

# Checklist for Selecting a Phonemic Awareness Assessment

Critical Features	YES	NO
<b>Reliable and Valid</b>	<input type="checkbox"/>	<input type="checkbox"/> STOP
<b>Administered 1-on-1</b>	<input type="checkbox"/>	<input type="checkbox"/> STOP
<b>Student Produces Phonemes Aloud</b>	<input type="checkbox"/>	<input type="checkbox"/> STOP
<b>Quick and Efficient to Administer (&lt; 10 minutes per student)</b>	<input type="checkbox"/>	<input type="checkbox"/> STOP
<b>Grades K – 2</b>	<input type="checkbox"/>	<input type="checkbox"/> STOP
<b>Measures Common Phonemic Awareness Skills:</b>		
Saying sounds in isolation (e.g., the first sound in “sun” is /s/)	<input type="checkbox"/>	<input type="checkbox"/>
Identifying sounds in words (e.g., “sun” first sound /s/, last sound /n/)	<input type="checkbox"/>	<input type="checkbox"/>
Blending sounds to form words (e.g., /s/ /u/ /n/ is “sun”)	<input type="checkbox"/>	<input type="checkbox"/>
Segmenting sounds in words (e.g., “sun” /s/ /u/ /n/)	<input type="checkbox"/>	<input type="checkbox"/>
Manipulating sounds (e.g., adding /e/ to “sun” to say “sunny”, deleting /s/ from “sun” to say “un”, substituting the /s/ with /b/ to say “bun”)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Includes Multiple Opportunities Per Skill</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Answers Questions at the Student Level:</b>		
<i>Which students are at-risk on phonemic awareness skills?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Which specific phonemic awareness skills does a student need help with?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Are phonemic awareness skills improving for a student?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Answers Questions for Grade and Class Level:</b>		
<i>Are phonemic awareness skills improving across the year for a grade or class?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Are students demonstrating basic competency of the phonemic awareness skills they have been taught?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Which phonemic awareness skills should be taught whole class vs. small group?</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Provides Instant Reports:</b>		
Student Level	<input type="checkbox"/>	<input type="checkbox"/>
Class Level	<input type="checkbox"/>	<input type="checkbox"/>
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>

This checklist was developed by Dr. Michelle Hosp. For more information about using this checklist to select a phonemic awareness assessment that will provide valuable, actionable data to inform reading instruction, watch the on-demand webinar, [Accelerating Reading Within Tier 1 Instruction](#), featuring Dr. Hosp along with Drs. Carrie Thomas Beck and Monica Ng.

We’re here to help you build systems that support great first instruction for all students in ELA and math. Together we can work toward ensuring our students reach their full potential. Learn more about partnering with us at [www.pivotlearning.org](http://www.pivotlearning.org) or email [Dr. Ng](mailto:Dr. Ng).

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