



Complimentary

Phonological Awareness Survey

Forms A & B

- Phonological Awareness Survey
- Phonemic Awareness (Parts I and II) Survey

More than 20 years of scientific, evidence-based reading research makes clear that all good readers must master certain basic skills. Those skills include the phonological and phonemic skills of identifying, blending, and matching syllables and phonemes in spoken words.

Phonemic awareness, or the ability to identify and manipulate the individual sounds (phonemes) in spoken words, is a critical part of the decoding process. If students cannot identify the sounds in words, they will not be able to match letters with those sounds during phonics instruction. For many students, decoding weaknesses stem from a difficulty with phonemic awareness. Explicit phonemic awareness instruction is often the first step to successful decoding, and knowing which students may struggle with their phonological and phonemic awareness skills enables educators to provide this type of instruction to the students who need it, regardless of their age or grade level.

This complimentary set of informal diagnostic tools enables one-on-one assessment of phonological and phonemic awareness skills that are essential underpinnings of successful decoding. The Phonological Awareness Survey is designed to quickly pinpoint weaknesses in students' phonological and phonemic awareness skills. This assessment can be used with students of almost any age to identify strengths and weaknesses.

For students with weaknesses, the surveys can be used to identify which skills have already been mastered and which require more attention. This information can help drive appropriate and targeted instruction.

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Overview

A Brief Explanation of the Phonological Awareness Survey

The Phonological Awareness Survey consists of two separate surveys that assess students' phonological and phonemic awareness skills:

- Phonological Awareness Survey
- Phonemic Awareness Survey

The Phonological Awareness Survey contained in this packet allows teachers to:

- Assess the phonological and phonemic awareness of emerging readers and young students
- Pinpoint specific gaps in knowledge and plan appropriate, targeted instruction.

The Phonological Awareness and Phonemic Awareness Surveys assess a student's ability to hear, identify, blend, segment, and manipulate the sound units of English, including larger units (syllables, onset/rime) and smaller units (phonemes or sounds).

Each survey includes two forms: Form A and Form B. Form B can be utilized for progress monitoring purposes. Form B can also be used to retest a student if necessary. These forms can be found at the end of this document.

Visit our website at www.reallygreatreading.com/diagnostics to learn more about the additional complimentary assessments offered by Really Great Reading.

Phonological Awareness Survey

Summary Directions

TARGET AUDIENCE

- Emerging readers
- Students who have scored Low or Emerging on the Kindergarten Foundational Skills Survey (FSSK)
- Students who read fewer than 15 words correctly on the Beginning Decoding Survey or page 1 of the 1st Grade Foundational Skills Survey

PURPOSE

- Quickly identify student's phonological awareness skill level

SKILLS ASSESSED

Blending:

- Compound words
- Two-syllable words
- Onset/rime

MATERIALS

- Phonological/Phonemic Awareness Survey – Student Page 1 Form A (or B)
- Phonological/Phonemic Awareness Survey – Recording & Scoring Form A (or B)
- Pen or pencil

ADMINISTRATION

- Fold Student Pages (see next page for instructions).
- See page 6 for suggested script.
- Demonstrate the task with practice prompts on Recording & Scoring Form.
- Give actual prompts on Recording & Scoring Form.

RECORDING

Use the Recording & Scoring Form:

- Place checkmark (✓) next to correct responses.
- For errors, record exactly what student says in the response box and place a checkmark in the Other column.
- Record all incorrect attempts.
- Write SC for self-correction after recording the error(s).
- Cross out the response and place a checkmark in the No Try column for no try or "I don't know."
- Record additional comments and observations in the space provided.

SCORING

After administration:

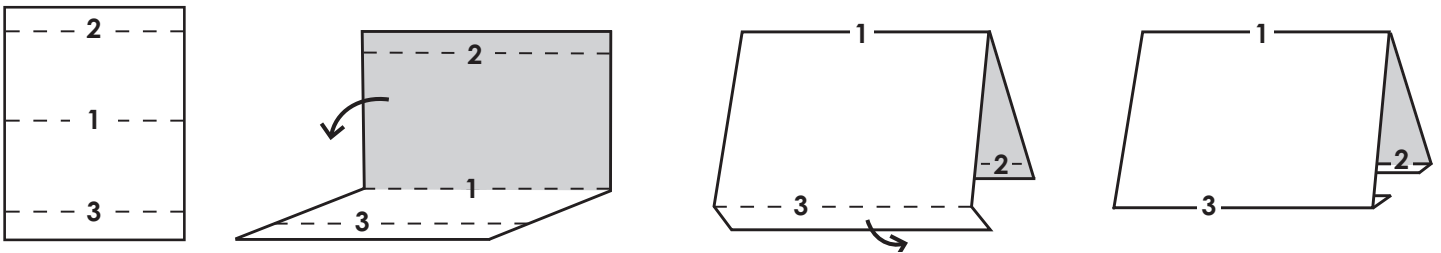
- Tally correct responses for each task.
- Self-corrections count as errors.
- Total all correct responses.
- See page 29 for skill level guidelines corresponding to student's score.

How To Fold Student Pages

Step-by-step instructions

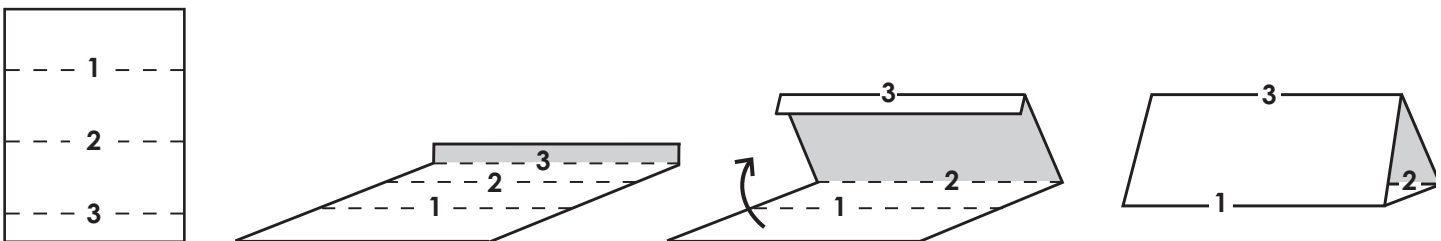
TENT DIRECTIONS (PAGE 1)

- Fold along line **1** to create a flap. Unfold this flap.
- Fold along lines **2** and **3** to create two flaps.
- Flip the paper over to stand it up like a table tent.
The folds along lines **2** and **3** should add additional stability to your tent.
- Display so only one side of the tent is visible at a time.



TRIFOLD DIRECTIONS (PAGE 4)

- Fold on line **3**.
- Next, fold along the lines labeled **1** and **2**.
- Unfold the flaps and make a triangle shape using the ends of the paper.
Use tape or paper clips to hold the shape together.
- The display should show just one row of pictures or boxes at a time.



Phonological Awareness Survey

Suggested Script

COMPOUND WORDS, TWO-SYLLABLE WORDS, AND ONSET/RIME

Use the two gray boxes (Panel 1) on Student Page 1.

Demonstrate with the practice word rainbow:

1. Say: **"I am going to say two parts of a word. Put the parts together and tell me the whole word."**

Let's do a sample together. Rain (pause two seconds) **bow."**

Touch the box on the student's left when you say **"rain"** and touch the one on the student's right when you say **"bow."**

2. Say: **"When I put the parts together, they make one word – rainbow."**

Sweep your hand across the two boxes to demonstrate blending the two parts.

3. Say: **"Now let's do it together."**

Have the student follow you using the same procedure.

4. Say: **"Now it's your turn to put some word parts together. You can touch the boxes to help."**

- Read the word parts for each word in the Compound Words box on the Recording & Scoring Form, touching the boxes as above.
- Read the word parts for each word in the Two-Syllable Words box on the Recording & Scoring Form, touching the boxes as above.
- Read the onset and rime for each word in the Onset/Rime box on the Recording & Scoring Form, touching the boxes as above.
- If any part is too difficult for the student, discontinue and go on to Matching Initial Phonemes.

Phonemic Awareness (Parts I and II) Survey

Summary Directions

TARGET AUDIENCE & PURPOSE

- Give to students who score "On Track" in two of the three Phonological Awareness Survey components and score "Emerging" or "On Track" on the Letter Sounds Survey (part of the Letter Knowledge Survey; see p. 29 for more information)
- Quickly identify if a student has basic phonemic awareness

WHAT IS ASSESSED

Matching:

- Initial phonemes
- Final phonemes

Identifying:

- Initial phonemes
- Final phonemes

Part I

Blending:

- Three-phoneme words
- Four-phoneme words

Segmenting:

- Three-phoneme words
- Four-phoneme words

Part II

Manipulating:

- Adding Phonemes
- Deleting Phonemes
- Substituting Phonemes

MATERIALS

- Phonological/Phonemic Awareness Survey Student Pages 1, 2, 3, 4, and 5 – Form A (or B)
- Phonological/Phonemic Awareness Survey Recording & Scoring – Form A (or B)
- Pen or pencil

ADMINISTRATION

- See next page for suggested script.
- Demonstrate the task with practice prompts on Recording & Scoring Form.
- Give actual prompts on Recording & Scoring Form.

RECORDING

Use the Recording & Scoring Form:

- Place checkmark (✓) next to correct responses.
- For errors, record exactly what student says in the response box and place a checkmark in the Other column.
- Record all incorrect attempts.
- Write SC for self-correction after recording the error(s).
- Cross out the response and place a checkmark in the No Try column for no try or "I don't know."
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each task.
- Self-corrections count as errors.
- Total all correct responses (calculate the subtotal for both Part I and Part II, and transfer the Part I score from page 1 of the Recording & Scoring Form to the bottom of page 2).
- See page 29 for skill level guidelines corresponding to student's score.

Phonemic Awareness (Part I) Survey

Identifying and Matching Phonemes Suggested Script

MATCHING INITIAL PHONEMES

Use pictures (Panel 3) on Student Page 2.

Demonstrate with the practice word "moon":

1. Point to each of the four pictures as you say their names - moon, pig, ball, mouse (listed on the Recording & Scoring Form) and have the student repeat the name of each picture. Point to the picture of the moon and say: **"/m/ is the first sound in moon. Say /m/."**
2. After the student says /m/, say: **"Which picture here has the same first sound as moon?"** (The student can point to the picture or name it.) If the student points to the correct picture (mouse), say: **"Yes, mouse has the same first sound as moon."**
3. If the student does not point to the correct picture (mouse), say: **"Mmmmouse starts with the sound /m/, just like mmmmoon starts with the sound /m/. Say mmmmoon."** (The student repeats mmmmoon.) **Say mmmmouse."** (The student repeats mmmmouse.)
4. Say: **"You do the next three by yourself. I'll tell you the names of the pictures. This is (point to and name the first picture)."** (Pictures are named on the Recording & Scoring Form.)
5. Point to and name the next three pictures. Say: **"Which one begins with the same sound as (name the first picture in the row)."**
6. Repeat for the next two sets.

IDENTIFYING INITIAL PHONEMES

Use pictures (Panel 2) on Student Page 1.

Demonstrate with the practice word "soup":

1. Point to the first picture and say: **"This is soup. What is the first sound in the word soup?"**
2. If the student correctly names the sound /s/, say: **"Yes, the first sound in soup is /s/."**
3. If the student does not name the sound /s/, say: **"Soup starts with the sound /s/. Say sssoup."**
4. After the student says sssoup, say: **"Say /s/."** (The student repeats the sound /s/.)
5. Point to the next picture in the row and name it. (Pictures are named on the Recording & Scoring Form.)
Say: **"What is the first sound you hear in the word (repeat the picture name)?"**
6. Repeat for the next two pictures and words.

MATCHING FINAL PHONEMES

Use pictures (Panel 4) on Student Page 3.

Demonstrate with the practice word “frog”:

1. Point to each of the four pictures as you say their names - frog, cat, pig, sun (listed on the Recording & Scoring Form) and have the student repeat the name of each picture.
2. Point to the picture of the frog and say: **“/g/ is the last sound in frog. Say /g/.”**
3. After the student says /g/, say: **“Which picture here has the same last sound as frog?”**
4. If the student points to the correct picture (pig), say: **“Yes, pig has the same last sound as frog.”**
5. If the student does not point to the correct picture (pig), say: **“Pig ends with the sound /g/, just like frog ends with the sound /g/. Say pig, /g/. (The student repeats pig, /g/.) Say frog, /g/.”** (The student repeats frog, /g/.)
6. Say: **“You do the next three by yourself. I’ll tell you the names of the pictures. This is (name the first picture).”**
(Pictures are named on the Recording & Scoring Form.)
7. Point to and name the next three pictures. Say: **“Which one ends with the same sound as (name the first picture in the row)?”**
8. Repeat for the next two words.

IDENTIFYING FINAL PHONEMES

Use pictures (Panel 5) on Student Page 4.

Demonstrate with the practice word “cat”:

1. Point to the first picture and say: **“This is cat. What is the last sound in the word cat?”**
2. If the student correctly names the sound /t/, say: **“Yes, the last sound in cat is /t/.”**
3. If the student does not name the sound /t/, say: **“Cat ends with the sound /t/. Say cat, /t/.”**
(The student repeats cat, /t/.)
4. Point to the next picture in the row and name it (Pictures are named on the Recording & Scoring Form.)
Say: **“What is the last sound you hear in the word (repeat the picture name)?”**
6. Repeat for the next two pictures and words.

Phonemic Awareness (Part II) Survey

Blending and Segmenting Phonemes Suggested Script

BLENDING THREE PHONEMES

Use the three gray boxes (Panel 6) on Student Page 4.

Demonstrate with the practice word “mat”:

1. Say: **“I am going to say three sounds. Put the sounds together and tell me the word. Let’s practice together.”**
Put the three gray boxes from Student Page 4 in front of the student.
2. Starting with the box on the student’s left, touch each box as you say the sounds.
Say: **“The sounds are /m/, (pause one second) /ă/, (pause one second) /t/.”**
Moving from the student’s left to right, trace your finger under the boxes as you say the word mat.
3. Say: **“When I put the sounds together, they make the word mat.”**
4. Say: **“Now say the sounds after I say them, and touch the boxes as you say the sounds.”**
5. The student touches the boxes while saying the sounds:
“/m/ (pause one second) /ă/ (pause one second) /t/.” “What is the word?”
If the student gives the correct answer, continue with the sounds for the rest of the words.
If the student gives an incorrect answer, say: **“The sounds are /m/ /ă/ /t/, and the word is mat. You touch the boxes and say /m/ /ă/ /t/, mat.”**
6. Say: **“Let’s do some more. I’ll give you the sounds, and you tell me what the word is.”**
7. Read the sounds from the Recording & Scoring Form for the first word, pausing for one second between each sound. Then say:
“What is the word?”
8. Repeat for the next two words.

BLENDING FOUR PHONEMES

Use the four gray boxes (Panel 7) on Student Page 4.

1. Say: **“Now I am going to give you four sounds to blend into a word. You can use the four boxes to help.”**
2. Read the word from the Recording & Scoring Form and ask: **“What is the word?”**
3. Repeat for the second word.

SEGMENTING THREE PHONEMES

Use the three gray boxes (Panel 6) on Student Page 4.

Demonstrate with the practice word “seat”:

1. Say: **“Now I am going say a word and you tell me the sounds. Let’s practice one together. The word is seat.”**
2. Starting with the box on the student’s left, touch each box as you say the sounds.
Say: **“The sounds in seat are /s/, (pause one second) /ē/, (pause one second) /t/.”**
3. Say: **“Now you tell me the sounds in seat.”**
If the student gives the correct answer, continue with the rest of the words.
If the student gives an incorrect answer, say:
“The sounds in seat are /s/ /ē/ /t/. Touch the boxes and say /s/ /ē/ /t/, seat.”
4. Say: **“Let’s do some more. Tell me the sounds in (name first word on Recording & Scoring Form.)”**
5. Repeat for the next two words on the Recording & Scoring Form.

SEGMENTING FOUR PHONEMES

Use the four gray boxes (Panel 7) on Student Page 4.

1. Say: **“Now I am going say a word with four sounds. Tell me the sounds in the word. Use the four boxes at the bottom of the page to help.”**
2. Read the sounds from the Recording & Scoring Form and ask: **“What is the word?”**
3. Repeat for the second word.

Manipulating Phonemes Suggested Script

ADDING PHONEMES

Use the gray rectangle and box in the Adding and Deleting Phonemes section on Student Page 5.

Demonstrate with the practice word “why”:

1. Say: **“Now we’re going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. Let’s practice together.”**
2. Say: **“If I took the word why (touch the first box) and added /d/ to the end (touch the second box), the new word would be wide. Touch the boxes while you say the sounds, like this: /wī/ /d/ (touch each box, one at a time, while saying the sounds).”**
3. Say: **“Now, you touch the boxes and say /wī/ (touch the first box), and add the sound /d/ (touch the second box), then say the new word.”**
If the student gives the correct answer, continue with the rest of the words.
If the student gives an incorrect answer, say:
“The word is /wī/ (touch the first box), and I will add the sound /d/ (touch the second box). The new word is wide.” Touch the boxes and say, /wī/ /d/, then say the new word.”
4. Say: **“Let’s play with some more words. I will say a word tell you which sound to add, and you will tell me the new word.”**
Read the word and the sound to be added from the Recording & Scoring Form and then ask: “What is the new word?”
5. Repeat for the next two words on the Recording & Scoring Form.

DELETING PHONEMES

Use the gray rectangle and box in the Adding and Deleting Phonemes section on Student Page 5.

Demonstrate with the practice word “need”:

1. Say: **“Now we’re going to take some words that we know and delete, or take away, a sound from the end. When we delete the last sound, it will make a new real word. Let’s practice one together.”**
2. Say: **“If the word is need, we could divide it like this: /nē/ (touch the first box) /d/ (touch the second box). If I take away the last sound, /d/ (touch the second box), I am left with the word knee (touch the first box).”**
3. Say: **“Now, you touch the boxes and say /nē/ (touch the first box) /d/ (touch the second box), then take away the sound /d/ from the word need.”**
If the student gives the correct answer, continue with the rest of the words.
If the student gives an incorrect answer, say:
“The sounds in need are /nē/ (touch the first box) /d/ (touch the second box). If I take away the last sound, /d/, the new word is knee.” Touch the first box and say, /nē/.”
4. Say: **“Let’s play with some more words. I will say a word and tell you which sound to take away, and you will tell me the new word.”**
Read the word and the sound to be deleted from the Recording & Scoring Form and then ask: **“What is the new word?”**
5. Repeat for the next two words on the Recording & Scoring Form.

SUBSTITUTING PHONEMES

Use the gray box and rectangle in the Substituting Phonemes section on Student Page 5.

Demonstrate with the practice word “must”:

1. Say: **“Now we’re going to take some words that we know and substitute, or change, the first sound. When we change the first sound, it will make a new real word. Let’s practice one together.”**
2. Say: **“If the word is must, we could divide it like this: /m/ (touch the first box) /ŭst/ (touch the second box). If I change the first sound, /m/, to /d/ (touch the first box), my new word is dust (sweep finger along both boxes, left to right).”**
3. Say: **“Now, you touch the boxes and say /m/ (touch the first box) /ŭst/ (touch the second box), then change the sound /m/ to /d/ and say the new word.”**
If the student gives the correct answer, continue with the rest of the words.
If the student gives an incorrect answer, say:
“The sounds in must are /m/ (touch the first box) /ŭst/ (touch the second box). If I change the first sound, /m/, to /d/, the new word is dust.” Touch the boxes and say, /d/ /ŭst/.”
4. Say: **“Let’s play with some more words. I will say a word and tell you which sound to change, and you will tell me the new word.”**
Read the word and the sound to be changed from the Recording & Scoring Form and then ask: “What is the new word?”
5. Repeat for the next two words on the Recording & Scoring Form.

FOLD 2

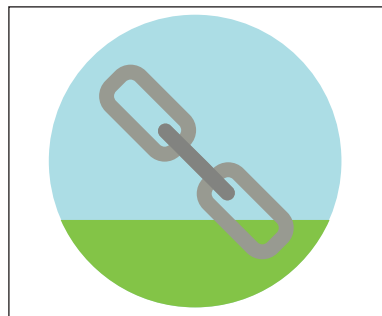
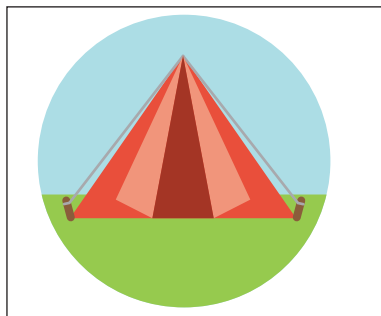
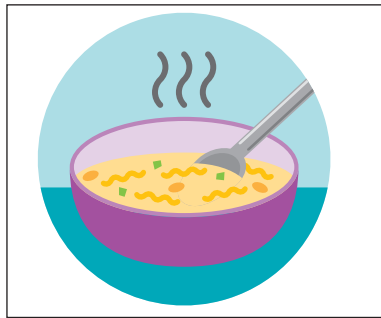


Touch boxes for sounds.

Form A Panel 1

FOLD 1

Form A Panel 2

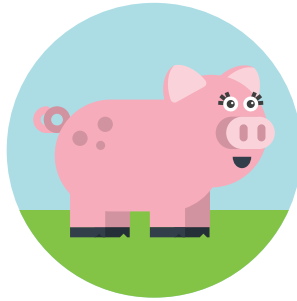
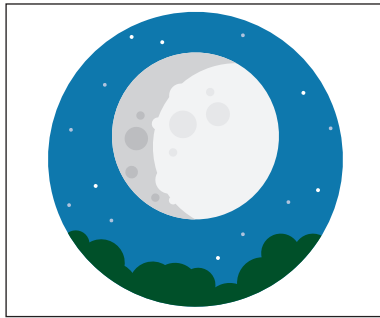


FOLD 3

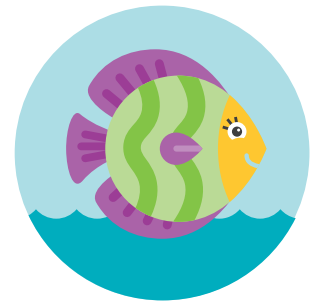
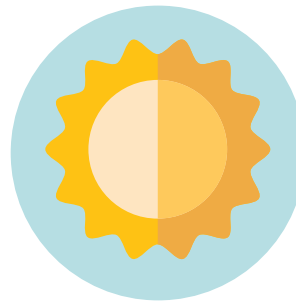
Matching Initial Phonemes

Form A Panel 3

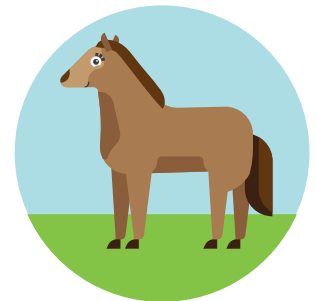
Row 1



Row 2



Row 3



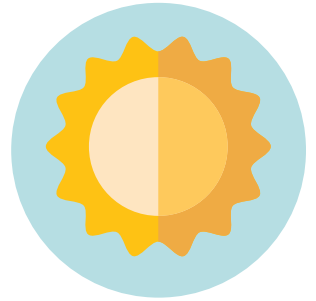
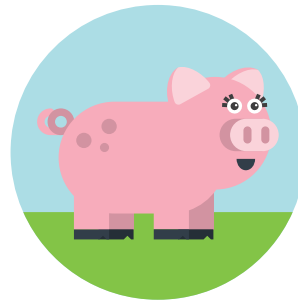
Row 4



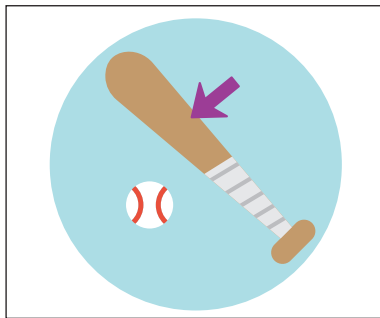
Matching Final Phonemes

Form A Panel 4

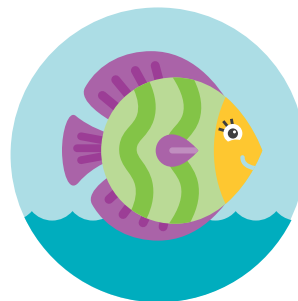
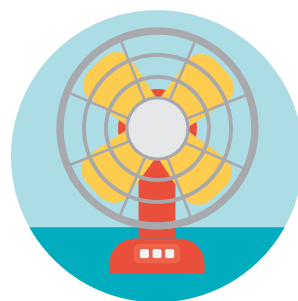
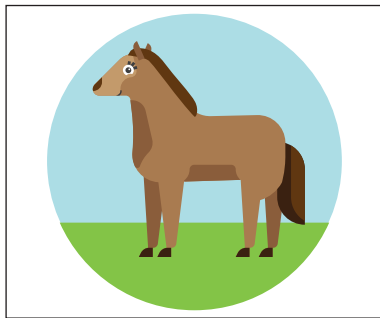
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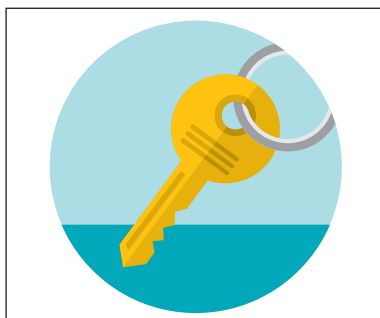
Row 2



Row 3



Row 4



Form A Panel 5



FOLD 1

Form A Panel 6

Touch boxes for sounds.



FOLD 2

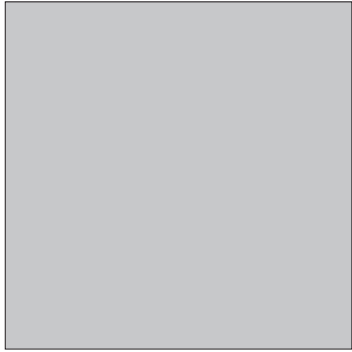
Form A Panel 7

Touch boxes for sounds.



FOLD 3

FOLD 2



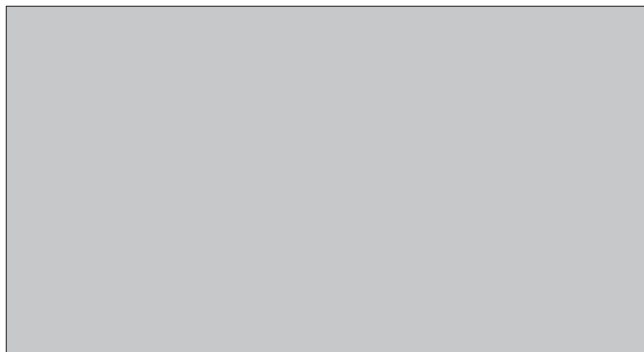
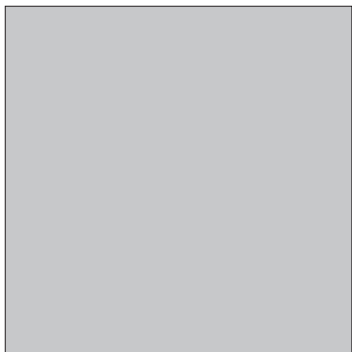
Touch boxes for sounds.

Form A Panel 8 (Adding and Deleting Phonemes)

FOLD 1

Form A Panel 9 (Substituting Phonemes)

Touch boxes for sounds.



FOLD 3

Name _____ Grade _____ Age _____ Date _____

Assessor _____

		Record student response in this column.			Number Correct	*Practice words in gray.	
PHONOLOGICAL AWARENESS	Compound Words		Use <i>Student Page 1: Panel 1.</i>		Other	No Try	/3
	Prompt	<i>rain</i> <i>bow</i>	rainbow			Comments:	
	1. <i>cup</i> <i>cake</i>	cupcake					
	2. <i>sun</i> <i>shine</i>	sunshine					
	3. <i>cow</i> <i>boy</i>	cowboy					
	Prompt	4. <i>ta</i> <i>ble</i>	table			Comments:	
	5. <i>summ</i> <i>er</i>	summer					
	6. <i>con</i> <i>test</i>	contest					
	Prompt	7. /f/ oot	foot			Comments:	
	8. /p/ art	part					
9. /ch/ eek	cheek						
Phonological Awareness Total							/9
PHONEMIC AWARENESS (PART 1)	Matching Initial Phonemes		Use <i>Student Page 2: Panel 3.</i>		Other	No Try	/3
	Prompt	<i>moon</i>	pig	ball	<u>mouse</u>	Comments:	
	10. <i>sock</i>	zebra	<u>sun</u>	fish			
	11. <i>hat</i>	pie	monkey	<u>horse</u>			
	12. <i>car</i>	ball	goat	<u>cat</u>			
	Prompt	13. <i>soup</i>	/s/			Comments:	
	14. <i>van</i>	/v/					
	15. <i>tent</i>	/t/					
	15. <i>chain</i>	/ch/					
	Prompt	16. <i>frog</i>	cat	<u>pig</u>	sun	Comments:	
17. <i>bat</i>	<u>heart</u>	van	sled				
18. <i>horse</i>	fan	fish	<u>bus</u>				
18. <i>key</i>	bow	hair	<u>tree</u>				
Prompt	19. <i>cat</i>	/t/			Comments:		
20. <i>crab</i>	/b/						
21. <i>goat</i>	/t/						
21. <i>brush</i>	/sh/						
Phonemic Awareness Part I Subtotal							/12

Name _____ Grade _____ Age _____ Date _____

Assessor _____

*Practice words in gray.

BLENDING

Record student response in this column.

Number Correct

Blending Three Phonemes

Use the **gray boxes** on Student Page 4: Panel 6.

Other No Try /3

Prompt	Response	Other	No Try	Number Correct	Comments:
22. /m/ /ă/ /t/	mat			/3	
23. /sh/ /ā/ /k/	shake				
24. /k/ /ō/ /t/	coat				
24. /d/ /ū/ /k/	duck				

Blending Four Phonemes

Use the **gray boxes** on Student Page 4: Panel 7.

Other No Try /2

Prompt	Response	Other	No Try	Number Correct	Comments:
25. /s/ /ou/ /n/ /d/	sound			/2	
26. /s/ /t/ /ō/ /n/	stone				

SEGMENTING

Record student response in this column.

Segmenting Three Phonemes

Use the **gray boxes** on Student Page 4: Panel 6.

Other No Try /3

Prompt	Response	Other	No Try	Number Correct	Comments:
27. seat	/s/ /ē/ /t/			/3	
28. fit	/f/ /ī/ /t/				
29. take	/t/ /ā/ /k/				
29. sheep	/sh/ /ē/ /p/				

Segmenting 4 Phonemes

Use the **gray boxes** on Student Page 4: Panel 7.

Other No Try /2

Prompt	Response	Other	No Try	Number Correct	Comments:
30. fast	/f/ /ă/ /s/ /t/			/2	
31. press	/p/ /r/ /ē/ /s/				

PHONEMIC AWARENESS (PART II)

Name _____ Grade _____ Age _____ Date _____

Assessor _____

PHONEMIC AWARENESS (PART II)

MANIPULATION

Record student response in this column.

Adding Phonemes

Use the **gray boxes** on *Student Page 5: Panel 8*.

		Other	No Try	Number Correct
				/3
Prompt	32. why (+ /d/)			Comments:
	32. spy (+ /k/)			
	33. ram (+ /p/)			
	34. bun (+ /ch/)			
Response	wide			
	spike			
	ramp			
	bunch			

Deleting Phonemes

Use the **gray boxes** on *Student Page 5: Panel 8*.

		Other	No Try	Number Correct
				/3
Prompt	35. need (- /d/)			Comments:
	35. shine (- /n/)			
	36. globe (- /b/)			
	37. trace (- /s/)			
Response	knee			
	shy			
	glow			
	tray			

Substituting Phonemes

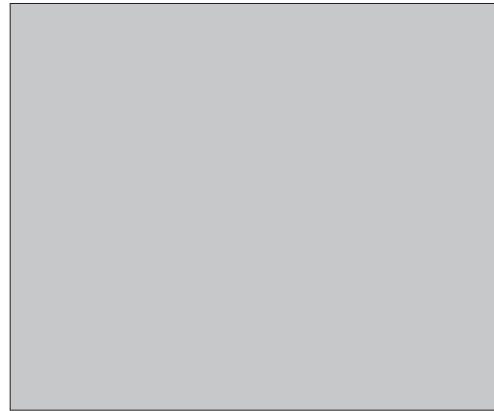
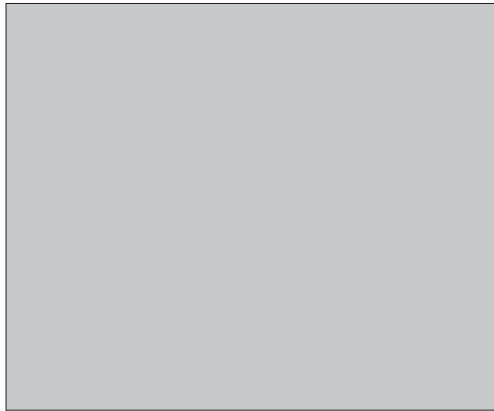
Use the **gray boxes** on *Student Page 5: Panel 9*.

		Other	No Try	Number Correct
				/3
Prompt	38. must (change /m/ to /d/)			Comments:
	38. jump (change /j/ to /l/)			
	39. reach (change /r/ to /p/)			
	40. flip (change /f/ to /k/)			
Response	dust			
	lump			
	peach			
	clip			

Phonemic Awareness Part II Subtotal	/19
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Phonological Awareness Total (transfer from page 1)	/9
Phonemic Awareness Total (add Part I subtotal from page 1 and Part II subtotal from page 3)	/31

FOLD 2

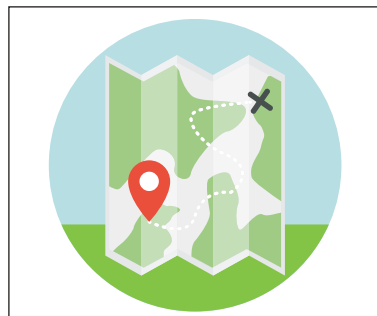
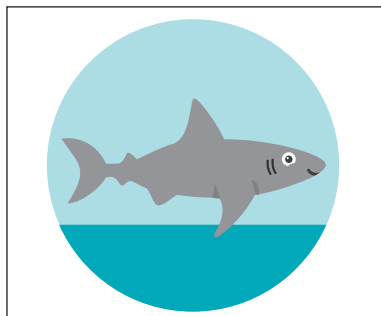
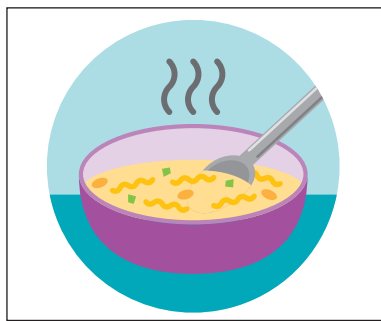


Touch boxes for sounds.

Form B Panel 1

FOLD 1

Form B Panel 2

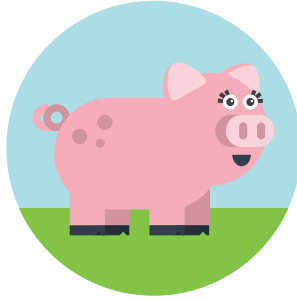
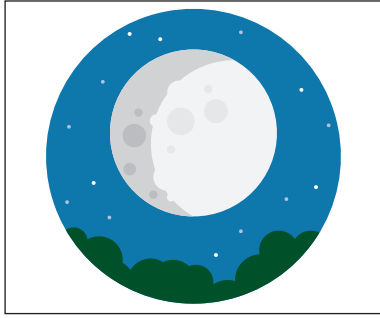


FOLD 3

Matching Initial Phonemes

Form B Panel 3

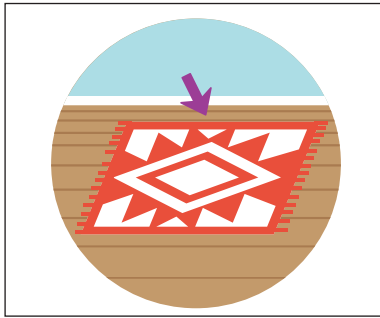
Row 1



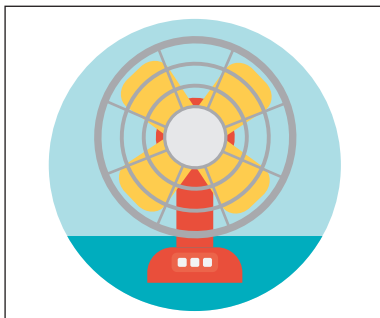
Row 2



Row 3



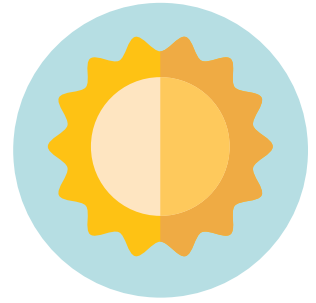
Row 4



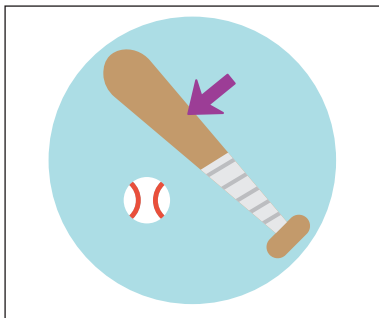
Matching Final Phonemes

Form B Panel 4

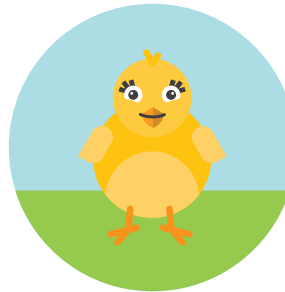
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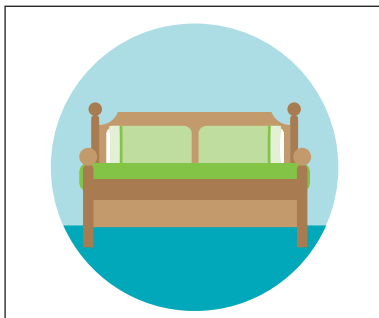
Row 2



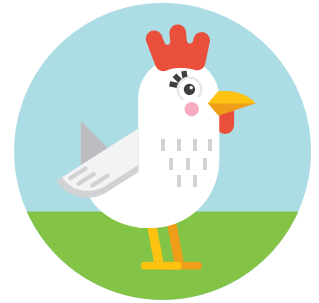
Row 3



Row 4



Form B Panel 5



FOLD 1

Form B Panel 6

Touch boxes for sounds.



FOLD 2

Form B Panel 7

Touch boxes for sounds.



FOLD 3

FOLD 2



Touch boxes for sounds.

Form B Panel 8 (Adding and Deleting Phonemes)

FOLD 1

Form B Panel 9 (Substituting Phonemes)

Touch boxes for sounds.



FOLD 3

Name _____ Grade _____ Age _____ Date _____

Assessor _____

		Record student response in this column.			Number Correct	*Practice words in gray.	
PHONOLOGICAL AWARENESS	Compound Words		Use <i>Student Page 1: Panel 1.</i>		Other	No Try	/3
	Prompt	<i>rain</i> <i>bow</i>	rainbow			Comments:	
	1. <i>sun</i> <i>rise</i>	sunrise					
	2. <i>air</i> <i>plane</i>	airplane					
	3. <i>pop</i> <i>corn</i>	popcorn					
	Two-Syllable Words		Use <i>Student Page 1: Panel 1.</i>		Other	No Try	/3
	Prompt	4. <i>ca</i> <i>ble</i>	cable			Comments:	
	5. <i>winn</i> <i>er</i>	winner					
	6. <i>un</i> <i>der</i>	under					
	Onset/Rime		Use <i>Student Page 1: Panel 1.</i>		Other	No Try	/3
Prompt	7. /k/ <i>old</i>	cold			Comments:		
8. /b/ <i>ook</i>	book						
9. /f/ <i>one</i>	phone						
Phonological Awareness Total							/9
PHONEMIC AWARENESS (PART 1)	Matching Initial Phonemes		Use <i>Student Page 2: Panel 3.</i>		Other	No Try	/3
	Prompt	<i>moon</i>	Names of pictures; correct answers underlined	pig	ball	<u>mouse</u>	Comments:
	10. <i>shoe</i>	<u>ship</u>		crab	seat		
	11. <i>rug</i>	pie		frog	<u>rabbit</u>		
	12. <i>fan</i>	car		<u>fox</u>	nose		
	Identifying Initial Phonemes		Use <i>Student Page 1: Panel 2.</i>		Other	No Try	/3
	Prompt	<i>soup</i>	Correct Response	/s/			Comments:
	13. <i>can</i>	/k/					
	14. <i>shark</i>	/sh/					
	15. <i>map</i>	/m/					
Matching Final Phonemes		Use <i>Student Page 3: Panel 4.</i>		Other	No Try	/3	
Prompt	<i>frog</i>	Names of pictures; correct answers underlined	cat	<u>pig</u>	sun	Comments:	
16. <i>bat</i>	road		<u>cart</u>	pen			
17. <i>chair</i>	clap		chick	<u>bear</u>			
18. <i>bed</i>	<u>sad</u>		bug	shell			
Identifying Final Phonemes		Use <i>Student Page 4: Panel 5.</i>		Other	No Try	/3	
Prompt	<i>cat</i>	Correct Response	/t/			Comments:	
19. <i>goat</i>	/t/						
20. <i>catch</i>	/ch/						
21. <i>hen</i>	/n/						
Phonemic Awareness Part I Subtotal							/12

Name _____ Grade _____ Age _____ Date _____

Assessor _____

*Practice words in gray.

BLENDING

Record student response in this column.

Number Correct

Blending Three Phonemes

Use the **gray boxes** on Student Page 4: Panel 6.

Other No Try /3

Prompt		/m/ /ă/ /t/	Response	mat			Comments:
	22.	/sh/ /ē/ /p/		sheep			
	23.	/b/ /ō/ /t/		boat			
	24.	/b/ /ī/ /g/		big			

Blending Four Phonemes

Use the **gray boxes** on Student Page 4: Panel 7.

Other No Try /2

Prompt	25.	/b/ /r/ /ī/ /k/	Response	brick			Comments:
	26.	/k/ /l/ /ou/ /d/		cloud			

SEGMENTING

Record student response in this column.

Segmenting Three Phonemes

Use the **gray boxes** on Student Page 4: Panel 6.

Other No Try /3

Prompt		seat	Response	/s/	/ē/	/t/	Comments:
	27.	cup		/k/	/ū/	/p/	
	28.	cake		/k/	/ā/	/k/	
	29.	cheese		/ch/	/ē/	/z/	

Segmenting 4 Phonemes

Use the **gray boxes** on Student Page 4: Panel 7.

Other No Try /2

Prompt	30.	last	Response	/l/	/ă/	/s/	/t/	Comments:
	31.	stuff		/s/	/t/	/ū/	/f/	

PHONEMIC AWARENESS (PART II)

Name _____ Grade _____ Age _____ Date _____

Assessor _____

PHONEMIC AWARENESS (PART II)

MANIPULATION

Record student response in this column.

Adding Phonemes

Use the **gray boxes** on *Student Page 5: Panel 8*.

		Other	No Try	Number Correct
				/3
Prompt	32. why (+ /d/)			Comments:
	32. grow (+ /s/)			
	33. plum (+ /p/)			
	34. bran (+ /ch/)			
Response	wide			
	gross			
	plump			
	branch			

Deleting Phonemes

Use the **gray boxes** on *Student Page 5: Panel 8*.

		Other	No Try	Number Correct
				/3
Prompt	35. need (- /d/)			Comments:
	35. freeze (- /z/)			
	36. place (- /s/)			
	37. guide (- /d/)			
Response	knee			
	free			
	play			
	guy			

Substituting Phonemes

Use the **gray boxes** on *Student Page 5: Panel 9*.

		Other	No Try	Number Correct
				/3
Prompt	38. must (change /m/ to /d/)			Comments:
	38. land (change /l/ to /h/)			
	39. paint (change /p/ to /s/)			
	40. clap (change /k/ to /f/)			
Response	dust			
	hand			
	saint			
	flap			

Phonemic Awareness Part II Subtotal	/19
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Phonological Awareness Total (transfer from page 1)	/9
Phonemic Awareness Total (add Part I subtotal from page 1 and Part II subtotal from page 3)	/31

Skill Level Guidelines

Use the table below as a guideline for determining a student's basic skill level in the areas assessed by the survey.

		Skill Level		
		Low	Emerging	On Track
Phonological Awareness	BOYK	0-2	3-4	5-9
	MOYK	0-2	3-5	6-9
	EOYK/BOY1	0-4	5-7	8-9
	MOY1	0-5	6-7	8-9
	EOY1+	0-5	6-7	8-9
Phonemic Awareness	BOYK	0-1	2-4	5-31*
	MOYK	0-3	4-8	9-31
	EOYK/BOY1	0-12	13-22	23-31
	MOY1	0-17	18-26	27-31
	EOY1+	0-19	20-29	30-31

*Many skills on this assessment are above the expectations at BOYK.

Really Great Reading's Diagnostic Surveys

The Phonological/Phonemic Awareness Survey is part of Really Great Reading's growing family of diagnostic assessments that can quickly diagnose a student's weaknesses in basic reading skills. Really Great Reading's family of assessments consists of seven surveys that assess a variety of literacy skills. These surveys can be grouped into those that assess decoding skills and those that assess pre-decoding skills. Really Great Reading also has a Kindergarten Screener available to quickly obtain a broad idea of students' background knowledge related to several pre-decoding skills.

Skills	RGR Survey	Skills Assessed
Pre-Decoding	Letter Names <i>(part of the Letter Knowledge Survey)</i>	Alphabetic Knowledge
	Letter Sounds <i>(part of the Letter Knowledge Survey)</i>	Letter-sound correspondence
	Phonological Awareness <i>(part of the Phonological Awareness Surveys)</i>	Phonological awareness at these levels: <ul style="list-style-type: none"> • Compound Words • Syllable • Onset/rime
	Phonemic Awareness <i>(part of the Phonological Awareness Surveys)</i>	Phonemic awareness at these levels: <ul style="list-style-type: none"> • Matching initial and final phonemes • Identifying initial and final phonemes • Blending three and four phonemes into spoken words • Segmenting spoken words with three and four phonemes • Manipulating phonemes by adding, deleting, and substituting sounds in spoken words

Skills	RGR Survey	Skills Assessed
Decoding	Kindergarten Foundational Skills	<p>Functional Vocabulary</p> <ul style="list-style-type: none"> Basic terms like First, Next, Last; Before & After; Same & Different; Beginning, Middle, End <p>Basic Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> Rhyming Blending compound words and onset-rime Isolating beginning sounds in spoken words Blending, segmenting, adding, deleting, and substituting phonemes <p>Basic Phonics</p> <ul style="list-style-type: none"> Letter-names and letter-sounds knowledge Simple single-syllable real words with common consonants, short vowels, digraphs, and two-sound blends Selected high-frequency words Simple two-syllable words
	1 st Grade Foundational Skills	<p>Basic Phonics</p> <ul style="list-style-type: none"> Simple and complex single-syllable real words with common consonants, short vowels, digraphs and two-sound blends, and common long vowel spellings Simple two-syllable words Selected high-frequency words <i>(Optional, supplemental)</i> Sight (high-frequency) words <i>(Optional, supplemental)</i> Letter-sounds knowledge <i>(Optional, supplemental)</i> Letter-names knowledge
	Beginning Decoding	<p>Basic Phonics</p> <ul style="list-style-type: none"> High-frequency words Simple and complex single-syllable real words with common consonants, short vowels, digraphs, and two-sound blends Nonsense words
	Advanced Decoding	<p>Advanced Phonics</p> <ul style="list-style-type: none"> Simple and complex single-syllable real words with trigraphs, three-sound blends, less common digraphs, and advanced vowel spellings (long vowels, other vowels, and r-controlled vowels) Multisyllabic words Nonsense words
	Advanced Decoding Plus	<p>Advanced Phonics</p> <ul style="list-style-type: none"> Complex single-syllable words with advanced vowels patterns Real and nonsense multisyllabic words with all syllable types
	Sight Words	<p>High-frequency word automaticity in context (sentences) and in isolation</p>

Tools to Prevent and Resolve Decoding Weaknesses

To comprehend well, all good readers must master certain basic skills, including the ability to decode words accurately and fluently. Not all students master these skills in the same way. Some need explicit, systematic, and multisensory instruction in decoding to become proficient readers.

Really Great Reading has tools to identify, group, and teach students who are just beginning to learn to decode or who are struggling with decoding. For younger students, our approach gets them off on the right foot by teaching them phonemic awareness and phonics skills in a structured and multisensory way. For older students, our approach fills a gap many schools have in their literacy curricular map — mature, appropriately-paced, phonics-based interventions for adolescents with mild, moderate, significant, and severe deficits. Our Phonics Suite lessons improve reading accuracy by teaching students the foundational reading skills they should have mastered in grades K-3. Improving these basic skills will have an immediate and lasting effect on fluency and comprehension.

