Administration Guidelines for the Heggerty Phonemic Awareness Assessment
Kindergarten Form C

Purpose:

The purpose of this assessment is to gather information about a student and monitor progress with the Heggerty Phonemic Awareness lessons. This is not a normed assessment, so teachers may use examples when introducing each skill. Options for correct and incorrect responses are provided for teacher administration.

This assessment, Form C, can be used to gather ongoing data about a whole class throughout a school year, to measure progress with the Heggerty Phonemic Awareness curriculum.

This assessment is not required to use the Heggerty Phonemic Awareness curriculum.

Assessment Materials:

The materials required for this assessment include:

➔ One copy of the assessment for each student (for teacher recording)
➔ 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.
- Mark a correct response with a plus sign (+) in the Student Response column.
- Mark an incorrect response with a dash (–) and record the incorrect response.
  There is a place to record student errors, as this can inform instruction.

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 correct response within 4 seconds, the administrator can move onto the next assessment word. Indicate this in the Observation checklist for each skill.

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 a support. This would be noted on the Scoring Guidelines page at the end, or it can be noted 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.

Student Name: _   Assessment Date: _ _ _ _ _ _ _ _

Form C: Phonemic Awareness Assessment for Kindergarten

Onset Fluency: Initial phoneme isolation   RF.K.2.D

Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is *own.* The first sound we hear in the word *own* is /ō/. Can you repeat this back to me: *own,* /ō/?
Now it's your turn. What is the first sound you hear in the word *east*?

Correct response	Yes, /ē/ is the first sound we hear in the word *east*.
Incorrect response	Listen, /ē/, *east;* /ē/ is the first sound we hear in the word *east*.

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

Word	Correct Response	Student Response	Results
1. up	/ŭ/		
2. aim	/ā/		
3. cheese	/ch/		
4. shout	/sh/		
5. this	/th/* voiced/th/		_ _ _/5

Observations: check all that apply
_ _ provides letter name instead of sound   _ _ repeats whole word
_ _ response time more than 4 seconds

Blending Phonemes into spoken words

Teacher Administration Directions: I will say the sounds in a word and blend those sounds together to say the whole word. Listen. /b - ē - d/, bead. When I blend those 3 sounds together, /b - ē - d/, the word is *bead*. Now it's your turn. Listen to these sounds and tell me the whole word: /sh - ā - p/. What is the word?

Correct response	Yes, when you blend the sounds, /sh - ā - p/, the word is shape..
Incorrect response	Listen, when I blend the 3 sounds, /sh – ā - p/, the word is shape. Can you say it back to me? /sh – ā - p/, shape.

Teacher: I will say three sounds. What is the whole word?
Note: Students can repeat the sounds before blending them into a word.

Sounds	Correct Response	Student Response	Results
1. /r/ – /ī/ – /t/	right		
2. /ch/ – /ĭ/ – /p/	chip		
3. /th/* – /ō/ – /z/	those		
4. /t/ – /ŭ/ – /ck/	tuck		
5. /sh/ – /ā/ – /k/	shake		_ _ _/5

Observations: check all that apply
_ _ repeats the sounds and then blends into a word   _ _ response time more than 4 seconds

_ _ adds or omits sounds when blending into a word

Final Phoneme Isolation

RF.K.2.D

Teacher Administration Directions: I will say a word and isolate the last sound in the word. The word is *name*. The last sound I hear in the word *name* is /m/. Can you say that; name, /m/? Now it's your turn: I will say a word and you say it back to me: *fish*. What is the last sound you hear in the word *fish*?

Correct response	Yes, the last sound we hear in the word *fish* is /sh/.
Incorrect response	Listen, fi**sh**; /sh/is the last sound we hear in the word *fish*. Can you say it back to me: fi**sh**, /sh/?

Teacher: I will say a word. You will tell me the last sound you hear in the word.

Word	Correct Response	Student Response	Results
1. frog	/g/		
2. with	/th/		
3. corn	/n/		
4. push	/sh/		
5. laugh	/f/		_ _ _/5

Observations: check all that apply
_ _ provides letter name instead of sound   _ _ repeats whole word
_ _ response time more than 4 seconds

Segmenting words into Phonemes

Teacher Administration Directions: I will say a word and segment (separate) the word into the sounds I hear. Listen, *case*, /k/ – /ā/ – /s/. I hear three sounds in the word *case*. Now it's your turn. I will say a word and you will say it back to me: *side*. What are the sounds you hear in *side*?

Correct response	Yes, we hear three sounds, /s/ – /ī/ – /d/, in the word *side*.
Incorrect response	When I segment the word *side*, I hear three sounds: /s/ – /ī/ – /d/. Can you say it back to me: side, /s/ – /ī/ – /d/

Teacher: I will say a word. What are the sounds you hear in the word _ _?

Word	Correct Response	Student Response	Results
1. phone	/f/ – /ō/ – /n/		
2. shut	/sh/ – /ŭ/ – /t/		
3. wide	/w/ – /ī/ –/d/		
4. chop	/ch/ – /ŏ/ – /p/		
5. team	/t/ – /ē/ – /m/		

Observations: check all that apply
_ _ adds or omits sounds when segmenting   _ _ response time more than 4 seconds
_ _ uses hand motions to segment a word into phonemes

Isolating the medial (vowel) **sound in spoken words**   RF.K.2.D

Teacher Administration Directions: I will say a word and isolate the sound I hear in the middle of the word. The word is *hope*. The sound I hear in the middle of *hope* is /ō/. Can you say that; *hope*, /ō/?

Now it's your turn: I will say a word and you say it back to me: *leap*. What is the sound you hear in the middle of the word *leap*?

Correct response	Yes, the sound we hear in the middle of the word *leap* is /ē/.
Incorrect response	Listen, /l - **ē** - p/; /ē/ is the sound we hear in the middle of the word *leap.*

Teacher: I will say a word. You will tell me the sound you hear in the middle of the word.

	Word	Correct Response	Student Response	Results
1.	chick	/ĭ/		
2.	keep	/ē/		
3.	mute	/ū/		
4.	flash	/ă/		
5.	shop	/ŏ/		___/5

Observations: check all that apply
__ provides letter name instead of sound   __ repeats whole word
__ response time more than 4 seconds

Adding Initial Phonemes   RF.K.2.E

Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-ick/. When I add /s/ at the beginning, the word is, /s - ick/, sick.
Now it's your turn. Say, /-ain/; add /g/ at the beginning and the word is?

Correct response	Yes, when you add /g/ to /-ain/, the word is gain.
Incorrect response	When I add /g/ to /-ain/, the word is /g - ain/, gain. Can you say it back to me? /g - ain/, gain.

Teacher: I will say a word part (rime) and you will say it back to me. Then I will tell you a sound to add at the beginning and you will tell me the new word.

Example: T: Say, -all S: -all T: Add /f/ at the beginning and the word is? Student Response: fall

	Word Part/Rime	Add /*/	Correct Response	Student Response	Results
1.	-all	/f/	fall		
2.	-ake	/t/	take		
3.	-ice	/r/	rice		
4.	-each	/b/	beach		
5.	-ōst	/m/	most		___/5

Observations: check all that apply
__ responds with a pause between the first sound and the word part (does not say the whole word)
__ response time more than 4 seconds

Deleting Initial Phonemes

Teacher Administration Directions: I will say a word. I will take away or delete the first sound and tell you what is left. The word is *chill*. Without /ch/, what's left is –ill.
Now it's your turn. Say, *there*. Without /th/, what's left is?

Correct response	Yes, *there* without /th/is -air .
Incorrect response	Let's try it again. Say, there. /th/is the first sound we hear in *there* so when we take /th/ away, what's left is -air. Can you say -air?

Teacher: I will say a word. You will say the word back to me. I will tell you the sound to take away or delete, and you will tell me what is left.

Example: T: shout S: shout T: Without /sh/, what's left is? Student Response: /-out/.

Word	Without /*/	Correct Response	Student Response	Results
1. shout	/sh/	-out		
2. think	/th/	-ink		
3. had	/h/	-ad		
4. moon	/m/	-oon		
5. shelf	/sh/	-elf		___/5

Observations: check all that apply
__ responds with the whole word   __ response time more than 4 seconds

Substituting Initial Phonemes   RF.K.2.E

Teacher Administration Directions: I will say a word. I will change the first sound to make a new word. The word is *rip*. Change /r/to /ch/ and the word is *chip*.
Now it's your turn. Say, bed; change /b/ to /r/ and the word is?

Correct response	Yes, when you change /b/ to /r/, the word is *red.*
Incorrect response	Let's try it again. Say, bed. /b/ is the first sound we hear in *bed*. When I change /b/ to /r/, the new word is /r - ed/, red. Can you say *red*?

Teacher: I will say a word. You will say the word back to me. I will tell you the sound to change, and you will tell me the new word.
Example: T: noon S: noon T: Change /n/ to /s/ and the word is?   Student Response: soon

Word	Change /*/ to /*/	Correct Response	Student Response	Results
1. noon	/n/ to /s/	soon		
2. thick	/th/ to /k/	kick		
3. real	/r/ to /f/	feel		
4. walk	/w/ to /ch/	chalk		
5. shove	/sh/ to /l/	love		___/5

Observations: check all that apply
__ responds with the first word   __ response time more than 4 seconds

Guidelines for Scoring the Kindergarten Phonemic Awareness Assessment Form C

This assessment provides information about a students' understanding of phonemic awareness at the phoneme (sound) level. If students struggle with this assessment, a Phonological Awareness assessment for Kindergarten is available to assess students with larger units of language (phonological awareness), and we offer progress monitoring assessments for individual skills to identify specific areas of need for students.

While the assessment results may inform instruction for intervention, many students begin school with limited or no exposure to these phonemic awareness skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons.

Using the assessment to inform instruction: Students who score in the "Beginning" range may need additional intervention with targeted skills. Intervention instruction can be provided using the Kindergarten Heggerty Phonemic Awareness curriculum. Additional progress monitoring assessments are available to monitor student progress with specific skills.

Kindergarten Phonemic Awareness Assessment Form C			
	Beginning	**Developing**	**Proficient**
Onset Fluency: Initial Phoneme Isolation	0 – 2 correct	3 -4 correct	5 correct
Blending Phonemes into words	0 – 2 correct	3 -4 correct	5 correct
Final Phoneme Isolation	0 – 2 correct	3 -4 correct	5 correct
Segmenting words into phonemes	0 – 2 correct	3 -4 correct	5 correct
Isolating Medial Sounds in words	0 – 2 correct	3 -4 correct	5 correct
Adding initial phonemes	0 – 2 correct	3 -4 correct	5 correct
Deleting initial phonemes	0 – 2 correct	3 -4 correct	5 correct
Substituting initial phonemes	0 – 2 correct	3 -4 correct	5 correct

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: _____

_____