

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM B

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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 detailed 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: _____
Test Total	____/50	____/50	(Non-automatic levels below highest automatic level) _____

<i>Approximate Grade Level (Circle):</i>	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. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D "Say flashlight. Now say flashlight but don't say light."

FEEDBACK: "If you say flashlight without saying light, you get flash. Okay? Let's try another one."

D1 (flash)light _____ (door)bell _____ rail(road) _____

D2 (cor)ner _____ (mem)ber _____ mar(ble) _____

LEVEL E "Say gymnastics. Now say gymnastics but don't say gym."

FEEDBACK: "If you say gymnastics without saying gym, you get nastics. See how that works?"

E2 (gym)nastics _____ (i)dea _____

(Sep)tember _____ (car)nation _____

Basic Syllable Total:

Correct	Automatic
____/6	A: ____/6
____/4	A: ____/4
____/10	A: ____/10

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F "Say far. Now say far but don't say /f/."

FEEDBACK: "If you say far without the /f/, you get are; far-are, see how that works?"

/f/ar → are _____ /n/ame → aim _____

/w/ait → ate _____ /b/eg → egg _____ /l/oan → own _____

LEVEL G "Say kite. Now say kite but instead of /k/ say /r/."

FEEDBACK: "If you say kite, and change the /k/ to /r/, you get right; kite-right."

/k/ite /r/ → right _____ /c/ane /r/ → rain _____

/d/ime /r/ → rhyme _____ /g/uess /y/ → yes _____ /c/aught /b/ → bought _____

Onset-Rime Total:

Correct	Automatic
____/5	A: ____/5
____/5	A: ____/5
____/10	A: ____/10

PAST Form B
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

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

FEEDBACK: “If you say *sleeve* without the /s/, you get *leave*; *sleeve-leave*, see how that works?”

/s/leeve /s/ → leave ____ /g/reat /g/ → rate ____

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

FEEDBACK: “If you say *breeze*, and change the /b/ to /t/, you get *trees*; *breeze-trees*.”

/b/reeze /t/ → trees ____ /c/rew /t/ → true ____ /p/roud /c/ → crowd ____

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

FEEDBACK: “If you say *seat* without the /d/, you get *seaw*; *seaw-seaw*.”

I1 swor/d/ /d/ → sore ____ bol/t/ /t/ → bowl ____

I2 sea/t/ /t/ → see ____ grou/p/ /p/ → grew ____ hou/se/ /s/ → how ____

Basic Phoneme Total:

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J “Say *man*. Now say *man* but instead of /a/ say /e/.”

FEEDBACK: “If you say *man*, and change the /a/ to /e/, you get *men*; *man-men*.”

I. (use *sound* of vowel) m/a/n /e/ → men ____ r/o/ck /e/ → wreck ____ wh/e/n /o/ → won ____

II. (use *name* of vowel) /o/a/n /I/ → line ____ s/i/de /E/ → seed ____

LEVEL K

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

FEEDBACK: “If you say *truth* without the /r/, you get *tooth*; *truth-tooth*.”

t/r/uth → tooth ____ b/r/eeze → bees ____

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

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

c/r/ime → c/l/imb ____ b/r/aid → b/l/ade ____ s/p/eed → s/k/ied ____

LEVEL L “Say *hen*. Now say *hen* but instead of /n/ say /d/.”

FEEDBACK: “If you say *hen*, and change the /n/ to /d/, you get *head*; *hen-head*.”

he/n/ /d/ → head ____ whe/n/ /t/ → wet ____

sou/p/ /n/ → soon ____ to/n/e /d/ → toad ____ kni/f/e /t/ → night ____

LEVEL M

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

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

de/s/k → deck ____ she/l/f → chef ____

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

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

ri/f/t → wri/s/t ____ te/s/t → te/n/t ____ ro/p/ed → roa/s/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