Phoneme Blending Assessment

Teacher Use:

Research provides evidence that specific early literacy concepts can predict young students' later reading achievement (DeBruin Parecki, 2004). These reading concepts include letter knowledge, phonemic awareness, decoding, fluency, and comprehension. An effective reading program includes assessments of all of these concepts for several purposes.

Literacy assessments provide teachers with information on what skills students have and have not mastered. Assessments can also monitor student progress. A teacher can learn which students need review before covering.Through consistent assessment, a teacher can make informed decisions about what specific instruction is appropriate for each student.

"Phoneme Blending" assesses a student's development of individual sound awareness in words. This assessment will evaluate a students ability to decipher individual sounds in order to pull the sounds together to make words. A firm understanding of phonemic awareness helps students to become strong readers and spellers.

Phoneme Blending Assessment

Directions:

To administer, tell the student that you are going to segment/separate all the sounds in a word and they will need to say the entire word. Demonstrate two examples for the student using bit and crop. Say:"I am going to separate/segment all the sounds in a word. I want you to say the whole word. We are going to try a warm up listen closely /b/ /i/ /t/ is bit, /d/ /r/ /o/ /p/ is drop. Remind the student before starting the assessment that you will separate the word in sounds, and they will say the entire word." Begin the assessment when the student has grasped the concept.

Read each word listed. When the student gives a correct response place a check in the box on the phoneme blending recoding sheet. Each correct response is one point. If the student is incorrect leave the box blank.

Please note: 5/6 is considered mastery anything below the student will require direct instruction with this skill.

Phoneme Blending Recording sheet

Suggested Kindergarten-1st grade

Student Name: _____ BOY____ MOY____EOY____

Date _____

Words	Points	Notes
/a/ /p/ **"Say the whole word"** (at)		
/s/ /o/ **"Say the whole word"** (so)		
/c/ /u/ /p/**"Say the whole word"** (cup)		
/g/ /i/ /b/ **"Say the whole word"** (got)		
/s//ee//m/ **"Say the whole word"** (seem)		
/y/ /ai/ /n/ **"Say the whole word"** (quit)		

Phoneme Blending Recording sheet

Suggested 2nd-3rd grade

Student Name: _____ BOY____ MOY____EOY____

Date _____

Words	Points	Notes
/s//l/ /i/ /d/**"Say the whole word"** (slid)		
/m//a//s//t/**"Say the whole word"** (mast)		
/s//l//u//m//p/**"Say the whole word"** (slump)		
/f//l//i//s//k/ **"Say the whole word"** (flisk)		
/s//p//r//i//n//t/ **"Say the whole word"** (sprint)		
/s//t//r//a//n//t/ **"Say the whole word"** (strant)		