

PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

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Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: “Assessment of Phonological Awareness” for instructions on the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level (Circle):

PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult
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Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. There are no formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2: Preschool to mid kindergarten; E3 - mid kindergarten to early first)

LEVEL D “Say *birthday*. Now say *birthday* but don’t say *birth*.”

FEEDBACK: “If you say *birthday* without saying *birth*, you get *day*. Okay? Let’s try another one.”

D1 (birth)day _____ (air)port _____ cow(boy) _____

D2 (num)ber _____ (en)ter _____ an(sw)er _____

Correct Automatic

____/3 A: ____/3

____/3 A: ____/3

LEVELS E2-3 “Say *November*. Now say *November* but don’t say *No*.”

FEEDBACK: “If you say *November* without saying *No*, you get *vember*. See how that works?”

E2 (No)vember _____ (vol)cano _____ (re)member _____

E3 (won)derful _____ (bar)becue _____ (li)brary _____

____/3 A: ____/3

____/3 A: ____/3

Basic Syllable Total: ____/12 A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (Kindergarten to mid first grade)

LEVEL F “Say *fall*. Now say *fall* but don’t say /f/.”

FEEDBACK: “If you say *fall* without the /f/, you get *all*; *fall-all*.”

/f/all → all _____ /s/and → and _____

/sh/own → own _____ /w/ait → ate _____ /c/are → air _____

Correct Automatic

____/5 A: ____/5

LEVEL G “Say *wood*. Now say *wood* but instead of /w/ say /g/.”

FEEDBACK: “If you say *wood*, and change the /w/ to /g/, you get *good*; *wood-good*.”

/w/ood /g/ → good _____ /m/ake /l/ → lake _____

/r/ed /s/ → said _____ /l/awn /g/ → gone _____ /b/oat /n/ → note _____

____/5 A: ____/5

Onset-Rime Total: ____/10 A: ____/10

Only use a phrase like “See how that works?” once during the test, the first time the student responds incorrectly or not at all.

III. PHONEME LEVELS

Basic Phoneme Levels (Late kindergarten to late first grade)

LEVEL H

H1 (Deletion) **“Say *sled*. Now say *sled* but don’t say /s/.”**

FEEDBACK: “If you say *sled* without the /s/, you get *led*; *sled-led*.”

/s/led /s/ → led ___ /c/limb /c/ → lime ___

H2 (Substitution) **“Say *slide*. Now say *slide* but instead of /s/ say /g/.”**

FEEDBACK: “If you say *slide*, and change the /s/ to /g/, you get *glide*; *slide-glide*.”

/s/lide /g/ → glide ___ /b/rain /c/ → crane ___ /b/reeze /t/ → trees ___

LEVEL I “Say *beam*. Now say *beam* but don’t say /m/.”

FEEDBACK: “If you say *beam* without the /m/, you get *bee*; *beam-bee*.”

bea/m/ /m/ → bee ___ stor/m/ /m/ → store ___ pla/ne/ /n/ → play ___

si/z/e /z/ → sigh ___ cou/ch/ /ch/ → cow ___

Basic Phoneme Total: ___/10 A:___/10

Advanced Phoneme Levels (Late first to late second grade; Level M: Late second to late third grade)

LEVEL J (Substitution) “Say *sit*. Now say *sit* but instead of /i/ say /a/.”

FEEDBACK: “If you say *sit*, and change the /i/ to /a/, you get *sat*; *sit-sat*.”

I. (short sound of vowel) s/i/t /a/ → sat ___ wh(e)n /i/ → won ___ r/o/ck /e/ → wreck ___

II. (long sound of vowel) r/ee/d /o/ → road ___ ph/o/ne /i/ → fine ___

LEVEL K

K1 (Deletion) **“Say *glide*. Now say *glide* but don’t say /l/.”**

FEEDBACK: “If you say *glide* without the /l/, you get *guide*; *glide-guide*.”

g/l/ide → guide ___ s/w/eet → seat ___

K2 (Substitution) **“Say *flute*. Now say *flute* but instead of /l/ say /r/.”**

FEEDBACK: “If you say *flute*, and change the /l/ to /r/, you get *fruit*; *flute-fruit*.”

f/l/ute → f/r/uit ___ s/p/eed → s/k/ied ___ s/m/ile → s/t/yle ___

LEVEL L (Substitution) “Say *mouth*. Say *mouth* but instead of /th/ say /s/.”

FEEDBACK: “If you say *mouth*, and change the /th/ to /s/, you get *mouse*; *mouth-mouse*.”

mou/th/ /s/ → mouse ___ see/d/ /t/ → seat ___ ge/t/ /s/ → guess ___

heal/th/ /p/ → help ___ mon/th/ /ch/ → munch ___

LEVEL M

M1 (Deletion) **“Say *send*. Now say *send* but don’t say /n/.”**

FEEDBACK: “If you say *send* without the /n/, you get *said*; *send-said*.”

se/n/d → said ___ de/n/t → debt ___

M2 (Substitution) **“Say *drift*. Now say *drift* but instead of /f/ say /p/.”**

FEEDBACK: “If you say *drift*, and change the /f/ to /p/, you get *dripped*; *drift-dripped*.”

dri/f/t → dri/pp/ed ___ wor(k)ed → wor(s)t ___ pa/s/te → pai/n/t ___

Advanced Phoneme Total: ___/20 A:___/20

Correct Automatic

___/5 A:___/5

___/5 A:___/5

___/10 A:___/10

Correct Automatic

___/5 A:___/5

___/5 A:___/5

___/5 A:___/5

___/5 A:___/5