

Oklahoma Phonological Awareness Survey

Follow directions for each assessment. After completion of each assessment, write number correct by Scholar's Score. Discontinue testing if Scholar misses more than 2 on a single assessment. If Scholar successfully completes survey, continue with Phonics Survey.

Date <hr/> Scholar's Name <hr/> Monitor's Name <hr/>	Scholar's Score Write down the scholar's score after all assessments are completed.	Point of Instruction Check box next to the skill. Begin instruction when scholar misses 2 or more on a single assessment excluding rhyming.
1. spoken word – sentence segmentation		☆
2. rhyme identification		*
3. rhyme completion		*
4. rhyme production		*
5. syllable blending		
6. syllable segmentation		
7. syllable deletion		
8. phoneme isolation-initial sound		
9. phoneme isolation-final sound		
10. phoneme blending-onset and rime		
11. phoneme blending-all phonemes		
12. phoneme segmentation		
13. phoneme deletion-initial sound		
14. phoneme deletion-final sound		
15. adding phonemes		
16. phoneme substitution-initial		

☆ If older students are at the syllable level it will be extremely difficult for them to return to word level. Make sure they have a clear interpretation of the directions before beginning survey.

*Rhyming is a predictor of later reading development but it should not be a point of instruction.
<http://www.readingrockets.org/blogs/shanahan-on-literacy/rhyming-ability-important-reading>

1.Spoken Word Scholar's Score:_____ 4 out of 5 is MASTERY

Directions: Monitor will need 4 chips, pennies, OR paper clips. The Monitor should introduce the test by saying. "I am going to say a sentence. As I say each word, I will move a chip forward. "Jeff eats apples." Say "Jeff" and move a chip forward, say "eats" and move a chip forward, say "apples" and move a chip forward. Ask scholar to follow your example.

Test Items: Read the sentences and allow the scholar to respond. Circle Correct or Incorrect according to scholar's response.

1. Joe jumped high.	3	Correct Incorrect
2. You have a dog.	4	Correct Incorrect
3. Kate sees the shining sun.	5	Correct Incorrect
4. What is for dinner?	4	Correct Incorrect
5. Sean caught a pretty fish.	5	Correct Incorrect

2.Rhyme Identification Scholar's Score:_____ 4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying. "Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme."

Test Items: Read the two words and ask students to give thumbs up or down if the two words rhyme. Circle Correct or Incorrect according to scholar's response.

1. bed	fed	(yes)	Correct Incorrect
2. top	hop	(yes)	Correct Incorrect
3. slip	soap	(no)	Correct Incorrect
4.hand	sand	(yes)	Correct Incorrect
5. sun	bus	(no)	Correct Incorrect

3. Rhyme Completion Scholar's Score _____ 4 out of 5 is MASTERY Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying. "I need help finishing a poem. "My mom went to the store , she bought a broom to sweep the ____" (floor)-OR any word that rhymes with store. Test Items: Read the sentences and allow the scholar to respond. Circle Correct or Incorrect according to scholar's response.		
1. When I wake up, I make my bed . I brush the hair that's on my _.	head OR any word that rhymes with head	Correct Incorrect
2. Birds are busy, they seldom rest . They make a home that's called a _.	nest OR any word that rhymes with nest	Correct Incorrect
3. It makes honey in a tree . A buzzing black and yellow _.	bee OR any word that rhymes with bee	Correct Incorrect
4. In the winter on a boat , it is very cold, so wear a _.	coat OR any word that rhymes with coat	Correct Incorrect
5. I would not like a mouse . Especially in my _.	house OR any word that rhymes with house	Correct Incorrect
4. Rhyme Production Scholar's Score _____ 4 out of 5 is MASTERY Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying. "I am going to tell you a word and I want you to tell me a word that rhymes with it." (The answers may be real or nonsense words) sun-bun Test Items: Read the sentences and allow the scholar to respond. Write response on line and circle Correct or Incorrect according to scholar's response.		
1. dog		Correct Incorrect
2. tip		Correct Incorrect
3. wise		Correct Incorrect
4. hand		Correct Incorrect
5. tree		Correct Incorrect

5.Syllable Blending Scholar's Score_____4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying. "I am going to say a word in a funny way. I want you to put the parts together and say the whole word."

Test Items: Read the parts of the word with a pause between each syllable. Circle Correct or Incorrect according to scholar's response.

1. black	board		blackboard	Correct Incorrect
2. rain	bow		rainbow	Correct Incorrect
3.pop	corn		popcorn	Correct Incorrect
4.side	walk		sidewalk	Correct Incorrect
5.pen	cil		pencil	Correct Incorrect

6.Syllable Segmentation Scholar's Score_____4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying. "I am going to say a word and I want you to break it into parts or syllables."

Test Items: Read each word. Allow the scholar to clap each syllable in the word. Circle Correct or Incorrect according to scholar's response.

1. sometime	(2)	Correct Incorrect
2.bag	(1)	Correct Incorrect
3.bedroom	(2)	Correct Incorrect
4.kite	(1)	Correct Incorrect
5. carpet	(2)	Correct Incorrect

7.Syllable Deletion

Scholar's Score_____4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying. "We are going to play a word game. Say CUPCAKE (allow scholar to respond) Now say it again, but don't say CUP. Scholar should respond (CAKE)

Test Items: Read each sentence. Circle Correct or Incorrect according to scholar's response.

1.Say DOWNTOWN. Now say it again, but don't say TOWN	(down)	Correct Incorrect
2. Say INSIDE. Now say it again, but don't say SIDE	(in)	Correct Incorrect
3.Say FORGET. Now say it again, but don't say FOR	(get)	Correct Incorrect
4. Say BASKET. Now say it again, but don't say BAS	(ket)	Correct Incorrect
5. Say AFTER. Now say it again, but don't say AF	(ter)	Correct Incorrect

8.Phoneme Isolation (initial sound) Scholar's Score_____4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying. "I am going to say some words. I want you to tell me the first sound that you hear in the word.

Test Items: Read each word. Circle Correct or Incorrect according to scholar's response.

1. big	/b/	Correct Incorrect
2. mask	/m/	Correct Incorrect
3. tarp	/t/	Correct Incorrect
4. apple	/a/	Correct Incorrect
5. desk	/d/	Correct Incorrect

9. Phoneme Isolation (final sound)

Scholar's Score__ 4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying, "I am going to say some words. I want you to tell me the last sound that you hear in the word."

Test Items: Read each word. Circle Correct or Incorrect according to scholar's response.

1. case	/s/	Correct Incorrect
2. hop	/p/	Correct Incorrect
3. bun	/n/	Correct Incorrect
4. rent	/t/	Correct Incorrect
5. Sam	/m/	Correct Incorrect
10. Phoneme Blending-Onset and rime Scholar's Score_____ 4 out of 5 is MASTERY Directions: This test should be administered individually to scholars. The Monitor could introduce the test by saying, "I'm going to separate the sounds of a word and I want you to tell me what word it is." Practice Items: Help the scholar identify how to blend phonemes with the following practice items: /s/ /ack/ is what word? sack /d/ /ish/ is what word? dish Test Items: Read the separate sounds of a word and allow the scholar to respond. Circle Correct or Incorrect according to scholar's response.		
1. /b/ /ed/	(bed)	Correct Incorrect
2. /l/ /oaf/	(loaf)	Correct Incorrect
3. /t/ /ack/	(tack)	Correct Incorrect
4. /f/ /all/	(fall)	Correct Incorrect
5. /sh/ /op/	(shop)	Correct Incorrect

11. Phoneme Blending-(all phonemes) Scholar's Score_____ 4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor could introduce the test by saying, "I'm going to separate the sounds of a word and I want you to tell me what word it is."

Practice Items: Help the scholar identify how to blend phonemes with the following practice items.

/s/ /a/ /ck/ is what word? sack

/d/ /i/ /sh/ is what word? dish

Test Items: Read the sounds of a word and allow the scholar to respond. Circle Correct or Incorrect according to scholar's response.

1. /m/ /u/ /s/ /t/	(must)	Correct Incorrect
2. /sh/ /o/ /p/	(shop)	Correct Incorrect
3. /f/ /l/ /ow/ /er/	(flower)	Correct Incorrect
4. /l/ /u/ /n/ /ch/	(lunch)	Correct Incorrect
5. /h/ /a/ /t/	(hat)	Correct Incorrect

12. Phoneme Segmentation Scholar's Score_____ 4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying, "I'm going to say a word: I want you to tell me all of the sounds that you hear in that word."

Practice Items: Help the scholar identify how to segment phonemes with the following practice items. "LIMB, I hear the sounds /l/ /i/ /m/.

Test Items: Read the item and allow the scholar to respond. Circle Correct or Incorrect according to scholar's response.

1 /i/ /n/	(in) 2	Correct Incorrect
2. /a/ /t/	(at) 2	Correct Incorrect
3. /b/ /ai/ /t/	(bait) 3	Correct Incorrect
4. /ch/ /i/ /n/	(chin) 3	Correct Incorrect
5. /s/ /o/ /ck/	(sock) 3	Correct Incorrect

13. Phoneme Deletion (Initial) Scholar's Score__ 4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor could introduce the test by saying, "I'm going to say a word and then have you say that word **without** one of the sounds."

Practice Items: Help the scholar identify how to delete phonemes with the following practice item. Say GOAT. Now say it again without the /t/. (go)

Test Items: Read the item to the scholar and allow the scholar to respond. Circle Correct or Incorrect according to scholar's response.

1 Say FAKE, now say it again without /f/	(ache)	Correct
		Incorrect
2. Say SHIN, now say it again without /sh/	(in)	Correct
		Incorrect
3 Say MY, now say it again without /m/	(eye)	Correct
		Incorrect
4. Say SWEET, now say it again without /s/	(wheat)	Correct
		Incorrect
5 Say DRAPE now say it without /dr/	(ape)	Correct
		Incorrect

14. Phoneme Deletion (final) Scholar's Score_____ 4 out of 5 is MASTERY

Directions: This test should be administered individually to scholars. The Monitor could introduce the test by saying, "I'm going to say a word and then have you say that word **without** one of the sounds."

Practice Items: Help the scholar identify how to delete phonemes with the following practice item. Say GOAT. Now say it again without the /t/. (go)

Test Items: Read the item to the scholar and allow the scholar to respond. Circle Correct or Incorrect according to scholar's response.

1 Say TRAIN, now say it again without /n/	(tray)	Correct
		Incorrect
2. Say SEAT, now say it again without /t/	(sea)	Correct
		Incorrect
3 Say BAKE, now say it again without /k/	(bay)	Correct
		Incorrect
4. Say FEET, now say it again without /f/	(eat)	Correct
		Incorrect
5 Say BOAT, now say it without /t/	(oat)	Correct
		Incorrect

15. Adding Phonemes Scholar's Score _____ 4 out of 5 is MASTERY Directions: This test should be administered individually to scholars. The Monitor should introduce the test by saying. "I'm going to say a word and then have you say that word and add one of the sounds." Practice Items: Help the scholar identify how to delete phonemes with the following practice item. Say PARK, now say it again with /s/ in front of it. SPARK Test Items: Read the item to the student and allow the scholar to respond. Circle Correct or Incorrect according to scholar's response.		
1 Say TOP, now say it again with /s/ in front of it	(stop)	Correct Incorrect
2. Say LIP, now say it again with /f/ in front of it	(flip)	Correct Incorrect
3 Say LAP, now say it again with /k/ in front of it	(clap)	Correct Incorrect
4. Say RUST, now say it again with /t/ in front of it	(trust)	Correct Incorrect
5 Say EAT, now say it again with /sh/ in front of it	(sheet)	Correct Incorrect
16. Phoneme Substitution Scholar's Score _____ 4 out of 5 is MASTERY Directions: This test should be administered individually to scholars. The Monitor could introduce the test by saying. "I'm going to say a word and some sounds to switch, then I want you to say the new word." Practice Items: Help the scholar identify how to substitute phonemes with the following practice item. Say BUG, now change /g/ to /n/. What is the new word? (BUN) Test Items: Read the item to student. Circle Correct or Incorrect according to scholar's response.		
1 Say MAN, now change /m/ to /k/	(can)	Correct Incorrect
2. Say PIG, now change /p/ to /d/	(dig)	Correct Incorrect
3 Say SACK, now change /s/ to /t/	(tack)	Correct Incorrect
4. Say WELL, now change /w/ to /f/	(fell)	Correct Incorrect
5 Say BED, now change /b/ to /r/	(red)	Correct Incorrect

Adapted from Zgonc, Yvette. (2000). *Sounds in Action Phonological Awareness Activities and Assessment*. [Washington, D.C.] : Distributed by ERIC Clearinghouse

<http://www.paec.org/itrk3/files/pdfs/readingpdfs/cooltoolsall.pdf>