Yopp-Singer Test of Phoneme Segmentation
(Yopp, 1995)

Kindergarten-Grade 1

The Yopp-Singer Test of Phoneme Segmentation is a brief test of children's ability to isolate and pronounce the individual phonemes in words. Phoneme segmentation is a task that has been widely used in research on phoneme awareness over the last 20 years, and it is highly correlated with other measures of phoneme awareness (Yopp, 1988). The test is very easy to give, score, and interpret.

Appropriate Ages and Issues in Administration

This test was designed for kindergarten children, but should also be appropriate for identifying children who are weak in phonological awareness during first grade. It can be administered by teachers or paraprofessionals, and must be given individually. It takes 5 to 10 minutes per child. It does not have norms.

Sample Items

The test consists of 22 items that are all of the same type. Beginning the test, the child receives the following instructions: 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/." (The administrator says the sounds, not the letters.) Let's try a few words together."

The practice items are ride, go, and man. All the items involve familiar words of just two or three phonemes.

Reliability

The article in which the test is described reports an internal consistency reliability of .95

Validity

The Yopp-Singer test has impressive validity data derived from a seven-year longitudinal study in which the same children that were administered the phoneme segmentation test in kindergarten were followed through sixth grade. (See Table 1 on the following page.) The segmentation test was administered in the second semester of kindergarten, and the table below gives the correlations between the test and various reading measures. All of the read-
Yopp-Singer Test of Phoneme Segmentation

The Yopp-Singer Test of Phoneme Segmentation measures phonemic awareness, which is crucial for reading development. The test is designed to assess children's ability to segment words into their constituent phonemes, a critical skill for reading comprehension. The test comes in two forms: a Word Attack subtest and a Vocabulary subtest. The Word Attack measures children's ability to segment words into phonemes, while the Vocabulary subtest evaluates their ability to recognize words and their meanings. The test is designed to be administered to children aged from kindergarten to second grade.

Scores

This test has not been normed; only raw scores can be obtained.

Table 1: Relationship of Yopp-Singer Test to Later Reading Scores

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Word Attack</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.46</td>
<td>.66</td>
<td>.38</td>
<td>.62</td>
</tr>
<tr>
<td>2</td>
<td>.62</td>
<td>.72</td>
<td>.55</td>
<td>.67</td>
</tr>
<tr>
<td>3</td>
<td>.56</td>
<td>.66</td>
<td>.62</td>
<td>.67</td>
</tr>
<tr>
<td>4</td>
<td>.56</td>
<td>.51</td>
<td>.62</td>
<td>.58</td>
</tr>
<tr>
<td>5</td>
<td>.56</td>
<td>.56</td>
<td>.57</td>
<td>.59</td>
</tr>
<tr>
<td>6</td>
<td>.78</td>
<td>.78</td>
<td>.66</td>
<td>.74</td>
</tr>
</tbody>
</table>

General

The major difficulty with the Yopp-Singer test is that it may be too difficult to make fine discriminations among children in the lower ranges of phonemic awareness. The requirement to completely segment the word dog (first item on the test) may simply be too difficult for many populations of children. Although Yopp reports mean performance on the test of about 11 items correct in the second semester of kindergarten (children with average age of 70 months), her sample, as a whole, may have been stronger in phonemic awareness than many groups around the United States. For teachers who work with groups of children who have traditionally had high rates of reading problems, this test may be too difficult in kindergarten to discriminate among children in the lower ranges of ability.

Other than the issue of difficulty level for some groups of kindergarten children, this is a fine, reliable test of phonemic awareness. It could serve very usefully, for example, to monitor the growth of phonemic awareness in first-grade children as they learn to read.
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 words 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. af ___________________________
9. red ___________________________ 20. top ___________________________
10. me ___________________________ 21. by ___________________________
11. sat ___________________________ 22. do ___________________________

Rosner Test of Auditory Analysis

(Rosner, 1975)

Kindergarten–Elementary

The Rosner Test of Auditory Analysis is the oldest published test of phonemic awareness, and it has been widely used in research. It is a relatively brief test (13 items) involving the deletion of phonemes from words, and it is very easy to give, score, and interpret.

Cost

Free by copying from the book referenced below or from pages 27 and 28 of this manual.

Ordering

Copy from:


Appropriate Ages and Issues in Administration

The test can be given to children from kindergarten through late elementary school but will be most sensitive to individual differences in phonemic awareness among children in kindergarten, first, and second grades. It can be administered by teachers or paraprofessionals and takes about 5 to 10 minutes to complete. The only difficult part in administration is learning to pronounce individual phonemes properly.

Sample Items

The test begins with items involving segmentation of compound words and syllables, but rapidly shifts to items involving deletion of phonemes. Directions for the first practice item are: "Let's play a word game. Say cowboy. (Allow child to respond.) Now say it again, but don't say boy. The child should respond with the word cow.

Sample items involving phoneme deletion are: "Say coat. Now say it again, but don't say /k/," and, "Say stale. Now say it again, but don't say /l/." The correct answers for these two items, respectively, would be oat and sale.

Reliability

Rosner does not present information on reliability in his description of the test. However, tests used in research that include items very similar to those on the Rosner test report acceptable levels of reliability (Wagner, Torgesen, & Rashotte, 1994).

Validity

Again, Rosner does not present formal information about the predictive validity of this test, but numerous studies have found
Rosner Test of Auditory Analysis

that these types of items not only are strongly predictive of reading failure in young children (Wagner, Torgesen, & Rashotte, 1994), but also are very sensitive in differentiating older children who have reading disabilities from children who read normally (Fletcher, et al., 1994).

Scores

Since this test is not normed, only raw scores are available. The author does provide values for "expected" performance at various age levels, based on his experience giving the test to many children. For example, scores from 1-3 would be expected in kindergarten, 4 to 9 in first grade, and 10 to 13 in second grade.

General

This test is an excellent one to use for a quick assessment of relative levels of phonological awareness within kindergarten, first, and second grade classrooms. The only drawback in its use is the absence of norms, but that should not prevent teachers from finding it useful in identifying children within their classrooms whose phonemic awareness is least well-developed.
Rosner Test of Auditory Analysis

Test Items

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Say SUNSHINE. Now say it again, but don't say SHINE.</td>
<td>SUN</td>
<td></td>
</tr>
<tr>
<td>2. Say PICNIC. Now say it again, but don't say PIC.</td>
<td>NIC</td>
<td></td>
</tr>
<tr>
<td>3. Say CUCUMBER. Now say it again, but don't say CU (q)</td>
<td>CUMBER</td>
<td></td>
</tr>
<tr>
<td>4. Say COAT. Now say it again, but don't say /k/.</td>
<td>OAT</td>
<td></td>
</tr>
<tr>
<td>5. Say MEAT. Now say it again, but don't say /m/.</td>
<td>EAT</td>
<td></td>
</tr>
<tr>
<td>6. Say TAKE. Now say it again, but don't say /t/</td>
<td>ACHE</td>
<td></td>
</tr>
<tr>
<td>7. Say GAME. Now say it again, but don't say /m/.</td>
<td>GAY</td>
<td></td>
</tr>
<tr>
<td>8. Say WROTE. Now say it again, but don't say /t/</td>
<td>ROW</td>
<td></td>
</tr>
<tr>
<td>9. Say PLEASE. Now say it again, but don't say /z/</td>
<td>PLEA</td>
<td></td>
</tr>
<tr>
<td>10. Say CLAP. Now say it again, but don't say /k/</td>
<td>LAP</td>
<td></td>
</tr>
<tr>
<td>11. Say PLAY. Now say it again, but don't say /p/</td>
<td>LAY</td>
<td></td>
</tr>
<tr>
<td>12. Say STALE. Now say it again, but don't say /t/</td>
<td>SALE</td>
<td></td>
</tr>
<tr>
<td>13. Say SMACK. Now say it again, but don't say /m/</td>
<td>SACK</td>
<td></td>
</tr>
</tbody>
</table>

Last item before two errors in a row __________

Rosner Test of Auditory Analysis
(Rosner, 1975)

Materials Needed
List of items to be administered to the child

Directions

Practice: "Let's play a word game. Say cowboy. (Allow child to respond.) Now say it again, but don't say boy."

If correct: That's right. Let's try the next one.

If incorrect: "That's not quite right. Cowboy without saying boy is cow. (Then see if you can explain it to the child. If the child requires more than a simple explanation, stop testing.)"

Second Practice Item: "Say steamboat. (Wait for response.) Now say it again, but don't say steam."

If the child answers both demonstration items correctly, start the test with item 1. If he/she does not answer both demonstration items correctly, do not administer any more items.

Administration Notes

1. Do not give hints with your lips. Speak distinctly, but do not stress any particular sounds. In other words, do not give any additional information that might make the task easier. You want the child to do well but not at the expense of looking better on the test than is really the case.
2. Remember, when you get to the items that ask the child to "Say the word, but don't say /.../ (a single sound) you are to say the sound of the letter, not the letter name.
3. Stop testing after two successive errors—two incorrect responses in a row—and record the number of the last correct item before those two errors. This is the score. For example, if the child is correct on items 1, 2, 3, 4, and 5, and incorrect on items 6 and 7, his/her score would be 5. If he/she was correct on 1, 2, 3, incorrect on 4, correct on 5 and 6, then incorrect on 7 and 8, his/her score would be 6.

Interpreting the Results

The following expected scores were not based on a formal norming procedure, but rather on the author's experience in administering the task to children of various ages. Although they can be used as an initial guide to expected performance at various age levels, the test will be most accurately used to identify children with delays in phonological awareness if this information is supplemented with local norms.

Expected scores: Kindergarten 1-3
1st Grade 4-9
2nd Grade 10-13