

Phonological Awareness Development Evaluation (PADE)

This evaluation can be used to determine areas of strengths and weaknesses in K-6 students. It begins with the most basic skills on the phonological continuum and gradually gets harder. *Within each task*, the words get progressively harder based on speech sounds and the number of units.

- If a student does not meet basic criterion (4 or more) on 2-3 consecutive tasks, it is up to the teacher to continue the test or stop. It is possible that there is simply a gap in knowledge and the student may be able to do a more advanced skill. In addition, the words in each task get progressively harder, so the child may be able to do the task with easier words, but not words that have more phonemes. However, if you feel the child has met their limit, it would be pointless to continue to ask them to do frustrating tasks. Teacher discretion is advised.
- If the teacher starts to notice a trend in errors, he or she may decide to give more trials on that task. This evaluation is to be used to guide instruction; it is not standardized, so additions to the test are acceptable.
- **It is IMPERATIVE that you pronounce the sounds accurately, not with the added /uh/ sound attached to the consonants.** Please preview this YouTube [video](#) prior to administering the test to clarify any sound issues. If it does not link properly, the URL is <https://www.youtube.com/watch?v=Ch7lGykVwgs> and is titled “How to Pronounce Sounds of the Alphabet.” If you struggle with this, please continue to practice until you can make the sounds correctly and crisply.
- The practice items are to be used to clarify the directions. If the student gets the practice item wrong, please tell them the correct answer. If the student misses both the practice items and the first 3 items of the task, stop that task.
- When you see a letter between two slash marks, *ex: /k/*, that means you make the sound of that letter. A vowel with a macron (line) above it, *ex: ā*, means you need to make the long vowel sound for that letter. A breve (curve) above a vowel, *ex: ă*, indicates to make the short vowel sound for that letter. If there is no mark above a vowel, consider it short.

Materials: Manipulatives, such as blocks, colored chips, colored tiles, etc. You will also need to print off the Alliteration Student page- color is preferable.

Phonological Awareness Development Evaluation (PADE)

Name _____

Date _____

Teacher _____

Grade _____

Sentence Level: Segmentation

For this task, you will need some type of manipulative. Tell the student you are going to tell them a sentence and they will say the sentence again while they place one block out per word. Model the first sentence: Say “Sarah likes candy.” while putting out one block per word as you say it. Put a check in the box if they do it correctly. If incorrect, mark with a dash. If the student breaks the word into syllables, mark their breaks with slash marks (ex: do/ing). MS indicates there is a multisyllabic word in the sentence.

- | | | |
|---|--------------------------|-------------|
| 1. Sam gets food. (3) | <input type="checkbox"/> | |
| 2. Tom hits the ball. (4) | <input type="checkbox"/> | |
| 3. I need more money. (4-MS) | <input type="checkbox"/> | |
| 4. Kelly plays basketball at school. (5-MS) | <input type="checkbox"/> | |
| 5. Aaron jumped over the yellow box. (6-MS) | <input type="checkbox"/> | |
| 6. Yesterday I landed on a rock. (6MS) | <input type="checkbox"/> | Total _____ |

Hearing Alliteration

On this task, you will use the *alliteration picture student page*. Show the student the page of pictures and ask which picture starts like the picture on the left. Name the pictures as you point to them. If correct, put a check on the line. If incorrect, record their answers on the line.

- | | |
|-------------------------|-------------|
| 1. house (hat) _____ | |
| 2. ball (bat) _____ | |
| 3. sun (sock) _____ | |
| 4. table (tooth) _____ | |
| 5. shoe (shark) _____ | |
| 6. cherry (chick) _____ | Total _____ |

Producing Alliteration

On this task, tell the student you will be asking them to tell you a word with the same beginning sound. Practice 1: "Tell me a word that starts with the same sound as car." If they are unable to tell you a word with the /k/ sound, tell them "a word that starts with the same sound as car is kite." *Often they will give you a rhyming word, so just say, "That's a rhyming word. I want a word that starts with the same sound-like we just did on this paper (reference the hearing alliteration student page)." Put a check in the box if they answer it correctly. If incorrect, mark with a dash and write their answer.*

- 1. dog _____
- 2. water _____
- 3. fan _____
- 4. light _____
- 5. mouse _____
- 6. run _____

Total _____

Rhyme Recognition:

For this task, tell the children that you will say two words to them and you will ask if they rhyme. Practice: Ask the student if *big* and *pig* rhyme (Yes), then ask them to tell you why and record their answer here:

_____. *If needed give the example of *big* and *pig* as rhyming words because they have the same ending chunk, but *soap* and *boy* do not rhyme because they do not have the same ending chunk. Put a check in the box if they do it correctly. If incorrect, mark with a dash.

- 1. Does *boy* and *toy* rhyme? (Yes)
- 2. Does *part* and *pit* rhyme? (No)
- 3. Does *bug* and *slug* rhyme? (Yes)
- 4. Does *fake* and *fate* rhyme? (No)
- 5. Does *girl* and *goat* rhyme? (No)
- 6. Does *mountain* and *fountain* rhyme? (Yes)

Total _____

Rhyme Production

Tell the child that this time they are going to tell you two rhyming words. Stress to the student that their words do not have to be real words; they can made up. Practice 1: "Give me two words that rhyme with hat" (bat, sat, fat, dat, etc.) If the student struggles, give them these examples. Practice 2: noodle (poodle, loodle, foodle, etc). Make a notation if the student needs you to repeat the word at any time during the test. Put a check in the box if they do it correctly. If incorrect, mark with a dash. Say "Give me two words that rhyme with..."

- 1. bug _____
- 2. park _____
- 3. same _____
- 4. money _____
- 5. dirty _____
- 6. fake _____

Total _____

Syllable Level: Blending

Tell the student that you are going to say the word in its parts and they are going to blend the parts together to tell me the word. Be sure to pause 1 second between syllables. Practice 1: rain-bow (rainbow). Practice 2: pa-per (paper). Put a check in the box if they do it correctly. If incorrect, mark with a dash and write what their answer. Make a notation if they can blend it together but struggle with saying the word correctly.

- | | | | |
|------------------------|--------------------------|---------------|-------------|
| 1. bed- room | <input type="checkbox"/> | (bedroom) | |
| 2. ba- by | <input type="checkbox"/> | (baby) | |
| 3. by- ci- cle | <input type="checkbox"/> | (bicycle) | |
| 4. pri- va- cy | <input type="checkbox"/> | (privacy) | |
| 5. dis- cov- er- y | <input type="checkbox"/> | (discovery) | |
| 6. co- op- er- a- tion | <input type="checkbox"/> | (cooperation) | Total _____ |

Syllable Level: Segmentation

Tell the student that you are going to say a word, and you want them to clap out the parts. Model by saying *yellow* normally, and then clap out the two parts in *yellow* while saying each part. Practice: *pencil* (pen- cil- 2 claps). Put a check in the box if they do it correctly. If incorrect, mark with a dash and circle the syllables that were said as one.

- | | | |
|--------------------|--------------------------|-------------|
| 1. pancake (2) | <input type="checkbox"/> | |
| 2. toilet (2) | <input type="checkbox"/> | |
| 3. dangerous (3) | <input type="checkbox"/> | |
| 4. fantastic (3) | <input type="checkbox"/> | |
| 5. harmonica (4) | <input type="checkbox"/> | |
| 6. personality (5) | <input type="checkbox"/> | Total _____ |

Syllable Level: Deletion

Tell the student that you are going to say a word, take one part away, and then the student will tell you what is left. Practice1: "Say *bedroom* without *room*" (bed). Practice 2: "Say *silver* without *sil*." (ver). Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

- | | | |
|--|--------|--------------------------|
| 1. Say <i>sidewalk</i> without <i>side</i> | (walk) | <input type="checkbox"/> |
| 2. Say <i>table</i> without <i>tā</i> | (ble) | <input type="checkbox"/> |
| 3. Say <i>toilet</i> without <i>let</i> | (toy) | <input type="checkbox"/> |
| 4. Say <i>basket</i> without <i>ket</i> | (bas) | <input type="checkbox"/> |
| 5. Say <i>teacher</i> without <i>tea</i> | (cher) | <input type="checkbox"/> |
| 6. Say <i>after</i> without <i>ter</i> | (af) | <input type="checkbox"/> |
- Total _____

Onset-Rime Level: Blending

Tell the student that you are going to say the word in parts again, but differently this time. Say, "I am going to say the first sound of the word and then the rest of it, and you tell me what word I'm saying." Be sure to pause about 1 second between the two parts. Practice: /s/ + /un/ = sun, /b/ + /all/ = ball. Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. /m/ + /op/ (mop)
2. /l/ + /amp/ (lamp)
3. /j/ + /ug/ (jug)
4. /ch/ + /air/ (chair)
5. /h/ + /eat/ (heat)
6. /st/ + /art/ (start)

Total _____

Onset-Rime Level: Segmenting

This skill is directly linked to the ability to produce rhyme. Tell the student that you are going to say a word and then take off the first sound, and they will tell you what is left. Practice 1: "Say *rat* without the /r/" (at). Practice 2: "Say *pan* without the /p/" (an). Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. Say *Sam* without the /s/ (am)
2. Say *cart* without the /c/ (art)
3. Say *learn* without the /l/ (earn)
4. Say *pouch* without the /p/ (ouch)
5. Say *chair* without the /ch/ (air)
6. Say *door* without the /d/ (or)

Total _____

Phoneme Level: Isolation of beginning sound

Tell the student that you are going to say a word and you want them to tell you the first sound in the word. Reiterate that you want the sound, not the letter. Practice 1: What is the first sound in *nap* (/n/). If they add the /uh/ sound, clarify for them that the actual sound is the crisp /n/ sound. Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. rug /r/
2. jog /j/
3. tin /t/
4. wet /w/
5. chair /ch/
6. flag /f/

Total _____

Phoneme level: Isolation of final sound

Tell the student that this time you are going to ask them to tell you the LAST sound each word. Practice 1: What is the last sound you hear in *tom*? The child should say /m/. If they add the /uh/ sound (muh), clarify for them that the actual sound is the crisp /m/ sound. Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. rat /t/
2. mop /p/
3. bug /g/
4. couch /ch/
5. fast /t/
6. honk /k/

Total _____

Phoneme Level: Blending

Tell the student that you are going to say each sound of a word slowly and they need to blend the sounds together to tell you what word you said. *Be sure to pause about 1 second between the sounds.* Practice 1: /c/-/a/-/t/ (cat) Practice 2: /s/-/p/-/o/-/t/ (spot). Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. /ĩ/-/f/ (if)
2. /m/-/ē/ (me)
3. /h/-/ō/-/p/ (hope)
4. /m/-/ũ/-/s/-/t/ (must)
5. /s/-/k/-/i/-/p/ (skip)
6. /g/-/r/-/a/-/n/-/d/ (grand)

Total _____

Phoneme Level: Segmenting

You need a manipulative for this task. Tell the student that this time you will say the word normally and they will use the blocks to represent each sound. Model how to pull down one block/chip/etc. as you segment a word. Practice 1: *dog* = /d/-/o/-/g/ Practice 2: *still* = /s/-/t/-/i/-/l/. Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. in (/ĩ/ /n/)
2. lake (/l/ /ā/ /k/)
3. mop (/m/ /ō/ /p/)
4. crab (/c/ /r/ /ă/ /b/)
5. tiger (/t/ /ī/ /g/ /er/)
6. plant (/p/ /l/ /ă/ /n/ /t/)

Total _____

Phoneme Level: Substitution of initial sounds

This skill is directly linked to rhyming. Tell the student that you are going to tell them a word, and ask them to replace the first sound to make a new word. Practice 1: Replace the first sound in *pig* with /d/ (dig). Practice 2: Replace the first sound in *sop* with /t/ (top). Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. Replace the first sound in *pail* with /m/ (mail)
 2. Replace the first sound in *bug* with /r/ (rug)
 3. Replace the first sound in *net* with /w/ (wet)
 4. Replace the first sound in *lamp* with /c/ (camp)
 5. Replace the first sound in *bread* with /t/ (tread)
 6. Replace the first sound in *blame* with /f/ (flame)
- Total _____

Phoneme Level: Deletion of final sound

Tell the student that in this task, they are going to take off the last sound in the word and tell you what is left. Practice 1: *sheet* without the /t/ (she). Practice 2: *loan* without the /n/ (low). Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. Say *room* without the /m/ (row)
 2. Say *stain* without the /n/ (stay)
 3. Say *seal* without the /l/ (sea)
 4. Say *lake* without the /k/ (lay)
 5. Say *pinch* without the /ch/ (pin)
 6. Say *stoop* without the /p/ (stew)
- Total _____

Phoneme Level: Reversals

Tell the student that you are going to tell them a word, and they need to say the word backwards. Practice 1: Say *bus* backwards (sub). Practice 2: Say *top* backwards (pot). Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. Say *pitch* backwards (chip)
 2. Say *pass* backwards (sap)
 3. Say *cut* backwards (tuck)
 4. Say *shack* backwards (cash)
 5. Say *snap* backwards (pans)
 6. Say *stop* backwards (pots)
- Total _____

Phoneme Level: Substitution of vowel sound

Tell the student that they are going to change the vowel sound in one word to make another. Be sure to tell them that the new word might not be a real word. Practice 1: “Change the /ō/ sound in *moat* to /ā/ (mate). Practice 2: Change the ǒ sound in *chop* to ǎ (chap). Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. Change the ǎ in *cat* to ů (cut)
2. Change the ǒ in *caught* to ī (kite)
3. Change the ě in *bed* to ĭ (bid)
4. Change the ā in *grape* to oo (group)
5. Change the ǒ in *float* to ē (fleet)
6. Change the ē in *sheep* to ǒ (shop)

Total _____

Phoneme Level: Deletion of one sound in consonant blend

Tell the student that they are going to take off the either the first or second sound in a word with a blend and then tell you what is left. Practice: Say *flow* without the /f/ (low). Practice 2: Say *snail* without the /n/ (sail). Put a check in the box if they do it correctly. If incorrect, mark with a dash and record their answer beside the box.

1. Say *frail* without the /f/ (rail)
2. Say *stack* without the /t/ (sack)
3. Say *place* without the /p/ (lace)
4. Say *scale* without the /c/ (sale)
5. Say *smug* without the /s/ (mug)
6. Say *drip* without the /r/ (dip)

Total _____

Optional Assessment: Phonological Memory

Use this assessment if your student struggled to pronounce words correctly during any of the tasks or if they mentioned that they have a hard time saying a word. The first task asks the child to repeat words that are phonetically complex, which can indicate an inability to hold phonemes in sequence. It does not matter if the child knows the meaning of the word.

Word Repetition Instructions: Say the word normally and have the student repeat the word. If they say it correctly, put a plus on the line. If they mispronounce it, write their pronunciation as phonetically as possible. Ex: mispronounces *fantastic* as fantacksic.

1. animal _____
2. similarly _____
3. cinnamon _____
4. fantastic _____
5. specific _____
6. especially _____
7. linoleum _____
8. statistics _____
9. aluminum _____
10. entrepreneur _____
11. anomaly _____
12. spaghetti _____
13. conspicuous _____
14. subliminal _____
15. anemone (uh nem uh nee) _____

