Educational Solutions for Children, Inc.

BUILDING STRONG READERS FROM BIRTH TO AGE FIVE!

PHONOLOGICAL AWARENESS

LITERACY TOOLKIT

ASSESSMENT



Created through funding provided by the Comprehensive Literacy Grant Initiative.

Supporting early literacy success for every child, every family, every community.

WELCOME, TEACHERS!

Thank you for using the Phonological Awareness Assessment Toolkit!

Educational Solutions for Children, Inc.



1 WHY ASSESS PHONOLOGICAL AWARENESS?

Phonological awareness is the ability to hear and manipulate the sounds in spoken words. These skills lay the foundation for reading, spelling, and literacy success.

Assessing phonological awareness helps you identify what children can do, what they are ready to learn next, and how to provide the right support for each child.

BENEFITS INCLUDE:

- Identify each child's strengths and areas for growth
- Support early reading and writing success
- Plan targeted, intentional instruction
- Build school readiness and confidence
- Monitor progress over time
- Communicate learning with families

2 ASSESSMENT OVERVIEW



RESEARCH-BASED & DEVELOPMENTALLY APPROPRIATE
These assessments are based on research in early literacy development and are appropriate for children from Birth–5.



QUICK, OBSERVATIONAL, & EASY TO USE
Each task takes just a few minutes to administer. Observations are simple to record and score.



INSTRUCTIONAL & PURPOSEFUL
Assessment results help you plan instruction, differentiate support, and celebrate growth.



BUILDS A STRONG FOUNDATION
When children develop strong phonological awareness skills, they are more confident, more engaged, and better prepared for reading success.

3 HOW TO USE THIS TOOLKIT



1 REVIEW
Read each assessment page and familiarize yourself with the skill and directions.



2 PREPARE
Gather the suggested materials and create a quiet, comfortable space.



3 ADMINISTER
Present the task in a friendly, engaging way. Follow the instructions.



4 RECORD
Use the scoring guide to record responses and observations accurately.



5 ANALYZE
Look for patterns across skills and identify next steps.



6 PLAN & SUPPORT
Use results to plan instruction, provide support, and monitor growth over time.

PERFECT FOR

- Classrooms
- Small Groups
- Intervention
- Take-Home Practice
- Literacy Centers
- Family Engagement

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STANDARDS ALIGNMENT

Educational Solutions for Children, Inc.

This toolkit aligns with key early learning and literacy standards that support print awareness and early literacy development.

BIRTH–3
(INFANTS & TODDLERS)

Early experiences with songs, rhymes, and books build the foundation for lifelong reading.

KEY STANDARDS ADDRESSED

- Engages in back-and-forth interactions using sounds, words, and gestures.
- Responds to and enjoys finger plays, songs, and rhymes.
- Explores books and shows interest in pictures, print, and story.
- Demonstrates early understanding that print carries meaning.
- Develops attention and memory through repeated experiences.

PRESCHOOL
(3–5 YEARS)

Preschoolers strengthen print awareness and oral language through meaningful literacy experiences.

KEY STANDARDS ADDRESSED

- Identifies that print carries meaning and has a purpose.
- Recognizes some letters, words, and signs in the environment.
- Understands that we read from left to right and top to bottom.
- Participates in shared reading and retelling of familiar rhymes.
- Uses vocabulary and oral language to express ideas and make connections.

PRE–K
(4–5 YEARS)

Pre-K children use their knowledge of print to connect language with meaning and purpose.

KEY STANDARDS ADDRESSED

- Demonstrates understanding of basic concepts of print.
- Identifies letters and their associated sounds.
- Recognizes and produces rhyming words.
- Reads and understands high-frequency words.
- Retells stories and rhymes in sequence using key details.

KINDERGARTEN
(5–6 YEARS)

Kindergarteners apply print awareness skills to support reading comprehension and emergent writing.

KEY STANDARDS ADDRESSED

- Demonstrates a deep understanding of concepts of print.
- Reads emergent-reader texts with purpose and understanding.
- Uses phonological awareness skills to decode and encode words.
- Writes letters, words, and sentences to express ideas.
- Comprehends and retells nursery rhymes and connected text.

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BEGINNING SOUND ASSESSMENT

Educational Solutions for Children, Inc.

Assessment Objective:

Students demonstrate understanding of beginning sounds by identifying the correct sound in words.

Student Name: _____ **Date:** _____

ADMINISTRATION GUIDE AT A GLANCE

MATERIALS NEEDED

- Beginning Sound Awareness Picture Cards (located in back pocket of Child Packet)
- Pencil
- Recording form

ADMINISTRATION TIME

5–10 minutes

ADMINISTRATION FORMAT

One-on-one

TEACHER DIRECTIONS

1. Sit beside the student and open the packet.
2. Explain that you are going to say a sound and they will show you the picture that starts with that sound.
3. Say each sound on the Recording Form and point to the pictures in the same order.
4. Allow up to 5 seconds for the student to respond.
5. If needed, say the sound one more time only.
6. Record a plus (+) if the student answers correctly. Record a minus (–) if the student answers incorrectly.



ASSESSMENT PROTOCOL

ITEM	TEACHER PROMPT (Say each sound)	STUDENT RESPONSE (+ Correct – Incorrect)
1	Which picture starts with the sound /m/?	+ / –
2	Which picture starts with the sound /p/?	+ / –
3	Which picture starts with the sound /s/?	+ / –
4	Which picture starts with the sound /b/?	+ / –
5	Which picture starts with the sound /m/?	+ / –
6	Which picture starts with the sound /p/?	+ / –
7	Which picture starts with the sound /s/?	+ / –
8	Which picture starts with the sound /b/?	+ / –
10	Which picture starts with the sound /p/?	+ / –

TEACHER OBSERVATION NOTES

Use this space to record additional observations about the student's beginning sound identification skills.

_____

_____

_____

INSTRUCTIONAL NEXT STEPS

If the student needs support, consider the following instruction:

- Model the beginning sound by exaggerating it (e.g., "mmmmoon").
- Provide more oral practice with familiar objects.
- Use songs, chants, and games that focus on beginning sounds.
- Offer additional examples with visual and verbal support.
- Practice in small groups and during center activities.

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Student Packet

PreK-Kindergarten

Beginning Sound Awareness

BEGINNING SOUND ASSESSMENT

Educational Solutions for Children, Inc.









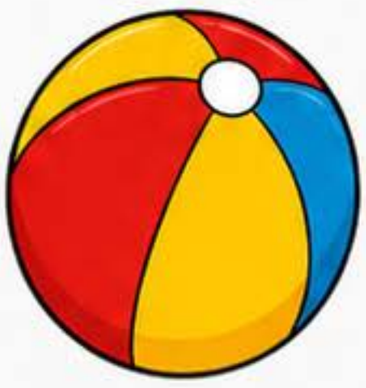
















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COMPOUND WORD BLENDING ASSESSMENT

Educational Solutions for Children, Inc.

Assessment Objective:
Students demonstrate the ability to blend two words together to say the compound word.

Student Name: _____ **Date:** _____

ADMINISTRATION GUIDE AT A GLANCE

MATERIALS NEEDED
- Compound Word Blending Assessment (this page)
- Pencil
- Recording form

ADMINISTRATION TIME
5–10 minutes

ADMINISTRATION FORMAT
One-on-one

TEACHER DIRECTIONS

1. Sit beside the student and open the assessment page.
2. Explain that you will say two words and the student will put the words together to make one word.
3. Say the two words slowly with a slight pause between the words.
4. For example, say: "sun … flower. Put the words together. What word do they make?"
5. Allow up to 5 seconds for the student to respond.
6. If needed, say the two words one more time only.
7. Record a plus (+) if the student says the compound word correctly. Record a minus (–) if the student answers incorrectly.



ADMINISTRATION NOTES

- This task measures whether the student can blend two spoken words to say a compound word.
- Practice items are used to teach the task. Provide feedback so the student understands the correct response. If the student answers incorrectly, allow another try.
- The student must give a verbal response. No pictures are provided during the assessment items.
- If the student is unable to say the compound word, remind them to put the two words together.

PRACTICE ITEMS (Example)

Say: "Listen to these two words. Put the words together. What word do they make?"

1. sun … flower (sunflower)
2. rain … bow (rainbow)
3. foot … ball (football)

Note: Provide feedback during practice. Student may repeat items as needed.

ASSESSMENT PROTOCOL

ITEM	TEACHER PROMPT (Say the two words slowly with a slight pause. Then say, "Put the words together. What word do they make?")	STUDENT RESPONSE (+ Correct – Incorrect)
1	snow … man	+ / –
2	cup … cake	+ / –
3	bed … room	+ / –
4	tooth … brush	+ / –
5	butter … fly	+ / –
6	fire … fly	+ / –
7	rain … coat	+ / –
8	door … bell	+ / –
9	sun … screen	+ / –
10	book … shelf	+ / –

TEACHER OBSERVATION NOTES

Use this space to record additional observations about the student's compound word blending skills.

_____

_____

_____

_____

INSTRUCTIONAL NEXT STEPS

If the student needs support, consider the following instruction:
- Use hands-on objects or picture cards during instruction.
- Model saying the two words slowly, then blend them together.
- Provide more practice with familiar compound words.
- Use songs, chants, and movement activities.
- Provide visual and verbal supports as needed.
- Practice in small groups and during center activities.

Student Packet

PreK-Kindergarten

Rhyme Identification Assessment

RHYME IDENTIFICATION ASSESSMENT

Educational Solutions for Children, Inc.

TARGET WORD	WHICH PICTURE RHYMES?		
1 			
2 			
3 			
4 			
5 			
6 			
7 			
8 			
9 			
10 			

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RHYME JUDGMENT ASSESSMENT

Educational Solutions for Children, Inc.

Assessment Objective:
Students demonstrate the ability to judge whether two words rhyme.

Student Name: _____ **Date:** _____

ADMINISTRATION GUIDE AT A GLANCE

MATERIALS NEEDED
- Rhyme Judgment Assessment Picture Pairs
- Pencil
- Recording form

ADMINISTRATION TIME
5–10 minutes

ADMINISTRATION FORMAT
One-on-one

TEACHER DIRECTIONS

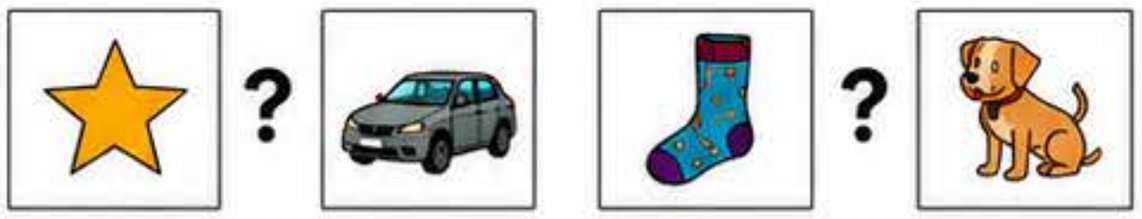
1. Sit beside the student and open the packet.
2. Explain that you are going to say two words. You will point to the two pictures.
3. Ask, "Do these words rhyme?" Say, "Yes, they rhyme," or "No, they do not rhyme."
4. Allow up to 5 seconds for the student to respond.
5. If needed, say the words one more time only.
6. Record a plus (+) if the student answers correctly. Record a minus (–) if the student answers incorrectly.



ADMINISTRATION NOTES

- The purpose of this task is to see if the student can judge whether two words rhyme.
- The student may respond by saying "yes" or "no," nodding or shaking their head, or using a thumbs up or thumbs down. Record the student's response.
- If the student is unsure, encourage them to think about how the words sound at the end.
- If the student says a rhyming word that is not one of the choices on the page, remind them to listen to the two words.

PRACTICE ITEMS (Example)



Note: Provide feedback during practice.
Student may repeat items as needed.

ASSESSMENT PROTOCOL

ITEM	TEACHER PROMPT (Say both words. "Do these words rhyme?")	STUDENT RESPONSE (+ Correct – Incorrect)
1	Cat – Bat, do these words rhyme?	+ / –
2	Man – Fish, do these words rhyme?'	+ / –
3	Kite – Bear, do these words rhyme?	+ / –
4	Fish – Dish, do these words rhyme?	+ / –
5	Cake – Rake, do these words rhyme?	+ / –
7	Hat – Cup, do these words rhyme?	+ / –
8	Dog – Log, do these words rhyme?	+ / –
9	Bee – Tree, do these words rhyme?	+ / –
10	Ring – Duck, do these words rhyme?	+ / –

TEACHER OBSERVATION NOTES

Use this space to record additional observations about the student's rhyme judgment skills.

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INSTRUCTIONAL NEXT STEPS

If the student needs support, consider the following instruction:
- Provide more practice with familiar rhyming pairs.
- Use songs, chants, and picture books that highlight rhyming.
- Encourage the student to listen to the ending sounds.
- Provide visual and verbal supports.
- Practice in small groups and during center activities.

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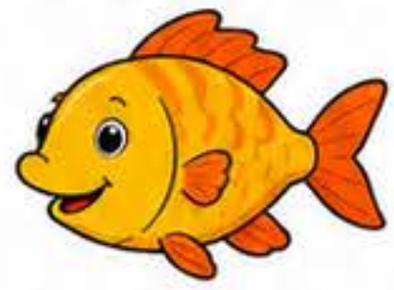
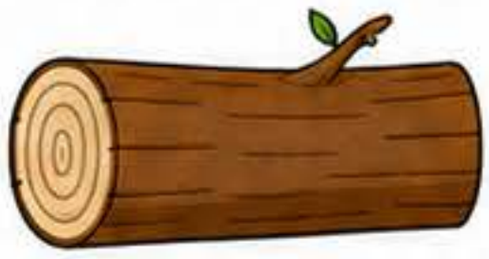
Student Packet

PreK-Kindergarten

Rhyme Judgment Assessment

RHYME JUDGMENT ASSESSMENT

Educational Solutions for Children, Inc.

1		
2		
3		
4		
5		
6		
7		
8		
9 10		

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RHYME ELIMINATION ASSESSMENT

Educational Solutions for Children, Inc.

Assessment Objective:
Students demonstrate the ability to identify the picture that does NOT rhyme with the other two.

Student Name: _____ **Date:** _____

ADMINISTRATION GUIDE AT A GLANCE

MATERIALS NEEDED
- Rhyme Elimination Assessment Picture Sets
- Pencil
- Recording form

ADMINISTRATION TIME
5–10 minutes

ADMINISTRATION FORMAT
One-on-one

TEACHER DIRECTIONS

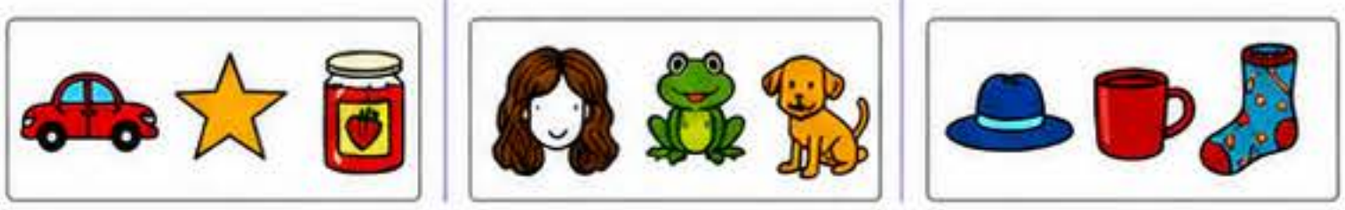
1. Sit beside the student and open the packet.
2. Explain that you are going to say three words. You will point to three pictures.
3. Ask, "Which word does NOT rhyme with the other two?"
4. Allow up to 5 seconds for the student to respond.
5. If needed, say the words one more time only.
6. Record the student's response by circling the picture that does not rhyme.



ADMINISTRATION NOTES

- The purpose of this task is to see if the student can identify the picture that does NOT rhyme with the other two.
- The student may respond by pointing to a picture or by saying the answer.
- If the student is unsure, encourage them to think about how the words sound at the end.
- The student must eliminate one picture from each set.

PRACTICE ITEMS (Example)



Note: Provide feedback during practice.
Student may repeat items as needed.

ASSESSMENT PROTOCOL

ITEM	TEACHER PROMPT (Say all three words, "Which word does NOT rhyme?")		STUDENT RESPONSE (Circle the picture that does NOT rhyme) (+ Correct – Incorrect)
1	church – stamp – ramp	Which word does not rhyme?	+ / –
2	cake – snake – log	Which word does not rhyme?	+ / –
3	cup – hat – cat	Which word does not rhyme?	+ / –
4	ring – king – duck	Which word does not rhyme?	+ / –
5	moon – spoon – book	Which word does not rhyme?	+ / –
6	star – train – rain	Which word does not rhyme?	+ / –
7	bee – tree – bed	Which word does not rhyme?	+ / –
8	lamp – box – fox	Which word does not rhyme?	+ / –
9	map – car – jar	Which word does not rhyme?	+ / –
10	frog – dog – wig	Which word does not rhyme?	+ / –

TEACHER OBSERVATION NOTES

Use this space to record additional observations about the student's rhyme elimination skills.

_____

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INSTRUCTIONAL NEXT STEPS

If the student needs support, consider the following instruction:
- Provide more practice with familiar rhyming pairs.
- Use songs, chants, and picture books that highlight rhyming.
- Encourage the student to listen to the ending sounds.
- Provide visual and verbal supports.
- Practice in small groups and during center activities.

Student Packet

PreK-Kindergarten

Rhyme Elimination Assessment

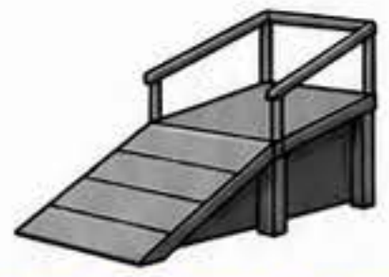
RHYME ELIMINATION ASSESSMENT

Educational Solutions for Children, Inc.

1







2







3







4







5







6







7







8







9







10







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RHYME PRODUCTION ASSESSMENT

Educational Solutions for Children, Inc.

Assessment Objective:
Students demonstrate the ability to produce words that rhyme with a given word.

Student Name: _____ **Date:** _____

ADMINISTRATION GUIDE AT A GLANCE

MATERIALS NEEDED
- Production Rhyme Assessment Picture Sets
- Pencil
- Recording form

ADMINISTRATION TIME
5–10 minutes

ADMINISTRATION FORMAT
One-on-one

TEACHER DIRECTIONS

1. Sit beside the student and open the packet.
2. Explain that you will say a word and the student will tell you as many words as they can that rhyme with the word.
3. Say, "Tell me some words that thyme with _____."
4. Allow up to 10 seconds for the student to respond.
5. If needed, say, "Can you think of any other words?"
6. Record all correct responses.
7. Repeat with each additional word.



ADMINISTRATION NOTES

- The purpose of this task is to see if the student can produce words that rhyme with a given word.
- The student may say real words or nonsense words (i.e., "hat," "bat," "zat").
- Encourage the student to think of as many rhyming words as they can.
- Pronounce the target word clearly and naturally.
- Do not provide examples of rhyming words.

PRACTICE ITEM (Example)

Say: "Tell me some words that rhyme with cat."

Note: *Provide feedback during practice. Student may repeat items as needed.*

ASSESSMENT PROTOCOL

ITEM	TEACHER PROMPT	STUDENT RESPONSE (Record all correct rhyming words.)	+	–
1	Tell me some words that rhyme with cat.	_____	+	–
2	Tell me some words that rhyme with dog.	_____	+	–
3	Tell me some words that rhyme with book.	_____	+	–
4	Tell me some words that rhyme with rain.	_____	+	–
5	Tell me some words that rhyme with hat.	_____	+	–
6	Tell me some words that rhyme with train.	_____	+	–
7	Tell me some words that rhyme with moon.	_____	+	–
8	Tell me some words that rhyme with bed.	_____	+	–
9	Tell me some words that rhyme with cup.	_____	+	–
10	Tell me some words that rhyme with star.	_____	+	–

TEACHER OBSERVATION NOTES

Use this space to record additional observations about the student's production rhyme skills.

_____

_____

_____

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INSTRUCTIONAL NEXT STEPS

If the student needs support, consider the following instruction:
- Provide more practice with familiar rhyme words.
- Use songs, chants, and picture books that highlight rhyming.
- Encourage the student to listen to the ending sounds.
- Provide visual and verbal supports.
- Practice in small groups and during center activities.

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COMPOUND WORD SEGMENTATION ASSESSMENT

Educational Solutions for Children, Inc.

Assessment Objective:
Students demonstrate the ability to break a compound word into its two separate words.

Student Name: _____ **Date:** _____

TEACHER DIRECTIONS

1. Sit beside the student and open the assessment page.
2. Explain that you will say a compound word and the student will tell you the two words that make the compound word.
3. Say the compound word slowly and clearly.
4. For example, say: "The word is sunflower. What are the two words?"
5. Allow up to 5 seconds for the student to respond.
6. If needed, say the word one more time only.
7. Record a plus (+) if the student says both words correctly. Record a minus (–) if the student answers incorrectly.



ADMINISTRATION GUIDE AT A GLANCE

MATERIALS NEEDED
- Compound Word Segmentation Assessment (this page)
- Pencil
- Recording form

ADMINISTRATION TIME
5–10 minutes

ADMINISTRATION FORMAT
One-on-one

ADMINISTRATION NOTES

- This task measures whether the student can break a spoken compound word into its two separate words.
- Practice items are used to teach the task. Provide feedback so the student understands the correct response. If the student answers incorrectly, allow another try.
- The student must give a verbal response. No pictures are provided during the assessment items.
- If the student is unable to separate the compound word, remind them to think about the two smaller words that make the word.

PRACTICE ITEMS (Example)

Say: "I am going to say a word. Tell me the two words that make that word."

1. football (foot + ball)
2. toothbrush (tooth + brush)
3. raincoat (rain + coat)

Note: Provide feedback during practice. Student may repeat items as needed.

ASSESSMENT PROTOCOL

ITEM	TEACHER PROMPT (Say the compound word slowly. Then say, "What are the two words that make this word?")	STUDENT RESPONSE (+ Correct – Incorrect)
1	sunflower	+ / –
2	mailbox	+ / –
3	baseball	+ / –
4	popcorn	+ / –
5	bookcase	+ / –
6	classroom	+ / –
7	doorknob	+ / –
8	campsite	+ / –
9	butterfly	+ / –
10	playground	+ / –

TEACHER OBSERVATION NOTES

Use this space to record additional observations about the student's compound word segmentation skills.

_____

_____

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_____

INSTRUCTIONAL NEXT STEPS

If the student needs support, consider the following instruction:
- Use hands-on objects or picture cards to build compound words.
- Model breaking compound words with counters or manipulatives.
- Provide more practice with familiar compound words.
- Use songs, chants, and movement activities.
- Provide visual and verbal supports as needed.
- Practice in small groups and during center activities.

ONSET/RIME ASSESSMENT

Educational Solutions for Children, Inc.

Assessment Objective:
Students demonstrate the ability to identify and separate the onset (beginning sound) and rime (the rest of the word).

Student Name: _____ **Date:** _____

ADMINISTRATION GUIDE AT A GLANCE

MATERIALS NEEDED
- Onset/Rime Assessment (this page)
- Pencil
- Recording form

ADMINISTRATION TIME
5–10 minutes

ADMINISTRATION FORMAT
One-on-one

TEACHER DIRECTIONS

1. Sit beside the student and open the assessment page.
2. Explain that you will say a word and the student will tell you the first sound (onset) and the rest of the word (rime).
3. Say the word slowly and clearly.
4. For example, say: "The word is cat. What is the first sound? (onset) ... What is the rest of the word? (rime)"
5. Allow up to 5 seconds for each response.
6. If needed, say the word one more time only.
7. Record a plus (+) if the student says both the onset and rime correctly. Record a minus (–) if the student answers incorrectly.



ADMINISTRATION NOTES

- This task measures whether the student can identify the onset (beginning sound) and rime (the rest of the word).
- Practice items are used to teach the task. Provide feedback so the student understands the correct response. If the student answers incorrectly, allow another try.
- The student must give a verbal response for both the onset and rime.
- If the student is unable to identify the onset or rime, remind them to say the first sound and then the rest of the word.

PRACTICE ITEMS (Example)

Say: "Let's practice. I will say a word. Tell me the first sound (onset) and the rest of the word (rime)."

1. cat (onset: /c/ rime: -at)
2. mop (onset: /m/ rime: -op)
3. sun (onset: /s/ rime: -un)

Note: Provide feedback during practice. Student may repeat items as needed.

ASSESSMENT PROTOCOL

ITEM	TEACHER PROMPT (Say the word slowly. Then ask, "What is the first sound? What is the rest of the word?")	STUDENT RESPONSE (+ Correct – Incorrect)
1	dog	+ / –
2	fan	+ / –
3	mail	+ / –
4	sun	+ / –
5	tree	+ / –
6	shop	+ / –
7	boat	+ / –
8	light	+ / –
9	chair	+ / –
10	spoon	+ / –

TEACHER OBSERVATION NOTES

Use this space to record additional observations about the student's onset/rime skills.

_____

_____

_____

_____

INSTRUCTIONAL NEXT STEPS

If the student needs support, consider the following instruction:
- Use manipulatives (counters, chips, or sound boxes) to segment words.
- Model saying the onset and rime with counters or sound boxes.
- Provide more practice with familiar words.
- Use songs, chants, and movement activities.
- Provide visual and verbal supports as needed.
- Practice in small groups and during center activities.

Created through funding provided by the Comprehensive Literacy Grant Initiative.

PHONEME SEGMENTATION ASSESSMENT

Educational Solutions for Children, Inc.

Assessment Objective:
Students demonstrate the ability to brelak a spoken word into its individual sounds (phonemes).

Student Name: _____ **Date:** _____

TEACHER DIRECTIONS

1. Sit beside the student and open the assessment page.
2. Explain that you will say a word and the student will say each sound (phoneme) in the word.
3. Say the word clearly at a steady pace.
4. For example, say: "The word is cat. What are the sounds in cat?" (Expected response: /c/ /ă/ /t/).
5. Allow up to 5 seconds for the student to respond.
6. If needed, say the word one more time only.
7. Record a plus (+) if the student says all of the sounds in the word correctly and in the correct order. Record a minus (–) if the student answers incorrectly.



ADMINISTRATION GUIDE AT A GLANCE

MATERIALS NEEDED
- Phoneme Segmentation Assessment (this page)
- Pencil
- Recording form

ADMINISTRATION TIME
5–10 minutes

ADMINISTRATION FORMAT
One-on-one

ADMINISTRATION NOTES

- This task measures whether the student can segment a spoken word into its individual sounds (phonemes).
- Practice items are used to teach the task. Provide feedback so the student understands the correct response. If the student answers incorrectly, allow another try.
- The student must give a verbal response, saying each sound in order.
- If the student is unable to segment the word, remind them to say each sound they hear.

PRACTICE ITEMS (Example)

Say: "Let's practice. I will say a word. Tell me all the sounds you hear in the word."

1. cat (/c/ /ă/ /t/)
2. sun (/s/ /ŭ/ /n/)
3. map (/m/ /ă/ /p/)

Note: Provide feedback during practice. Student may repeat items as needed.

ASSESSMENT PROTOCOL

ITEM	TEACHER PROMPT (Say the word clearly. Then ask, "What are the sounds in the word?")	STUDENT RESPONSE (+ Correct – Incorrect)
1	dog	+ / –
2	fish	+ / –
3	cup	+ / –
4	bed	+ / –
5	hat	+ / –
6	rain	+ / –
7	boat	+ / –
8	tree	+ / –
9	chair	+ / –
10	spoon	+ / –

TEACHER OBSERVATION NOTES

Use this space to record additional observations about the student's phoneme segmentation skills.

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INSTRUCTIONAL NEXT STEPS

If the student needs support, consider the following instruction:
- Use manipulatives (counters, chips, or sound boxes) to segment words.
- Model stretching the word slowly and saying each sound.
- Provide more practice with familiar words.
- Use songs, chants, and movement activities.
- Provide visual and verbal supports as needed.
- Practice in small groups and during center activities.