

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 detailed instructions on the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/6	____/6	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/6	____/6		_____
Basic Phoneme	____/7	____/7		_____
Advanced Phoneme	____/14	____/14	Highest Automatic Level:	_____
Test Total	____/33	____/33	(Non-automatic levels below highest automatic level)	_____

I. SYLLABLE LEVELS

Basic Syllable Levels

LEVEL D “Say bookcase. Now say bookcase *but don’t say book.*”

FEEDBACK: “If you say bookcase without saying book, you get case. Okay? Let’s try another one.”

D1 (book)case _____ (sun)set _____

D2 (sil)ver _____ (mar)ket _____

LEVEL E “Say December. Now say December *but don’t say De.*”

FEEDBACK: “If you say October without saying Oc, you get tober. See how that works?”

E2 (De)ember _____ (um)brella _____

Basic Syllable Total:

Correct Automatic

____/4 A: ____/4

____/2 A: ____/2

____/6 A: ____/6

II. ONSET-RIME LEVELS

Onset-Rime Levels

LEVEL F “Say feet. Now say feet *but don’t say /f/.*”

FEEDBACK: “If you say feet without the /f/, you get eat; feet-eat, see how that works?”

/f/eet → eat _____ /b/irth → earth _____ /t/ime → I’m _____

LEVEL G “Say done. Now say done *but instead of /d/ say /r/.*”

FEEDBACK: “If you say done, and change the /d/ to /r/, you get run; done-run.”

/d/one /r/ → run _____ /m/ore /d/ → door _____ /l/ed /s/ → said _____

Onset-Rime Total:

Correct Automatic

____/3 A: ____/3

____/3 A: ____/3

____/6 A: ____/6

III. PHONEME LEVELS

Basic Phoneme Levels

LEVEL H

H1 (Deletion) **“Say *sleep*. Now say *sleep* but don’t say /s/.”**FEEDBACK: “If you say *sleep* without the /s/, you get *leap*; *sleep-leap*, see how that works?”

/s/leep /s/ → leap ____ /c/rane /k/ → rain ____

H2 **“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/lows /k/ → clothes ____

LEVEL I **“Say *wheat*. Now say *wheat* but don’t say /t/.”**FEEDBACK: “If you say *went* without the /t/, you get *when*; *went-when*.”

I2 whea/t/ /t/ → we ____ nie/c/e /s/ → knee ____ dri/v/e /v/ → dry ____

Basic Phoneme Total:

Advanced Phoneme Levels

LEVEL J **“Say *ran*. Now say *ran* but instead of /a/ say /u/.”**FEEDBACK: “If you say *ran*, and change the /a/ to /u/, you get *run*; *ran-run*.”

r/a/n /u/ → run ____ k/i/t /u/ → cut ____ h/u/ff /a/ → half ____

LEVEL K

K1 (Deletion) **“Say *bread*. Now say *bread* but don’t say /r/.”**FEEDBACK: “If you say *bread* without the /r/, you get *bed*; *bread-bed*.”

b/r/ead → bed ____ t/r/uth → tooth ____

K2 (Substitution) **“Say *crew*. Now say *crew* but instead of /r/ say /l/.”**FEEDBACK: “If you say *crew*, and change the /r/ to /l/, you get *clue*; *crew-clue*.”

g/r/ew → g/l/ue ____ s/n/eeze → s/k/is ____

LEVEL L **“Say *some*. Say *night* but instead of /t/ say /s/.”**FEEDBACK: “If you say *night*, and change the /t/ to /s/, you get *nice*; *night-nice*.”

nigh/t/ /s/ → nice ____ see/m/ /t/ → sea/t/ ____ kee/p/ /z/ → keys ____

LEVEL M

M1 (Deletion) **“Say *ghost*. Now say *ghost* but don’t say /s/.”**FEEDBACK: “If you say *ghost* without the /s/, you get *goat*; *ghost-goat*.”

gho/s/t → goat ____ co/s/t → caught ____

M2 (Substitution) **“Say *rift*. Now say *rift* but instead of /f/ say /s/.”**FEEDBACK: “If you say *west*, and change the /s/ to /n/, you get *went*; *west-went*.”

ri/f/t → wri/s/t ____ pa/s/te → pai/n/t ____

Advanced Phoneme Total:

Correct Automatic

____/4 A: ____/4

____/3 A: ____/3

____/7 A: ____/7

____/3 A: ____/3

____/4 A: ____/4

____/3 A: ____/3

____/4 A: ____/4

____/14 A: ____/14

Used with permission. Kilpatrick, D. (2015). Assessment of phonological awareness: The phonological awareness screening test (PAST). Excerpt from *Equipped for Reading Success*. Syracuse, NY: Case & Kirsch.