Formative Assessments for Phonological Awareness

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| **Domain**  (per Adams et al.) | **Objective** | **Subskills** | **Formative Assessment** |
| 1. **Listening** | Promote active, attentive, and analytical listening. | 1. Develop the listening ability to correctly follow simple, sequential instructions 2. To accurately recognize and respond to sounds | 1. Ask the student to perform a 3-step sequence. An *example* would be:   “Pick up the book, take 3 steps forward, then hold the book over your head.”   1. Identifying sounds: This closely follows what children are asked to do in Exercise 3B.   Teacher: “Close your eyes and do not peek. I am going to make 3 sounds. After hearing the 3 sounds, tell me what they are in the order that you heard them.” |
| 1. **Rhyming** | Develop the child’s attention to the sounds of language. | The child can orally produce a word that rhymes with a target word. | This assessment follows the protocol provided in Exercise 4E. Say the following to the child:  “I’m going to say a word. Your job is to say a rhyming word. If I say *cat* you could say *hat, mat, pat, tat, nat*, etc. Do you understand?   1. Pig (any real or pseudo word that rhymes) 2. Bee 3. Bug 4. Bear 5. Fly |
| 1. **Words & Sentences** | Create awareness of sentences and the words that form them. | 1. Sentences are how we express our thoughts 2. Sentences are strings of individually pronounced words 3. The meaning of the sentence depends on the words and the order in which they are written | This formative assessment is modeled on exercise 5C.  Materials: 7 wooden blocks  Example: With the blocks lined up in front of you say “I’m going to use the blocks to represent the individual words in a sentence. For example, for the sentence ‘I have a pretty dog’ I will line up 5 blocks to represent each of the words. When I’m done lining up the blocks I’m going to say the sentence and touch each block as I say its’ word.” Now perform the task for the child. For the test, say each sentence below one at a time (repeat the sentence only once as this is a listening test).  Test sentences:  Sentence 1: It is sunny today. (4 blocks)  Sentence 2: I know that ants like sugar. (6 blocks)  Sentence 3: Crayons come in a lot of colors. (7 blocks) |
| 1. **Syllables** | Recognize the parts of words called syllables. | Syllables are a minimum unit of sequential speech sounds composed of a vowel sound or a vowel-consonant combination. A syllable always contains a vowel or vowel-like speech sound. Syllables correspond to the sound pulses of the voice and the opening and closing of the jaw.  Subskills:   1. Recognize the syllables within a word. 2. Given a word broken into syllables the child can connect them into a word. | Identifying syllables:  Tell the student “I’m going to say a word and using your pointer finger I want you to tap out its syllables.” For example, if the word is together I would make 3 taps for /to-ge-ther/.  Part 1 Words:   1. Lion (2 taps) 2. Butterfly (3 taps) 3. Spaghetti (3 taps) 4. Television (4 taps) 5. Hippopotamus (5 taps)   Part II: Now you will pronounce a word by its syllables and the student will tell you the correct word.  Syllables:   1. “bu-sy” (busy) 2. “pa-per” (paper) 3. “vi-de-o (video) 4. “tel-e-phone” (telephone) 5. “ca-fe-ter-i-a” (cafeteria) |
| 1. **Initial & Final Sounds** | Develop initial awareness of phonemes in simple words. | 1. Recognize the phonemes in a 2-phoneme word. 2. Recognize the phonemes in a CVC word. | Tell the child: “I am going to say a word and I’d like you to tell me the first sound in the word.”  Words:   1. By (/b/) 2. Is (/i/) 3. Me (/m/) 4. As (/a/) 5. It (/i/)   Tell me the last sound in these words:  Words:   1. At (/t/) 2. Is (/s/) 3. Go (/o/) 4. Do (/o/) 5. Be (/e/)   Tell me all the sounds in these words:   1. Pat (p-a-t) 2. Let (l-e-t) 3. Sun (s-u-n) 4. Day (d-a) 5. Pet (p-e-t) |
| 1. **Phonemes** | Analyze and synthesize phonemes in syllables. | 1. Break syllables into their constituent phonemes (analyze). 2. Correctly identify a word when presented with its constituent phonemes (synthesizing). | Materials: Pictures of a bee, pie, mice, seat, witch;  3 wooden blocks  Say to child: “I want you to tell me how many sounds are in each word. Push forward one block for each sound.”  Words:   1. Bee (2 blocks) 2. Pie (2 blocks) 3. Mice (3 blocks) 4. Witch (3 blocks) 5. Seat (3 blocks)   Say to the child:  “I’m going to the say the sounds in a word and you tell me the word.” Give an example such as /b-e/ be  Words:   1. w-ā (way) 2. n-ē (knee) 3. r-ō-s (rose) 4. b-ē-n (bean) 5. m-ī-s (mice) |
| 1. **Letters & Spellings** | Convey how the alphabet works. | 1. Identify words with similar beginning and ending phonemes. 2. Delete a phoneme and replace it with another. | 1. Identifying beginning and ending phonemes.   Materials: A set of 9 pictures showing the following objects: duck, dig, bat (as in baseball), ball, milk, man, pan, moon, and sit.  Place the pictures in front of the child. Say the following:   1. Which 2 words begin with the /b/ sound? (ball, bat) 2. Which 2 words end with the /m/ sound? (milk, man) 3. Which 2 words begin with the /d/ sound? (duck, dig) 4. Which 2 words end with the /t/ sound? (bat, sat) 5. Which 2 words end with the /n/ sound? (pan, moon) 6. Phoneme deletion and replacement   Materials: The same set of 9 pictures.   1. In the word /bat/, what word is it when I take away the /b/ sound and replace it with /m/? (bat to mat) 2. In the word /sit/, what word is it when I take away the /t/ sound and replace it with /p/? (sit to sip) 3. In the word /ball/, what word is it when I take away the /a/ sound and replace it with the /e/ sound? (ball to bell) 4. In the word /luck/, what word is it when I take away the /l/ sound and replace it with the /t/ sound? (luck to tuck) 5. In the word /moon/, what word is it when I take away the /m/ sound and replace it with the /s/ sound? (moon to soon). |