

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

David A. Kilpatrick, Ph.D. © 2003, 2010  
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	____/10	____/10	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
<b>Test Total</b>	<b>____/50</b>	<b>____/50</b>	(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

*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 mid 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(swer) \_\_\_\_\_

### 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 \_\_\_\_\_

E3 (won)derful \_\_\_\_\_ (bar)becue \_\_\_\_\_

**Basic Syllable Total:** \_\_\_\_\_/10 A: \_\_\_\_\_/10

## 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 */ff/*, you get *all*; *fall-all*, see how that works?"

/f/all → all \_\_\_\_\_ /s/and → and \_\_\_\_\_

/g/ate → ate \_\_\_\_\_ /ch/air → air \_\_\_\_\_ /sh/own → own \_\_\_\_\_

### 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 \_\_\_\_\_

/b/all /t/ → tall \_\_\_\_\_ /d/eep /sh/ → sheep \_\_\_\_\_ /th/ing /r/ → ing \_\_\_\_\_

**Onset-Rime Total:** \_\_\_\_\_/10 A: \_\_\_\_\_/10

**Note on grade levels:** The grade levels listed do not represent formal norms, but approximate levels based on research and clinical experience.

### III. PHONEME LEVELS

#### Basic Phoneme Levels (Early 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*. See how that works?”

/s/led /s/ → led \_\_\_\_ /g/row /g/ → row \_\_\_\_

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

FEEDBACK: “If you say *glue*, and change the /g/ to /b/, you get *blue*; *glue-blue*.”

/g/lue /b/ → blue \_\_\_\_ /s/ly /f/ → fly \_\_\_\_ /b/rick /t/ → trick \_\_\_\_

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*.”

I1 bea/m/ /m/ → bee \_\_\_\_ pla/ne/ /n/ → play \_\_\_\_ free/ze/ /z/ → free \_\_\_\_

I2 car/d/ /d/ → car \_\_\_\_ fil/m/ /m/ → fill \_\_\_\_

Basic Phoneme Total:

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

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

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. (use *sound* of vowel) s/i/t /a/ → sat \_\_\_\_ h/i/d /a/ → had \_\_\_\_ f/i/x /o/ → fox \_\_\_\_

II. (use *name* of vowel) l/a/ne /i/ → line \_\_\_\_ ph/o/ne /i/ → fine \_\_\_\_

##### LEVEL K

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

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

p/l/an → pan \_\_\_\_ s/n/eak → seek \_\_\_\_

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

FEEDBACK: “If you say *sweep*, and change the /w/ to /l/, you get *sweep*; *sweep-sleep*.”

s/w/EEP → s/l/EEP \_\_\_\_ g/l/ow → g/r/ow \_\_\_\_ f/l/ute → f/r/uit \_\_\_\_

LEVEL L (Substitution) **“Say *pen*. Say *pen* but instead of /n/ say /t/.”**

FEEDBACK: “If you say *pen*, and change the /n/ to /t/, you get *pet*; *pen-pet*.”

pe/n/ /t/ → pet \_\_\_\_ ma/p/ /n/ → man \_\_\_\_

roo/f/ /m/ → room \_\_\_\_ ga/v/e /m/ → game \_\_\_\_ mou/th/ /s/ → mouth \_\_\_\_

##### LEVEL M

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

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

ha/n/d → had \_\_\_\_ ne/s/t → net \_\_\_\_

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

FEEDBACK: “If you say *lift*, and change the /f/ to /s/, you get *list*; *lift-list*.”

li/f/t → li/s/t \_\_\_\_ be/s/t → be/n/t \_\_\_\_ pa/s/te → pai/n/t \_\_\_\_

Advanced Phoneme Total:

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20