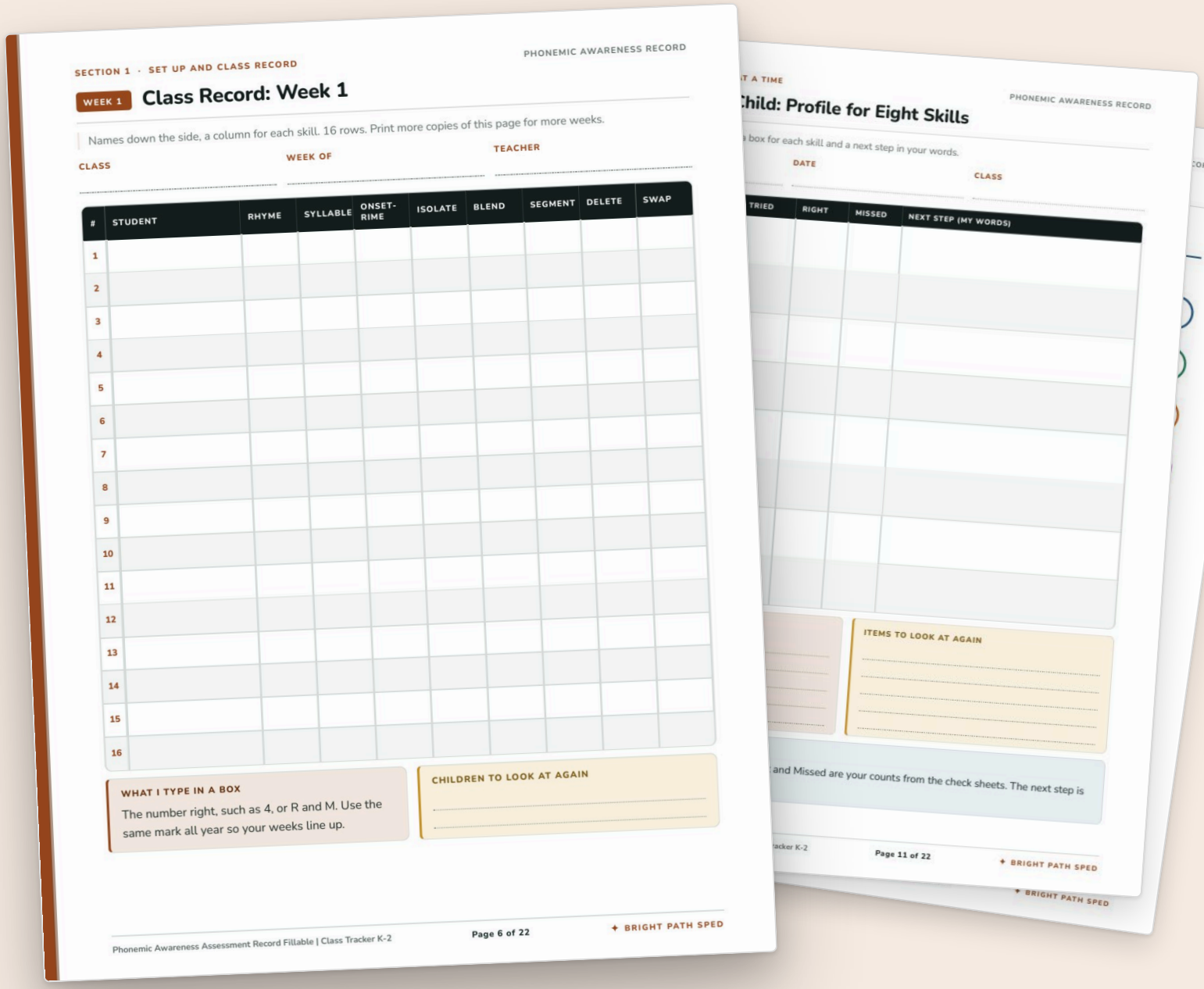
PHONEMIC AWARENESS RECORD · GRADES K–2

EDITABLE

Phonemic Awareness Assessment Record



22 PAGES | 8 SKILLS | CLASS TRACKER | FILLABLE PDF

✦ BRIGHT PATH SPED

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PREVIEW

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PREVIEW

TEACHER

My Item Words: Type Them Here

Type up to 7 items for each skill. The words are yours. Print this page, and read from it.

TEACHER _____ DATE _____ SET NAME _____

ITEM WORDS FOR RHYME, SYLLABLE, ONSET-RIME, ISOLATE

#	RHYME RECOGNITION	SYLLABLE BLENDING	ONSET-RIME BLENDING	PHONEME ISOLATION
1				
2				
3				
4				
5				
6				
7				

ITEM WORDS FOR BLEND, SEGMENT, DELETE, SWAP

#	BLENDING	SEGMENTING	DELETION	SUBSTITUTION
1				
2				
3				
4				
5				
6				
7				

PREVIEW

WEEK 2

Class Record: Week 2

Names down the side, a column for each skill. 16 rows. Print more copies of this page for more weeks.

CLASS _____ WEEK OF _____ TEACHER _____

#	STUDENT	RHYME	SYLLABLE	ONSET-RIME	ISOLATE	BLEND	SEGMENT	DELETE	SWAP
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

PREVIEW

WHAT I TYPE IN A BOX

The number right, such as 4, or R and M. Use the same mark all year so your weeks line up.

CHILDREN TO LOOK AT AGAIN

WEEK 4

Class Record: Week 4

Names down the side, a column for each skill. 16 rows. Print more copies of this page for more weeks.

CLASS _____ WEEK OF _____ TEACHER _____

#	STUDENT	RHYME	SYLLABLE	ONSET-RIME	ISOLATE	BLEND	SEGMENT	DELETE	SWAP
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									

PREVIEW

WHAT I TYPE IN A BOX

The number right, such as 4, or R and M. Use the same mark all year so your weeks line up.

CHILDREN TO LOOK AT AGAIN

_____

_____

TRACKER

One Child: Profile for Eight Skills

One page for one student: a box for each skill and a next step in your words.

STUDENT _____ DATE _____ CLASS _____

SKILL	TRIED	RIGHT	MISSED	NEXT STEP (MY WORDS)
Rhyme Recognition				
Syllable Blending				
Onset-Rime Blending				
Phoneme Isolation				
Blending				
Segmenting				
Deletion				
Substitution				

PREVIEW

WHAT I SAW GO WELL

ITEMS TO LOOK AT AGAIN

WHAT I TYPE IN A BOX

Tried is how many items you gave. Right and Missed are your counts from the check sheets. The next step is yours. The file never writes it.

TEACHER

Word Change Check Sheet

For taking a sound away and changing a sound. Type each word and what the child said.

STUDENT _____ DATE _____ SKILL _____

#	WORD I SAY	PART TO CHANGE	WORD IT BECOMES	WHAT THE CHILD SAID	R OR M
1					
2					
3					
4					
5					
6					
7					
8					
9					

PREVIEW

Right _____ **out of** _____

NEXT STEP FOR THIS SKILL (MY WORDS)

_____

_____

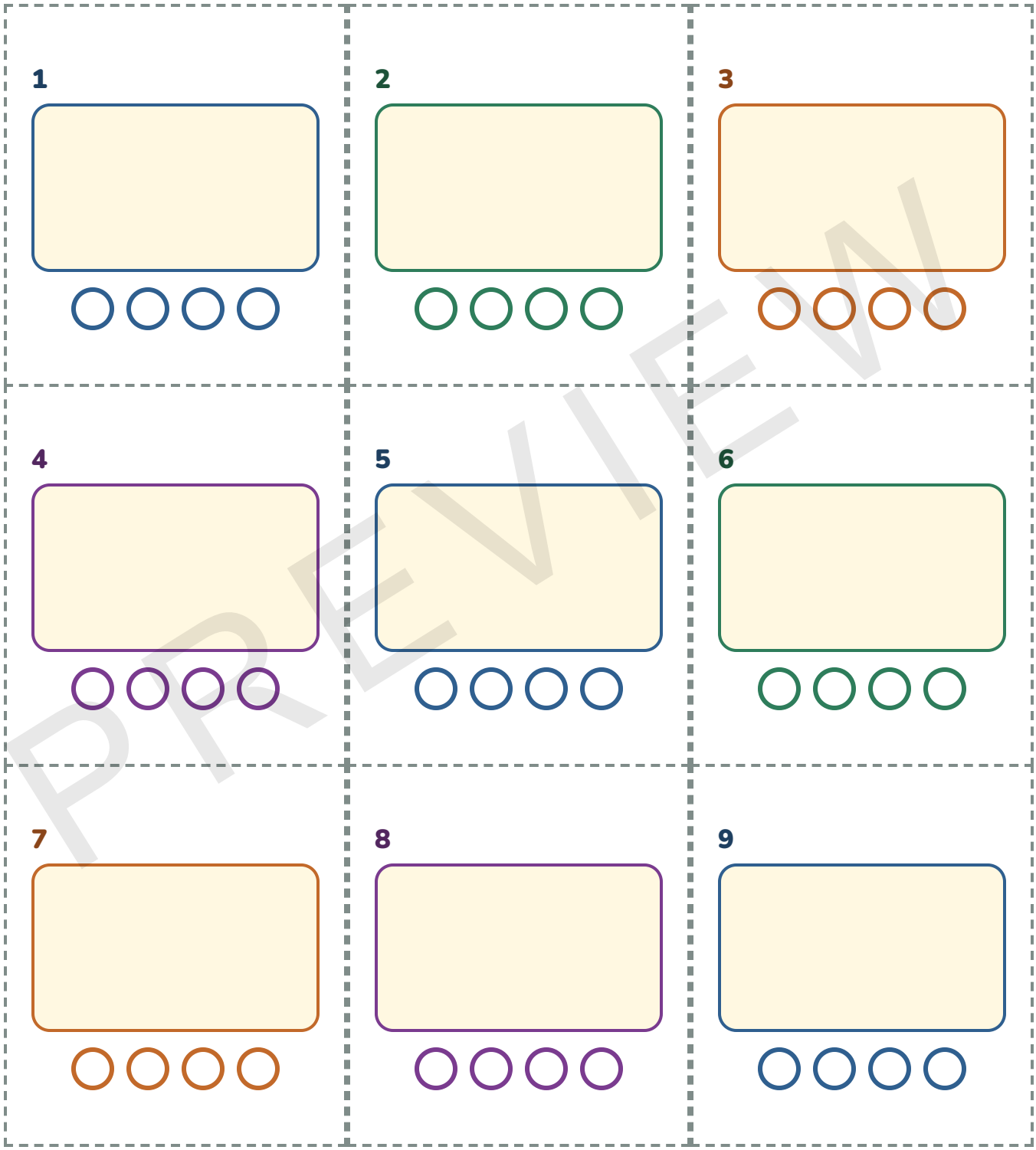
_____

FOR KIDS

Word Cards to Cut

Type one of your words in each box, then print and cut on the dashed lines.

Cut. Say the word. Tap a circle for each sound.



PREVIEW

NOTES

Note Home — Sounds in Words

Send it home with the profile page or the stars page. Short, warm, in your own words.

STUDENT (FIRST NAME) _____ DATE _____ FROM _____

WHAT WE LISTENED FOR

In plain words: rhymes, parts of words and the sounds in words.

WHAT YOUR CHILD DID WELL

Something you saw and heard. Use your own words.

WHAT WE WILL PRACTICE NEXT

Your words. What would you like to say to the family?

QUESTIONS, OR SOMETHING TO TELL ME

NEXT CHECK DAY _____ BEST WAY TO REACH ME _____

PREVIEW

EXAMPLE

A Record, Filled In

SAMPLE · INVENTED STUDENT

The child and every item are invented. Every count can be re-added from its own table.

PROFILE (PAGE 11), ONE INVENTED CHILD, DEV

SKILL	TRIED	RIGHT	MISSED
Rhyme Recognition	6	6	0
Syllable Blending	6	6	0
Onset-Rime Blending	6	5	1
Phoneme Isolation	6	4	2
Blending	6	4	2
Segmenting	6	3	3
Deletion	6	2	4
Substitution	6	2	4

Right + Missed = Tried on every row: 6 + 0 = 6, 6 + 0 = 6, 5 + 1 = 6, 4 + 2 = 6, 4 + 2 = 6, 3 + 3 = 6, 2 + 4 = 6, 2 + 4 = 6. The items are invented practice items, not a list for any grade.

CLASS RECORD (PAGE 6), WEEK 1, FOUR INVENTED CHILDREN

STUDENT	RHYME	SYLLABLE	ONSET-RIME	ISOLATE	BLEND	SEGMENT	DELETE	SWAP
Rio (invented)	5	4	4	3	3	2	2	1
Dev (invented)	6	6	5	4	4	3	2	2
Nia (invented)	6	6	5	5	4	4	3	3
Sam (invented)	4	5	3	3	2	2	1	1

Dev's row is the Right column of his profile, read across.

DEV'S MISSED DELETION ITEMS (INVENTED)

ITEM NUMBER	WORD I SAID	IT SHOULD BECOME	DEV SAID
2	cup	up	cup
3	meat	eat	me
5	stop	top	stop
6	plate	late	plate

4 rows, one for each missed item on the Delete row.

CHECK AGAIN (PAGE 12), DEV, SEGMENTING ROW

ROW	CHECK 1	CHECK 2	CHECK 3
Segmenting (right)	1	2	3

Check 3 is the 3 on his profile.

YOUR TURN: THE NEXT STEP IS YOURS, SO IT STAYS BLANK

NEXT STEP FOR DEV (MY WORDS)

CHECK AGAIN ON

PREVIEW