



Phonemic Awareness Diagnostic (Educator Version)

Phonemic Awareness Diagnostic: *Scoring Guide*

Please read aloud the ***bolded, italicized words*** and fill out the scoring sheet accordingly. For students in Kindergarten and Grade 1, begin with Section 1 (Phoneme Isolation). For students in Grades 2+, Section 1 is optional; we recommend only administering it if students do poorly with Sections 2 and 3.

1. Phoneme Isolation

“For this part of the test, I’m going to say a word, and then your job is to tell me the first sound you hear in that word. For example, if I said ‘cat,’ you would answer ‘/k/,’ because /k/ is the first sound in cat.”

- a. Give one point for each sound correctly identified. If a student answers incorrectly, you can respond with the feedback ***“The first sound in [word] is [sound]. Let’s try another,”*** and move on to the next item.
- b. If students add a schwa to the sound, mark their answer as correct, but be sure to make note of this and address it in future instruction.

Word	First Sound	Point?
pick	/p/	
ship	/sh/	
jack	/j/	
rough	/r/	
name	/n/	

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“For this part, I’m going to say a word, and then your job is to tell me the last sound you hear in that word. For example, if I said ‘pod,’ you would answer ‘/d/,’ because /d/ is the last sound in pod.”

- a. Give one point for each sound correctly identified. If a student answers incorrectly, you can respond with the feedback ***“The last sound in [word] is [sound]. Let’s try another,”*** and move on to the next item.
- b. If students add a schwa to the sound, mark their answer as correct, but be sure to make note of this and address it in future instruction.

Word	Final Sound	Point?
rap	/p/	
cone	/n/	
hill	/l/	
rush	/sh/	
bath	/th/	

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“For this part of the test, I’m going to say a word, and then your job is to tell me the middle sound you hear in that word. For example, if I said ‘mat,’ you would answer ‘/a/,’ because /a/ is the middle sound in mat.”

- a. Give one point for each sound correctly identified. If a student answers incorrectly, you can respond with the feedback ***“The middle sound in [word] is [sound]. Let’s try another,”*** and move on to the next item.

Word	Medial Sound	Point?
hip	/ɪ/	
nap	/ă/	
wreck	/ɛ/	
hope	/ō/	
came	/ā/	

Initial Sound Total: ____/5

Final Sound Total: ____/5

Medial Sound Total: ____/5

Phoneme Isolation Total: ____/15

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2. Phoneme Blending

“For this part, I’m going to say separate sounds, and your job is to blend them together into a word. For example, if I say ‘/k/, /ă/, /t/,’ you would say ‘cat.’”

- a. Give one point for each word correctly blended. If a student answers incorrectly, you can respond with the feedback ***“[Sounds] blended together is [word]. Let’s try another,”*** and move on to the next item.
- b. Optional: You may mark which sound(s) students failed to blend, or otherwise notate their response. While only a completely correct answer earns a point, information about students’ errors may be useful in planning future instruction.

Sounds	Word	Point?
Two-Phoneme (CV or VC) Words		
/ch/ /oo/	chew	
/g/ /ō/	go	
/f/ /ē/	fee	
/s/ /ī/	sigh	
/t/ /or/	tore	
Three-Phoneme (CVC) Words		
/s/ /ă/ /p/	sap	
/th/ /ī/ /k/	thick	
/w/ /ī/ /sh/	wish	
/f/ /ā/ /k/	fake	
/l/ /oo/ /t/	loot	
Initial Blends (CCVC)		
/f/ /l/ /ī/ /p/	flip	
/s/ /t/ /ō/ /p/	stop	
/sh/ /r/ /ě/ /d/	shred	
/s/ /p/ /ē/ /k/	speak	
/k/ /l/ /ō/ /k/	cloak	

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Final Blends (CVCC)		
/p/ /ă/ /s/ /t/	past	
/w/ /ɪ/ /s/ /k/	whisk	
/k/ /ō/ /l/ /d/	cold	
/l/ /ɪ/ /f/ /t/	lift	
/s/ /ě/ /l/ /f/	self	
Initial and Final Blends (CCVCC)		
/k/ /l/ /ă/ /s/ /p/	clasp	
/s/ /k/ /ō/ /l/ /d/	scold	
/s/ /w/ /ɪ/ /f/ /t/	swift	
/f/ /r/ /ě/ /n/ /d/	friend	
/b/ /r/ /ɪ/ /s/ /k/	brisk	

CV/VC Words Total: ____/5

CVC Words Total: ____/5

CCVC Words Total: ____/5

CVCC Words Total: ____/5

CCVCC Words Total: ____/5

Phoneme Blending Total: ____/25

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3. Phoneme Segmenting

“For this part, I’m going to say a word, and then your job is to tell me each of the sounds you hear in it. For example, if I say ‘cat,’ you would say ‘/k/, /ă/, /t/.’

- a. Give one point for each word correctly segmented. If a student answers incorrectly, you can respond with the feedback ***“The sounds in [word] are [sounds]. Let’s try another,”*** and move on to the next item.
- b. Optionally, you may mark which sound(s) students failed to segment, or otherwise notate their response. While only a completely correct answer earns a point, information about students’ errors may be useful in planning future instruction.

Word	Sounds	Point?
Two-Phoneme (CV or VC) Words		
at	/ă/ /t/	
so	/s/ /ō/	
pie	/p/ /ī/	
low	/l/ /ō/	
it	/ī/ /t/	
Three-Phoneme (CVC) Words		
lip	/l/ /ī/ /p/	
kid	/k/ /ī/ /d/	
fame	/f/ /ā/ /m/	
booth	/b/ /oo/ /th/	
lawn	/l/ /aw/ /n/	
Initial Blends (CCVC)		
slick	/s/ /l/ /ī/ /k/	
fright	/f/ /r/ /ī/ /t/	
cluck	/k/ /l/ /ŭ/ /k/	
plot	/p/ /l/ /ō/ /t/	
twitch	/t/ /w/ /ī/ /ch/	

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Final Blends (CVCC)		
milk	/m/ /ɪ/ /l/ /k/	
most	/m/ /oʊ/ /s/ /t/	
tusk	/t/ /ʊ/ /s/ /k/	
filth	/f/ /ɪ/ /l/ /θ/	
paste	/p/ /ā/ /s/ /t/	
Initial and Final Blends (CCVCC)		
blast	/b/ /l/ /ă/ /s/ /t/	
skimp	/s/ /k/ /ɪ/ /m/ /p/	
flopped	/f/ /l/ /ö/ /p/ /t/	
crisp	/k/ /r/ /ɪ/ /s/ /p/	
flask	/f/ /l/ /ă/ /s/ /k/	

CV/VC Words Total: ____/5

CVC Words Total: ____/5

CCVC Words Total: ____/5

CVCC Words Total: ____/5

CCVCC Words Total: ____/5

Phoneme Segmenting Total: ____/25

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