

Student Name:					Evaluator:			
Date:					Student Age/Grade:			
<b>Part I: Phonological Awareness</b>								
<b>A: Syllable Level</b>								
Read each word aloud, and ask the child the following: a) how many syllables are there in the word, b) what is the first syllable and the last syllable.								
<b>Sample Item:</b>	<i>umbrella</i>	<b>3</b>	<i>um</i>	<i>la</i>				
Stimulus		Number	First	Last				
kitten		2	kit	ten				
president		3	pres	dent				
happy		2	hap	py				
perfectly		3	per	ly				
commonplace		3	com	place				
tadpole		2	tad	pole				
sensible		3	sen	ble				
dribble		2	drib	ble				
waiter		2	wait	er				
officer		3	off	cer				
complete		2	com	plete				
concentrate		3	con	trate				
<b>B: Onset/Rime Level</b>								
Read each word aloud and ask the child the following: a) what is the beginning part of the word (onset), b) what is left when the beginning sound(s) is removed								
<b>Sample Item:</b>	<i>bat</i>	<i>b</i>	<i>at</i>		<i>fresh</i>	<i>fr</i>	<i>esh</i>	
Stimulus:		Onset	Rime					
sit		s	it					
lock		l	ock					
crown		cr	own					
high		h	igh					
snake		sn	ake					
bean		b	ean					
splash		spl	ash					
fall		f	all					
chest		ch	est					
nurse		n	urse					
<b>C: Phoneme Level</b>								
Read each word aloud and ask the child the following: a) how many sounds do you hear, b) what is the first sound, c) what is the last sound, d) what sound is before the last sound								
<b>Sample Item:</b>	<i>risk</i>	<i>r</i>	<i>k</i>	<i>s</i>				
Stimulus	Number	First	Last	Preceding Last				
ran	3	r	n	a (short)				
dot	3	d	t	o (short)				
blame	4	b	m	a (long)				

sheet	3	sh	t	e
prince	5	p	s (soft c)	n
spray	4	s	a (long)	r
climb	4	c	m	l (long)
stamp	5	s	p	m
fresh	4	f	sh	e
crawl	4	c	l	aw
drift	5	d	t	f

## Part II: Morphological Awareness

### A: Affixes and Roots

Read each word aloud and ask the child to identify the affix and root.

**Sample Item:** *misunderstanding*    *mis/ing*    *understand*

Stimulus	Affix(es)	Root
unload	un	load
crutches	es	crutch
joyful	ful	joy
distasteful	dis/ful	taste
unpredictable	un/able	predict
flooded	ed	flood
mistaken	mis/en	take
cowardly	ly	coward
fearlessness	less/ness	fear
inactive	in	active
exploding	ex/ing	plode
redone	re	done

### B: Compound Words

Read each word aloud and ask the child a) if the word is a compound word, b) the components of the compound word

**Sample Item:** *footprint*    *yes*    *foot/print*

Stimulus	Yes/No	Components
baseball	yes	base/ball
receive	no	
complain	no	
backbone	yes	back/bone
sometimes	yes	some/times
without	yes	with/out
pillow	no	
weekend	yes	week/end
nobody	yes	no/body
machine	no	
afternoon	yes	after/noon

