

Rhyme Recognition Assessment

Teacher Use:

Research provides evidence that specific emergent literacy skills such as phonological awareness, print awareness, and alphabet knowledge are significant predictors of success with later literacy skills. For instance, students need to be able master basic phonological awareness skills such as detecting larger sound units (syllables, the replicable rhyming pattern in words) before they can master advanced skills such as phonemic awareness (which requires detecting smaller sound units, individual phonemes).

Literacy assessments provide teachers with information on what skills students have and have not mastered. Assessments can also help teachers monitor student progress. A teacher can learn which students need review before moving to new material. Through consistent assessment, a teacher can make informed decisions about what specific instruction is appropriate for each student.

"Rhyme Recognition" assesses phonological awareness, determining if a student can receptively determine if two words sound alike at the end.

Rhyme Recognition Assessment

Directions:

To administer, tell the student that two words that sound the same at the end rhyme. Then, give an example, such as "fit" and "hit." Pause and give the student time to think. If the student answers correctly proceed to the next example. If the student answers incorrectly, explain "fit" and "hit" are rhyming words and direct their attention to the ending sounds that make the two words rhyme **fit hit**.

Proceed to the next example, asking the student if "rat" and "pat" rhyme (Pause and give the student time to think) if the student answers incorrectly use the same error correction. Verbally direct their attention to the end sounds that make it a rhyme: **rat, pat**. Then, ask the student if "girl" and "hat" rhyme (Pause and give the student time to think). If the student answers incorrectly, explain these words are not rhyming words because they do not sound alike and they do not have the same ending sounds. If the child appears to grasp the concept, begin the assessment.

To record responses, use the teacher recording sheet. Each correct response is one point. If the student is incorrect, leave the box blank. 5/6 is considered mastery, anything below this score and the student will require direct instruction with this skill.

Rhyme Recognition Recording sheet

Student Name: _____

BOY ____ MOY ____ EOY ____

Date _____

Words	Points	Notes
Do pit , and kit rhyme?		
Do stop , and pop rhyme?		
Do bed and soap rhyme?		
Do chair and bear rhyme?		
Do rest and old rhyme?		
Do glue and blue rhyme?		