

Hart Phonological/Phonemic Awareness Assessment

Assessor _____

Child First Name _____

Phonological Awareness Section

Please note that rhyming and oral recognition of words within a sentence are part of the larger Phonological Awareness as they focus on a larger unit of sound beyond the phoneme.

A. Rhyme Recognition

The first game that we are going to play is with our ears and thumbs. I want you to listen to the two words I say. If you think these two words rhyme, I want you to give me a thumbs up (*demonstrate*). If these two words do not rhyme (*shake your head and show a thumbs down*), I want you to give me a thumbs down. Let's practice. If the two words rhyme, what do you do? (*Together with child show a thumbs up.*) If the words do not rhyme, what do we do? (*Together with child give a thumbs down.*)

Let's play!

hen - pen	yes	
horse – table	no	
fill - till	yes	
rub - scrub	yes	
dog – cat	no	

B. Rhyme Production

Let's play a little game with words. I am going to say a word. Tell me either a real word or a made-up word that rhymes with the word I say. If that makes sense to you, wink and blink at me. Oh my goodness, wink and blink rhyme!

Let's begin!

cat	
top	
fill	
may	
seat	

C. Word Recognition in Sentences

(Use colored chips or Unifix cubes.)

We are going to use these chips to play this little game. *(Put six chips out in a line in front of the child.)* You will get to move the chips whenever you hear each word in the sentence. Let me show you what I mean. *(Read the following sentence.)*

I like books.

(As you read, deliberately move three chips up as you read each word.) Say, Oh, look at that! I didn't need to use all of the chips because I only had this many words. *(Tap each of the three chips. Please note that you are avoiding using numeric words.)*

Now it's your turn!

She can run.	3 chips	
That dog likes treats.	4 chips	
I ran down the hill.	5 chips	
He has a yellow truck.	5 chips	
What a funny puppy!	4 chips	

Phonemic Awareness Section

D. Isolating Initial Phonemes

This time you are going to use your good listening ears to find the first sound in a word. Wiggle your ears and get ready to listen. *(Pull on your ears and encourage child to do same. Laugh*

together.) Okay – let’s try one! If I say mat, what sound do you hear first? (*Repeat mat. If the child says /m/ continue. If the child appears puzzled, use a counter and push it up as you say /m/ in mat. If necessary, let the child push one counter as he or she repeats the word, but be sure the child has said the appropriate initial sound.*)

hot	/h/	
dig	/d/	
fall	/f/	
pile	/p/	
wish	/w/	

E. Isolating Final Phonemes

Now you are going to use your listening ears to find the **last** sound in a word. Watch me. Ten. What sound do you hear last? (*Repeat ten. If the child says /n/ continue. If the child appears puzzled, use a counter and push it up as you say /n/ in ten. If the child appears confused, say ten slowly. When you get to the final phoneme, make a “show” of pushing the counter up as you say /n/. Reinforce the vocabulary that this is the last sound that is said. The child may push one counter as he or she repeats the word, but be sure the child has said the appropriate final sound.*) Now let’s play the last sound game!

mad	/d/	
mug	/g/	
fall	/l/	
game	/m/	
break	/k/	

F. Phoneme Blending

You get to guess my word next! Fun! I am going to say some sounds. You think about the words those sounds make. Let's try it! (Say /r/ /u/ /g/. The child should say the word, rug. If this is difficult, push the counters up as you repeat each sound.)

Now – guess my word!

NOTE: Do not hyperarticulate the sounds.

/s/ /e/	see	
/c/ /a/ /p/	cap	
/m/ /i/ /n/	mine	
/ch/ /o/ /p/	chop	
/f/ /i/ /sh/	fish	

G. Phoneme Segmentation

This time I am going to say a word. You get to be the teacher and tell me all of the sounds in the word. Listen carefully. If I say pot, what are the sounds you hear? (Use the chips to push them up if necessary. The child should respond /p/ /o/ /t/. If the individual sounds are not repeated, say the word again and push up a chip as you say each phoneme. Then ask the child to repeat it.)

Let's play! I'll say the words, and you get to tell me the sounds.

nap	/n/ /a/ /p/	
sun	/s/ /u/ /n/	
me	/m/ /e/	
rock	/r/ /o/ /k/	
ship	/sh/ /i/ /p/	

H. Phoneme Deletion

Let's try to make some new words just by taking away some beginning sounds. Listen carefully. If I say fan and take away the /f/, what word do I have? Listen carefully (*Repeat it and use the counters to show the sounds if necessary. The child should respond, an.*) Let's play with some more words.

hit	it	
cup	up	
mat	at	
thin	in	
late	ate	

I. Phoneme Substitution

In our last sound game, we are going to make brand new words just by changing some sounds. You will solve my sound riddles! Let's see if you can listen so closely and figure out the word for my first sound riddle. If I say got and change the /g/ to /l/, what word do I have? (Note these scaffolded directions: *Repeat slowly. If necessary, tell the child the desired response, lot. Give another example with scaffolded directions as needed: If I say hat and take away the /h/, I have at. Then, I can add the sound /s/. What word do I have? (sat). Two more examples include: tub, take away the /t/ and put on /k/, what word do I have? (cub); bill, take away the /b/ and put on /f/, what word do I have (fill)? If the child still does not seem to understand, try to give the first two "riddles" below. Should the child respond correctly, continue with the remaining three substitution "riddles." If the first two are incorrect, stop giving this part of the assessment.*

fog – Take away /f/ and add /d/	dog	
ten– Take away /t/ and add /m/	men	
sand– Take away /s/ and add /l/	land	
wing– Take away /w/ and add /s/	sing	
bay– Take away /b/ and add /h/	hay	