

Directions

- This test is auditory and requires no materials for the student.
- Use the talk prompts to administer each skill assessment for consistency.
- Students should ideally respond within three seconds. Take note if correct answers are given, but took longer than five seconds.
- To the right, there are three columns that can be used to record the student's scores for up to three tests. Mark 1 for each correct response and 0 for incorrect. Total the score at the end of each section.
- Mastery is 4 - 5 correct in each skill section. Students who fall below mastery will require additional instruction in that skill area.

Name _____

Skill	Teacher Directions	Words / Stimuli	Date:	Date:	Date:
Word Level	"I am going to say a sentence. You are going to count the words in that sentence. For example, count the words in the sentence I say, 'The dog naps.' Use your fingers to repeat the sentence and count." Demonstrate counting with fingers while saying the sentence. (3)	1 The boy runs. - 3			
		2 We can run and jump. - 5			
		3 Will you go with me? - 5			
		4 I can read the book. - 5			
		5 The flower smells pretty. - 4			
			/5	/5	/5

Alliteration	"Betsy buys beautiful bouquets... what sound do you hear at the beginning of those words?"	1 Bobby blows big bubbles - /b/			
		2 Tom took two. - /t/			
		3 Mom mixes milk. - /m/			
		4 Sam sips soup. - /s/			
		5 Pat pats Peg. - /p/			
			/5	/5	/5

Rhyming - Recognizing	"I will say three words. You tell me which two words rhyme: not, rot, ripe."	1 met, mist, pet - met, pet			
		2 lip, sip, sun - lip, sip			
		3 tree, trunk, skunk - trunk, skunk			
		4 chair, chip, hair - chair, hair			
		5 grass, seat, meet - seat, meet			
			/5	/5	/5

Rhyming - Production	"Say the word I say. Tell me a word that rhymes with that word ...sun..."	1	tree - bee, me, see, etc.			
		2	beat - seat, meat, heat, etc.			
		3	mat - rat, cat, sat, etc.			
		4	lug - mug, hug, rug, etc.			
		5	pit - hit, sit, mitt, etc.			
			/5	/5	/5	

Onset and Rime - Blending	"I will say the word in parts. Blend the sounds I say, to say the word: /t/...op."	1	/m/...op - mop			
		2	/s/...un - sun			
		3	/h/...am - ham			
		4	/sh/...op - shop			
		5	/th/...ank - thank			
			/5	/5	/5	

Onset and Rime - Segmenting	"I will say a word. Repeat the word, segment the the first sound from the rest of the word I say. For example, mat... m/...at."	1	mug - /m/...ug			
		2	post - /p/...ost			
		3	tap - /t/...ap			
		4	lit - /l/...it			
		5	set - /s/...et			
			/5	/5	/5	

Syllables - Counting	"Say the word I say....hamper, how many syllables in hamper?"	1	hamper - 2			
		2	paste - 1			
		3	fantastic - 3			
		4	misunderstand - 4			
		5	invention - 3			
			/5	/5	/5	

Syllables - Segmenting	"Say the word I say then segment the syllables in the word I say, for example, tiger... ti...ger" *You can be a little flexible with syllable breakdown as long as students identify the correct number of syllables.	1	table; ta - ble			
		2	hamburger; ham - bur - ger			
		3	together; to - geth - er			
		4	October; Oct - to - ber			
		5	remember; re - mem - ber			
			/5	/5	/5	

Syllables - Deleting	"Say the word I say, then drop the first syllable. Mailbox, leave off 'mail' and what's left?"	1	rainbow - bow			
		2	hotdog - dog			
		3	welcome - come			
		4	hidden - den			
		5	discover - cover			
			/5	/5	/5	

Syllables - Substituting	"Now we are going to switch the last syllable. The word is awesome...what word do you get when you switch -some with -ful?" Students: awful	1	garden - den to bage - garbage			
		2	sunset - set to tan - suntan			
		3	snowball - ball to man - snowman			
		4	repeat - peat to make - remake			
		5	combat - bat to bine - combine			
			/5	/5	/5	

Blending	"Blend the sounds to say the word: /r/.../a/.../g/...rag."	1	/r/ /ai/ /s/ - race			
		2	/m/ /a/ /p/ - map			
		3	/s/ /e/ /t/ - set			
		4	/sh/ /ee/ /p/ - sheep			
		5	/s/ /p/ /igh/ /n/ - spine			
			/5	/5	/5	

Isolating Initial Sounds	"Say the word I say then say the sound you hear at the beginning of the word. The word is met.../m/."	1	cup - /k/			
		2	soup - /s/			
		3	rest - /r/			
		4	pants - /p/			
		5	share - /sh/			
			/5	/5	/5	

Isolating Medial Sounds	"Say the word I say, then say the sound you hear in the middle of the word. The word is pig... /i/."	1	lip - /i/			
		2	rat - /a/			
		3	vet - /e/			
		4	tug - /u/			
		5	pot - /o/			
			/5	/5	/5	

Isolating Final Sounds	"Say the word I say, then say the sound you hear at the end. What sound do you hear at the end of the word can?" (/n/)	1	tap - /p/			
		2	dock - /k/			
		3	him - /m/			
		4	leg - /g/			
		5	much - /ch/			
			/5	/5	/5	

Segmenting	"Say the word I say then segment the sounds in the word. For example, say rug. Segment the sounds /r/.../u/.../g/."	1	tip - /t/ /i/ /p/			
		2	set - /s/ /e/ /t/			
		3	back - /b/ /a/ /k/			
		4	vine - /v/ /igh/ /n/			
		5	shape - /sh/ /ai/ /p/			
			/5	/5	/5	

Adding Sounds	"Now we will add sounds to the beginning to make a new word. Say the word I say. The word is it. What word do you get when you add /h/ to the beginning of it?" (hit)	1	ot - add /h/ - hot			
		2	at - add /s/ - sat			
		3	ip - add /l/ - lip			
		4	en - add /t/ - ten			
		5	ring - add /b/ - bring			
			/5	/5	/5	

Deleting Sounds	"Say the word I say. Leave off the first sound and say what is left. Blot, leave off /b/, what's left?" (lot)	1	lit - leave off /l/ - it			
		2	pay - leave off /p/ - ay			
		3	rain - leave off /r/ - ain			
		4	sleep - leave off /s/ - leep			
		5	plug - leave off /p/ - lug			
			/5	/5	/5	

Substituting Sounds	"The word is blow. What word do you get when you change /b/ to /f/?" (flow)	1	low - change /l/ to /b/ - bow			
		2	rank - change /r/ to /t/ - tank			
		3	cake - change /k/ to /r/ - rake			
		4	sick - change /s/ to /t/ - tick			
		5	slice - change /s/ to /pr/ - price			
			/5	/5	/5	