



# Phonological Awareness Quick Assessment

## Frequently Asked Questions

1. Why is phonological awareness important? A student's level of phonological awareness at the end of Kindergarten is one of the strongest predictors of future reading success, in Grade 1 and beyond (Adams et. al. 2008).
2. What is the purpose of the PAQA tool? There are a variety of tests and screening protocols available for the purpose of screening or assessing students' phonological awareness skills. These tools vary with regards to the length of administration and the specific tasks that are assessed. The PAQA tool was designed for the purpose of obtaining a quick overview of a student's phonological awareness skills. By administering this tool to an entire class or targeted group of students the scoring response form provides visualization of trends in performance, both within a specific student's skills, as well as across an entire class or group.
3. What is the intended population for this screening tool? Typically, it is expected that students master the skills of phonological awareness by Grade 2. While this screening tool may be completed with anyone, the PAQA tool was initially designed to screen the phonological awareness skills of the Kindergarten to Grade 1 populations. Should school personnel be interested in obtaining a more in-depth assessment of a students' phonological awareness skills or would like to assess a student in an older grade, it is recommended that a standardized assessment tool is utilized rather than this quick screening protocol.
4. Can target words be repeated? Yes, target words and task instructions may be repeated to students.
5. If a child appears to 'forget' how to perform a skill part-way through a set of questions can examples be provided? No, while task instructions may be repeated, examples are only able to be provided during the initial trials. If the administrator feels that a child needs more examples of the task during the trial phase they may provide them at that time (please see attached page for additional training items for each PAQA question); however, once the presentation of the five test items begins, modeling, examples or support is not allowed.
6. Is it okay to accept nonsense words in the Rhyming Production Activity? Yes, nonsense words can be considered as correct answers in this screening activity. When asking students to generate rhymes, nonsense words are acceptable. What is being assessed is their ability to perform the rhyming task, not their vocabulary knowledge. It is important to remember that students do not have the same vocabulary base as adults and that they are still learning which sound sequences represent real words in English.
7. I used manipulatives (blocks) to help a child visualize the different sounds in a word. When the student was completing the Sound Segmentation activity they orally segmented the word /s-ă-t/ correctly however they only grabbed two blocks. Should they be scored correctly? The students' ability to segment each sound orally is the focus of this task; not their ability to count. As long as the administrator hears the student segment each sound individually their use of manipulatives should not be evaluated.



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## Additional Training Items

### Phonological Awareness

Children need phonological awareness in order to learn to read. Children with phonological awareness have the ability to break **oral language** into smaller units and to manipulate sounds. For example, sentences can be broken down into phonemes or individual sounds. Manipulating sounds involves substituting one sound for another, deleting sounds and adding sounds. Phonological awareness begins with rhyming and progresses through increasingly difficult tasks such as segmenting sentences, segmenting syllables, blending sounds, identifying the onset and rime in words and segmenting and blending phonemes to create words.

Phonological awareness precedes phonemic awareness, which is the awareness that phonemes are used to create words and can be changed to create new words. Phonological awareness and phonemic awareness is not the same as phonics. Phonics involves teaching students the correspondence between spoken sounds and written symbols.

**The samples below may be utilized should the administrator feel that a student would benefit from additional training items during the trial phase of a question.**

<i>Item</i>	<i>Task Instructions</i>	<i>Additional Trial Examples</i>
1. <i>Rhyming Recognition</i>	<i>"Tell me if these words rhyme..."</i>	<i>pit – mit; sand – sock, ship, hip</i>
2. <i>Rhyming Production</i>	<i>"Tell me a word that rhymes with..."</i>	<i>ask the student to make a rhyme with their own name, a pet's name or the examiner's name</i>
3. <i>Word Awareness</i>	<i>"How many words are in..."</i>	<i>happy birthday; its time to eat, hit the ball</i>
4. <i>Syllable Awareness</i>	<i>"Listen for each syllable or word part, how many syllables are in the word..."</i>	<i>how many syllables are in the student's name, the examiner's name, the principal's name?</i>
5. <i>Initial sound Identification</i>	<i>"Tell me the first (or beginning) sound in the word..."</i>	<i>tac (t); dog (d); teacher (t), us (uh)</i>
6. <i>Final Sound Identification</i>	<i>"Tell me the last (or ending) sound you hear in the word..."</i>	<i>dot (t); food (d); time (m)</i>
7. <i>Sound Segmentation</i>	<i>"Tell me all the sounds you hear in the word..."</i>	<i>dog (d-ah-g); fit (f-i-t); cool (k-oo-l)</i>
8. <i>Sound Blending</i>	<i>"Listen to these individual sounds and tell me what word you hear..."</i>	<i>I am going to tell you a secret word and only say the sounds in the word. Can you guess these words? (k-i-d) kid; (b-l-ă-k) black; (t-oo) two</i>
9. <i>Medial Sound Identification</i>	<i>"Tell me the middle sound you hear in the word..."</i>	<i>Pout (ow), put (uh), mitt (ī)</i>
10. <i>Deletion Task</i>	<i>"I am going to ask you to say a word and then say it again without one of its parts..."</i>	<i>Say hotdog, say it again but don't say "hot" (dog) Say money, say it again but don't say "mon" (knee) Say chip, say it again but don't say "ch" (ip)</i>



# Phonological Awareness Quick Assessment

Kinder / First (Circle One)

Initial Assessment / Final Assessment (Circle One)

Name:
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School:	Examiner:	Test Date:
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Use the lines to record student responses. This test shows a progression of skill development.

## 1. Rhyming Recognition

Teacher: "Tell me if these words rhyme: (can - man) (to - up.)" "Now tell me if these words rhyme..."

1. fat – sat \_\_\_\_\_
2. cake – shake \_\_\_\_\_
3. fin – map \_\_\_\_\_
4. look – book \_\_\_\_\_
5. play – stop \_\_\_\_\_  /5

## 2. Rhyming Production

Teacher: "Tell me a word that rhymes with pat" (nonsense words are ok). "Now tell me a word that rhymes with..."

1. toe \_\_\_\_\_
2. bake \_\_\_\_\_
3. more \_\_\_\_\_
4. top \_\_\_\_\_
5. star \_\_\_\_\_  /5

## 3. Word Awareness

Teacher: "Listen to each sentence. (Teacher provides blocks and moves them as she says each word for "I like puppies"). Say to the student: "Now you try" and say the sentence again. "Now you use the blocks and show me how many words are in..."

1. He is nice. \_\_\_\_\_
2. Sit down. \_\_\_\_\_
3. Please wash your hands. \_\_\_\_\_
4. Five boys and girls are reading books. \_\_\_\_\_
5. Apples are good for you. \_\_\_\_\_  /5

#### 4. Syllable Awareness

Trial: "Listen for each syllable or word part you hear in the word "computer." "Now clap the word parts with me".

"Listen to each word and you try it by yourself."

1. rainbow (2) \_\_\_\_\_
2. fish (1) \_\_\_\_\_
3. sunflower (3) \_\_\_\_\_
4. caterpillar (4) \_\_\_\_\_
5. walking (2) \_\_\_\_\_

/5

#### 5. Initial Sound Identification

Trial: "Tell me the first (or beginning) sound you hear in "soup". /sss/ is the beginning sound (if student answers with the letter name, then ask them to tell the letter sound). Tell me the first sound in..."

1. pin (p) \_\_\_\_\_
2. tank (t) \_\_\_\_\_
3. wipe (w) \_\_\_\_\_
4. apple (a) \_\_\_\_\_
5. kindergarten (k) \_\_\_\_\_

/5

#### 6. Final Sound Identification

Trial: "Tell me the last (or ending) sound you hear in "soup". /puh/ is the last sound (if student answers with the letter name, then ask them to tell the letter sound). Tell me the last sound in..."

1. some (m) \_\_\_\_\_
2. tug (g) \_\_\_\_\_
3. laugh (f) \_\_\_\_\_
4. lip (p) \_\_\_\_\_
5. make (k) \_\_\_\_\_

/5

#### 7. Sound Segmentation

Trial: "How many sounds do you hear in the word "cat"? (Pull 3 blocks down to demonstrate as you are saying the word. For example, k-a-t). "Now, tell me each sound in..." (The test administrator does not stretch out the test words. Only stretch out the word when giving the initial example).

1. sat(3) \_\_\_\_\_
2. game(3) \_\_\_\_\_
3. up(2) \_\_\_\_\_
4. shoe(2) \_\_\_\_\_
5. stop (4) \_\_\_\_\_

/5

### 8. Sound Blending

Trial: "Listen to the sounds and tell me what this word is /uh/ /s/. (The word is "us"). Tell me what this word is...."

1. /m-e/ (me) \_\_\_\_\_
2. /s-oo-p/ (soup) \_\_\_\_\_
3. /h-a-t/ (hat) \_\_\_\_\_
4. /t-ah-p/ (top) \_\_\_\_\_
5. /s-p-oo-n/ (spoon) \_\_\_\_\_

/5

**KINDERGARTEN STOP HERE. GO TO NEXT PAGE.**

**FIRST GRADE: CONTINUE WITH TASKS 9 – 10.**

### 9. Medial Sound Identification

Trial: "Tell me the middle sound in "soup" /oo/ is the middle sound. Tell me the middle sound in..."

1. cup (uh) \_\_\_\_\_
2. gas (ae) \_\_\_\_\_
3. toon (oo) \_\_\_\_\_
4. wish (i) \_\_\_\_\_
5. mop (ah) \_\_\_\_\_

/5

### 10. Deletion Task (word and syllable)

Trial: "I am going to ask you to say a word and then say it again without one of its parts. Say 'cowboy', but don't say 'cow'." Discontinue testing after 6 consecutive errors.

"Say"	"Say it again but don't Say..."	Answer	Response	"Say"	"Say it again but don't Say..."	Answer	Response
1. baseball	"base"	ball		12. person	"per"	son	
2. haircut	"hair"	cut		13. monkey	"mon"	key	
3. Sunday	"Sun"	day		14. fat	"f/"	at	
4. railroad	"rail"	road		15. seat	"/s/"	eat	
5. sometime	"some"	time		16. shout	"/sh/"	out	
6. return	"re"	turn		17. tall	"/t/"	all	
7. around	"a"	round		18. door	"/d/"	or	
8. motel	"mo"	tel		19. few	"/f/"	ew	
9. almost	"al"	most		20. snail	"/s/"	nail	
10. helpful	"help"	ful		21. thread	"/th/"	read	
11. baby	"ba"	by		Total:			/21

