Phonological Awareness Assessment Tools: #1
Sentence into Words Segmentation
(Typically mastered about age 3)

Directions:
You will be using different-colored blocks to show the number of words in a sentence. Let me show you.

Model:
TEACHER: *John likes pizza.*
TEACHER: I am going to use these blocks to show how many words are in the sentence “*John likes pizza.*” (Teacher uses three colored blocks and says each of the words as he or she places each of the blocks on the table.)
(Teacher points to each of the blocks from left to right and says :)
TEACHER: This one is *John.* This one is *likes.* And this one is *pizza.*

Share:
Listen to this sentence:*Father called.*
Use a block for each word you hear in the sentence: (2 blocks)

Assess:
[Mark (+) to indicate a correct response or (-) to indicate an incorrect response. Record student’s exact responses on the blank lines.]
I want you to show me how many words are in each sentence using the blocks. Listen carefully.

1. What time is it?  
   (+)  (-) _____________
2. How much does an apple cost?  
   (+)  (-) _____________
3. I have to go to sleep soon.  
   (+)  (-) _____________
4. On Sunday I will go swimming.  
   (+)  (-) _____________
5. The bell is ringing.  
   (+)  (-) _____________
6. Today is a sunny day.  
   (+)  (-) _____________
7. Where are we going?  
   (+)  (-) _____________
8. Mom is baking some cookies.  
   (+)  (-) _____________

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Phonological Awareness Assessment Tools: #2

Recognizing Rhyme
(Typically mastered about age 4)

Directions:
I am going to say two words: *cat - fat.*
I want you to tell me if the two words sound alike. This is called a rhyme.
Let me show you.

Model:
*Cat* and *fat* have the same sound at the end so they rhyme. *Cat* and *mop* do not rhyme because
the do not have the same sound at the end.

Share:

Listen to these two words: *pail - tail.*
Now say the two words with me: *pail - tail.*
Do these two words rhyme? *(Yes)*
Put your thumbs up like this if they rhyme:

Listen to these two words: *cow - pig.*
Now say the two words with me: *cow - pig.*
Do these two words rhyme? *(No)*
Put your thumbs down like this if they do not rhyme:

Assess:
Listen to these sets of words. Thumbs up if they rhyme. Thumbs down if they do not rhyme.
[Mark (+) if response is correct, (-) if response is incorrect.] Here we go...

1. *fin - win*  (+)  (-)
2. *rug - mug*  (+)  (-)
3. *hat - dress*  (+)  (-)
4. *pan - man*  (+)  (-)
5. *bird - book*  (+)  (-)
6. *lock - rock*  (+)  (-)
7. *bet - get*  (+)  (-)
8. *cup - dog*  (+)  (-)
Phonological Awareness Assessment Tools: #3
Producing Rhyme
(Typically mastered in Kindergarten)

Directions:
I am going to say a word: cat. I want you to tell me a word that rhymes with cat.
Let me show you.

Model:
cat. What rhymes with cat? Sat. Cat and sat rhyme because they have same sound at the end.

Share:

Listen to this word: tip.
What rhymes with tip?
Accept any rhyming answer even nonsense words. (Dip, lip, trip, kip, etc.)

Listen to this word: top.
What rhymes with top?
Accept any rhyming answer even nonsense words. (Cop, pop, mop, etc)

Assess:
[Mark (+) for correct, (-) for incorrect, and write down incorrect responses on the lines below.]
I want you to tell me words that rhyme with these other words. Listen carefully.

<table>
<thead>
<tr>
<th>Word</th>
<th>(+)</th>
<th>(-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1cap</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>2tin</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>3lock</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>4bug</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>5bell</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>6day</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>7pie</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>8back</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>9tan</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>10tree</td>
<td>(+)</td>
<td>(-)</td>
</tr>
</tbody>
</table>
Phonological Awareness Assessment Tools: #4
Syllable Blending
(Typically mastered by age 4)

Directions:
I am going to say word parts: tele…vision.
I will ask you “What’s the word?” You are going to blend the parts or syllables and say the word.
Let me show you.

Model:
Tele…vision. What’s the word? Television.
Let’s try it together.

Share:
Listen to the parts: Win…dow.
What’s the word? Window.

Assess:
[Mark (+) to indicate a correct response or (-) to indicate an incorrect response. Record student’s exact responses on the blank lines.]
I want you to show me how many parts are in each word by clapping. Listen carefully.

1  Dy…namite   (+)  (-) ________________
2  Re…member   (+)  (-) ________________
3  Win…ter     (+)  (-) ________________
4  Super…man   (+)  (-) ________________
5  Alpha…bet   (+)  (-) ________________
6  Air…plane   (+)  (-) ________________
7  Babysitt…er (+)  (-) ________________
8  Cucum…ber   (+)  (-) ________________
Phonological Awareness Assessment Tools: #5
Syllable Segmentation
(Typically mastered in Kindergarten)

Directions:
I am going to say word parts: classroom.
Now you are going to break the word into parts or syllables. You are going to clap to show how many parts or syllables are in the word.
Let me show you.

Model:
Classroom. I will clap to show how many parts are in the word: classroom.
[Teacher claps once for each syllable: class (clap), room (clap)]

Share:
Listen to the parts: baby.
Now say the word and clap with me: ba (clap) by (clap)

Assess:
[Mark (+) to indicate a correct response or (-) to indicate an incorrect response. Record student’s exact responses on the blank lines.]
I want you to show me how many parts are in each word by clapping. Listen carefully.

<table>
<thead>
<tr>
<th></th>
<th>word</th>
<th>(+)</th>
<th>(-)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>cowboy</td>
<td>(+)</td>
<td>(-)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>rabbit</td>
<td>(+)</td>
<td>(-)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>yesterday</td>
<td>(+)</td>
<td>(-)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>party</td>
<td>(+)</td>
<td>(-)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>helicopter</td>
<td>(+)</td>
<td>(-)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>basketball</td>
<td>(+)</td>
<td>(-)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>playground</td>
<td>(+)</td>
<td>(-)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>caterpillar</td>
<td>(+)</td>
<td>(-)</td>
<td></td>
</tr>
</tbody>
</table>
Phonological Awareness Assessment Tools: #6
Syllable Deletion
(Typically mastered in Kindergarten)

Directions:
I will say a word: starfish. Listen carefully to the syllables or word parts. You will tell me the word without one of the parts. Let me show you.

Model:
Starfish. I will say starfish without fish: (star).

Share:
Listen to this word: breakfast.
Now say breakfast without fast: break

Assess:
[Mark (+) to indicate a correct response or (-) to indicate an incorrect response. Record students correct response on the lines.] Listen to the words carefully.

Say 1 Drugstore without store (+) (-) ______________
2 Staircase stair (+) (-) ______________
3 Basketball basket (+) (-) ______________
4 Principal pal (+) (-) ______________
5 Helicopter ter (+) (-) ______________
6 Motorcycle motor (+) (-) ______________
7 Dragonfly dragon (+) (-) ______________
8 president dent (+) (-) ______________

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Phonological Awareness Assessment Tools: #7
Onset and Rime Assessment
(Typically mastered in mid-Kindergarten)

Directions:
I am going to say the first sound and then the last part of a word. I want you to
tell me the word that you hear when you put the first sound and the last part of
the word together. You say it fast. Let me show you.

Model:
If I say /p/…aper. The word is . . . paper.

Share:
Now try to put the sounds together with me. Say it fast. If I say /k/…loud. What
word do you say? Yes, the word is . . . cloud.

Assess:
[Mark (+) if response is correct, (-) if response is incorrect.]
Listen to the sounds and tell me the word those sounds make.

1 /d/…ragonfly  (+) (-) ____________
2 /n/…ose      (+) (-) ____________
3 /m/…idnight  (+) (-) ____________
4 /sh/…adow    (+) (-) ____________
5 /t/…rampoline (+) (-) ____________
6 /p/…incipal  (+) (-) ____________
7 /t/…omorrow  (+) (-) ____________
8 /p/…lay      (+) (-) ____________
Phonological Awareness Assessment Tools: #8
Beginning Sounds
(Typically mastered in mid-Kindergarten)

Phoneme Isolating

Directions:
I will say some words. Listen to the beginning sound of each word. Tell me the first sound of the word. Let me show you.

Model:
Listen to this word: \textit{jump}
I hear a /j/ sound at the beginning of \textit{jump}.

Share:
Let us say the word together: \textit{hop}
What is the sound at the beginning of \textit{hop}? I hear a /h/ at the beginning of \textit{hop}.

Assess:
Say each word after me and tell me the beginning sound.

\begin{tabular}{ll}
\textit{fish} & (+) (-) \\
\textit{teeth} & (+) (-) \\
\textit{bat} & (+) (-) \\
\textit{goat} & (+) (-) \\
\textit{mouse} & (+) (-) \\
\textit{smell} & (+) (-) \\
\textit{jump} & (+) (-) \\
\textit{nap} & (+) (-) \\
\end{tabular}

Phoneme Matching

Directions:
I will say some words. Listen to the beginning sound of each word. Tell me which two words begin with the same sound. Let me show you.

Model:
Listen to these words: \textit{keep, king, jump}.
Two of the words begin with the same sound; \textit{keep} begins with the same sound as \textit{king} /k/.

Share:
Let us say the words together. Two of the words begin with the same sound. Can you tell me which two begin with the same sound?
Listen: \textit{peach, frog, pig}.
Which two begin with the same sound? Yes, \textit{peach} and \textit{pig} begin with the same sound /p/.

Assess:
Listen to each group of words and tell me which two have the same beginning sound.

\begin{tabular}{llll}
\textit{mouse} & \textit{pipe} & \textit{mat} & (+) (-) \\
\textit{teeth} & \textit{tub} & \textit{home} & (+) (-) \\
\textit{goat} & \textit{rat} & \textit{gum} & (+) (-) \\
\textit{fish} & \textit{fork} & \textit{ant} & (+) (-) \\
\textit{bat} & \textit{duck} & \textit{bug} & (+) (-) \\
\textit{same} & \textit{soup} & \textit{tape} & (+) (-) \\
\textit{ram} & \textit{cake} & \textit{cut} & (+) (-) \\
\textit{dog} & \textit{leg} & \textit{day} & (+) (-) \\
\end{tabular}
Phonological Awareness Assessment Tools: #9
Final Sounds
(Typically mastered in late Kindergarten and early Grade 1)

Phoneme Isolating

Directions:
Now I will say some more words. Listen to the ending sound of each word. Tell me which sound you hear at the end.

Model:
Listen to the word "sit."
I hear a /t/ sound at the end the word

Share:
Say the word "pig" with me.
What is the sound you hear at the end of pig? I hear a /g/ at the end of pig.

Assess:
Say each word after me and tell me the last sound.

<table>
<thead>
<tr>
<th>Word</th>
<th>(+)</th>
<th>(-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>door</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>lion</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>food</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>beds</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>kite</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>stop</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>sing</td>
<td>(+)</td>
<td>(-)</td>
</tr>
</tbody>
</table>

Phoneme Matching

Directions:
Now I will say some more words. Listen to the ending sound of each word. Tell me which two words end with the same sound. Let me show you.

Model:
Listen to these words: sun, king, fan.
Two of the words end with the same sound; sun ends with the same sound as fan /n/.

Share:
Let us say the words together. Two of the words end with the same sound. Can you tell me which two end with the same sound? Listen: peach, frog, pig.
Which two end with the same sound? Yes, frog and pig end with the same sound /g/.

Assess:
Listen to each group of words and tell me which two have the same ending sound.

<table>
<thead>
<tr>
<th>Word</th>
<th>(+)</th>
<th>(-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pipe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ball</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>home</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>far</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>car</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>king</td>
<td></td>
<td></td>
</tr>
<tr>
<td>toys</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>bat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>run</td>
<td></td>
<td></td>
</tr>
<tr>
<td>man</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>rap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ram</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>lamb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lick</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>red</td>
<td>(+)</td>
<td>(-)</td>
</tr>
</tbody>
</table>

3/21/2008
Phonological Awareness Assessment Tools: #10
Middle Sounds
(Typically mastered in late Kindergarten)

Phoneme Isolating
Directions:
I will say some words. Listen to the beginning sound of each word. Tell me the middle sound of the word. Let me show you.

Model:
Listen to this word: hat.
I hear an /a/ sound in the middle of hat.

Share:
Let us say the word together: hop
What is the sound in the middle of hop? I hear a /o/ in the middle of hop.

Assess:
Say each word after me and tell me the middle sound.

- keep (+) (-)
- fish (+) (-)
- goat (+) (-)
- hen (+) (-)
- cake (+) (-)
- tug (+) (-)
- kite (+) (-)
- back (+) (-)

Phoneme Matching
Directions:
I will say some words. Listen to the middle sound of each word. Tell me which two words have the same middle sound. Let me show you.

Model:
Listen to these words: tip, king, jump.
Two of the words have the same middle sound; tip has the same middle sound as king…/i/.

Share:
Let us say the words together. Two of the words have the same middle sound. Can you tell me which two have the same middle sound? Listen: flash, frog, latch.
Which two have the same middle sound? Yes, flash and latch have the same middle sound /a/.

Assess:
Listen to each group of words and tell me which two have the same middle sound.

- step (+) (-)
- mop (+) (-)
- peg (+) (-)
- teeth (+) (-)
- seed (+) (-)
- home (+) (-)
- goat (+) (-)
- cut (+) (-)
- gum (+) (-)
- mask (+) (-)
- fork (+) (-)
- wag (+) (-)
- bug (+) (-)
- bike (+) (-)
- tight (+) (-)
- soap (+) (-)
- toast (+) (-)
- turn (+) (-)
- tube (+) (-)
- flute (+) (-)
- take (+) (-)
- hot (+) (-)
- box (+) (-)
- mat (+) (-)
Phonological Awareness Assessment Tools: #11
Phoneme Blending
(Typically mastered in late Kindergarten and early Grade 1)

Directions:
I am going to say all the sounds I hear in a word. I want you to tell me the word that you hear when you put these sounds together. You say it fast. Let me show you.

Model:
If I say /p/ /i/ /g/ the word is . . . pig.

Share:
Now try to put the sounds together with me. Say it fast. If I say /c/ /a/ /t/ What word do you say? Yes, the word is . . . cat.

Assess:
Listen to the sounds and tell me the word those sounds make.

1 /d/ /o/ /g/ (+) (-)
2 /n/ /e/ /s/ /t/ (+) (-)
3 /m/ /a/ /n/ (+) (-)
4 /b/ /i/ /g/ (+) (-)
5 /j/ /u/ /m/ /p/ (+) (-)
6 /f/ /a/ /n/ (+) (-)
7 /r/ /u/ /n/ (+) (-)
8 /p/ /l/ /ay/ (+) (-)
9 /p/ /ai/ /d/ (+) (-)
10 /b/ /oa/ /t/ (+) (-)
Phonological Awareness Assessment Tools: #12
Phoneme Segmentation
(Typically mastered in Grade 1)

Directions:
I am going to say a word. I want you to tell me each sound you hear in the word.
You break the word to sound by sound. Let me show you.

Model:
If I say the word pig. The sounds I hear in pig are . . . /p/ /i/ /g/

Share:
Now try to say the sounds with me. Say it slow. If I say pet you will say the
sounds you hear in the word. The sounds are . . . /p/ /e/ /t/.

Assess:
Listen to the words carefully and tell me the sounds you hear. Say it slow.

1  keep  /k/ /e/ /p/  (+) (-)
2  bag  /b/ /a/ /g/  (+) (-)
3  thumb  /th/ /u/ /m/  (+) (-)
4  night  /n/ /i/ /t/  (+) (-)
5  rock  /r/ /o/ /k/  (+) (-)
6  itch  /i/ /tch/  (+) (-)
7  head  /h/ /e/ /d/  (+) (-)
8  short  /sh/ /or/ /t/  (+) (-)
9  steak  /s/ /t/ /â/ /k/  (+) (-)
10  clown  /c/ /l/ /ou/ /n/  (+) (-)
Phonological Awareness Assessment Tools: #13
Phoneme Deletion
(Typically mastered in Grade 1)

Initial Phoneme
Directions:
Now I will say a word. Listen to the word carefully. You will tell me the word without the first sound. Let me show you.

Model:
Say the word seat. Now I will say it without /s/...eat.

Share:
Say table with me. Say table without /t/...able.

Assess:
[Mark (+) for correct, (-) for incorrect, and write down incorrect responses on the lines below.]

1. Say cat ...now say it without /k/...at (+) (-)

Final Phoneme
Directions:
Now I will say a word. Listen to the word carefully. You will tell me the word without the last sound. Let me show you.

Model:
Say the word seat. Now I will say it without the /t/...sea.

Share:
Say rake with me. Say rake without /k/...rä.

Assess:
[Mark (+) for correct, (-) for incorrect, and write down incorrect responses on the lines below.]

1. Say fist ...now say it without /t/...fis (+) (-)

<table>
<thead>
<tr>
<th>TEST ITEM</th>
<th>CORRECT RESPONSE</th>
<th>STUDENT RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>(p)aper</td>
<td>(p)aper</td>
</tr>
<tr>
<td>3.</td>
<td>(t)ower</td>
<td>(t)ower</td>
</tr>
<tr>
<td>4.</td>
<td>(b)ake</td>
<td>(b)ake</td>
</tr>
<tr>
<td>5.</td>
<td>(s)ize</td>
<td>(s)ize</td>
</tr>
<tr>
<td>6.</td>
<td>(l)ow</td>
<td>(l)ow</td>
</tr>
<tr>
<td>7.</td>
<td>(p)ot</td>
<td>(p)ot</td>
</tr>
<tr>
<td>8.</td>
<td>(c)old</td>
<td>(c)old</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST ITEM</th>
<th>CORRECT RESPONSE</th>
<th>STUDENT RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>to(n)e</td>
<td>to(n)e</td>
</tr>
<tr>
<td>3.</td>
<td>drooo(p)droo</td>
<td>drooo(p)droo</td>
</tr>
<tr>
<td>4.</td>
<td>ti(m)e</td>
<td>ti(m)e</td>
</tr>
<tr>
<td>5.</td>
<td>ro(d)e</td>
<td>ro(d)e</td>
</tr>
<tr>
<td>6.</td>
<td>pla(c)e plâ</td>
<td>pla(c)e plâ</td>
</tr>
<tr>
<td>7.</td>
<td>spe(ll) spe</td>
<td>spe(ll) spe</td>
</tr>
<tr>
<td>8.</td>
<td>flu(t)e floo</td>
<td>flu(t)e floo</td>
</tr>
</tbody>
</table>

3/21/08
Phonological Awareness Assessment Tools: #14
First Phoneme in Consonant Blend Deletion
(Typically mastered in late Grade 1 and early Grade 2)

Directions:
Now I will say a word. Listen to the word carefully. You will tell me the word without the first sound. Let me show you.

Model:
Say the word *slip*. Now I will say it without */s/*...lip.

Share:
Say *clap* with me. Now say *clap* without */k/*...lap.

Assess:
[Mark (+) for correct, (-) for incorrect, and write down incorrect responses on the lines below.]

1. Say *cloud* …now say it without */k/*...loud  (+) (-) ___________

<table>
<thead>
<tr>
<th>TEST ITEM</th>
<th>CORRECT RESPONSE</th>
<th>STUDENT RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (f)reight</td>
<td>rāt</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>3 (i)witch</td>
<td>witch</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>4 (s)sweet</td>
<td>wēt</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>5 (b)reak</td>
<td>rāk</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>6 (s)pill</td>
<td>pill</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>7 (s)pot</td>
<td>pot</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>8 (p)layed</td>
<td>lād</td>
<td>(+) (-)</td>
</tr>
</tbody>
</table>
Phonological Awareness Assessment Tools: #15
Phoneme Substitution
(Typically mastered in Grades 1 and 2)

**Directions:**
I am going to say a word: *mat.*
Now instead of /t/ at the end of the word say /p/. The new word is *map.*
Let me show you.

**Model:**
Let’s say *bed.* Now instead of /d/ say /g/. What’s the new word? *beg.* The new word is *beg* because we changed the end of the word to /g/

**Share:**

*Say:* *trip*
Now instead of /t/ say /d/: *drip*
Now instead of /i/ say /o/: *drop*
Now instead of /d/ say /k/: *crop*

**Assess:**
(Fill in the student’s exact response on the lines.)

<table>
<thead>
<tr>
<th>Say</th>
<th>1 cap instead of /p/ say /t/ (+) (-) (cat)__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><em>cat</em> /k/ /b/ (+) (-) (bat)__________</td>
</tr>
<tr>
<td>3</td>
<td><em>bat</em> /a/ /i/ (+) (-) (bit)__________</td>
</tr>
<tr>
<td>4</td>
<td><em>sun</em> /n/ /b/ (+) (-) (sub)__________</td>
</tr>
<tr>
<td>5</td>
<td><em>sub</em> /s/ /t/ (+) (-) (tub)__________</td>
</tr>
<tr>
<td>6</td>
<td><em>tub</em> /u/ /a/ (+) (-) (tab)__________</td>
</tr>
<tr>
<td>7</td>
<td><em>dog</em> /d/ /h/ (+) (-) (hog)__________</td>
</tr>
<tr>
<td>8</td>
<td><em>hog</em> /g/ /t/ (+) (-) (hot)__________</td>
</tr>
<tr>
<td>9</td>
<td><em>hot</em> /o/ /i/ (+) (-) (hit)__________</td>
</tr>
<tr>
<td>10</td>
<td><em>pan</em> /a/ /e/ (+) (-) (pen)__________</td>
</tr>
</tbody>
</table>

3/21/08
Phonological Awareness Assessment Tools: #16
Second Phoneme in Consonant Blend Deletion
(Typically mastered in Grade 2)

**Directions:**
Now I will say a word. Listen to the word carefully. You will tell me the word without the second sound. Let me show you.

**Model:**
Say the word *play*. Now I will say it without /l/…*pay*.

**Share:**
Say *slap* with me. Now say *slap* without /l/…*sap*.

**Assess:**
[Mark (+) for correct, (-) for incorrect, and write down incorrect responses on the lines below.]

1. Say *slip* …now say it without /l/…sip  (+) (-) ____________

<table>
<thead>
<tr>
<th>TEST ITEM</th>
<th>CORRECT RESPONSE</th>
<th>STUDENT RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 b(l)end</td>
<td>bend</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>3 t(w)in</td>
<td>tin</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>4 g(r)ow</td>
<td>go</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>5 be(s)t</td>
<td>bet</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>6 li(f)t</td>
<td>lit</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>7 c(r)ash</td>
<td>cash</td>
<td>(+) (-)</td>
</tr>
<tr>
<td>8 pe(s)t</td>
<td>pet</td>
<td>(+) (-)</td>
</tr>
</tbody>
</table>