



Reading Done Right
Practical, Effective Support

Sounds First

Phonemic Awareness Assessments

Kindergarten

Table of Contents

Whip Around Assessments	1
Delete the Onset Phoneme (Week 4)	2
Syllable Deletion (Week 6)	3
Delete the Rime (Week 8)	4
Syllable Deletion - Two-Syllable Word (Week 12)	5
Substitute One Syllable Rime (Week 20)	6
Substitute Single Onset Phoneme (Week 24)	7
Cumulative Assessment	8

Kindergarten

Whip Around Assessments



Date Administered: _____

Whip Around Assessment - Delete the Onset Phoneme

Skill: Delete the Onset Phoneme (Cut off the Sound).

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 cut off the first sound 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. Each student will get 3 turns. Just as in the lessons, you will ask them to delete the onset phoneme in each word.

Warm-up model for the group. **T:** Say *sand*.
S: *sand*
T: Now say *sand* without *s*.
S: *and*

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		late			weight			bait			mate			rate
		near			fear			leer			tier			meer
		tame			lame			fame			same			came

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 and use the hand motions again.

- 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 - Syllable Deletion

Skill: Delete One Syllable in a Two-Syllable Compound Word.

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 delete syllables 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. Each student will get 3 turns. Remind the students that sometimes it will be the first syllable they will delete, sometimes the second. Just as in the lessons, you will ask them to delete the **bolded** syllable in each word.

Warm-up model for the group. **T:** Say **cardboard**.

S: *cardboard*

T: *Now say cardboard without card.*

S: *board*

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		backpack			bedroom			weekday			something			sunshine
		snowman			backbone			playroom			birthday			doorknob
		Sunday			someday			doorbell			backyard			classroom

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 and use the 'Double Curve.'

- 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 - Delete the Rime

Skill: Delete the Rime (Cut Off the End).

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 cut off the end 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. Each student will get 3 turns. Just as in the lessons, you will ask them to delete the onset phoneme in each word.

Warm-up model for the group. **T:** Say *sand*.
S: *sand*
T: Now say *sand* without *and*.
S: *s*

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		late			weight			bait			mate			rate
		near			fear			leer			tier			meer
		tame			lame			fame			same			came

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 and use the hand motions again.

- 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 - Syllable Deletion - Two-Syllable Word

Skill: Delete One Syllable in a Two-Syllable (Non-Compound) Word.

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 delete syllables 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. Each student will get 3 turns. Remind the students that sometimes it will be the first syllable they will delete, sometimes the second. Just as in the lessons, you will ask them to delete the **bolded** syllable in each word.

Warm-up model for the group. **T:** Say **impact**.

S: *impact*

T: Now say *impact* without **pact**.

S: *im*

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		center			river			farmer			over			person
		friendly			napkin			section			sailing			driver
		cactus			table			captain			dolphin			ocean

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 and use the 'Double Curve.'

- 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 - Substitute One-Syllable Rime

Skill: Substitute Rime (Change the End).

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 change the end 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. Each student will get 3 turns. Remind students they will be making a new word when they change the beginning sound. Nonsense words are fine!

Warm-up model for the group. **T:** Say zap.

S: zap

T: Now change /ap/ to /oom/.

S: zoom

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		soon →/ap/			goon→/ob/			don't→/ad/			done→/id/			door→/ug/
		job→/ab/			cap→/ut/			save→/ing/			lop→/oan/			feet→/ear/
		goat→/ate/			give→/ood/			tub→/ent/			fur→/ine/			root→/ock/

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 - Substitute Single Onset Phoneme

Skill: Substitute Onset Phoneme.

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 change the beginning sound 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. Each student will get 3 turns. Remind students they will be making a new word when they change the beginning sound. Nonsense words are fine!

Warm-up model for the group. **T:** Say *fall*.

S: *fall*

T: Now change /f/ to /m/.

S: *mall*

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		soon /s/→/m/			goon /g/→/l/			don't /d/→/g/			done /d/→/w/			door /d/→/m/
		job /j/→/l/			cap /k/→/m/			save /s/→/k/			lop /l/→/m/			feet /f/→/p/
		goat /g/→/v/			give /g/→/l/			tub /t/→/b/			fur /f/→/h/			root /r/→/b/

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 the 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.

Kindergarten

Cumulative Assessment

Tennessee PA & APA Component
Kindergarten Assessment of Phonological Awareness

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.

Tracking student progress: If the student was automatic with a skill, highlight the level 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 the final assessment on to each students’ first grade teacher.

Basic Phonemic Awareness			“One thousand one, one thousand two”	No Time Limit
#	Prompt:	Correct Answer	Automatic	Untimed
Rhyme Recognition				
1	“Do they rhyme this time? knee - bee”	<i>yes</i>		
2	“Do they rhyme this time? kit – cat”	<i>no</i>		
3	“Do they rhyme this time? cake – lake”	<i>yes</i>		
Rhyme Judgement				
4	“Which word rhymes with kick? (ball - sick)”	<i>sick</i>		
5	“Which word rhymes with mast? (fast - cat)”	<i>fast</i>		
6	“Which word rhymes with hairy? (dog - fairy)”	<i>fairy</i>		
Rhyme Production (Note: Rhyming nonsense words are correct!)				
7	“What rhymes with mad?”	<i>Varied -/ad/</i>		
8	“What rhymes with float?”	<i>Varied- /ote/-/oat/</i>		
9	“What rhymes with Tim?”	<i>Varied /im/</i>		
Syllable Deletion - first syllable of compound word				
10	“Say cardboard. Now say cardboard without /card/.”	<i>-board</i>		
11	“Say sandbox. Now say sandbox without /sand/.”	<i>-box</i>		
Syllable Deletion - second syllable				
12	“Say grandson. Now say grandson without /son/.”	<i>grand-</i>		

Pre-Kindergarten and Kindergarten Evaluation #1-17

Kindergarten Only #18-29	13	“Say childhood. Now say childhood without -hood/.”	<i>child-</i>		
	Syllable Deletion - three syllable word, final syllable				
	14	“Say undergrowth. Now say undergrowth without- growth.”	<i>under-</i>		
	15	“Say paperback. Now say paperback without -back.”	<i>paper-</i>		
	Syllable Deletion - three syllable word, first syllable				
	16	“Say woodcutter. Now say woodcutter without /wood/.”	<i>-cutter</i>		
	17	“Say fantastic. Now say fantastic without /fan/.”	<i>-tastic</i>		
	Delete phoneme onset				
	18	“Say pad. Now say pad without /p/.”	<i>-ad</i>		
	19	“Say ton. Now say ton without /t/.”	<i>-/un/</i>		
	20	“Say sand. Now say sand without /s/.”	<i>-/and/</i>		
	Delete rime unit				
	21	“Say mom. Now say mom without /om/.”	<i>-/m/</i>		
	22	“Say saint. Now say saint without /aint/.”	<i>-/s/</i>		
	23	“Say bike. Now say bike without /ike/.”	<i>-/b/</i>		
	Substitute single phoneme onset				
	24	“Say bow. Now instead of /b/ say /k/.”	<i>cow</i>		
25	“Say tug. Now instead of /t/ say /p/.”	<i>pug</i>			
26	“Say fate. Now instead of /f/ say /m/.”	<i>mate</i>			
Substitute rime unit					
27	“Say done. Now instead of /un/ say /id/.”	<i>did</i>			
28	“Say pen. Now instead of /en/ say /ot/.”	<i>pot</i>			
29	“Say splash. Now instead of /ash/ say /it/.”	<i>split</i>			
Basic Phonemic Awareness: ____ (maximum 58 pts)					

Notes on scoring and interpretation:

No mastery (automatic response) is demanded in PreK (items #1-17). Use of this instrument for PreK 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.

This curriculum has many practice opportunities and repeated exposures throughout the sequence. Students new to phonemic awareness, or slightly behind their peers, will likely gain proficiency through the natural lesson progression, and the high number of practice opportunities.