

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM C

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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)	_____

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. 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 footprint. Now say footprint but don't say print."

FEEDBACK: "If you say footprint without saying print, you get foot. Okay? Let's try another one."

D1 (foot)print _____ (row)boat _____ mid(night) _____

D2 (ta)ble _____ (o)ver _____ pan(da) _____

LEVEL E "Say invention. Now say invention but don't say in."

FEEDBACK: "If you say invention without saying in, you get vention. See how that works?"

E2 (in)vention _____ (ma)gician _____

(me)chanic _____ (sub)traction _____

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 bat. Now say bat but don't say /b/."

FEEDBACK: "If you say bat without the /b/, you get at. bat-at, see how that works?"

/b/at → at _____ /ph/one → own _____

/n/ame → aim _____ /c/ore → oar _____ /c/ough → off _____

LEVEL G "Say loop. Now say loop but instead of /l/ say /s/."

FEEDBACK: "If you say loop, and change the /l/ to /s/, you get soup; loop-soup."

/l/oop /s/ → soup _____ /p/ut /f/ → foot _____

/p/ool /r/ → rule _____ /w/ait /g/ → gate _____ /s/auce /l/ → loss _____

Onset-Rime Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

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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 ____ /s/weet /s/ → wheat ____

H2 (Substitution) "Say *true*. Now say *true* but instead of /t/ say /g/."

FEEDBACK: "If you say *true*, and change the /t/ to /g/, you get *grew*; *true-grew*."

/t/rue /g/ → grew ____ /f/roze /g/ → grows ____ /t/roop /g/ → group ____

LEVEL I "Say *boat*. Now say *boat* but don't say /t/."

FEEDBACK: "If you say *word* without the /d/, you get *were*; *word-were*, see how that works?"

I1 wor/d/ /d/ → were ____ lam/p/ /p/ → lamb ____

I2 boa/t/ /t/ → bow ____ toa/d/ /d/ → toe ____ wi/d/e /d/ → why ____

Basic Phoneme Total:

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

LEVEL J "Say *bat*. Now say *bat* but instead of /a/ say /i/."

FEEDBACK: "If you say *bat*, and change the /a/ to /i/, you get *bit*; *bat-bit*."

I. (use sound of vowel) b/a/t /i/ → bit ____ g/e/m /a/ → jam ____ m/a/tch /u/ → much ____

II. (use name of vowel) sh/ee/p /A/ → shape ____ ch/o/se /E/ → cheese ____

LEVEL K

K1 (Deletion) "Say *breeze*. Now say *breeze* but don't say /r/."

FEEDBACK: "If you say *breeze* without the /r/, you get *bees*; *breeze-bees*."

b/r/eeze → bees ____ c/l/aim → came ____

K2 (Substitution) "Say *crows*. Now say *crows* but instead of /c/ say /l/."

FEEDBACK: "If you say *crows*, and change the /r/ to /l/, you get *clows*; *crows-close*."

c/r/ows → c/l/ose ____ s/w/arm → s/t/orm ____ c/r/uisse → c/l/ues ____

LEVEL L "Say *set*. Now say *set* but instead of /t/ say /d/."

FEEDBACK: "If you say *set*, and change the /t/ to /d/, you get *said*; *set-said*."

se/t/ /d/ → said ____ ri/s/e /m/ → rhyme ____

migh/t/ /s/ → mice ____ tu/b/e /th/ → tooth ____ cou/gh/ /t/ → caught ____

LEVEL M

M1 (Deletion) "Say *swept*. Now say *swept* but don't say /p/."

FEEDBACK: "If you say *swept* without the /p/, you get *sweat*; *swept-sweat*."

swe/p/t → sweat ____ bo/l/t → boat ____

M2 (Substitution) "Say *rent*. Now say *rent* but instead of /n/ say /s/."

FEEDBACK: "If you say *rent*, and change the /n/ to /s/, you get *rest*; *rent-rest*."

re/n/t → re/s/t ____ dri/f/t → dri/pp/ed ____ wor/k/ed → wor/s/t ____

Advanced Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

____/5 A: ____/5

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/20 A: ____/20