

Sounds First

Phonemic Awareness Assessments

Pre-Kindergarten

Table of Contents

Whip Around Assessments 1

 Rhyme Recognition 2

 Rhyme Judgment 3

 Rhyme Production 4

Cumulative Assessment 5

Pre-Kindergarten

Whip Around Assessments



Date Administered: _____

Whip Around Assessment - Rhyme Recognition

Skill: Rhyme Recognition.

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they recognize rhymes now that they've practiced it for a few weeks. Let them know they will do this with their eyes closed and they will need to keep their thumbs up (or down) until you say it's okay. You will assess all the students at once, so this will go very quickly. They will get 3 turns.

Warm-up models for the group. **T:** *Does it rhyme this time? Close your eyes and do 👍 (yes) or thumbs down 👎 (no) Flick, kick.*

S: 👍

T: *Does it rhyme this time? Close your eyes and do 👍 (yes) or thumbs down 👎 (no) Land, sea.*

S: 👎

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		say/dog			say/dog			say/dog			say/dog			say/dog
		clean/green			clean/green			clean/green			clean/green			clean/green
		dot/bought			dot/bought			dot/bought			dot/bought			dot/bought

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

□ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more □ and Ⓜ practice in small groups with those students.

□ If the student can't do this skill at any speed, that student needs more experiencing time. Do more □ practice in small groups.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - Rhyme Judgment

Skill: Rhyme Judgement (Listen Well, Can You Tell?).

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can judge rhymes now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. They will each get 3 turns.

Warm-up models for the group. **T:** *Listen well, can you tell? Which word rhymes with son? Fat, ton.*

S: *ton*

T: *Which word rhymes with beach? Teach, brick.*

S: *teach*

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		say (dog, play)			dim (clock, slim)			fuss (cuss, fat)			cat (car, bat)			slot (dry, tot)
		bam (slam, kid)			clean (green, sat)			dot (nice, bought)			trot (not, fuzz)			sat (mat, cog)
		lot (sly, fought)			dot (cot, fast)			trim (lock, limb)			fuss (muss, fat)			lean (mean, fit)

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

□ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more □ and Ⓜ practice in small groups with those students.

□ If the student can't do this skill at any speed, that student needs more experiencing time. Do more □ practice in small groups.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - Rhyme Production

Skill: Rhyme Production.

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can make rhymes now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. They will each get 3 turns. Nonsense words are correct responses as long as it matches the rhyme the teacher used!

Warm-up models for the group. **T:** Say a word that rhymes with cat!

S: mat (any /at/ response is correct)

T: Say a word that rhymes with beach!

S: feech (any /each/ word is correct)

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		dog			dim			fat			car			dry
		kid			keen			ice			pick			cog
		lot			cut			black			fuss			fit

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

□ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more □ and Ⓜ practice in small groups with those students.

□ If the student can't do this skill at any speed, that student needs more experiencing time. Do more □ practice in small groups. Use the curve to stretch the rhyming sound.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.

Pre-Kindergarten

Cumulative Assessment

Tennessee PA & APA Component
Pre-Kindergarten Assessment of Phonological Awareness (Optional)

Student: _____ **Teacher:** _____ **Date:** _____

Directions: Read each sentence, distinguishing sounds clearly to the student. Record the response. Please note if the student responded in fewer than 2 seconds by placing a ✓ in the automatic box for the item. You can stop testing a level once the student gives an automatic and correct response. If the student answered correctly but took two seconds or longer, place a ✓ in the ‘no time limit’ box for the item and continue assessing. If the student did not answer or answered incorrectly, do not place a check anywhere and continue assessing.

Note: Though students will of course vary, neither automatic speed levels nor absolute mastery are expected in these skills until kindergarten.

Tracking student progress: If the student was automatic with a skill, highlight the level (Lev) in green. The student has mastered this level! For prompts where the student was accurate but slow, highlight the level in yellow. The student needs more ‘knowing’ practice in these levels together with any classmates who scored similarly for those levels. For skills the student missed, highlight the level in orange. The student needs to return to ‘experiencing’ in these levels with any classmates who also scored similarly.

When you assess again, you will only assess items you have highlighted in yellow or orange. Pass any assessment data on to each students’ kindergarten grade teacher.

Notes on scoring and interpretation:

No mastery (automatic response) is demanded in pre-K (items #1-17). Use of this instrument for pre-K is optional. There are not yet established norms for kindergarten with this instrument. Ideally, students would be automatic with these skills by the end of kindergarten/early first grade.

A student who responds to many prompts slowly and/or has many errors, definitely needs more experiences with those not-yet-mastered skills while still getting the full class lessons.

	Basic Phonemic Awareness			“One thousand one, one thousand two”	No Time Limit
	#	Prompt:	Correct Answer	Automatic	Untimed
Pre-Kindergarten Evaluation #1-17	Rhyme Recognition				
	1	“Do they rhyme this time? knee - bee”	<i>yes</i>		
	2	“Do they rhyme this time? sit – cat”	<i>no</i>		
	3	“Do they rhyme this time? bake – make”	<i>yes</i>		
	Rhyme Judgment				
	4	“Which word rhymes with kick? (ball – stick)”	<i>stick</i>		
	5	“Which word rhymes with mast? (cast – cot)”	<i>cast</i>		
	6	“Which word rhymes with mush? (crush -dot)”	<i>crush</i>		
	Rhyme Production (Note: Rhyming nonsense words are correct!)				
	7	“What rhymes with tad?”	<i>Varied -/ad/</i>		
	8	“What rhymes with moat?”	<i>Varied- /ote/-/oat/</i>		
	9	“What rhymes with slim?”	<i>Varied /im/</i>		
	Syllable Deletion - first syllable of compound word				
	10	“Say someone. Now say someone without /some/.”	<i>-one</i>		
	11	“Say tiptoe. Now say tiptoe without /tip/.”	<i>-toe</i>		
	Syllable Deletion - second syllable				
	12	“Say woodchuck. Now say woodchuck without /chuck/.”	<i>wood-</i>		
	13	“Say airborne. Now say airborne without -borne/.”	<i>air-</i>		
	Syllable Deletion - three syllable word, final syllable				
	14	“Say passageway. Now say passageway without -way.”	<i>passage-</i>		
	15	“Say skywalker. Now say skywalker without -er.”	<i>skywalk-</i>		
	Syllable Deletion - three syllable word, first syllable				
	16	“Say grandfather. Now say grandfather without /grand/.”	<i>-father</i>		
	17	“Say handwriting. Now say handwriting without /hand/.”	<i>-writing</i>		
Basic Phonemic Awareness: ____ (maximum 34 pts)					