Yopp-Singer Test of Phonemic Segmentation

Purpose: To measure the student's ability to articulate the separate sounds in words or to hear the individual sounds (phonemes) in words.

Directions:

Say to students: *Today we're going to play a word game. I'm going to say a word and you are going to break it apart. For example, if I say the word* <u>cat</u>*, you would say /c/ /a/ /t/.*
Ensure that you say the sounds, not the names of the letters in a word. Provide a few more examples for the student before beginning the assessment.

Dictate the following words to the student. If a student correctly segments the sounds in the word, say, *That's right*, and place a checkmark on the line. If they make an error, provide the correction and record their response on the line. The correct number of phonemes is provided for each word.

1. dog (3) _____
2. keep (3) _____
3. fine (3) _____
4. no (2) _____
5. she (2) _____
6. wave (3) _____
7. grew (3) _____
8. that (3) _____
9. red (3) _____
10. me (2) _____
11. sat (3) _____

6. lay (2) _____
7. race (3) _____
8. zoo (2) _____
9. three (3) _____
10. job (3) _____
17. in (2) _____
18. ice (2) _____
19. at (2) _____
20. top (3) _____
21. by (2) _____
22. do (2) _____

Total Correct: /22

Scoring

- No credit is given for partially correct segmentation
- Students need to articulate blends separately because they constitute two sounds
- Digraphs, such as *th* or *sh* are single phonemes

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Using the Results to Inform Instruction

- Students who correctly segment all or almost all of the words can be considered phonemically aware. Any students scoring quite low would probably have difficulty with reading and spelling
- For those students who scored significantly low on this test, consider completing the Phonological Awareness Screener in order to determine instructional needs. Instructional Activities are available on the Phonological Awareness page of the Literacy website.