

NONWORD™

PHONEME RECOGNITION ASSESSMENT

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CONTENTS

Page 3	Introduction
Page 4	About the Assessment
Page 5	Using the Assessment
Page 6	Set A Recording Sheet copymaster
Page 7	Set B Recording Sheet copymaster
Page 8-9	Set A Item Skills & Knowledge
Page 10-11	Set B Item Skills & Knowledge
Page 12	Suggestions for Phoneme Teaching

USING THE ASSESSMENT

The test can be used in two ways.

1. AS A DECODING ASSESSMENT

PROCEDURE

a. Explain to the student:

- ✧ That although the words in the list are not true words, all the sounds are found in true words
- ✧ They are to read the words aloud
- ✧ The words increase in difficulty as the list progresses
- ✧ To start with the left hand column and work down

b. While they are reading:

- ✧ Do not assist them
- ✧ Record errors or mispronunciations on the *Recording Sheet* exactly as the student says them
- ✧ When the student begins to struggle, or make no attempt at the words, stop the test

c. On completion note at the bottom of the Recording Sheet if the student is:

- ✧ able to identify individual letters - irrespective of position in the words
- ✧ able to correctly decode a single phonemic chunk, but not able to link it to the rest of the word
e.g. When asked to decode **upgloy** - student decodes **up** but cannot decode **gloy**
- ✧ using syllables to assist in decoding
- ✧ fluent in decoding

This information will help when formulating a teaching plan

2. AS AN AUDITORY RECOGNITION OR ORAL ABILITY ASSESSMENT

If it seems that the student's problem stems from not hearing or not reproducing the phoneme sounds correctly then the test can be administered to identify those to target for tuition.

The assessor:

- ✧ says the words aloud, and the student repeats them
- ✧ can identify any mispronounced or confused sounds, missing or inserted letters

NOTE

There are three nonwords that may have more than one correct pronunciation.

They are: **strowthle** - the **ow** may be said as in **cow**, or as in **yellow**

droonsh - the **oo** may be said as in **roof**, or as in **book**

wrifthal - the **th** may be said as in **thin**, or as in **the**

In this context either pronunciation is acceptable.

To assess depth of phoneme knowledge the assessor may say to the student:

Can you think of another way to say that word?

name.....
 age.....date.....
 assessor.....

1. fap _____

2. w

3. h

4. v

5. m

6. b

7. w

8. m

9. tr

10. n

11. le

12. lc

13. s

14. s

15. re
 re

16. fleacial _____
 flea / cial

17. immproig _____
 imm / proig

18. splysher _____
 sply / sher

19. strombite _____
 strom / bite

20. insprict _____
 in / sprict

21. deflemb _____
 de / flemb

22. ghaitor _____
 ghai / tor

23. quice _____

24. cherdy _____
 cher / dy

25. urshine _____
 ur / shine

26. gnawgle _____
 gnawg / le

27. waistrily _____
 wais / tri / ly

28. wondroag _____
 won / droag

29. blyzeng _____
 bly / zeng

30. spraingle _____
 sprain / gle

TEST ITEMS
 OBSCURED
 FOR COPYRIGHT
 REASONS

EVALUATION (comment on student's competency - refer to page 5c)

SET B - ITEM SKILLS & KNOWLEDGE

20. **insprict** [2 syllables - in / sprict]
 a. *spr* phonemic chunk b. final *ict* phonemic chunk identified
21. **deflemb** [2 syllables - de / flemb]
 a. *fl* phonemic chunk b. short vowel sound *e*
 c. *mb* sounds m (silent b)
22. **ghaitor** [2 syllables - ghai / tor]
 a. *gh* sounds g (silent h) b. long vowel sound *a* determined by diphthong ai
 c. *or* suffix sound as in doctor
23. **quice** [1 syllable]
 a. *qu* phonemic chunk b. *quice* to rhyme with nice c. soft c sound
24. **cherdy** [2 syllables - cher / dy]
 a. *ch* phonemic chunk b. *er* as in fern c. *dy* sounds dee
25. **urshine** [2 syllables - ur / shine]
 a. *ur* as in fur b. *sh* phonemic chunk
 c. long vowel sound *i* determined by silent e
26. **gnawgle** [2 syllables gnawg / le]
 a. *gn* sounds n (silent g) b. *aw* sounds or c. *gle* sounds gill
27. **waistrily** [3 syllables wais / tri / ly]
 a. long vowel sound *a* determined by diphthong ai b. *tr* phonemic chunk
 c. *ly* ending sounds lee d. *trily* to rhyme with frilly
28. **wondroag** [2 syllables - won / droag]
 a. *won* sounds one b. *dr* phonemic chunk
 c. long vowel sound *o* determined by diphthong oa
 d. final consonant sound identified
29. **blyzeng** [2 syllables - bly / zeng]
 a. *bl* phonemic chunk b. *bly* to rhyme with fly c. *zeng* phonemic chunk
30. **spraingle** [2 syllables - sprain / gle]
 a. *spr* phonemic chunk b. long vowel sound *a* determined by diphthong ai
 c. *gle* sounds gill