

Equipped for Reading Success

The PAST Test (*Phonological Awareness Screening Test*)

Below is some additional guidance for administering the PAST Test

When you access David Kilpatrick's website: thepasttest.com, you will find the following:

- The PAST test downloads – several different forms
- PAST Instructions – administration and scoring
- Appendix A - PHONOLOGICAL AWARENESS DEVELOPMENT CHART
- Appendix B - Activities that Promote Mapping through Word Study – These correlate with Unit 6

Tips for the PAST test

- Items are timed – 2 seconds or less for automatic
- Items in () are deleted or substituted.
- Use sample lines at the beginning for each level to know what to say and how to say it
- Examiner provides corrective feedback for each incorrect response. “If you say bookcase without book, you get case.” Write out wrong answers.
- There is a discontinue rule – p. 97

Discontinue Rule

If the combined “correct” score on two levels in a row is 0, 1 or 2 out of 10, discontinue the test. Consider all items in the levels **beyond** the discontinue level as incorrect. For example, if a student gets only two items at Level I and none at level J (thus 2/10 across the two levels), discontinue the test. Do not administer K, L, or M. All un-administered levels are scored 0.

- **Symbols for scoring:**

1) Incorrect (Score = 0) 2) Correct but not automatic (Score = 1). The student responds in more than two seconds. 3) Automatic (Score = X) The student responds in two seconds or less. At each level, count every score of 1 and X and put the total in the “correct” column on the right. In the “automatic” column, only include the items with Xs for that level.

- Scoring results gives score for each subtest, plus highest correct level, and highest automatic level- students should be working on 2 different levels: one for accuracy and one for automaticity

- Practice on an adult before you administer to a student. Familiarize yourselves with several different levels.
- Everyone starts at Level D1.
- The PAST correlates powerfully with reading but is not a normed test.
- Approximate Developmental Levels on pp. 99-100, should be loosely interpreted. They are grade level approximations only.