

Phonemic Segmenting Assessment

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 Segmentation Assessment** to students. The teacher may play the audio file: [Phonemic Segmenting Assessment](#) or administer the assessment using this script: 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 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 and Phonics 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 |

Phonemic Segmenting Assessment

Name _____

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 |