

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

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(swer) _____

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?”¹

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

¹Only 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:

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 /u/ → won ____ r/o/ck /e/ → wreck ____

II. (long sound of vowel) r/ea/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:

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

____/20 A: ____/20