

TRS Phonemic Awareness Assessments

Teachers have rarely made effective use of reading diagnostic assessments. Traditional reading assessments have been administered one-on-one and take an inordinate amount of time and paper work to score and record. Additionally, the “head-in-the-sand” approach keeps teacher guilt to a minimum. When teachers are confronted with specific reading deficits in their students, conscientious teachers want to address those needs. Indeed, a little knowledge can be a dangerous thing. However, with the reading assessments and resources in *Teaching Reading Strategies*, teachers can now efficiently differentiate instruction for their remedial reading students with little or no additional prep time.

Once the assessments have been scored, the errors should be recorded on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** with a / for each component not meeting mastery criteria of 80% for each component. Once the reading deficit has been mastered, the teacher changes the / into an X. The matrix should be posted in the classroom, or readily accessible, to allow both teacher and students to monitor progress. Make your students and their parents (if applicable) true partners in monitoring progress. Setting learning goals will support student “buy-in” and help motivate a consistent work ethic. The data recorded on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** is as much for the student as for the teacher.

Following are the diagnostic reading assessments and their approximate administration times:

Assessment	Time in Minutes
Phonemic Awareness Assessments	
• Syllable Awareness.....	10
• Syllable Rhyming.....	10
• Phonemic Isolation.....	10
• Phonemic Blending.....	10
• Phonemic Segmenting.....	10
Alphabetic Awareness Assessments	
• Upper and Lower Case Letter Match.....	10
• Lower Case Sequencing.....	10

TRS Syllable Awareness Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can hear syllables as distinct speech patterns. The words are not printed on the **Syllable Awareness Assessment** because this is a sounds recognition phonemic awareness test. Students do not clap during the test to prevent them from copying other students.

Directions/Grading/Recording

Pass out the **Syllable Awareness Assessment** to students. Say—“This is a short test to see if you can count the number of word parts in each of the words I say out loud. A word part is also called a syllable. Let’s practice one together. The word is *table*. [Do not isolate the syllables.] Say the word. [Wait for student response.] How many syllables did you hear? [Wait for student response.] There are two syllables in *table*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] The word is *gasoline*. Say the word. [Wait for student response.] Shade in the number of syllables. [Wait for students to shade in their answers.] You should have shaded in the circle marked ③ because there are three syllables in *gasoline*. All of the words I will say have two, three, or four syllables. Let’s start with Number One. Ready? The word is *nation*. Say the word. Shade in the number of syllables.” 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

- | | | |
|-----|--------------|---|
| 1. | nation | ② |
| 2. | contribute | ③ |
| 3. | active | ② |
| 4. | relationship | ④ |
| 5. | reference | ③ |
| 6. | dribbling | ② |
| 7. | environment | ④ |
| 8. | upset | ② |
| 9. | indecisive | ④ |
| 10. | lottery | ③ |

Get corresponding worksheets and activities in *Teaching Reading Strategies* from Pennington Publishing at www.penningtonpublishing.com

Example ② ③ ④

1. ② ③ ④
2. ② ③ ④
3. ② ③ ④
4. ② ③ ④
5. ② ③ ④
6. ② ③ ④
7. ② ③ ④
8. ② ③ ④
9. ② ③ ④
10. ② ③ ④

TRS 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

- | | | | |
|-----|-------|------|---|
| 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 |  |

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Example



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



TRS Phonemic Isolation Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can hear isolated vowel sounds and identify placement within words. The words are not printed on the **Phonemic Isolation Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Recording/Mastery

Pass out the **Phonemic Isolation Assessment** to students. Say—“This is a short test to see if you can hear the same sound in a pair of words and tell if that sound is at the beginning, middle, or end of both words. Let’s practice together. The words are *map* and *cat*. Is the same sound at the beginning, middle, or end of the words? *map* and *cat* [Wait for student response.] The correct answer is “middle,” because the /ă/ sound is in the middle of the two words *map* and *cat*. Let’s try another pair. The words are *blow* and *throw*. Is the same sound at the beginning, middle, or end of the words? *blow* and *throw* [Wait for student response.] The correct answer is “end,” because the long /ō/ sound is at the end of the two words *blow* and *throw*.

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] Shade in the beginning circle, middle circle, or end circle to show where the same sound is located. The words are *eat* and *east*—Circle beginning, middle, or end—*eat* and *east*. [Wait for students to shade in their answers.] You should have shaded in the beginning circle because the /ē/ sound is at the beginning of the word. Let’s start with Number One. Ready? The words are *stay* and *weigh*. Circle beginning, middle, or end—*stay* and *weigh*.” 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

1.	stay	weigh	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	cube	mute	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	act	ask	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	grew	threw	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	odd	off	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	sit	kick	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.	sigh	try	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8.	egg	edge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	bread	stretch	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10.	doubt	loud	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



Example	B	M	E
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | B | M | E |
|------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TRS Phonemic Blending Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can recognize words from blended letter sounds. The words are not printed on the **Phonemic Blending Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Grading/Recording

Pass out the **Phonemic Blending Assessment** to students. Say—“This is a short test to see if you can hear words from the letter sounds that I say out loud. Let’s practice one together. The sounds are /t/ /r/ /ī/ /d/ [Do not add on the *uh* sound to the consonants/t/ /r/ /ī/ /d/. What is the word? [Wait for student response.] The word is *tried*, because /t/ /r/ /ī/ /d/ forms the word *tried*. Let’s practice another. This time, I will give you the sounds and two word choices. You tell me which word is formed from the sounds—the first or the second word I say. The sounds are /c/ /r/ /ī/ /d/. Is the word *light* or *cried*? [Wait for student response.] The second word is correct, because /c/ /r/ /ī/ /d/ forms the word *cried*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] Do not say the sounds or words out loud. Shade in the circle marked ①, if the sounds form the first word I say, or ②, if the sounds form the second word I say. The sounds are /b/ /l/ /ā/ /s/ /t/. Is it *blast* or *clap*? [Wait for students to shade in their answers.] You should have shaded in the bubble marked ① because /b/ /l/ /ā/ /s/ /t/ forms the word *blast*. Let’s start Number One. Ready? The sounds are /g/ /r/ /ā/ /t/. Is it *great* or *skate*? Shade in 1 or 2. 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

1. The sounds are /g/ /r/ /ā/ /t/. Is it *great* or *skate*? ①
2. The sounds are /p/ /l/ /ē/ /z/. Is it *street* or *please*? ②
3. The sounds are /n/ /ō/ /z/. Is it *most* or *nose*? ②
4. The sounds are /ū/ /z/ /d/. Is it *used* or *huge*? ①
5. The sounds are /b/ /r/ /ī/ /t/. Is it *bright* or *dried*? ①
6. The sounds are /f/ /r/ /ě/ /n/ /d/. Is it *sled* or *friend*? ②
7. The sounds are /wh/ /ī/ /ch/. Is it *which* or *thick*? ①
8. The sounds are /c/ /l/ /ā/ /s/. Is it *crash* or *class*? ②
9. The sounds are /t/ /r/ /ū/ /k/. Is it *luck* or *truck*? ②
10. The sounds are /s/ /t/ /ō/ /p/. Is it *stop* or *spot*? ①

Get corresponding worksheets and activities in *Teaching Reading Strategies* from Pennington Publishing at www.penningtonpublishing.com

Example ① ②

1. ① ②
2. ① ②
3. ① ②
4. ① ②
5. ① ②
6. ① ②
7. ① ②
8. ① ②
9. ① ②
10. ① ②

TRS Phonemic Segmenting Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can count the number of letter sounds in a given word. The words are not printed on the **Phonemic Segmenting Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Grading/Recording

Pass out the **Phonemic Segmenting Assessment** to students. Say—“This is a short test to see if you can count the number of letter sounds in each of the words I say out loud. Let’s practice one together. The word is *pan*. [Do not isolate the letter sounds.] Say the word. [Wait for student response.] How many letter sounds did you hear? [Wait for student response.] There are three letter sounds in *pan*.

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] The word is *child*. Say the word. [Wait for student response.] Shade in the number of letter sounds. [Wait for students to shade in their answers.] You should have shaded in the circle marked ④ because there are four letter sounds in *child*. All of the words I will say have two, three, or four letter sounds. Let’s start with Number One. Ready? The word is *lie*. Say the word. Shade in 2, 3, or 4.” 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

- | | | |
|-----|--------|---|
| 1. | lie | ② |
| 2. | bought | ③ |
| 3. | way | ② |
| 4. | stuck | ④ |
| 5. | cute | ③ |
| 6. | see | ② |
| 7. | belt | ④ |
| 8. | click | ④ |
| 9. | past | ④ |
| 10. | hole | ③ |

Example ② ③ ④

- 1. ② ③ ④
- 2. ② ③ ④
- 3. ② ③ ④
- 4. ② ③ ④
- 5. ② ③ ④
- 6. ② ③ ④
- 7. ② ③ ④
- 8. ② ③ ④
- 9. ② ③ ④
- 10. ② ③ ④

TRS Alphabetic Awareness Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine which alphabet letter name students can and cannot accurately read. It does so in two ways: The first section of the test requires students to sequence lower case letters. Students are able or unable to complete this task by connecting the sounds of the “Alphabet Song” to the symbols of the alphabet. The second section of this test requires students to match upper case letters to their lower case counterparts, including font variations.

Although, the test actually determines letter recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Directions/Grading/Recording

1. Arrange the desks or tables so that students will not be able to see each others’ cards. Shuffle each “deck” of lower case **Alphabet Study Cards**, and then pass out a deck to each student. Say–“Let’s see if you can put the letters of the alphabet into correct order on your desk (or table). You can hum the ‘Alphabet Song,’ but don’t say the letters out loud, because other students might hear.” Monitor student progress during this assessment, paying attention to how students arrange the cards. Students who choose to arrange the cards differently than the left-right sequence may not have print awareness skills. Pay special attention to these students as they take the additional whole class assessments as these rely on left-right item order.

Provide no more than five minutes for this whole class assessment. If individual students are not yet finished, they require additional instructional practice.

2. Shuffle each “deck” of upper case **Alphabet Study Cards**, and then pass out a deck to each student. Say–“Let’s see if you can match the upper case letters of the alphabet to their lower case letter partners on your desk (or table). Put these new upper case letters right below the lower case letters.” Demonstrate placement by holding up the lower case *a* above the upper case *A*.

Provide no more than five minutes for this whole class assessment. If individual students are not yet finished, they require additional instructional practice.

For students with one or more errors, record letter sequence and letter matching errors according to how students will be remediated. Using the “New Alphabet Song” (page 129) line divisions, record which line divisions have letter sequence and letter matching errors with a slash (/) in each box. Once the assessment results have been scored on the following matrix, teachers can record the number of unmastered line divisions for each student as a diagnostic baseline on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix**.

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