



PHONOLOGICAL AWARENESS SCREENER GUIDELINES

Purpose of Phonological Awareness Screeners

A phonological awareness screener is an informal assessment that enables a teacher to identify missing phonological awareness skills that may impair a student’s ability to master phonemic awareness, a critical skill for reading and spelling. The screener data is used to determine which skills a student has mastered and the skills with which s/he is struggling. Additionally, screener data is used to determine where to begin instruction to close the gap for a struggling student. Its purpose is to inform instruction – not to diagnose a learning disability. This is a screening instrument, not a diagnostic assessment.

Who needs this assessment?

The Phonological Awareness Screener is designed to identify the needs of students developing phonological awareness, a critical prerequisite for reading and spelling. The screener is appropriate for Kindergarten and early first grade students, or older students whose reading deficits can be traced back to phonological awareness.

When should this assessment be given?

Kindergarten

<u>Assessment Time Period</u>	<u>Starting Point in Phonological Awareness Screener</u>
Fall	Task 1 – Words in a Sentence
Kindergarteners should demonstrate mastery of Tasks 1-7 by the end of the year.	

First Grade

<u>Assessment Time Period</u>	<u>Starting Point in Phonological Awareness Screener</u>
Fall	Task 7 – Phoneme Segmentation*
*If a student does not meet the mastery criteria for Task 7, drop back and begin at Task 4 – Phoneme Isolation	
First graders should demonstrate mastery of all PA tasks by the end of the year.	

Determining Where to Stop:

1. It is **not** essential to assess all tasks at one time. The purpose is to identify areas of need, so you may stop when a student becomes overly frustrated, tired, or fails to meet the mastery criteria for a given task.
2. Only assess skills that have been taught in the core instruction.
3. The point at which the assessment is discontinued due to lack of mastery is the point at which instruction should begin.
4. Tasks may be administered again after additional instruction to monitor student progress toward mastery.

**PHONOLOGICAL AWARENESS SCREENER
ADMINISTRATION DIRECTIONS**

Task 1: Words in a Sentence

Objective: To assess a student's ability to distinguish words within a sentence.

Discontinue Rule: If a student misses the first three sentences, discontinue and score 0.

Materials: 6 blocks

Directions

Task and Response: **We are going to move a block for each word we hear in sentences.**

I do: **I will show you what to do. When I say the sentence “*The dog barks,*” I move a block for each word like this: “*The*” (move one block) “*dog*” (move the next block) “*barks*” (move the final block).**

We do: **Let's do one together.** (Blocks should be in front of you and the student.) “*The ball is red.*” (The student and assessor both push a block for each word.)

You do: **Now it's your turn. When I say a sentence, you repeat it, and then move a block for each word you hear. Your sentence is “*A cat scratches.*” Say the sentence with me, “*A cat scratches.*” Now say the sentence by yourself and move a block for each word you hear. (“*A*” [move block] “*cat*” [move block] “*scratches*” [move block])**

Ask the student to repeat the sentence and then say it again while moving the blocks. **Students should have 6 blocks.** Mark the answers on the student scoring form.

Task 2: Syllables

Objective: To assess a student's ability to hear individual syllables within a word.

Discontinue Rule: If a student cannot give the correct answer for the two-syllable words, discontinue and score 0.

Directions

Task and Response: **I will say a word, you repeat the word, and then clap for each part you hear while saying the parts.**

I do: I'll show you what to do. If the word is "**magnet**" I do this: (clap as you say each syllable) "**mag**" (clap) "**net**" (clap). I hear two parts.

We do: This time please do it with me. The word is "**pencil**"; say "**pencil**." (Now say the word again and clap for each part you hear. How many parts did you hear? That's right, 2.

You do: Now I want you to try one. Say the word "**winter**." Clap the parts. (/win/ /ter/)

The words used in the assessment are found on the student scoring form. Have the student repeat the word before responding. The student can demonstrate understanding by clapping and then telling how many part he/she hears in the word. Remember to record student responses.

Task 3: Onset/Rime – Rhyming

Objective: To assess a student's ability to recognize word pairs that have the same rime.

Discontinue Rule: If a student misses the first three word pairs, discontinue and score 0.

Directions

Task and Response: I am going to say some rhyming words. If the last parts of the words sound alike, give a thumbs-up. If they do not, give a thumbs-down.

I do: I'll show you. If I say "**bad – sad**," I give a thumbs-up (show the action) because they both end with "**ad**." If I say "**bad – boy**," I give a thumbs-down (show the action) because they do not have the same ending sound. "**Bad**" ends with "**ad**" and "**boy**" ends with "**oy**."

We do: Let's do one together. The words are "**nail – nip**." Can you say the words with me? Do the last parts sound the same? No, so we give a thumbs-down.

You do: Now you do one. How about "**game – name**"? Say the words. Would you give a thumbs-up or a thumbs-down? (thumbs-up)

Say the word pairs from the Student Scoring form. Ask the student to repeat the word before providing thumbs-up or thumbs-down.

Task 4: Isolation

Objective: To assess a student's ability to isolate and produce initial and final phonemes.

Discontinue Rule: If the student misses all the words on the initial sound isolation task, don't go on to the final sound isolation. Score 0 for the initial sound task.

4a: Initial Sound Isolation Direction

Task and Response: I am going to ask you to tell me the first sound you hear in some words.

I do: For example, if I say "bat," you would say /b/, because it is the first sound in "bat."

We do: Let's do one together. Say the word "pot." What is the first sound you hear? Yes, the first sound is /p/.

You do: Now it's your turn. What is the first sound you hear in "mom"? (/m/)

Say each word. Remind the student to repeat the word before isolating the initial sound.

4b: Final Sound Isolation Directions

Task and Response: Now, I am going to ask you to tell me the ending sound you hear in some words.

I do: For example, if I say "sun," you would say /n/, because it is the last sound in "sun."

We do: Let's do one together. Say the word "bag." What is the last sound you hear? Yes, the last sound is /g/.

You do: Now it's your turn. What is the last sound you hear in "zip"? (/p/)

Task 5: Identification / Categorization

Objective: To assess a student's ability to categorize words by naming the odd word in word clusters. In order to categorize, students must be able to identify the word that does not belong.

Discontinue Rule: if the student misses the first three sets of words, discontinue and score 0.

Directions

Task and Response: I am going to say some words and you listen to the words. Then you name the word that doesn't sound like the others.

I do: Let me show you what to do. If I say “*pop, pond, put, dog,*” you would say “*dog,*” because it doesn't begin with the /p/ sound.

We do: Let's try one together: “*ring, rake, camp, rain.*” Say it with me, “*ring, rake, camp, rain.*” Which word doesn't belong? That's right, “*camp*” doesn't belong, because it doesn't begin with the /r/ sound.

You do: Now you try one. Which one doesn't belong in the words “*vest, very, see, van*”? Say the words. Name the one that doesn't belong. (see)

Use the student scoring form for other attempts, scoring all student responses.

Task 6: Blending

Objective: To assess a student's ability to blend phonemes.

Discontinue Rule: If a student cannot blend the first three words, discontinue and score 0.

Directions (Remember to pause 1 second between word parts.)

Task and Response: I will give you some word parts and ask you to put them together.

I do: Let me show you what to do. If I say /p/ (pause) /e/ (pause) /t/, and then put the sounds together, it would be “*pet.*”

We do: Let's try one together. How about /d/ /o/ /g/? That's right. The word would be “*dog.*”

You do: Now it's your turn. Blend these sounds to make a word, /s/ /a/ /k/. Say each sound and blend the word. (sack)

Say the word parts and have the student blend them together. Write incorrect responses in the space provided on the student scoring form.

Task 7: Segmentation

Objective: To assess a student's ability to segment phonemes.

Discontinue Rule: If a student cannot segment the first three words, discontinue and score 0.

Directions

Task and Response: I am going to say some words. I will ask you to tell me all the sounds you hear.

I do: For example, if I say “smile,” you would say /s/ /m/ /i/ /l/.

We do: Let’s try one together. The word is “pit”; say it with me “pit.” What sounds do we hear? That’s right, the sounds are /p/ /i/ /t/.

You do: Now it’s your turn. Tell me the sounds in “ham.” (/h/ /a/ /m/)

On the student scoring form, underline the correct segments and write incorrect responses in the space provided. The student gets credit for words only when completely segmented; analyzing student errors will provide information on where to focus instruction. Score 0 for any words not segmented or partially segmented.

Task 8: Addition

Objective: To assess a student’s ability to make new words by adding phonemes to the beginning or end of a given word.

Discontinue Rule: If a student misses any of the first three words, discontinue and score 0.

8a: Initial Sound Addition Directions

Task and Response: I am going to say a word and ask you to add a sound to it.

I do: Let me show you. If I have the word “old” and add /g/ to the beginning, the new word is “gold.”

We do: Let’s do one together. The word is “lace.” Add /p/ to the beginning. That’s right, the new word is “place.”

You do: Now you try one. Your word is “till.” Add /s/ to the beginning. (still)

8b: Final Sound Addition Directions

Task and Response: Now we are going to add sounds to the end of words.

I do: Let me show you. If I add /t/ to the end of “pass,” the word becomes “past.”

We do: **Let's do one together.** The word is "my." Add /n/ to the end. That's right, the word becomes "mine."

You do: **Now you try one.** Add /p/ to the end of "tar." What's the new word? (tarp)

Task 9: Deletion

Objective: To assess a student's ability to make new words by deleting phonemes from the beginning or end of a target word.

Discontinue Rule: If a student misses any of the first three words, discontinue and score 0.

9a: Initial Sound Deletion Directions

Task and Response: I am going to give you a word and ask you to take a sound away to make a new word.

I do: **Let me show you.** If I have the word "start" and take away /s/, the new word is "tart."

We do: **Let's try one together.** Our word is "jam." Say it with me, "jam." Let's take away the /j/. What's the new word? That's right, the new word is "am."

You do: **Now you try one.** Say the word "bend." Take away the /b/. What's the new word? (end)

9b: Final Sound Deletion Directions

Task and Response: Now we're going to delete ending sounds.

I do: **Let me show you.** I am going to delete an ending sound. If I take the /p/ off of "ramp," the new word is "ram."

We do: **Let's do one together.** Our word is "bait." Say it with me, "bait." Let's take away the /t/. What's the new word? That's right, the new word is "bay."

You do: **Now you try one.** The word is "peak." Take the /k/ off of "peak." What's the new word? (pea)

Task 10: Substitution

Objective: To assess a student's ability to make new words by substituting phonemes in the given word.

Discontinue Rule: If a student misses any of the first three words, discontinue and score 0.

10a: Initial Sound Substitution Directions

Task and Response: I will say a word and ask you to change one sound in it.

I do: Let me show you. In the word, "bad," change /b/ to /s/ and the new word is "sad."

We do: Let's do one together. The word is "fan." Change the /f/ to /r/. What is the new word? Yes, it is "ran."

You do: Now try one. Your word is "fat"; say it with me, "fat." Change the /f/ to /h/. What's the new word? (hat)

10b: Final Sound Substitution Directions

Task and Response: Now we are going to substitute ending sounds.

I do: Let me show you. In the word "clown," change /n/ to /d/, and the new word is "cloud."

We do: Let's do one together. The word is "wet." Change /t/ to /l/. What's the new word? Yes, it is "well."

You do: Now you try one. Your word is "cob"; say it with me, "cob." Change /b/ to /t/. What's the new word? (cot)