

PHONOLOGICAL AWARENESS SURVEY

General Instructions

Three Parts

1. Instructions and Examiner Recording Form – contains a suggested script for the examiner to use and room for the examiner to record the student's responses.
2. Student Copy – materials for the student to look at
3. Scoring Form – form for recoding student scores and identifying weaknesses.

Purpose

Many struggling readers lack phonological awareness skills. This survey provides information about the student's facility with syllables, onset-rime, and phonemes. It also provides information about the student's knowledge of the most common letter-sound correspondences.

Phonemic awareness is the highest level of phonological awareness. Many reading programs begin teaching sounds at the phoneme level. Students who have difficulty with phonemes may have to begin instruction about sounds in words at the syllable level. This survey will identify the student's strengths and weaknesses at each level of phonological awareness.

Appropriate Ages

The survey is appropriate for struggling readers of any age from kindergarten through adulthood. Eighty to ninety percent of struggling readers of all ages have weaknesses in phonemic awareness. This survey will discover any phonological awareness weaknesses in students of any age and pinpoint the weakness so that instruction can begin at the appropriate level.

General Instructions

1. Use the Instructions and Examiner Recording Form to administer the Survey.
 - This is an informal assessment, so the examiner may use whatever words he or she wants when giving the assessment. The specific words provided serve as a starting point.
 - Instructions will most likely need to be modified to be more sophisticated for students older than second grade.
 - Because this is an informal assessment designed to identify specifically where to begin instruction, the examiner may stop at any time. Suggestions for stopping are provided on the form.
 - Record the student's responses on this form, and circle the number correct for each section. You may choose to record the student's responses directly on the Scoring Form so that you don't have to transfer the answers. Often, more experienced examiners who don't need to read the script when they administer the survey record scores directly on the Scoring Form.
 - This form is consumable and a new form will be need to be used for each student.
2. Place the Student Copy in front of the student.
 - The Instructions and Examiner Recording Form state which page to show the student for each section.
 - These pages can be printed on card stock or laminated for repeated use.
3. The Scoring Form gives a snapshot of the student's performance.
 - Follow the directions on the Scoring Form.
 - Color-code each score to have a tool for communicating specific strengths and instructional needs with parents, teachers and students.
 - Students most likely need instruction in areas with low scores. They may need instruction in areas with emerging scores. They probably do not need instruction in areas with established scores.

TWO SYLLABLE WORDS (PAGE 1 of Student Copy)

Continue without giving new instructions.

<p>Say: ta (pause 2 seconds) ble (Touch each box while saying the word parts.) What is the whole word? (table)</p> <p>Say: sum (pause 2 seconds) er (Touch each box while saying the word parts.) (Say the /m/ sound only once.) What is the whole word? (summer)</p>	<p>Note student's responses below if they are not accurate. Circle the number correct.</p> <p style="text-align: center;">ta ble sum mer</p>
<p>Number Correct: 0 1 2</p>	

ONSET AND RIME (PAGE 1 of Student Copy)

Continue without giving new instructions.

Note: It is not unusual for students of any age to have difficulty with this task.

<p>Say: v (pause 2 seconds) an (Touch each box while saying the word parts.) What is the word? (van)</p> <p>Say: p (pause 2 seconds) art (Touch each box while saying the word parts.) What is the word? (part)</p>	<p>Note student's responses below if they are not accurate. Circle the number correct.</p> <p style="text-align: center;">v an p art</p> <p>If this is too difficult for the student, go to Matching Beginning Sounds on the next page of these instructions.</p>
<p>Number Correct: 0 1 2</p>	

PHONEME BLENDING (PAGE 1 of Student Copy)

<p>Now I will say three sounds. You'll put the sounds together and tell me what the word is. Let's do one together. (pause 1 second between sounds)</p> <p>The sounds are: /m/ /ă/ /t/</p>	<p>Use a finger to touch each box at the bottom of page 1 of the Student Copy as you say each sound.</p>
<p>What is the word? (mat)</p>	
<p>Say the following only if the student gives an incorrect answer: (pause 1 second between sounds) "The sounds are /m/ /ă/ /t/ and the word is mat. You touch the boxes and say /m/ /ă/ /t/, mat."</p>	<p>Touch each box with a finger as you say each sound, then put your flat hand over the middle of the three boxes while saying "mat." The student repeats exactly what you do and say. If this is too difficult for the student, go to Phoneme Segmentation on the next page of these instructions.</p>
<p>Assessment: You tell me what the word is. (pause 1 second between sounds) Say: sh i p What is the whole word? (ship) Say: c oa t What is the whole word? (coat) Say: d u ck What is the whole word? (duck)</p>	<p>Note incorrect responses below:</p> <p style="text-align: center;">/sh/ /i/ /p/ /c/ /ō/ /t/ /d/ /u/ /k/</p>
<p>Number Correct: 0 1 2 3</p>	

PHONEME SEGMENTATION (PAGE 1 of Student Copy)

<p><i>Now I am going to give you word, and you tell me the sounds. Let's do one together. The word is "seat" The sounds in seat are /s/ /ē/ /t/ (pause 1 second between sounds).</i></p>	<p>Touch each box at the bottom of the page as you say each sound.</p>
<p><i>Now you tell me the sounds in seat.</i></p>	<p>If the student can't do this, go to Matching Beginning Sounds below.</p>
<p><u>Assessment:</u> <i>Now you will do some by yourself.</i></p> <p>Say: fit <i>What are the sounds?</i></p> <p>Say: take <i>What are the sounds?</i></p>	<p>Note incorrect responses below. (One point per sound.)</p> <p style="text-align: center;">/f/ /ī/ /t/</p> <p style="text-align: center;">/t/ /ā/ /k/</p>
<p>Number Correct: 0 1 2 3 4 5 6</p>	

MATCHING BEGINNING SOUNDS (PAGE 2 of Student Copy)

<p><i>Put your finger on the picture of the moon. Say moon with me. Look at the pictures next to the moon. There is a pig, a ball, and a mouse.</i></p>	<p>Point to each picture as you say its name.</p>
<p><i>/m/ is the first sound in moon. Say /m/. Point to the picture here that has the same first sound as moon.</i></p>	
<p>If the student points to the correct picture (mouse), say...</p> <p><i>Yes, mouse has the same first sound as moon.</i></p>	
<p>If the student does not point to the correct picture (mouse), say...</p> <p><i>Mouse starts with the sound /m/, just like mmmmoon starts with the sound /m/.</i></p> <p><i>Say mmmmoon.</i> (Student repeats.)</p> <p><i>Say mmmmouse.</i> (Student repeats.)</p>	<p>If the student can't do this, go to Letter-Sound Correspondences at the bottom of the next page.</p>
<p><u>Assessment:</u> (The names of the pictures are to the right.)</p> <p><i>You do the next three by yourself.</i></p> <p><i>Find the picture of</i> (name the picture).</p> <p><i>Say</i> (name the picture).</p> <p><i>The other pictures are</i> (name the pictures as you point to them).</p> <p><i>Point to the picture that begins with the same sound as</i> (name the first picture).</p>	<p>Continue with the rest of the pictures. Circle any incorrect words below. Record the score below.</p> <p>Row 1: socks – fish <u>sun</u> turtle</p> <p>Row 2: hat – pie monkey <u>horse</u></p> <p>Row 3: car – ball five <u>cat</u></p>
<p>Number Correct: 0 1 2 3</p>	

ENDING SOUNDS (PAGE 3 of Student Copy)

<p><i>Put your finger on the picture of the frog. Say frog with me. Look at the pictures next to the frog . There is a cat, a pig, and a sun.</i></p>	<p>Point to each picture as you say its name.</p>
<p><i>/g/ is the last sound in frog. Say /g/. Point to the picture here (point to the three pictures) that has the same last sound as frog.</i></p>	
<p>If the student points to the correct picture (pig), say, <i>Yes, pig ends with the sound /g/, just like frog ends with the sound /g/.</i></p>	
<p>If the student does not point to the correct picture (pig), say <i>Pig ends with the sound /g/, just like frog ends with the sound /g/.</i> <i>Say pig /g/.</i> (Student repeats.) <i>Say frog /g/.</i> (Student repeats.)</p>	<p>Emphasize the sound /g/ as you say “frog” and “pig”. Encourage the student to emphasize the sound /g/ in “frog” and “pig”.</p>
<p><u>Assessment:</u> <i>You do the next three by yourself.</i> <i>Touch the picture of</i> (name the picture). <i>Say</i> (name the picture). <i>The other pictures are</i> (name the pictures as you point to them). <i>Point to the picture that ends with the same sound as</i> (name the first picture .</p>	<p>Continue with the rest of the pictures. Circle any incorrect answers below.</p> <p>Row 1: bat – <u>heart</u> van sled</p> <p>Row 2: horse – fan fish <u>bus</u></p> <p>Row 3: key – bow apple <u>baby</u></p>
	<p>Number Correct: 0 1 2 3</p>

LETTER-SOUND CORRESPONDENCE (PAGE 4 of Student Copy)

<p><i>This time you are going to point to each letter and say the sound it represents.</i> (Examiner points to the first letter.) <i>The first letter has the sound /ã/. You point to the letter and say /ã/.</i> Continue for the vowels and consonants listed.</p>
<p>If the student names the long vowel sound, ask if s/he knows another sound for that vowel until (1) s/he says the short vowel sound or (2) it is clear the short vowel sound isn't known. The student only scores correctly on short vowel sounds. Circle sounds the student names correctly. Put a slash or an x through any sounds made incorrectly and note the sound the student made.</p>

a (practice)	E	i	o	u
c	B	g	n	j
l	M	r	s	v
w	F	y	z	p
k	x	d	h	t

Number correct:

Scoring Form

Phonological Awareness Survey

Use this form to identify and communicate the student's skill levels.

Student's Name _____ Date _____

Grade _____ Age _____ Survey Administrator _____

Directions

1. Record the student's score for each section of the survey.
2. Highlight low scores in one color, emerging scores in a 2nd color; advanced scores in a 3rd color. We suggest blue for low scores, yellow for emerging scores, and green for advanced scores.
3. Record any general comments in the "comments" sections.
4. Write recommendations on the back of this page or on a separate page and staple to this form.

PHONOLOGICAL AWARENESS

Page	Skill Assessed	# Correct	# Possible	Skill Level			Comments
				Low	Emerging	Advanced	

Blending & Segmenting							
1-oral	Blending compound words	/ 2	0	1	2		
1-oral	Blending 2 syllable words	/ 2	0	1	2		
1-oral	Blending onset & rime	/ 2	0	1	2		
1-oral	Blending phonemes	/ 3	0-1	2	3		
1-oral	Segmenting phonemes	/ 6	0-2	3-4	5-6		

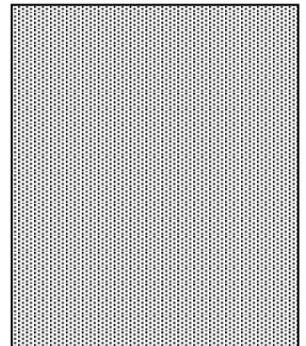
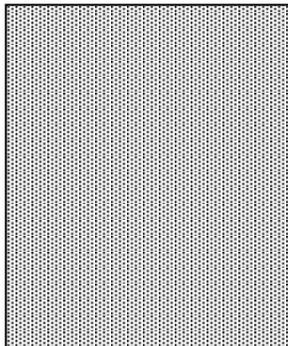
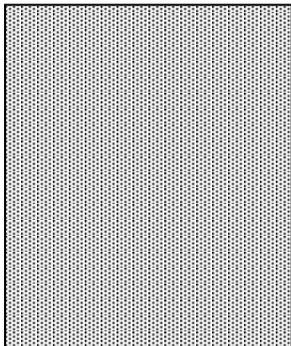
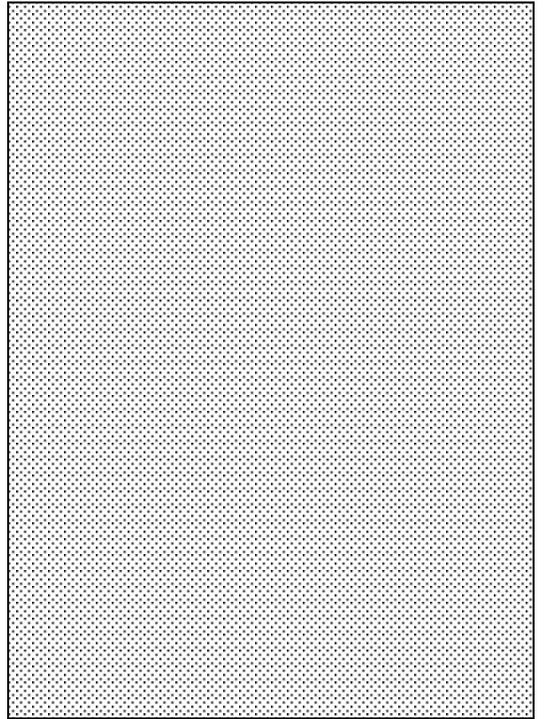
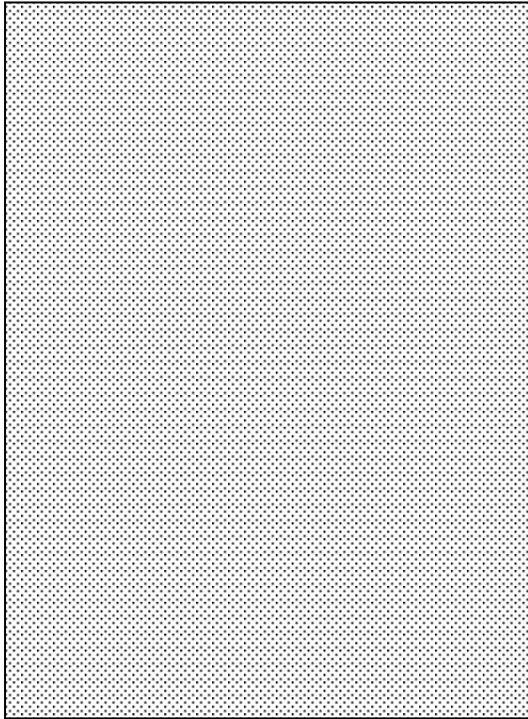
Matching Sounds							
2	Matching initial sounds	/ 3	0-1	2	3		
3	Matching final sounds	/ 3	0-1	2	3		

Matching Sounds & Letters							
4	Matching Sounds & Letters	/ 24	0-14	15-22	23-24		

PHONOLOGICAL AWARENESS SKILLS

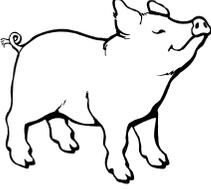
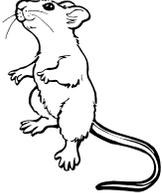
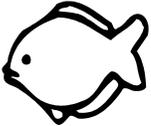
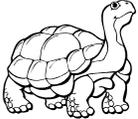
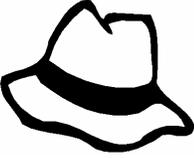
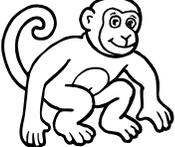
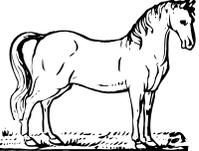
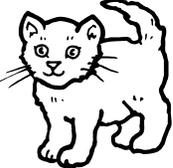
Student Copy Page 1

Student's name: _____ Date: _____



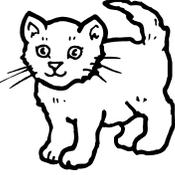
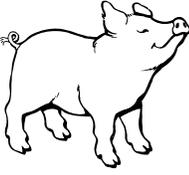
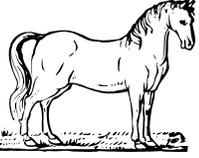
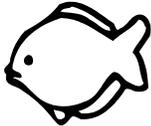
Matching Sounds- Beginning Sounds

Find the picture that begins with the same sound as the first picture.

		 ○	 ○	 ○
<p>1.</p> 		 ○	 ○	 ○
<p>2.</p> 		 ○	 ○	 ○
<p>3.</p> 		 ○	 ○	 ○

Matching Sounds - Ending Sounds

Find the picture that ends with the same sound as the first picture.

		 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
<p>1.</p> 		 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
<p>2.</p> 		 <input type="radio"/>	 <input type="radio"/>	 <input type="radio"/>
<p>3.</p>  		 <input type="radio"/>	 <input type="radio"/>	<input type="radio"/>

Sounds and Letters
Letter-Sound Correspondence

Student Copy Page 4

Say the sound for each letter.

a	e	i	o	u
c	f	g	h	j
l	m	r	s	v
w	b	y	z	p
k	x	d	n	t