

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM D

David A. Kilpatrick, Ph.D. © 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 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:	_____
<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
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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 sidewalk. Now say sidewalk but don't say walk."**

FEEDBACK: "If you say sidewalk without saying walk, you get side. Okay? Let's try another one."

D1 (side)walk \_\_\_\_\_ (door)way \_\_\_\_\_ week(end) \_\_\_\_\_

D2 (dol)phin \_\_\_\_\_ (car)pet \_\_\_\_\_ mor(ning) \_\_\_\_\_

**LEVEL E "Say tornado. Now say tornado but don't say tor."**

FEEDBACK: "If you say tornado without saying tor, you get nado. See how that works?"

E2 (tor)nado \_\_\_\_\_ (per)mission \_\_\_\_\_

(com)puter \_\_\_\_\_ (de)partment \_\_\_\_\_

**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 band. Now say band but don't say /b/."**

FEEDBACK: "If you say band without the /b/, you get and; band-and, see how that works?"

/b/and → and \_\_\_\_\_ /w/ise → eyes \_\_\_\_\_

/j/ar → are \_\_\_\_\_ /f/ake → ache \_\_\_\_\_ /sh/ove → of \_\_\_\_\_

**LEVEL G "Say read. Now say read but instead of /r/ say /n/."**

FEEDBACK: "If you say read, and change the /r/ to /n/, you get need; read-need."

/r/ead /n/ → need \_\_\_\_\_ /h/er /f/ → fur \_\_\_\_\_

/c/ode /t/ → toad \_\_\_\_\_ /l/ed /s/ → said \_\_\_\_\_ /th/ese /ch/ → cheese \_\_\_\_\_

**Onset-Rime Total:**

Correct Automatic

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

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

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

# PAST Form D

## III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

### LEVEL H

H1 (Deletion) "Say *tried*. Now say *tried* but don't say /t/."

FEEDBACK: "If you say *tried* without the /t/, you get *ride*; *tried-ride*, see how that works?"

/t/ried /t/ → ride \_\_\_\_ /s/lam /s/ → lamb \_\_\_\_

H2 (Substitution) "Say *froze*. Now say *froze* but instead of /f/ say of /g/."

FEEDBACK: "If you say *froze*, and change the /f/ to /g/, you get *grows*; *froze-grows*."

/f/roze /g/ → grows \_\_\_\_ /t/rees /f/ → freeze \_\_\_\_ /f/ries /p/ → prize \_\_\_\_

### LEVEL I "Say *same*. Now say *same* without the /m/."

FEEDBACK: "If you say *port* without the /t/, you get *poor*; *port-poor*, see how that works?"

I1 por/t/ /t/ → poor \_\_\_\_ col/d/ /d/ → coal \_\_\_\_

I2 sa/m/e /m/ → say \_\_\_\_ pla/c/e /s/ → play \_\_\_\_ nee/d/ /d/ → knee \_\_\_\_

**Basic Phoneme Total:**

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

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

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

I. (use *sound* of vowel) h/i/t /a/ → hat \_\_\_\_ wh/e/n /i/ → win \_\_\_\_ t/oo/l /e/ → tell \_\_\_\_

II. (use *name* of vowel) g/a/te /O/ → goat \_\_\_\_ c/a/pe /E/ → keep \_\_\_\_

### LEVEL K

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

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

t/r/y → tie \_\_\_\_ s/l/ope → soap \_\_\_\_

K2 (Substitution) "Say *snail*. Now say *snail* but instead of /n/ say /t/."

FEEDBACK: "If you say *snail*, and change the /n/ to /t/, you get *stale*; *snail-stale*."

s/n/ail → s/t/ale \_\_\_\_ f/l/ows → f/r/oze \_\_\_\_ s/m/ile → s/t/yle \_\_\_\_

### LEVEL L "Say *foam*. Now say *foam* but instead of /m/ say /n/."

FEEDBACK: "If you say *foam*, and change the /m/ to /n/, you get *phone*; *foam-phone*."

foa/m/ /n/ → phone \_\_\_\_ je/t/ /m/ → gem \_\_\_\_

bo/th/ /t/ → boat \_\_\_\_ wro/t/e /p/ → rope \_\_\_\_ tee/th/ /ch/ → teach \_\_\_\_

### LEVEL M

M1 (Deletion) "Say *wisp*. Now say *wisp* but don't say /s/."

FEEDBACK: "If you say *wisp* without the /s/, you get *whip*; *wisp-whip*."

wi/s/p → whip \_\_\_\_ de/n/t → debt \_\_\_\_

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

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

be/n/t → be/s/t \_\_\_\_ so/f/t → sa/l/t \_\_\_\_ ri/pp/ed → wri/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