

KINDERGARTEN – 3RD GRADE



Phonemic Awareness (PA) Phoneme Manipulation (PM)

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Progress Monitoring Record Forms

School: _____ Name: _____
Teacher: _____ Date of Birth: _____ Grade: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ 0 1 2

so	/s/ /ō/	0	1	2		
key	/k/ /ē/	0	1	2		
pain	/p/ /ā/ /n/	0	1	2	3	
dog	/d/ /o/ /g/	0	1	2	3	
bought	/b/ /o/ /t/	0	1	2	3	
gas	/g/ /a/ /s/	0	1	2	3	
last	/l/ /a/ /s/ /t/	0	1	2	3	4
spice	/s/ /p/ /ī/ /s/	0	1	2	3	4
blame	/b/ /l/ /ā/ /m/	0	1	2	3	4
pest	/p/ /e/ /s/ /t/	0	1	2	3	4

PHONEME SEGMENTATION SCORE = 32

TARGET: Phoneme Blending**SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/. If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Lets do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together."

Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	0	1
"/g/ - /l/ - /oo/"	glue	0	1
"/s/ - /ō/ - /p/"	soap	0	1
"/b/ - /r/ - /a/ - /d/"	brad	0	1
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	0	1

PHONEME BLENDING SCORE = 5

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	2
First two sounds together	1
Incorrect	0

boat	/b/	0	1	2
jet	/j/	0	1	2
cut	/c/	0	1	2
rot	/r/	0	1	2
net	/n/	0	1	2
pail	/p/	0	1	2
last	/l/	0	1	2
dump	/d/	0	1	2
stop	/s/	0	1	2
grub	/g/	0	1	2

FIRST SOUNDS SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	2
Held 1 sound too long	1
Held 2+ sounds too long	0

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	0	1	2
sin	0	1	2
moose	0	1	2
main	0	1	2
snow	0	1	2

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	— 4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest▶ **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

▶ **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

▶ **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /o/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /o/ ① ②

so	/s/ /o/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION SCORE = 32

TARGET: Phoneme Blending**SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/. If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Let's do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together."

Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING SCORE = 5

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest► **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

► **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

► **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ ① ②

so	/s/ /ō/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION SCORE = 32

▶ **TARGET: Phoneme Blending****SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/. If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Let's do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING SCORE = 5

▶ **TARGET: First Sounds**

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS SCORE = 20

▶ **TARGET: Continuous Phoneme Blending**

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Segmentation	—	14	27	29	30	30	30
Phoneme Blending	—	—	4	4	4	4	4
First Sounds	10	16	19	19	19	19	19
Continuous Phoneme Blending	6	7	10	10	10	10	10

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest► **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

► **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

► **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /o/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /o/ ① ②

so	/s/ /o/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION SCORE = 32

TARGET: Phoneme Blending**SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/. If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Let's do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING SCORE = 5

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest► **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

► **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

► **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
Benchmark Period	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ ① ②

so	/s/ /ō/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION SCORE = 32

TARGET: Phoneme Blending**SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/. If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Let's do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING SCORE = 5

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest▶ **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

▶ **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

▶ **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
Benchmark Period	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /o/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /o/ ① ②

so	/s/ /o/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION SCORE = 32

▶ **TARGET: Phoneme Blending****SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/. If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Let's do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING SCORE = 5

▶ **TARGET: First Sounds**

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS SCORE = 20

▶ **TARGET: Continuous Phoneme Blending**

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	— 4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest► **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

► **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

► **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /o/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /o/ ① ②

so	/s/ /o/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION SCORE = 32

TARGET: Phoneme Blending**SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/.

If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY:

"The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Let's do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together."

Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING SCORE = 5

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest▶ **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

▶ **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

▶ **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
Benchmark Period	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ 0 1 2

so	/s/ /ō/	0	1	2		
key	/k/ /ē/	0	1	2		
pain	/p/ /ā/ /n/	0	1	2	3	
dog	/d/ /o/ /g/	0	1	2	3	
bought	/b/ /o/ /t/	0	1	2	3	
gas	/g/ /a/ /s/	0	1	2	3	
last	/l/ /a/ /s/ /t/	0	1	2	3	4
spice	/s/ /p/ /ī/ /s/	0	1	2	3	4
blame	/b/ /l/ /ā/ /m/	0	1	2	3	4
pest	/p/ /e/ /s/ /t/	0	1	2	3	4

PHONEME SEGMENTATION SCORE = 32

TARGET: Phoneme Blending**SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/. If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Let's do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

/r/ - /e/ - /d/	red	0	1
/g/ - /l/ - /oo/	glue	0	1
/s/ - /ō/ - /p/	soap	0	1
/b/ - /r/ - /a/ - /d/	brad	0	1
/ch/ - /a/ - /p/ - /t/ - /er/	chapter	0	1

PHONEME BLENDING SCORE = 5

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	2
First two sounds together	1
Incorrect	0

boat	/b/	0	1	2
jet	/j/	0	1	2
cut	/c/	0	1	2
rot	/r/	0	1	2
net	/n/	0	1	2
pail	/p/	0	1	2
last	/l/	0	1	2
dump	/d/	0	1	2
stop	/s/	0	1	2
grub	/g/	0	1	2

FIRST SOUNDS SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	2
Held 1 sound too long	1
Held 2+ sounds too long	0

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	0	1	2
sin	0	1	2
moose	0	1	2
main	0	1	2
snow	0	1	2

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	— 4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest▶ **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

▶ **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

▶ **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
Benchmark Period	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /ō/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /ō/ ① ②

so	/s/ /ō/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION SCORE = 32

▶ **TARGET: Phoneme Blending****SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/. If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Let's do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING SCORE = 5

▶ **TARGET: First Sounds**

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS SCORE = 20

▶ **TARGET: Continuous Phoneme Blending**

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest► **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

► **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

► **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

▶ **TARGET: Phoneme Segmentation**

Child Name/ID _____ Date _____

SCRIPT

SAY: "Tell me all the sounds in 'to'." If student clearly separates each sound in 'to', SAY: "OK. Let's do some more." **Begin the test** starting with 'so'. If student DOES NOT separate sounds in 'to', continue with script below.

SAY: "I'm going to say a word. After I say it, you tell me all the sounds in the word. For example, if I say 'stop', you will say /s/ /t/ /o/ /p/."

SAY: "Let's try one: Tell me all the sounds in 'map'."

If student clearly separates each sound in 'map', SAY: "That's right.

The sounds in 'map' are /m/ /a/ /p/."

If student does not separate sounds, SAY: "The sounds in 'map' are /m/ /a/ /p/. Try it again. Tell me all the sounds in 'map'."

If student response is incorrect, STOP and go to Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'so'.

Corrective Prompt (as needed): "Say all the sounds in the word, not the letter names." Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me all the sounds in _____."

SCORING: Circle correct sounds /s/ /o/ and put a ✓ in the number of segmented sounds said correctly for each word. If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

EXAMPLE:

so /s/ /o/ ① ②

so	/s/ /o/	①	②	
key	/k/ /ē/	①	②	
pain	/p/ /ā/ /n/	①	②	③
dog	/d/ /o/ /g/	①	②	③
bought	/b/ /o/ /t/	①	②	③
gas	/g/ /a/ /s/	①	②	③
last	/l/ /a/ /s/ /t/	①	②	③ ④
spice	/s/ /p/ /ī/ /s/	①	②	③ ④
blame	/b/ /l/ /ā/ /m/	①	②	③ ④
pest	/p/ /e/ /s/ /t/	①	②	③ ④

PHONEME SEGMENTATION SCORE = 32

TARGET: Phoneme Blending**SCRIPT**

SAY: "Tell me the word these sounds make: /t/ - /ā/ - /k/." If student says 'take', SAY: "OK. Let's do some more." **Begin the test** starting with /r/ /e/ /d/.

If student DOES NOT say 'take', continue with script below.

SAY: I'm going to say some sounds. After I say the sounds, you tell me the word they make together. For example, if I say /m/ - /oo/ - /d/, the word those sounds make is 'mood'."

SAY: "Now you try. Tell me the word these sounds make: /b/ - /a/ - /t/."

If student gives a different response, or does not clearly blend the word, SAY: "The sounds /b/ - /a/ - /t/ put together make 'bat'. Try again, tell me what these sounds say together: /b/ - /a/ - /t/." If student response is incorrect, STOP and go to First Sounds.

SAY: "OK. Lets do some more." Begin the test, starting with /r/ /e/ /d/.

Corrective Prompt (as needed): "Tell me what word the sounds make together."

Mark as incorrect, then go to next word.

Prompt as necessary:

"Tell me the word these sounds make:"

"/r/ - /e/ - /d/"	red	①	②
"/g/ - /l/ - /oo/"	glue	①	②
"/s/ - /ō/ - /p/"	soap	①	②
"/b/ - /r/ - /a/ - /d/"	brad	①	②
"/ch/ - /a/ - /p/ - /t/ - /er/"	chapter	①	②

PHONEME BLENDING SCORE = 5

TARGET: First Sounds

Administer if benchmark was NOT met on Phoneme Segmentation OR Phoneme Blending above

SCRIPT

SAY: "What is the first sound you hear in the word 'tap'." If student says /t/, SAY: "OK. Let's do some more." **Begin the test** starting with 'boat'. If student DOES NOT say /t/, continue with script below.

SAY: "Listen to me say this word: 'mat'. The first sound you hear in that word is /mmm/. Say the first sound in 'mat' with me, /mmm/."

SAY: "Let's try another one. What is the first sound you hear in the word 'cow'?"

If student says /k/, SAY: "That's right, /k/ is the first sound in cow."

If student gives incorrect response, SAY: "The first sound in 'cow' is /k/. Try it again. What is the first sound you hear in the word 'cow'?" If student response is incorrect, STOP and go to Continuous Phoneme Blending.

SAY: "OK. Let's do some more." Begin the test, starting with 'boat'.

Corrective Prompt (as needed): "Remember to say the first sound in the word, not the letter name." Mark incorrect and go to next word.

Prompt as necessary:

"What is the first sound you hear in the word _____?"

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect and go to next word.

Scoring Key

First sound only	②
First two sounds together	①
Incorrect	①

boat	/b/	①	②
jet	/j/	①	②
cut	/c/	①	②
rot	/r/	①	②
net	/n/	①	②
pail	/p/	①	②
last	/l/	①	②
dump	/d/	①	②
stop	/s/	①	②
grub	/g/	①	②

FIRST SOUNDS SCORE = 20

TARGET: Continuous Phoneme Blending

Administer if benchmark was NOT met on First Sounds above

SCRIPT

SAY: "I'm going to say a word the slow way and then I'm going to say it the fast way. Listen, /sssuuunnn/ 'sun'." (~2 seconds for each sound)

SAY: "Now I'm going to say the word the slow way and you say it the fast way. Ready, /sssuuunnn/."

Student says 'sun'. Correct if necessary.

SAY: "Now I'm going to say some more words the slow way. You say the words fast." Begin the test, starting with 'ran'.

No Corrective Prompt.

SCORING: Put a ✓ in the correct score for each word (see Scoring Key below). If student doesn't respond within 3 seconds, mark incorrect, and go to next word.

Scoring Key

Entire word said quickly	②
Held 1 sound too long	①
Held 2+ sounds too long	①

Prompt as necessary:

"I'm going to say the word the slow way. You say it the fast way."

ran	①	②
sin	①	②
moose	①	②
main	①	②
snow	①	②

CONTINUOUS PHONEME BLENDING SCORE = 10

Benchmark Scores

Grade	Pre-K	Kindergarten	First Grade
Benchmark Period	EOY	BOY MOY EOY	BOY MOY EOY
Phoneme Segmentation	—	14 27 29	30 30 30
Phoneme Blending	—	4 4	4 4 4
First Sounds	10	16 19 19	19 19 19
Continuous Phoneme Blending	6	7 10 10	10 10 10

Response Pattern

- ☐ Says first sound only
- ☐ Says rhyming word
- ☐ Repeats the word
- ☐ Makes random errors
- ☐ Adds sounds

- ☐ Makes consistent errors
- ☐ Cultural/linguistic factors: _____
- ☐ Speech sound errors: _____
- ☐ Other/notes: _____

Child Name/ID _____ Date _____

Administer Phoneme Manipulation (PM) subtest if benchmark was met on Phoneme Segmentation target of Phonemic Awareness (PA) subtest► **TARGET: Phoneme Deletion****SCRIPT**

SAY: "I am going to say a word. Then I will only say a part of that word. For example, 'make'. Now I'm going to say 'make' without saying /m/. 'ake'."

SAY: "Now you try one: Say 'goat'." Student says "goat".

"Now say 'goat' without saying /t/." Student says "go".

If student says 'go', SAY: "That's right. 'Goat' without the /t/ is 'go'."

If student gives a different response, SAY: "The sounds in 'goat' are /g/ /oa/ /t/. If I say 'goat' without saying /t/, I say 'go'. Now you say goat without saying /t/. If student response is incorrect, STOP and do not administer Phoneme Deletion or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'pan'.

"Say 'pan'. (pause) Now say 'pan' without saying /p/."	an	0	1
"Say 'date'. (pause) Now say 'date' without saying /d/."	ate	0	1
"Say 'grim'. (pause) Now say 'grim' without saying /g/."	rim	0	1
"Say 'fork'. (pause) Now say 'fork' without saying /k/."	for	0	1
"Say 'freeze'. (pause) Now say 'freeze' without saying /z/."	free	0	1

PHONEME DELETION
SCORE = 5

► **TARGET: Phoneme Addition****SCRIPT**

SAY: "I am going to say a word. Then I will add a sound to that word. For example, 'at'. Now I'm going to add /r/ to the **beginning** of 'at'. 'rat'."

SAY: "Now you try one: Say 'car'." Student says "car".

"Now add /t/ to the **end** of 'car'." Student says "cart".

If student says "cart", SAY: "That's right, 'car' with /t/ added to the **end** is 'cart'."

If student gives a different response, SAY: "The sounds in 'cart' are /k/ /ar/ /t/. If I say 'car' with a /t/ added to the **end**, I say 'cart'. Now you say car with /t/ added to the **end**." If student response is incorrect, STOP and do not administer Phoneme Addition or any additional APA subtest targets.

SAY: "OK. Let's do some more." Begin the test starting with 'and'.

"Say 'and'. (pause) Now add /s/ to the beginning of 'and'."	sand	0	1
"Say 'all'. (pause) Now add /k/ to the beginning of 'all'."	call	0	1
"Say 'lace'. (pause) Now add /p/ to the beginning of 'lace'."	place	0	1
"Say 'war'. (pause) Now add /m/ to the end of 'war'."	warm	0	1
"Say 'nee'. (pause) Now add /d/ to the end of 'nee'."	need	0	1

PHONEME ADDITION
SCORE = 5

► **TARGET: Phoneme Substitution****SCRIPT**

SAY: "I am going to say a word. Then I will change a sound in that word. For example, 'win'. Now I'm going to change /w/ sound in 'win' to /p/. That turns the word 'win' into 'pin'."

SAY: "Now you try one: Say 'game'." Student says "game".

"Now change the /g/ sound in 'game' to /s/." Student says "same".

If student says 'same', SAY: "That's right. You changed the /g/ sound in 'game' to /s/. Now the word is 'same'."

If student gives a different response, SAY: "The sounds in 'game' are /g/ /ai/ /m/. If I change the /g/ sound to /s/, that turns the word 'game' into 'same'. Now you say 'game' and change the /g/ sound to /s/."

If student response is incorrect, STOP and discontinue APA subtest.

SAY: "OK. Let's do some more." Begin the test starting with 'mat'.

"Say 'mat'. (pause) Now change the /m/ sound in 'mat' to /p/."	pat	0	1
"Say 'cry'. (pause) Now change the /k/ sound in 'cry' to /t/."	try	0	1
"Say 'not'. (pause) Now change the /n/ sound in 'not' to /k/."	cot	0	1
"Say 'trip'. (pause) Now change the /p/ sound in 'trip' to /m/."	trim	0	1
"Say 'shove'. (pause) Now change the /v/ sound in 'shove' to /t/."	shut	0	1

PHONEME SUBSTITUTION
SCORE = 5

Benchmark Scores

Grade	First Grade			Second Grade		
	BOY	MOY	EOY	BOY	MOY	EOY
Phoneme Deletion	—	2	2	3	3	3
Phoneme Addition	—	2	2	4	4	4
Phoneme Substitution	—	2	2	4	4	4

Response Pattern

- ☐ Says first sound only
☐ Says rhyming word
☐ Repeats the word
☐ Makes random errors
☐ Adds sounds
- ☐ Makes consistent errors
☐ Cultural/linguistic factors: _____
☐ Speech sound errors: _____
☐ Other/notes: _____

