



Video

FULL DETAILS AND TRANSCRIPT

Early Elementary Assessment: Phonemic Awareness

Topic: Response to Intervention in Primary Grade Reading
Practice: Progress Monitoring and Differentiation

Highlights

- Information on assessments for identifying students struggling with reading
- Provides helpful tips on administering phonological/phonemic awareness assessments
- Demonstrates examples of informal phonological/phonemic awareness assessments

About the Source

The Reading Rockets series is a production of WETA. Major funding for Reading Rockets comes from the United States Department of Education Office of Special Education Programs. For author interviews, recommended reading lists, and information about teaching kids to read, please visit us online at www.readingrockets.org.

Full Transcript

Interviewer to student: I want to know what letters you know today, okay? Pretty easy, right? Yeah. If you come to a letter you don't know, just say, "I don't know," because that will be okay. I just want to know what you already know. All right? Okay, we will start with the first row.

Student: B G H A.

Interviewer: Good job, and the next row.

Student: C L O P.

Interviewer: You are quick.

Student: T D M R

Interviewer: Good job.

Student: E F J I

Interviewer: Good job.

Student: S U W V.

Interviewer: Excellent, and one last row.

Student: Z X Y K N Q.

Interviewer: Wonderful job, you know those letters really well. Okay, you want to do the lower case?

Student: b g h a.

Interviewer: Good job. You go so fast I need to slow down. Hold on. Go ahead.

Student: c l o p.

Interviewer: Excellent job.

Student: t d m r e f j i s u w v z x y k

Interviewer: "High-5." Good job. Those were too easy. We have got to get you to do something a little harder. Are you ready?

Student: Yeah.

Interviewer: Okay. Now, each letter has a sound, right? Okay. I want to know what sounds you know, okay?

Student: I know all of them.

Interviewer: Oh well, this is going to be so easy. I want to know what you do know before we start.

Sometimes letters make two sounds.

Student: I know.

Interviewer: Okay. If you know the sounds that that letter makes and if it has two sounds, I want you to tell me those two sounds as well. Are you ready? Okay, when you are ready you can start.

Student: Baa.

Interviewer: Good job.

Student: Haa. Aaa.

Interviewer: What was G? What sound does G make? I didn't hear you.

Student: Juh.

Interviewer: Okay. Do you know the other sound G makes?

Student: No.

Interviewer: It says guh.

Student: Oh, yeah.

Interviewer: Good job, okay. What about this one?

Student: Sss. Kuh. Lll. Uh. Pp.

Interviewer: Good job. Now O says aa and it has another sound. Do you know the other sound it makes?

Student: No.

Interviewer: Okay. O says its name; it says o too sometimes.

Student: If an E is next to it.

Interviewer: You are right. The rule "Two vowels go walking, first one does the talking." Do you know that rule?

Student: Uh-huh.

Interviewer: Yeah. Okay, let's try the next row.

Student: Tuh. Buh. Duh. Mmm. Rrr.

Interviewer: Good job. And the next row?

Student: Eee. Eff. Juh. Eh. Iii.

Interviewer: Good job, okay.

Student: Sss. Uh. Eww.

Interviewer: Good job.

Student: Wuh. Vuh.

Interviewer: Good job, and the last row.

Student: Zuh. Xss. Y. Yuh. I. Eee. Kuh.

Interviewer: You do know a lot of sounds for Y, don't you?

Student: Uh-huh.

Interviewer: Good job, Matt. That was pretty easy, wasn't it? We are going to do something else, okay?

Student: Okay.

Interviewer: And this will be pretty quick as well. I want to know if you know some different things, okay, because this is going to help when you are in first grade with what the teacher can help you learn. Okay? All right. Do you know what rhyming words are?

Student: Uh-huh.

Interviewer: Okay. Rhyming words are two words that sound the same on the end like the words *cat* and *mat* because they both have *at*. Can you give me two words that rhyme?

Student: Yellow and Jell-o.

Interviewer: Ooh, nice ones. Okay, I am going to say two words and I want you to tell me, "Yes, they rhyme" or "No, they don't." Let's do one for practice. What about the words *sun* and *fun*?

Student: Yes.

Interviewer: Good job. Bag, bun?

Student: No.

Interviewer: Good job. Hen, pen?

Student: Yes.

Interviewer: Good job. Foot, bam?

Student: No. It goes in a pattern!

Interviewer: Rat, sat?

Student: Yes.

Interviewer: Pig, wig?

Student: Yes.

Interviewer: Good job. Okay, now we need to do something a little different. Sometimes words start with the same sounds, like the words *Sam* and *some*. They both start with the sound sss, right?

Student: Yeah.

Interviewer: Okay. I am going to say two words. If they start with the same sound, I want you to say, "Yes, they start with the same sound," and if they don't start with the same sound I want you to say, "No, they don't."

Student: Okay.

Interviewer: Let's do a practice one. Do these two words start with the same sound: *bag* and *cat*?

Student: No.

Interviewer: Good job. What about *hat*, *come*?

Student: No.

Interviewer: Good job. What about *pen*, *pig*?

Student: Yes.

Interviewer: Good job. What about *bake*, *stem*?

Student: No.

Interviewer: Good job. And what about *cut*, *cap*?

Student: Yes.

Interviewer: Good job. Okay. You ready for something else?

Student: Sure.

Interviewer: Okay. We are going to play a game called Guess My Word. I am going to say a word, but I am going to say it slowly, and I want you to see if you can guess my word after I say all the parts in the word. Okay? Let's do a practice one. What about this word? What's my word? See if you can guess it: s-at.

Student: Sat.

Interviewer: Good job. What about c-ap?

Student: Cap.

Interviewer: R-un?

Student: Run.

Interviewer: Good job. What about j-ump?

Student: Jump.

Interviewer: Good Job. What about p-ig?

Student: Pig.

Interviewer: Good job. Okay, let's play another word game. This one's a little bit different. This time I am going to give you the word, and I want you to break up the sounds in the word. For example, if I said the word *cat*, you would say...

Student: C-at.

Interviewer: Good job. Are you ready to try it? Stretch that word like a rubber band, okay? As far as you can. Here we go. Tell me the sounds in the word *pig*.

Student: Puh-i-gg.

Interviewer: What about the sounds in the word *at*?

Student: A-t.

Interviewer: What about the sounds in the word *bag*?

Student: Buh-a-g.

Interviewer: What about the sounds in the word *plate*?

Student: P-l-ate.

Interviewer: Good job. That was pretty easy, wasn't it? We are finished.

Taking a test should not be a stressful activity for your students. They should come to a testing situation well prepared and ready to show you everything they know about the assessment. Here are some tips to help you when assessing your students. One, think about your classroom environment. Are you prepared? Do you have materials such as pens and paper ready? And how knowledgeable are you about the assessment? Also, do your children know your expectations? Do they know what to do when they finish the assessment? Or if you are testing on a one-on-one situation, do they know what to do as to not interfere with that testing environment? Also, look at each individual child. If someone's not feeling well that day, stop the assessment and do it on another day. We want them at their personal best, not their personal worst. Take these test-taking tips, and I hope they prove to be beneficial for you in the classroom. Good luck.