

Syllable Rhyming Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can hear ending syllable rhymes. The words are not printed on the **Syllable Rhyming Assessment** because this is a sounds recognition phonemic awareness test.











Directions/Grading/Recording

Pass out the **Syllable Rhyming Assessment** to students. Say—“This is a short test to see if you hear which words rhyme and which words do not. Let’s practice together. If the words rhyme, show me a “thumbs up;” if the words do not rhyme, show me a “thumbs down.” The words are *match* and *catch*. Say the words. [Wait for student response.] Thumbs up or thumbs down? Shhh. Don’t say it. Show it. [Wait for student response.] The correct answer is “thumbs up,” because the two words rhyme. Let’s try another pair. The words are *late* and *page*. Say the words. [Wait for student response.] Thumbs up or thumbs down? [Wait for student response.] The correct answer is “thumbs down,” because the two words do not rhyme.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] The words are *fort* and *sport*. Repeat. [Wait for student response.] Circle the “thumbs up” if the words rhyme or circle the “thumbs down” if the words do not rhyme. [Wait for students to circle their answers.] The “thumbs up” should be circled because *fort* and *sport* rhyme. Let’s start with Number One. Ready? The words are *sad* and *bad*. Say the words. Circle your answer.” Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

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|-----|-------|------|---|
| 1. | sad | bad |  |
| 2. | red | head |  |
| 3. | bit | lip |  |
| 4. | off | soft |  |
| 5. | tub | foot |  |
| 6. | may | day |  |
| 7. | eat | seat |  |
| 8. | smile | wide |  |
| 9. | broke | soak |  |
| 10. | cute | lose |  |