

Phonemic Awareness

Rhyme

Rationale

Rhyming words are words with endings which sound alike. This assessment is basically administered and responded to as an auditory assessment. A purpose in understanding rhyme is the knowledge it provides children for generating new words from a known word; for example, if you know the word "fun," then you can make the word "run." It is more difficult for a child to produce a rhyme than to identify a rhyme when presented. Two levels which are assessed in this Rhyme Assessment are rhyme choice and rhyme supply. In order to establish instructional priorities with the concept of rhyme for each child in the early stages of literacy development, two separate assessment tools are available. Information from these assessments helps teachers understand what individual children know specifically about rhyme. **Teachers' observations are crucial and critical relative to informing their decisions about whom and when to assess.**

Procedure for Rhyme Choice

1. Say to the child: **When words rhyme, they sound the same at the end; for example, like, bike rhyme. Like, toy do not rhyme. Dark, park rhyme. Dark, dog do not rhyme.**
2. Say to the child: **I am going to say two words, and I want you to tell me if they rhyme.**
3. **Let's practice. Listen to these words. Do they rhyme? cap, tap; Pause and allow student to respond. play, nap; Pause and allow student to respond. luck, buck**
4. Indicate correct responses with a check (✓). Record incorrect or no responses with a dot (•).
5. Discontinue testing if the child misses three consecutive items after the practice items, or if the child appears confused or frustrated.
6. Determine the child's level of accuracy by totaling the number of correct responses and recording the score on the child's reporting form.

Procedure for Rhyme Supply

1. Say to the child: **When words rhyme, they sound the same at the end; for example, day, say, rhyme.**
2. Say to the child: **I am going to say two words, and I want you to give me a word that rhymes.**
3. **First let's practice.**
 - **Listen to the words - dig, pig. Tell me a word that rhymes with dig, pig.**
 - **Tell me a word that rhymes with dark, park.**
 - **Tell me a word that rhymes with boy, joy.**
4. Accept nonsense words if they rhyme.
5. Indicate correct responses with a check (✓). Record incorrect responses next to the words on the child's reporting form. Write (•) if the child cannot or will not produce a response.
6. Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.
7. Determine the child's level of accuracy by totaling the number of correct responses and recording the score on the child's reporting form.

Phonemic Awareness Assessment - Individual Record

Student _____ Grade _____ Date _____

RHYME CHOICE

Tell me if these words rhyme:

- 1. sit fit _____
- 2. ball wall _____
- 3. trip sock _____
- 4. can pan _____
- 5. truck sing _____
- 6. tie van _____
- 7. play day _____
- 8. down clock _____

RHYME SUPPLY

Tell me a word that rhymes with _____

- 1. bat hat _____
- 2. head bed _____
- 3. fun run _____
- 4. got hot _____
- 5. rug bug _____
- 6. be me _____
- 7. take make _____
- 8. mill will _____

Recording:

Indicate correct responses with a check (✓). If the child gives an incorrect word, write that word. Write • if the child cannot or will not produce a response.

Discontinue:

Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

Total number correct
(16 possible)

Choice

Supply