PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM A

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Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ D.O.B.: _____ Grade _____ Age _____

Teacher: _____ Date: _____ Evaluator _____

INSTRUCTIONS: See the Instructions for Administering the Phonological Awareness Screening Test (PAST).

RESULTS:

	Correct	Automatic
Basic Syllable	_____/10	_____/10
Onset-Rime	_____/10	_____/10
Basic Phoneme	_____/10	_____/10
Advanced Phoneme	_____/20	_____/20
Test Total	_____/50	_____/50

Highest Correct Level: _____

(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____

(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*

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 *bookcase*. Now say *bookcase* but don't say *book*."
FEEDBACK: "If you say <u>bookcase</u> without saying <u>book</u>, you get <u>case</u>. Okay? Let's try another one."

			Correct	Automatic
D1 (book)case _____	(sun)set _____	(space)ship _____		
D2 (sil)ver _____	(mar)ket _____	(gen)tle _____	_____/6	A: _____/6

LEVEL E "Say *October*. Now say *October* but don't say *Oc*."
FEEDBACK: "If you say <u>October</u> without saying <u>Oc</u>, you get <u>tober</u>. See how that works?"

		Correct	Automatic
E2 (Oc)tober _____	(um)brella _____		
(fan)tastic _____	(re)member _____	_____/4	A: _____/4
	Basic Syllable Total:	_____/10	A: _____/10

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)
LEVEL F (Deletion) **"Say *feet*. Now say *feet* but don't say /f/."**
FEEDBACK: "If you say <u>feet</u> without saying /f/, you get <u>eat</u>; <u>feet-eat</u>, see how that works?"

			Correct	Automatic
/f/eet → eat _____	/b/irth → earth _____			
/t/ame → aim _____	/t/ime → I'm _____	/c/one → own _____	_____/5	A: _____/5

LEVEL G (Substitution) **"Say *done*. Now say *done* but instead of /d/ say /r/."**
FEEDBACK: "If you say <u>done</u> and change the /d/ to /r/, you get <u>run</u>; <u>done-run</u>."

			Correct	Automatic
/d/one /r/ → run _____	/m/ore /d/ → door _____			
/g/um /th/ → thumb _____	/l/ed /s/ → said _____	/f/ull /w/ → wool _____	_____/5	A: _____/5
		Onset-Rime Total:	_____/10	A: _____/10

PAST Form A
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

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?"

	Correct	Automatic

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

H2 (Substitution) **"Say *bright*. Now say *bright* but change the /b/ to /f/."**
FEEDBACK: "If you say *bright*, and change the /b/ to /f/, you get *fright*."

/b/right /f/ → fright _____   /p/lowed /k/ → cloud _____   /f/lows /k/ → clothes _____   _____/5   A: _____/5

LEVEL I (Deletion) **"Say *went*. Now say *went* but don't say /t/."**
FEEDBACK: "If you say *went* without the /t/, you get *when*; *went-when*."

I1   /wen/t/ /t/ → when _____   /ran/g/e /j/ → rain _____

I2   whea/t/ /t/ → we _____   nie/c/e /s/ → knee _____   dri/v/e /v/ → dry _____   _____/5   A: _____/5

Basic Phoneme Total: _____/10   A: _____/10

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

LEVEL J (Substitution) **"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*."

	Correct	Automatic

I.   (use *sound* of vowel)   r/a/n /u/ → run _____   k/i/t /u/ → cut _____   h/u/ff /a/ → half _____

II.   (use *name* of vowel)   b/ea/k /A/ → bake _____   f/i/ne /O/ → phone _____   _____/5   A: _____/5

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 _____   s/n/eak → seek _____

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*."

c/r/ew → c/l/ue _____   p/r/oud → p/l/owed _____   s/n/eeze → s/k/is _____   _____/5   A: _____/5

LEVEL L (Substitution) **"Say *some*. Now say *some* but instead of /m/ say /n/."**
FEEDBACK: "If you say *some*, and change the /m/ to /n/, you get *sun*; *some-sun*."

so/m/e /n/ → sun _____   rhy/m/e /d/ → ride _____

nigh/t /s/ → nice _____   see/m/ /t/ → seat _____   kee/p/ /z/ → keys _____   _____/5   A: _____/5

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 _____   _____/5   A: _____/5

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

we/s/t → we/n/t _____   cra/f/t → cra/ck/ed _____   dea/l/t → de/n/t _____

Advanced Phoneme Total: _____/20   A: _____/20