

## Guidelines for Scoring the 1<sup>st</sup> Grade Phonemic Awareness Assessments

The three assessments were created by Literacy Resources, Inc. to align to the Primary Phonemic Awareness curriculum, written by Dr. Michael Heggerty entitled, *Phonemic Awareness: The Skills That They Need to Help Them Succeed* ©2014. The skills assessed also align to the Phonological Awareness Standards of the Common Core State Standards for 1<sup>st</sup> Grade.

The suggested time frame in which to administer assessments can be aligned to your school schedule of quarters or trimesters, or they can be given at the beginning, middle, and end of the school year. Each assessment provides teachers with an opportunity to identify a students’ area of strength, as well as a space to create a plan for intervention to address specific phonemic awareness skills. In Assessments 1 & 2, Skill 6: Identifying Medial Sounds in Words, there is an opportunity for teachers to record a score for identifying the vowel and a separate score for identifying if the vowel sound is short or long. This second score for identifying short and long vowel sounds, can be used as anecdotal information about a students’ needs, if the student is able to identify the vowel sound correctly.

The information gathered from the assessments is meant to inform the teacher’s instruction, as the Phonemic Awareness curriculum is implemented daily within the classroom literacy block. It is recommended that students who score within the “Beginning” range for any skill would receive additional support and intervention, especially if the curriculum is being implemented in the Tier 1 core curriculum. At the beginning of a school year, the Baseline assessment can be used to determine intervention needs, but some students enter school with limited or no exposure to these skills, and most will make adequate progress through consistent whole group implementation of the daily Phonemic Awareness lessons. A strong understanding of phonemic awareness is essential as students develop their decoding and encoding skills.

<b>Assessment 1: Baseline Assessment</b>			
Administer at the Beginning of the School Year			
Phonemic Awareness Skill	Beginning	Developing	Meets
Skill 1: Onset Fluency: Identify Initial Phonemes	0 - 6 correct	7-8 correct	9-10 correct
Skill 2: Rhyme Production	0 - 6 correct	7-8 correct	9-10 correct
Skill 3: Identifying Final Sounds in Words	0 - 6 correct	7-8 correct	9-10 correct
Skill 4: Blending Phonemes	0 - 6 correct	7-8 correct	9-10 correct
Skill 5: Segmenting Words into Phonemes	0 - 6 correct	7-8 correct	9-10 correct
Skill 6: Identifying Medial Sounds in Words	0 - 6 correct	7-8 correct	9-10 correct
Identifying Vowels as Short or Long	0 - 6 correct	7-8 correct	9-10 correct
Skill 7: Adding Phonemes	0-2 correct	3 correct	4-5 correct
Skill 8: Deleting Phonemes	0-2 correct	3 correct	4-5 correct
Skill 9: Substituting Phonemes	0 - 6 correct	7-8 correct	9-10 correct

<b>Assessment 2: Mid-Year Assessment</b> Administer around the 15 <sup>th</sup> – 18 <sup>th</sup> week of school			
Phonemic Awareness Skill	Beginning	Developing	Meets
Skill 1: Onset Fluency: Identify Initial Phonemes	0 - 6 correct	7-8 correct	9-10 correct
Skill 2: Rhyme Production	0 - 6 correct	7-8 correct	9-10 correct
Skill 3: Identifying Final Sounds in Words	0 - 6 correct	7-8 correct	9-10 correct
Skill 4: Blending Phonemes	0 - 6 correct	7-8 correct	9-10 correct
Skill 5: Segmenting Words into Phonemes	0 - 6 correct	7-8 correct	9-10 correct
Skill 6: Identifying Medial Sounds in Words	0 - 6 correct	7-8 correct	9-10 correct
Identifying Vowels as Short or Long	0 - 6 correct	7-8 correct	9-10 correct
Skill 7: Adding Phonemes	0-3 correct	4 correct	5 correct
Skill 8: Deleting Phonemes	0-3 correct	4 correct	5 correct
Skill 9: Substituting Phonemes	0 - 6 correct	7-8 correct	9-10 correct

<b>Assessment 3: End of the School Year Assessment</b> Administer around the 30 <sup>th</sup> -35 <sup>th</sup> week of school			
Phonemic Awareness Skill	Beginning	Developing	Meets
Skill 1: Onset Fluency: Identify Initial Phonemes	0 - 7 correct	8-9 correct	10 correct
Skill 2: Rhyme Production	0 - 7 correct	8-9 correct	10 correct
Skill 3: Identifying Final Sounds in Words	0 - 7 correct	8-9 correct	10 correct
Skill 4: Blending Phonemes	0 - 7 correct	8-9 correct	10 correct
Skill 5: Segmenting Words into Phonemes	0 - 7 correct	8-9 correct	10 correct
Skill 6: Identifying Medial Sounds in Words	0 - 7 correct	8-9 correct	10 correct
Skill 7: Adding Phonemes	0-3 correct	4 correct	5 correct
Skill 8: Deleting Phonemes	0-3 correct	4 correct	5 correct
Skill 9: Substituting Phonemes	0 - 7 correct	8-9 correct	10 correct