

Yopp-Singer Test of Phonemic Segmentation

Directions for Administering

1. Have one test sheet for each child in the class.
2. Assess children individually in a quiet place.
3. Keep the assessment playful and game-like.
4. Explain the game to the child exactly as the directions specify.
5. Model for the child what he or she needs to do with each of the practice words.
Have them break apart each word with you.

Children are given the following directions upon administration of the test:

Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to say the word slowly, and then tell me each sound in the word in order. For example, if I say "old," you should say "oooo-llll-d" (The teacher says the sound, not the letters.) Let's try a few words together.

The practice items are *ride*, *go*, and *man*. The teacher should help the child with each sample item - segmenting the item for the child if necessary and encouraging the child to repeat the segmented words. Then the child is given the 22 item test. If the child responds correctly, the teacher says, "That's right." If the child gives an incorrect response, he or she is corrected. The teacher provides the appropriate response. The teacher circles the numbers of all correct answers.

If the child breaks a word apart incorrectly, the teacher gives the correct answer:

	Child Says	You say
Uses onset and rime	/d/ - /og/	/d-/o-/g/
Repeats word	dog	/d-/o-/g/
Stretches word out	d - o - g	/d-/o-/g/
Spells letters in word	"d" - "o" -	/d-/o-/g/
Says first and last sounds	"g"	/d-/o-/g/
Says another word	/d/ - /g/	/d-/o-/g/
Says a sentence	bark	/d-/o-/g/
	I don't	
	know	

The child's score is the number of items correctly segmented into all constituent phonemes. No partial credit is given. For instance, if a child says "/c/-/at/" instead of "/c/-/a/-/t/," the response may be noted on the blank line following the items but is

considered incorrect for purposes of scoring. Correct responses are only those that involve articulation of each phoneme in the target word.

A blend contains two or three phonemes in each of these and each should be articulated separately. Hence, item 7 on the test, *grew*, has three phonemes /g/-/r/-/ew/. Digraphs such as /sh/ in item 5, *she*, and the /th/ in item 15, *three*, are single phonemes. Item 5, therefore has two phonemes and item 15 has three phonemes. If a child responds with letter names instead of sounds, the response is coded as incorrect, and the type of error is noted on the test.

Students who obtain high scores (segmenting all or nearly all of the items correctly) may be considered phonemically aware. Students who correctly segment some items are displaying emerging phonemic awareness. Students who are able to segment only a few items or none at all lack appropriate levels of phonemic awareness. Without intervention, those students scoring very low on the test are likely to experience difficulty with reading and spelling.

Student Test Sheet

Yopp-Singer Test of Phoneme Segmentation

Student's name _____ Date _____

Score (number correct) _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say /o/-/l/-/d/." (Administrator: Be sure to say the sounds, not the letters, in the word.) Let's try a few together.

Practice items:(Assist the child in segmenting these items as necessary.)

ride

go

man

Test items:(Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

- | | |
|---------------|-----------------|
| 1. dog _____ | 12. lay _____ |
| 2. keep _____ | 13. race _____ |
| 3. fine _____ | 14. zoo _____ |
| 4. no _____ | 15. three _____ |
| 5. she _____ | 16. job _____ |
| 6. wave _____ | 17. in _____ |
| 7. grew _____ | 18. ice _____ |
| 8. that _____ | 19. at _____ |
| 9. red _____ | 20. top _____ |
| 10. me _____ | 21. by _____ |
| 11. sat _____ | 22. do _____ |

The author, Hallie Kay Yopp, California State University, Fullerton, grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.

[Click for Student Worksheet](#)

Curriculum-Based Assessment List: Examiner Copy

This answer key contains 60 items from
the following assessment list(s):

• **Letters: Mixed Case**

Item 1: Letters: Mixed Case j	Item 2: Letters: Mixed Case A	Item 3: Letters: Mixed Case g	Item 4: Letters: Mixed Case F	4/4
Item 5: Letters: Mixed Case O	Item 6: Letters: Mixed Case G	Item 7: Letters: Mixed Case S	Item 8: Letters: Mixed Case d	4/8
Item 9: Letters: Mixed Case v	Item 10: Letters: Mixed Case i	Item 11: Letters: Mixed Case y	Item 12: Letters: Mixed Case U	4/12
Item 13: Letters: Mixed Case a	Item 14: Letters: Mixed Case e	Item 15: Letters: Mixed Case M	Item 16: Letters: Mixed Case N	4/16
Item 17: Letters: Mixed Case Z	Item 18: Letters: Mixed Case x	Item 19: Letters: Mixed Case Q	Item 20: Letters: Mixed Case o	4/20
Item 21: Letters: Mixed Case n	Item 22: Letters: Mixed Case z	Item 23: Letters: Mixed Case h	Item 24: Letters: Mixed Case V	4/24
Item 25: Letters: Mixed Case X	Item 26: Letters: Mixed Case H	Item 27: Letters: Mixed Case u	Item 28: Letters: Mixed Case f	4/28
Item 29: Letters: Mixed Case w	Item 30: Letters: Mixed Case r	Item 31: Letters: Mixed Case c	Item 32: Letters: Mixed Case l	4/32
Item 33: Letters: Mixed Case J	Item 34: Letters: Mixed Case t	Item 35: Letters: Mixed Case s	Item 36: Letters: Mixed Case T	4/36
Item 37: Letters: Mixed Case L	Item 38: Letters: Mixed Case l	Item 39: Letters: Mixed Case E	Item 40: Letters: Mixed Case P	4/40
Item 41: Letters: Mixed Case m	Item 42: Letters: Mixed Case Y	Item 43: Letters: Mixed Case p	Item 44: Letters: Mixed Case b	4/44
Item 45: Letters: Mixed Case K	Item 46: Letters: Mixed Case W	Item 47: Letters: Mixed Case k	Item 48: Letters: Mixed Case B	4/48
Item 49: Letters: Mixed Case D	Item 50: Letters: Mixed Case R	Item 51: Letters: Mixed Case C	Item 52: Letters: Mixed Case W	4/52
Item 53: Letters: Mixed Case	Item 54: Letters: Mixed Case	Item 55: Letters: Mixed Case	Item 56: Letters: Mixed Case	4/56

w	Y	G	r	
Item 57: Letters: Mixed Case e	Item 58: Letters: Mixed Case X	Item 59: Letters: Mixed Case x	Item 60: Letters: Mixed Case t	4/60

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Curriculum-Based Assessment Wordlist: Student Copy

Student: _____ Date: _____

Class: _____ Correct Items: _____ Total Items Attempted: _____

j	A	g	F
O	G	S	d
v	i	y	U
a	e	M	N
Z	x	Q	o
n	z	h	V
X	H	u	f
w	r	c	l
J	t	s	T
L	I	E	P
m	Y	p	b
K	W	k	B
D	R	C	W
w	Y	G	r
e	X	x	t

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The San Diego Quick Reading Assessment

Administering the Test

1. Have the student read aloud each word from a card at least two years below their grade. If the student misses any words, go to easier lists until they make no errors. This is their base reading level.
2. Have the student read each subsequent card in sequence. Record incorrect responses. Be sure to have the student read every word so you can determine her decoding strategies.
3. Continue the assessment until the student misses at least three words on one of the lists.

Scoring the Test

Use the assessment results to identify the student's independent (no more than one error on a list), instructional (two errors on a list), and frustration (three or more errors) levels. Provide independent reading materials for each child accordingly.

<p>Preprimer</p> <p>see play me at run go and look can here</p>	<p>Primer</p> <p>you come not with jump help is work are this</p>	<p>Grade1</p> <p>road live thank when bigger how always night spring today</p>
<p>Grade 2</p> <p>our please myself town early send wide believe quietly carefully</p>	<p>Grade 3</p> <p>city middle moment frightened exclaimed several lonely drew since straight</p>	<p>Grade 4</p> <p>decided served amazed silent wrecked improved certainly entered realized interrupted</p>
<p>Grade 5</p>	<p>Grade 6</p>	<p>Grade 7</p>

scanty business develop considered discussed behaved splendid acquainted escaped grim	bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity	amber dominion sundry capillary impetuous blight wrest enumerate daunted condescend
Grade 8 capacious limitation pretext intrigue delusion immaculate ascent acid binocular embankment	Grade 9 conscientious isolation molecule ritual momentous vulnerable kinship conservatism jaunty inventive	Grade 10 zany jerkin nausea gratuitous linear inept legality aspen amnesty barometer
Grade 11 galore rotunda capitalism amnesty risible exonerate superannuate luxuriate piebald crunch		