1

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	Scholar's Score Write down the scholar's score	Point of Instruction Check box next to the
Scholar's Name	after all assessments are completed.	skill. Begin instruction when scholar
Monitor's Name		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 sho	ould introduce the test	
	am going to say a sentence. As I say each word, I will			
	"Jeff" and move a chip forward, say "eats" and move			
	forward. Ask scholar to follow your example.	a onip forwa	ad, say apples and	
	Read the sentences and allow the scholar to respond.	Cirolo Corro	at ar Incorract according	
	•	Circle Corre	ct of incorrect according	
to scholar's r	-			
1. Joe jumped	nign.	3	Correct	
			1.	
			Incorrect	
			_	
2. You have a	dog.	4	Correct	
			Incorrect	
Kate sees t	he shining sun.	5	Correct	
			Incorrect	
4. What is for	dinner?	4	Correct	
			Incorrect	
5. Sean caugh	nt a pretty fish.	5	Correct	
or ocall catage	u p		33.1331	
			Incorrect	
2 Rhyme Iden	tification Scholar's Score: 4 o	ut of 5 is	MASTERY	
	·		MASTERY r should introduce the test	
Directions : Th	is test should be administered individually to scholars.	The Monito	r should introduce the test	
Directions : The by saying. "To	iis test should be administered individually to scholars. vo words rhyme when they sound alike at the end. I am	The Monito	r should introduce the test	
<u>Directions</u> : The by saying. "To tell me if they is	is test should be administered individually to scholars. wo words rhyme when they sound alike at the end. I am hyme or do not rhyme."	The Moniton going to re	r should introduce the test ad two words; I want you to	
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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.				
			Т _	
1.When I wake	e up, I make my bed . I brush the hair that's on my	head OR any word that rhymes with	Correct	
		head		
2. Birds are bi	usy, they seldom rest . They make a home that's called a	nest OR any word that rhymes with nest	Correct	
3. It makes ho	ney in a tree . A buzzing black and yellow	bee OR any word that	Correct	
		rhymes with bee	Incorrect	
4.In the winter	on a boat , it is very cold, so wear a	coat OR any word that	Correct	
		rhymes with coat	Incorrect	
5. I would not	like a mouse . Especially in my	house OR any word that rhymes	Correct	
		with house	Incorrect	
Directions: The test by sait." (The answ. Test Items: F	coduction Scholar's Score4 out of 5 is MASTERY whis test should be administered individually to scholars. The Maying. "I am going to tell you a word and I want you to tell me are may be real or nonsense words) sun-bun are sentences and allow the scholar to respond. Write responded to scholar's response.	a word that rh	ymes with	
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 Score4 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	o scholar's response.	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 Cullable	C	0 - - - - - - - - - -	C :- MACTEDY	
Direction the test by Test Item	s: This test shows saying. "I and see the se	on Scholar's Score4 out of bould be administered individually to scholar going to say a word and I want you to be word. Allow the scholar to clap each sylla cholar's response.	ars. The Monitor s reak it into parts o	or syllables.
Direction the test by Test Item	s: This test show a saying. "I and saying. "I and saying. "I and saccording to saying	ould be administered individually to scholange of a going to say a word and I want you to be word. Allow the scholar to clap each syllange.	ars. The Monitor s reak it into parts o	or syllables.
Direction the test by Test Item Incorrect	s: This test show a saying. "I and saying. "I and saying." Read each saccording to saying to say	ould be administered individually to scholange of a going to say a word and I want you to be word. Allow the scholar to clap each syllange.	ars. The Monitor s reak it into parts o ble in the word. C	or syllables. ircle Correct or
Direction the test by Test Item Incorrect	s: This test show a saying. "I and saying. "I and saying." Read each saccording to saying to say	ould be administered individually to scholange of a going to say a word and I want you to be word. Allow the scholar to clap each syllange.	ars. The Monitor s reak it into parts o ble in the word. C	or syllables. ircle Correct or Correct
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Direction the test by Test Item Incorrect a	s: This test shows a saying. "I and saying. "I and saying. "I and saccording to say me	ould be administered individually to scholange of a going to say a word and I want you to be word. Allow the scholar to clap each syllange.	ars. The Monitor s reak it into parts o ble in the word. C	or syllables. ircle Correct or Correct Incorrect Correct
Direction the test by Test Item Incorrect a 1. sometin 2.bag	s: This test shows a saying. "I and saying. "I and saying. "I and saccording to say me	ould be administered individually to scholange of a going to say a word and I want you to be word. Allow the scholar to clap each syllange.	ars. The Monitor s reak it into parts of ble in the word. C	cor syllables. ircle Correct or Correct Incorrect Correct Incorrect
Direction the test by Test Item Incorrect a 1. sometin 2.bag	s: This test shows a saying. "I and saying. "I and saying. "I and saccording to say me	ould be administered individually to scholange of a going to say a word and I want you to be word. Allow the scholar to clap each syllange.	ars. The Monitor s reak it into parts of ble in the word. C	Correct Incorrect Correct Correct Correct Correct Correct Correct
Direction the test by Test Item Incorrect a 1. sometin 2.bag 3.bedroor	s: This test shows a saying. "I and saying. "I and saying. "I and saccording to say me	ould be administered individually to scholange of a going to say a word and I want you to be word. Allow the scholar to clap each syllange.	ars. The Monitor streak it into parts of ble in the word. Control (2)	cor syllables. ircle Correct or Correct Incorrect Incorrect Correct Incorrect Incorrect Incorrect
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7.Syllable Deletion School Directions: This test should be admir the test by saying. "We are going to provide Now say it again, but don't say CUP. Test Items: Read each sentence. Circles	olay a word game. Scholar should res	to scholars. Ti Say CUPCAKE pond (CAKE)	(allow scholar to respond)
1.Say DOWNTOWN. Now say it again TOWN	, but don't say	(down)	Correct
			Incorrect
2. Say INSIDE. Now say it again, but o	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	t don't say BAS	(ket)	Correct
			Incorrect
5. Say AFTER. Now say it again, but o	don't say AF	(ter)	Correct
			Incorrect
8.Phoneme Isolation (initial sound) Directions: This test should be admir the test by saying. "I am going to say hear in the word. Test Items: Read each word. Circle Comments.	nistered individually some words. I wa	/ to scholars. Ti nt you to tell m	ne Monitor should introduce e the first sound that you
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 Directions: This test should be administered individually to scholars. introduce the test by saying. "I am going to say some words. I want sound that you hear in the word. Test Items Pand and word Circle Correct or Incorrect appending to	The Monitor sho you to tell me th	ould ne last
Test Items: Read each word. Circle Correct or Incorrect according to	scholar's respo	nise.
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
introduce the test by saying. "I'm going to separate the sounds of a very me what word it is." Practice Items: Help the scholar identify how to blend phonemes with 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 Circle Correct or Incorrect according to scholar's response.	th the following	
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

<u>Directions:</u> This test should be test by saying. "I'm going to se		plars. The Monitor could introduce the I want you to tell me what word it is."
/s/ /a/ /ck/ is what word? sack	/d/ /i/ /sh/ is wl	nat word? dish
		respond. Circle Correct or Incorrect
according to scholar's respons		respond. Circle Correct of incorrect
1. /m/ /u/ /s/ /t/		Correct
1. /111/ /u/ /S/ /t/	(must)	
		Incorrect
2./sh/ /o/ /p/	(shop)	Correct
		Incorrect
3. /f/ /l/ /ow/ /er/	(flower)	Correct
		Incorrect
4. /l/ /u/ / n/ /ch/	(lunch)	Correct
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	(13.11)	33331
		Incorrect
5. /h/ /a/ /t/	(hat)	Correct
3.7177a77t	(Hat)	Correct
		Incorrect
12.Phoneme Segmentation	Scholar's Score_	4 out of 5 is MASTERY
Directions: This test should be	e administered individually to scho	plars. The Monitor should introduce
<u>Directions:</u> This test should be the test by saying. "I'm going t	e administered individually to scho	
<u>Directions:</u> This test should be the test by saying. "I'm going t that word.	e administered individually to schoo o say a word: I want you to tell me	plars. The Monitor should introduce all of the sounds that you hear in
<u>Directions:</u> This test should be the test by saying. "I'm going t that word. <u>Practice Items:</u> Help the scho	e administered individually to schoo say a word: I want you to tell me	plars. The Monitor should introduce all of the sounds that you hear in
Directions: This test should be the test by saying. "I'm going t that word. Practice Items: Help the scho items. "LIMB, I hear the sound	e administered individually to schoo say a word: I want you to tell me lar identify how to segment phones I//i//m/.	plars. The Monitor should introduce all of the sounds that you hear in the emes with the following practice
Directions: This test should be the test by saying. "I'm going t that word. Practice Items: Help the scho items. "LIMB, I hear the sound Test Items: Read the item and	e administered individually to schoo say a word: I want you to tell me lar identify how to segment phones I//i//m/.	plars. The Monitor should introduce all of the sounds that you hear in
Directions: This test should be the test by saying. "I'm going that word. Practice Items: Help the scholitems. "LIMB, I hear the sound Test Items: Read the item and scholar's response.	e administered individually to school o say a word: I want you to tell me lar identify how to segment phones /I/ /i/ /m/. I allow the scholar to respond. Cire	plars. The Monitor should introduce all of the sounds that you hear in the emes with the following practice all Correct or Incorrect according to
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13.Phoneme Deletion (Initial) Scholar's Score

4 out of 5 is MASTERY

<u>Directions:</u> 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."

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

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

	(ache)	Correct
1 Say FAKE, now say it again without /f/		Incorrect
2. Say SHIN, now say it again without /sh/	(in)	Correct
		Incorrect
0.00 MW	(eye)	Correct
3 Say MY, now say it again without /m/		Incorrect
4.0. 00/557	(wheat)	Correct
4. Say SWEET, now say it again without /s/		Incorrect
	(ape)	Correct
5 Say DRAPE now say it without /dr/		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."

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

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

4.0 TDAIN 'I 'II I / /	(1)	0
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 N	
<u>Directions:</u> This test should be administered indir			
the test by saying. "I'm going to say a word and the	hen have you say that v	word and ad	d one of the
sounds."		bla a fall avvisas	
Practice Items: Help the scholar identify how to a Say PARK, now say it again with /s/ in front of it.		the following	practice item.
Test Items: Read the item to the student and allo		nd Circle Co	orrect or Incorrect
according to scholar's response.	W the contolar to recpo	114. 011010 00	
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 Cov. DUCT providence it again with /4/ in front of it	<u> </u>	(turnet)	
4. Say RUST, now say it again with /t/ in front of it	Į.	(trust)	Correct
			Incorrect
5 Say EAT, now say it again with /sh/ in front of it	<u> </u>	(sheet)	Correct
gan many and a say in a gan many and an in a many and a		(5.1555)	00001
			Incorrect
16. Phoneme Substitution Scholar's Score	e 4 out	of 5 is MAST	ERY
<u>Directions:</u> This test should be administered indiv			
the test by saying. "I'm going to say a word and s the new word."	some sounds to switch,	, tnen i want	you to say
Practice Items: Help the scholar identify how to	substitute phonemes w	ith the follow	ving practice
item. Say BUG, now change /g/ to /n/. What is th			ing practice
Test Items: Read the item to student. Circle Cor		ding to schol	ar's
response.			
1 Say MAN, now change /m/ to /k/	(can)	Correct	
		Incorrect	
2. Say PIG, now change /p/ to /d/	(dig)	Correct	
		Incorrect	
0.00000	(1, 1)	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