		tip		rug	

Initial, Final and Medial Sound Score: ____/9

9. Phoneme Blending, Segmenting, and Substitution

Phoneme Blending		Phoneme Segmenting		Phoneme Substitution	
The teacher says the phonemes. The student says the word.		The teacher says a word. The student breaks the word into phonemes.		The teacher says a word and tells the student which sound to change. The student says the new word.	
Word	(+/-)	Word	(+/-)	Word	(+/-)
/p/ /i/ /n/		pin		pin: Change /p/ to /t/	
/h/ /o/ /t/		hot		hot: Change /h/ to /g/	
/t/ /e/ /n/		ten		ten: Change /t/ to /m/	

Phoneme Manipulation Score: ____/9

Phonics Skills

10. Decode Short Vowel Closed Syllable Words

The student reads the following list of short vowel words.							
Word	(+/-)	Word	(+/-)	Word	(+/-)	Word	(+/-)
cub		spin		much		chin	
hog		hunt		thick		hush	
trip		ten		whip		check	
rod		ram		rock		smash	
let		man		shelf		moth	

Short Vowel Closed Syllable Score: ____/20

11. Decode Words with Long Vowels/Irregular Consonants

The student reads the following list of long vowel/irregular consonant words.

Word	(+/-)	Word	(+/-)	Word	(+/-)	Word	(+/-)
rain		true		roach		sly	
write		gnome		few		me	
show		night		stay		she	
theme		huge		knead		go	
cheek		race		toe		try	

Long Vowel/Irregular Consonant Score: ____/20

11. Decode Words with Long Vowels/Irregular Consonants

The student reads the following list of long vowel/irregular consonant words.

Word	(+/-)	Word	(+/-)	Word	(+/-)	Word	(+/-)	Word	(+/-)
couch		haunt		tied		shook		thorn	
how		toy		mouth		snows		spark	
proud		raw		bloom		churn		hurt	
coin		crowd		chief		perk		clerk	
paws		steak		group		dirt		shirt	
spoil		shown		meat		chart		Fork	

Diphthongs/Vowel Teams/R-Controlled Vowels Score: ____/30

13. Decode Prefixes and Suffixes/Inflectional Endings

The student reads the following list of words with prefixes and suffixes/inflectional endings.

Word	(+/-)	Word	(+/-)
unhook		pretest	
thicker		smashed	
shortly		jumping	
rewrite		boats	
mouthful		joyful	

Prefixes and Suffixes/Inflectional Endings Score: ____/10

Notes/Observations: _____

