

Acadience® Reading Diagnostic Phonemic Awareness Score Sheet

- Section Discontinue Rule: Discontinue testing a section if the student answers three consecutive items incorrectly in that section.
- Form Discontinue Rule: If the student does not respond correctly to at least three items in each of three consecutive sections, then discontinue testing *Acadience Reading Diagnostic PA*.

Section A1. Blending Compound Words												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. lady - bug	ladybug		y n									
2. fire - man	fireman		y n									
3. base - ball	baseball		y n									
4. door - way	doorway		y n									
5. row - boat	rowboat		y n									
Section A1 total correct:												/5

Section A2. Blending Syllables												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. /gar/ /den/	garden		y n									
2. /la/ /der/	ladder		y n									
3. /bu/ /ket/	bucket		y n									
4. /bie/ /si/ /kul/	bicycle		y n									
5. /le/ /mu/ /naid/	lemonade		y n									
Section A2 total correct:												/5

Section B1. Blending Two-Phoneme Words												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. /ea/ /t/	eat		y n									
2. /sh/ /oo/	shoe		y n									
3. /p/ /ie/	pie		y n									
4. /t/ /ea/	tea		y n									
5. /ie/ /s/	ice		y n									
Section B1 total correct:												/5

Section B2. Blending Three-Phoneme Words												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. /d/ /o/ /g/	dog		y n									
2. /f/ /oa/ /n/	phone		y n									
3. /m/ /ow/ /s/	mouse		y n									
4. /h/ /a/ /t/	hat		y n									
5. /s/ /oa/ /p/	soap		y n									
Section B2 total correct:												/5

Section A1

Section A2

Section B1

Section B2

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Section C1. Segmenting Compound Words												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. haircut	/hair/ /cut/		y n									
2. popcorn	/pop/ /corn/		y n									
3. toothbrush	/tooth/ /brush/		y n									
4. pancake	/pan/ /caik/		y n									
5. sailboat	/sail/ /boat/		y n									
Section C1 total correct:												/5

Section C2. Segmenting Syllables												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. building	/bil/ /ding/		y n									
2. flower	/flow/ /er/		y n									
3. jacket	/ja/ /ket/		y n									
4. pajamas	/pu/ /jo/ /muz/		y n									
5. potato	/pu/ /tai/ /toa/		y n									
Section C2 total correct:												/5

Section D1. Production of Initial Sounds (Single Phoneme Onset)												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. man	/m/		y n									
2. sand	/s/		y n									
3. box	/b/		y n									
4. goat	/g/		y n									
5. fire	/f/		y n									
6. cat	/k/		y n									
7. lock	/l/		y n									
8. rain	/r/		y n									
9. jump	/j/		y n									
10. tape	/t/		y n									
Section D1 total correct:												/10

Section C1

Section C2

Section D1

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Section D2. Production of Final Sounds												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. drum	/m/		y n									
2. truck	/k/		y n									
3. bee	/ea/		y n									
4. pig	/g/		y n									
5. doll	/l/		y n									
6. pan	/n/		y n									
7. fork	/k/		y n									
8. house	/s/		y n									
9. rake	/k/		y n									
10. boat	/t/		y n									
Section D2 total correct:												/10

Section E1. Segmenting Two-Phoneme Words												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. so	/s/ /oa/		y n									
2. buy	/b/ /ie/		y n									
3. key	/k/ /ea/		y n									
4. if	/i/ /f/		y n									
5. as	/a/ /z/		y n									
Section E1 total correct:												/5

Section E2. Segmenting Three-Phoneme Words												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. ship	/sh/ /i/ /p/		y n									
2. pack	/p/ /a/ /k/		y n									
3. sun	/s/ /u/ /n/		y n									
4. jam	/j/ /a/ /m/		y n									
5. rat	/r/ /a/ /t/		y n									
Section E2 total correct:												/5

Section E3. Segmenting Four-Phoneme Words With Blends												
Stimulus	Correct Response	Student Response	Correct	Teach (✓)	Inserted Sound	Omitted Sound	Repeats Word	Incorrect Sound	Not blended/segmented	Overlapping segmentation	Partial segment/blend	Notes
1. most	/m/ /oa/ /s/ /t/		y n									
2. stop	/s/ /t/ /o/ /p/		y n									
3. climb	/k/ /l/ /ie/ /m/		y n									
4. bunch	/b/ /u/ /n/ /ch/		y n									
5. dream	/d/ /r/ /ea/ /m/		y n									
Section E3 total correct:												/5

Section D2

Section E1

Section E2

Section E3

Date: _____ Student Name: _____ ID#: _____ Grade: _____

Error Type Totals			
	Inserted Sound		Not Segmented
	Omitted Sound		Overlapping Segmentation
	Repeats Word		Partial Segmenting
	Incorrect Sound		Partial Blending
	Not Blended		Other (please specify):

Acadience® Reading Diagnostic Phonemic Awareness Score Summary

Section	# Correct with Prompting or Teaching	# Correct without Prompting or Teaching	Total # Correct/ # Possible	Skill Level
A1. Blending Compound Words			/5	not learned emerging mastered
A2. Blending Syllables			/5	not learned emerging mastered
B1. Blending Two-Phoneme Words			/5	not learned emerging mastered
B2. Blending Three-Phoneme Words			/5	not learned emerging mastered
C1. Segmenting Compound Words			/5	not learned emerging mastered
C2. Segmenting Syllables			/5	not learned emerging mastered
D1. Production of Initial Sounds (Single Phoneme Onset)			/10	not learned emerging mastered
D2. Production of Final Sounds			/10	not learned emerging mastered
E1. Segmenting Two-Phoneme Words			/5	not learned emerging mastered
E2. Segmenting Three-Phoneme Words			/5	not learned emerging mastered
E3. Segmenting Four-Phoneme Words With Blends			/5	not learned emerging mastered

Testing Observations			
Affect	1	2	3
Persistence/Motivation	1	2	3
Focus	1	2	3
Comments:			

Additional Notes