

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
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 how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level:

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 *bookcase*. Now say *bookcase* but don't say *book*.

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*."

D1 (book)case ____ (sun)set ____ space(ship) ____

D2 (sil)ver ____ (mar)ket ____ gen(tle) ____

LEVEL E Say *umbrella*. Now say *umbrella* but don't say *um*.

FEEDBACK: "If you say *umbrella* without saying *um*, you get *brella*."

E2 (um)brella ____ (fan)tastic ____ (Oc)tober ____

E3 (al)phabet ____ (Sat)urday ____ (tri)cycle ____

Basic Syllable Total:

Correct Automatic

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/12 A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

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*."

(f)eeet → eat ____ (c)ough → off ____

(t)ame → aim ____ (t)ime → I'm ____ (c)one → own ____

____/5 A: ____/5

LEVEL G Say *guide*. Now say *guide* but instead of /g/ say /r/.

FEEDBACK: "If you say *guide*, and change the /g/ to /r/, you get *ride*; *guide-ride*."

(g)uide /r/ → ride ____ (m)ore /d/ → door ____

(g)um /th/ → thumb ____ (l)ed /s/ → said ____ (f)eel /s/ → seal ____

____/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."

(s)leep → leap ____ (c)rane → rain ____

H2 **Say *grew*. Now say *grew* but instead of /g/ say /t/.**

FEEDBACK: "If you say grew, and change the /g/ to /t/, you get true; grew-true."

(g)rew → (t)rue ____ (c)rane → (b)rain ____ (f)lows → (c)lose ____

LEVEL I 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) → when ____ ran(g)e → rain ____

I2 whea(t) → we ____ nie(c)e → knee ____ dri(v)e → dry ____

Basic Phoneme Total:

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

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."

(Short sound of vowel) r(a)n /u/ → run ____ k(i)t /u/ → cut ____ d(e)n /u/ → done ____

(Long sound of vowel) b(ea)k /A/ → bake ____ f(i)ne /O/ → phone ____

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 ____ s(c)ale → s(n)ail ____ s(n)eeze → s(k)is ____

LEVEL L Say *some*. 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/ → 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 ____ roa(s)t → wrote ____

M2 (Substitution) **Say *sift*. Now say *sift* but instead of /f/ say /p/.**

FEEDBACK: "If you say sift, and change the /f/ to /p/, you get sipped; sift-sipped."

si(f)t → si(pp)ed ____ tru(s)t → tru(ck)ed ____ de(f)t → de(ck)ed ____

Advanced Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/20 A: ____/20

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM B

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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 how to administer the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level: _____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level) _____
Onset-Rime	____/10	____/10	
Basic Phoneme	____/10	____/10	
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____
Test Total	____/52	____/52	(Non-automatic levels below highest automatic level) _____

Approximate Grade Level:

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 leapfrog. Now say leapfrog but don't say leap.

FEEDBACK: "If you say leapfrog without saying leap, you get frog."

D1 (leap)frog ____ (door)bell ____ mail(box) ____

D2 (cor)ner ____ (mem)ber ____ mar(ble) ____

LEVEL E Say carnation. Now say carnation but don't say car.

FEEDBACK: "If you say carnation without saying car, you get nation."

E2 (car)nation ____ (gym)nastics ____ (Sep)tember ____

E3 (or)nament ____ (at)mosphere ____ (Af)rica

Basic Syllable Total:

Correct	Automatic
____/3	A: ____/3
____/3	A: ____/3
____/3	A: ____/3
____/3	A: ____/3
____/12	A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say far. Now say far but don't say /f/.

FEEDBACK: "If you say far without the /f/, you get are; far-are."

(f)ar → are ____ (n)ame → aim ____

(f)ive → I've ____ (c)ore → oar ____ (l)oan → own ____

LEVEL G Say kite. Now say kite but instead of /k/ say /r/.

FEEDBACK: "If you say kite, and change the /k/ to /r/, you get right; kite-right."

(k)ite /r/ → right ____ (c)ane /r/ → rain ____

(t)ime /r/ → rhyme ____ (s)oup /h/ → hoop ____ (sh)are /h/ → hair ____

Onset-Rime Total:

____/10 A: ____/10

PAST Form B
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sleeve*. Now say *sleeve* but don't say /s/.**

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

(s)leeve → leave ____ (g)reat → rate ____

H2 (Substitution) **Say *freeze*. Now say *freeze* but instead of /f/ say of /t/.**

FEEDBACK: "If you say *freeze*, and change the /f/ to /t/, you get *trees*; *freeze-trees*."

(f)reeze → (t)rees ____ (c)rew → (t)rue ____ (p)roud → (c)rowd ____

LEVEL I Say *sword*. Now say *sword* but don't say /d/.

FEEDBACK: "If you say *sword* without the /d/, you get *sore*; *sword-sore*."

I1 swor(d) → sore ____ mean(t) → men ____

I2 sea(t) → see ____ grou(p) → grew ____ wi(d)e → why ____

Basic Phoneme Total:

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

LEVEL J Say *man*. Now say *man* but instead of /a/ say /e/.

FEEDBACK: "If you say *man*, and change the /a/ to /e/, you get *men*; *man-men*."

(Short sound of vowel) m(a)n /e/ → men ____ n(e)ck /o/ → knock ____ d(o)t /e/ → debt ____

(Long sound of vowel) l(oa)n /I/ → line ____ s(i)de /E/ → seed ____

LEVEL K

K1 (Deletion) **Say *spy*. Now say *spy* but don't say /p/.**

FEEDBACK: "If you say *spy* without the /p/, you get *sigh*; *spy-sigh*."

s(p)y → sigh ____ c(l)aim → came ____

K2 (Substitution) **Say *crime*. Now say *crime* but instead of /r/ say /l/.**

FEEDBACK: "If you say *crime*, and change the /r/ to /l/, you get *climb*; *crime-climb*."

c(r)ime → c(l)imb ____ g(r)ew → g(l)ue ____ c(l)oud → c(r)owd ____

LEVEL L Say *set*. Now say *set* but instead of /t/ say /d/.

FEEDBACK: "If you say *set*, and change the /t/ to /d/, you get *said*; *set-said*."

se(t) /d/ → said ____ whe(n) /t/ → wet ____

sou(p) /n/ → soon ____ to(n)e /d/ → toad ____ kni(f)e /t/ → night ____

LEVEL M

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

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

du(s)k → duck ____ she(l)f → chef ____

M2 (Substitution) **Say *rift*. Now say *rift* but instead of /f/ say /s/.**

FEEDBACK: "If you say *rift*, and change the /f/ to /s/, you get *wrist*; *rift-wrist*."

ri(f)t → wri(s)t ____ te(s)t → te(n)t ____ le(f)t → lea(p)t ____

Advanced Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/20 A: ____/20

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM C

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Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic		
Basic Syllable	___/12	___/12	Highest Correct Level:	_____
Onset-Rime	___/10	___/10	(Levels not passed below the highest correct level)	_____
Basic Phoneme	___/10	___/10		
Advanced Phoneme	___/20	___/20	Highest Automatic Level:	_____
Test Total	___/52	___/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level:

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 *footprint*. Now say *footprint* but don't say *foot*.

FEEDBACK: "If you say footprint without saying foot, you get print."

D1 (foot)print ___ (row)boat ___ mid(night) ___
D2 (ta)ble ___ (o)ver ___ pan(da) ___

LEVEL E Say *invention*. Now say *invention* but don't say *in*.

FEEDBACK: "If you say invention without saying in, you get vention."

E2 (in)vention ___ (ma)gician ___ (me)chanic ___
E3 (at)mosphere ___ (cu)cumber ___ (car)penten ___

Basic Syllable Total:

Correct	Automatic
___/3	A: ___/3
___/3	A: ___/3
___/3	A: ___/3
___/3	A: ___/3
___/12	A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *sheet*. Now say *sheet* but don't say /sh/.

FEEDBACK: "If you say sheet without the /sh/, you get eat; sheet-eat."

(sh)eet → eat ___ (ph)one → own ___
(n)ame → aim ___ (r)ide → I'd ___ (w)ar → or ___

LEVEL G Say *loop*. Now say *loop* but instead of /l/ say /s/.

FEEDBACK: "If you say loop, and change the /l/ to /s/, you get soup; loop-soup."

(l)oop /s/ → soup ___ (p)ut /f/ → foot ___
(p)ool /r/ → rule ___ (c)are /ch/ → chair ___ (b)owl /g/ → goal ___

Onset-Rime Total:

___/5	A: ___/5
___/5	A: ___/5
___/10	A: ___/10

PAST Form C

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sweet*. Now say *sweet* but don't say /s/.**

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

(s)weet → wheat ____ (ph)rase → raise ____

H2 (Substitution) **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)rew ____ (c)laim → (b)lame ____ (t)roop → (g)roup ____

LEVEL I Say *word*. Now say *word* but don't say /d/.

FEEDBACK: "If you say *word* without the /d/, you get *were*; *word-were*."

I1 wor(d) → were ____ lam(p) → lamb ____

I2 boa(t) → bow ____ toa(d) → toe ____ hou(se) → how ____

Basic Phoneme Total:

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

LEVEL J Say *bat*. Now say *bat* but instead of /a/ say /i/.

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

(Short sound of vowel) b(a)t /i/ → bit ____ g(e)m /a/ → jam ____ m(a)tch /u/ → much ____

(Long sound of vowel) sh(ee)p /A/ → shape ____ ch(o)se /E/ → cheese ____

LEVEL K

K1 (Deletion) **Say *sled*. Now say *sled* but don't say /l/.**

FEEDBACK: "If you say *sled* without the /l/, you get *said*; *sled-said*."

s(l)ed → said ____ b(r)eeze → bees ____

K2 (Substitution) **Say *crows*. Now say *crows* but instead of /r/ say /l/.**

FEEDBACK: "If you say *crows*, and change the /r/ to /l/, you get *close*; *crows-close*."

c(r)ows → c(l)ose ____ b(r)aid → b(l)ade ____ c(r)uise → c(l)ues ____

LEVEL L Say *hen*. Now say *hen* but instead of /n/ say /d/.

FEEDBACK: "If you say *hen*, and change the /n/ to /d/, you get *head*; *hen-head*."

he(n) /d/ → head ____ ri(s)e /m/ → rhyme ____

migh(t) /s/ → mice ____ tu(b)e /th/ → tooth ____ sou(p) /t/ → suit ____

LEVEL M

M1 (Deletion) **Say *swept*. Now say *swept* but don't say /p/.**

FEEDBACK: "If you say *swept* without the /p/, you get *sweat*; *swept-sweat*."

swe(p)t → sweat ____ fri(n)ge → fridge ____

M2 (Substitution) **Say *rent*. Now say *rent* but instead of /n/ say /k/.**

FEEDBACK: "If you say *rent*, and change the /n/ to /k/, you get *wrecked*; *rent-wrecked*."

re(n)t → wre(ck)ed ____ ro(p)ed → roa(s)t ____ lea(s)t → lea(p)ed ____

Advanced Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/5 A: ____/5

____/20 A: ____/20

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM D

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Name: _____ Date: _____ Grade _____ Age _____
Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic	
Basic Syllable	____/12	____/12	Highest Correct Level: _____ (Levels not passed below the highest correct level)
Onset-Rime	____/10	____/10	
Basic Phoneme	____/10	____/10	
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____ (Non-automatic levels below highest automatic level)
Test Total	____/52	____/52	

Approximate Grade Level:

<i>PreK/K</i>	<i>K</i>	<i>late K/early 1st</i>	<i>1st</i>	<i>late 1st/early 2nd</i>	<i>2nd</i>	<i>late 2nd to adult</i>
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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 *side*.

FEEDBACK: "If you say *sidewalk* without saying *side*, you get *walk*."

D1 (sail)boat ____ (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*."

E2 (tor)nado ____ (per)mission ____ (de)partment ____

E3 (in)strument ____ (con)centrate ____ (wil)derness ____

Basic Syllable Total:

Correct Automatic

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/3 A: ____/3

____/12 A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *joke*. Now say *joke* but don't say /j/.

FEEDBACK: "If you say *joke* without the /j/, you get *oak*; *joke-oak*."

(j)oke → oak ____ (r)ise → eyes ____

(j)ar → are ____ (f)ake → ache ____ (l)ake → ache ____

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:

____/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."

(t)ried → ride ____ (s)lam → 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)rows ____ (t)rees → (f)reeze ____ (f)ries → (p)rize ____

LEVEL I Say **port**. Now say **port** without the /t/.

FEEDBACK: "If you say port without the /t/, you get poor; port-poor."

I1 por(t) → poor ____ sur(f) → sir ____

I2 sa(m)e → say ____ pla(c)e → play ____ nee(d) → knee ____

Basic Phoneme Total:

Correct Automatic

____/5 A: ____/5

____/5 A: ____/5

____/10 A: ____/10

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."

(Short sound of vowel) h(i)t /a/ → hat ____ wh(e)n /i/ → win ____ t(oo)l /e/ → tell ____

(Long sound 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 ____ g(l)ean → g(r)een ____

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 ____ toa(s)t → tote ____

M2 (Substitution) Say **ripped**. Now say **ripped** but instead of /p/ say /s/.

FEEDBACK: "If you say ripped, and change the /p/ to /s/, you get wrist; ripped-wrist."

ri(pp)ed → wri(s)t ____ so(f)t → sa(l)t ____ ta(s)te → tai(n)t ____

Advanced Phoneme Total:

____/5 A: ____/5

____/20 A: ____/20