

Let's Go Learn DORA Phonemic Awareness Report

(Diagnostic Online Reading Assessment)

(Classroom Teacher Version)

CONFIDENTIAL INFORMATION

Student: Zack Johnson
Assessment Date: 3/12/2009
Date of Birth: 9/10/2001
Age: 7 years 6 months
Grade: 2.6



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Definition of Phonemic Awareness

According to Ruddell (1999), by the time children are between three and four years old, they have learned most of the approximately 40 phonemes (discrete sounds in words) which comprise the English language. The ability to hear and manipulate these discrete sounds in spoken words is referred to as “phonemic awareness.” Children demonstrate their phonemic awareness by segmenting words into individual sounds (i.e., /fish/ into /f/-/i/-/sh/), deleting sounds in words, blending sounds, and adding or substituting sounds in one word to make new words. Phonemic awareness is an oral ability. That is, phonemic awareness is specific to “hearing” sounds in words. Phonemic awareness is NOT the same as phonics, which is the ability of children to decode and represent sounds with appropriate letters. Phonemic awareness is also NOT phonological awareness, though they are sometimes (incorrectly) used interchangeably. Phonological awareness is a broader category of linguistic awareness which includes phonemic awareness but also encompasses awareness and manipulation of syllables, work with onset and rimes, creating rhyming words, and word work employing larger chunks of sounds (Armbruster, B., Osborne, J., National Reading Panel Report).

Children often develop an awareness of phonemes by first recognizing that spoken language is made up of individual words, then developing an understanding within words, and finally becoming aware that phonemes make up individual syllables. Good phonemic awareness enables children to relate individual sounds to words and the letters that represent them. Hence, children who have good phonemic awareness can often recognize/decode words and spell/write better. Some research has indicated that phonemic awareness is one of the best predictors of reading success (Stanovich, 1993-994). Others further argue that phonemic awareness is both the prerequisite and the consequence of learning to read (Yopp, 1992). As such, it is especially important to determine children’s level of phonemic awareness in the primary grades to ensure that they get the necessary phonemic awareness intervention as early readers lest they struggle with reading as young adults.

Different educators have different opinions about children’s level of phonemic awareness at a given age, especially in Kindergarten, where children’s developmental levels tend to be more diverse than in later grades. Some educators believe that by Kindergarten, children at the very least should be able to tell which words in a group of single-syllable words have the same beginning sounds and segment and blend simple two and three phoneme words like “in” and “cat.” By the end of first grade, however, many teachers agree that children should have enough phonemic awareness to successfully segment and blend three- to four-phoneme words in addition to manipulating sounds via phoneme deletion, addition, and substitution tasks. It is of little utility to students to simply learn the items on phonemic awareness tests. Instead, it’s of more use to children to learn phonemic awareness activities through several tasks that help them practice identifying and manipulating sounds in words.

Comments on this Phonemic Awareness Assessment

Let’s Go Learn’s Phonemic Awareness Assessment was designed to give teachers and parents an indication of which students struggle with distinguishing and manipulating phonemes in words, show proficiency in phonemic awareness tasks, or exhibit extraordinary facility with phonemes. This assessment can be used to screen or diagnose students who need further work on phonemic awareness tasks and students who may be at risk for reading difficulties so that early intervention with those particular students can be efficiently implemented.

Keep in mind that as with any assessment, familiarity with the type of questions or tasks being presented can affect the final results. And with this Phonemic Awareness assessment, because it may be given to very young children, the results may be skewed low if the test-taker wasn’t able to understand the instructions clearly. As with all Let’s Go Learn assessments, students do not receive any feedback as they are answering questions. Thus, you may give this assessment to students multiple times. Just be sure you do not use specific questions that you may have observed in the live assessment during instruction. Doing so could invalidate future assessments if students memorize correct responses for particular questions.

Phonemic Awareness Assessment
Student: Zack Johnson
Assessment Date: 3/12/2009
Scores Summary

Task		# Attempted	# Correct	% Correct
Early Phonological Awareness (K-2)	Word Num.	5	4	80
	Rhyming	4	4	100
	Identity	4	3	75
	Total	13	11	84.6
Phoneme Segmentation	Total	10	5	50.0
Phoneme Manipulation Auditory Analysis Tasks (MAAT)	Blending	5	2	40
	Addition	2	0	0
	Deletion	2	1	50
	Substitution	2	0	0
	Total	11	3	27.3
Overall Score		34	19	55.9

Needs Work
Overall Summary

Zack appears to have a developing awareness of how sounds work in oral sentences and words. In this assessment, Zack correctly identified only 55.9% of the total items on the phonemic awareness assessment. For Zack's grade level, this appears to indicate that Zack needs further practice at identifying and manipulating phonemes within words. For more information about Zack's specific responses on the phonemic awareness assessment, please see "Detailed Student Results," on page 4 of the Parent or Teacher report.

Analysis of Item Responses

Task	Item Description		Student's Response*	
Word number	Number of words in a 2-word sentence.		Correct	
	Number of words in a 3-word, declarative sentence.		Correct	
	Number of words in a 3-word, imperative sentence.		Incorrect	
	Number of words in a 4-word sentence, with word repetition.		Correct	
	Number of words in a 4-word, declarative sentence.		Correct	
Rhyming	Rhyming within the "-at" family		Correct	
	Rhyming within the "-un" family		Correct	
	Rhyming within the "-ack" family		Correct	
	Rhyming within the "-eep" family		Correct	
Identity	Identifying common initial consonant sound		Incorrect	
	Identifying common initial consonant sound		Correct	
	Identifying common final consonant sound		Correct	
	Identifying common final consonant sound		Correct	
Segmentation	Item Description	Student's Response*	Item Description	Student's Response*
	2 sounds (v/c)	Correct	4 sounds (c/c/v/c)	3 sounds
	2 sounds (c/v)	3 sounds	4 sounds (c/c/v/c)	Correct
	2 sounds (v/c)	Correct	4 sounds (c/v/c/c)	NT
	3 sounds (c/v/c)	Correct	5 sounds (c/c/c/v/c)	NT
	3 sounds (c/v/c)	Correct	5 sounds (c/c/c/v/c)	NT
	3 sounds (c/v/c)	1 sound	6 sounds (c/c/c/c/v/c)	NT
	3 sounds (c/v/c)	2 sounds	6 sounds (c/v/c/c/v/c)	NT
Blending	c/v/c	Incorrect	c/c/v/c	NT
	c/v/c	Correct	c/c/v/c	NT
	c/c/v	Incorrect	c/c/c/v/c	NT
	c/c/v/c	Correct	c/c/c/v/c	NT
	c/c/v/c	Incorrect	c/v/c/c/v/c	NT
Addition	Adding initial consonant	Incorrect	Adding ending cons.	NT
	Adding initial consonant	Incorrect	Adding ending cons.	NT
Deletion	Del. initial cons. (in a blend)	Correct	Del. 2nd cons. (in a blend)	NT
	Deleting initial consonant	Incorrect	Deleting final consonant	NT
Substitution	Sub. initial cons. sound	Incorrect	Sub. final cons. sound	NT
	Sub. initial cons. sound	Incorrect	Sub. 2nd cons. (in a blend)	NT

* **NT** - Not tested; **Correct/Incorrect** - Student's answer was either correct or incorrect; **1 sound, 2 sounds... 7 sounds** - Student answered incorrectly and picked a choice with the indicated number of sounds.

Question Format - All questions and answer choices are audio. No reading is required, since this assessment was designed to assess a person's ability to hear and manipulate sounds. Each question has three choices. Test-takers must select one choice, even if they are not sure. This means that statistically, a score of 33% is the bottom score. In other words, a score of 33% would be expected if a test-taker were to guess on every question. Choices are limited to three for each question; having more would put an additional burden on the test-taker's memory, which could be a source of bias or error. This is not a test of memory, but simply phonemic awareness skills. All sections have an example question that explains the task. Test-takers are given two chances to get the example question correct before the assessment proceeds. The reason the assessment will go on even if a student gets the example question incorrect twice is that some test-takers may not have the cognitive ability to accomplish that task.

Word number - In this task, students are asked to identify the number of words in a sentence that is read aloud. A "declarative" sentence is a statement, such as, "John loves playing." An "imperative" sentence is an explicit command, such as, "Come here, please."

Rhyming - In this section, the student hears a word and is asked to select the word that rhymes with it.

Identity - In this section, test-takers hear 3 words and are asked to select the common beginning sound from 3 sound choices.

Segmentation - Test-takers hear words and are asked to determine the number of sounds and to select the correct division of these sounds. The 'c' and 'v' stand for consonant and vowel sounds. When a test-taker answers incorrectly, the report simply lists the number of sounds he or she selected.

Blending - This section is the opposite of segmenting. Test-takers hear words broken into discrete sounds and are asked to select the full word from 3 word choices read aloud.

Addition - Test-takers are presented with an existing word and asked to add a new consonant sound and select the new word.

Deletion - This task is the opposite of addition. Test-takers are asked to remove a sound from a word.

Substitution - Test-takers are given a word and then asked to change a sound to another. They must select the new word that results from this sound substitution.