PHONOLOGICAL AWARENESS SCREENING TEST (PAST)
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:

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
<th>Highest Correct Level:</th>
</tr>
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<tbody>
<tr>
<td>Basic Syllable</td>
<td>____/12</td>
<td>____/12</td>
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</tr>
<tr>
<td>Onset-Rime</td>
<td>____/10</td>
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<tr>
<td>Basic Phoneme</td>
<td>____/20</td>
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<tr>
<td>Advanced Phoneme</td>
<td>____/20</td>
<td>____/20</td>
<td></td>
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<tr>
<td>Test Total</td>
<td>____/52</td>
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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) ____

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?”
E2 (No)vember ____ (vol)cano____ (re)member ____
E3 (won)derful____ (bar)becue___ (li)brary ____

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 ___

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 ___
/t/ed /s/ → said ___ /l/awn /g/ → gone ___ /b/oat /n/ → note ___

Onset-Rime Total:  ____/10 A:  ____/10

‘Only 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/reese /t/ → trees ___ ___/5 A: ___/5

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 ___ pl/a/ne/ /n/ → play ___ ___/5 A: ___/5
si/z/e /z/ → sigh ___ cou/ch/ /ch/ → cow ___

Basic Phoneme Total: ___/10 A:___/10

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 → sat ___ wh(e)n /u/ → won ___ r/o/ck /e/ → wreck ___ |
| II. (long sound of vowel) r/ee/d → 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/y/e ___ ___/5 A: ___/5

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 ___ ___/5 A: ___/5

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.”
dr/i/t → dri/pp/ed ___ wor(k)/ed → wor(s)t ___ pa/s/te → pai/n/t ___ ___/5 A: ___/5

Advanced Phoneme Total: ___/20 A:___/20