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Yopp-Singer Test of Phoneme Segmentation

Teach Tapping

Student's Name _____
Date _____

Number correct of 2 phoneme words _____ /10 Percentage: _____
Number correct of 3 phoneme words _____ /12 Percentage: _____
Total correct _____ /22 Percentage: _____

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/." (Administration: 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.) ridge=/r/-j/-j/-d/, go=/g/-o/-l/, wire=/w/-r/-e/-l/-a/-r/-i-/, Feedback is given to the child as he or she progresses through the list. If the child responds correctly, the examiner nods or says, "That's right." If the child gives an incorrect response, he or she is corrected. The examiner provides the appropriate response.

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

Teacher says	Correct response	Actual response	Teacher says	Correct response	Actual response
1. dog	/d/-o/-l/-g/	_____	12. hay	/h/-a/-l/	_____
2. keep	/k/-e/-l/-p/	_____	13. race	/r/-a/-l/-s/	_____
3. fine	/f/-i/-n/	_____	14. zoo	/z/-o/-o/	_____
4. no	/n/-o/	_____	15. three	/t/-h/-r/-e/-l/	_____
5. she	/s/-h/-e/	_____	16. job	/j/-o/-b/	_____
6. wave	/w/-a/-l/-v/	_____	17. in	/i/-n/	_____
7. grew	/g/-r/-o/-l/	_____	18. ice	/i/-s/	_____
8. that	/t/-h/-a/-l/	_____	19. at	/a/-t/	_____
9. red	/r/-e/-d/	_____	20. top	/t/-o/-p/	_____
10. me	/m/-e/	_____	21. by	/b/-y/	_____
11. sat	/s/-a/-t/	_____	22. do	/d/-o/	_____

A child's score is the number of items correctly segmented into all consistent phonemes. No partial credit is given. For instance, if a child says "/e/-d/-a/," the response may be noted on the blank line following the item but is considered incorrect for purposes of scoring. Correct responses are only those that involve indication of each phoneme in the target word. 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 list. 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, these students scoring very low on the test are likely to experience difficulty with reading and spelling.

Note: Only the 2 underlined words above (grew and three) require dividing a blend into its component phonemes. This is a more difficult skill. The author, Hallie Kay Yopp, California State University, Fullerton, grants permission for that part to be reproduced. The author acknowledges the contribution of the late Henry Singer to the development of this test.