

*A Colorado professional learning series
based on the book*

Equipped for Reading Success

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Developed in collaboration with the Colorado Department of Education



COLORADO
Department of Education

Welcome back. We will continue our study of Dr. Kilpatrick's work.



Module Thirteen

Lesson 11:

Prevalence of Tuberculosis Screening Test (PAST)



Goals for Module 13

- Understand the guidelines of and be able to administer the PAST assessment
- Understand the distinction between answers that are correct, but not automatic and those that are both correct and automatic
- Be able to give corrective feedback when appropriate
- Understand and apply the Discontinue Rule
- Be able to accurately score the PAST
- Once the PAST is given, be able to interpret a student's phonological strengths and weaknesses
- Be able to determine where to begin instruction

Read the learning goals for Module 13

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Understand and apply the Discontinue Rule.

Be able to accurately score the PAST.

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Be able to determine where to begin instruction.



Equipped for Reading Success

Provides three ways to evaluate phonological awareness skills:

- Note the level at which a student is working in the program. This shows how far along in the program a student is. It is also important to note a student's speed when doing One Minute Activities to see if the student is at the knowledge stage or automatic stage.
- Give half of a One Minute Activity from any given level to do a quick assessment of a student's skill, once again noticing the speed of responses.
- Use the more formal Phonological Awareness Screening Test (PAST). This is best used with students as part of whole class screening or a formal reading test.



The Equipped for Reading Success Program provides 3 ways to evaluate phonological Awareness

#1 is the simplest way to evaluate phonological awareness:

Note the level at which a student is working in the program. This shows how far along in the program a student is in the program. It is also important to note a student's speed when doing One Minute Activities to see if the student is at the knowledge stage or automatic stage.

#2 If you want a quick assessment of a student's skill, you can:

Give half of a One Minute Activity from any given level to do a quick assessment of a student's skill, once again noticing the speed of responses.

#3 is what we are going to be studying in this chapter:

Use the more formal Phonological Awareness Screening Test (PAST). This is best used with students as part of whole class screening or a formal reading test.

In my travels around the country, I am finding more and more teachers who are trying the PAST and focusing more on the phonological awareness component of literacy.



PAST: General Principles of Administration

Proper Pronunciation of Sounds

- When giving directions for Levels F through M, use letter **sounds**, not letter **names**.
- Long vowel sounds are represented by uppercase letters between virgules. e.g., /A/ for the long a sound.
- When pronouncing consonants, be careful not to add a *schwa* sound at the end. You would say /mmm/, not /muh.
- ***Proper pronunciation of sounds is essential for children to understand which phoneme you are asking them to manipulate.***

Like any test, the PAST has rules and guidelines that need to be followed:

Before starting administration, be sure to do these things first:

- Carefully read all the directions.
- Refer to the section in Chapter 12 that covers pronouncing phonemes in isolation.
- Be sure to practice on someone else before administering the test for the first time.

- There are no practice items.
- Feedback is given for *every incorrect* item.
- Follow the sample line at the beginning of each level. All items are administered the same way.
- Delete or substitute the sound represented by the letter or letters in parentheses.
- E.g. Say: cow(boy) Now say cow(boy) but don't say (boy) cow. Boy gets deleted.

Proper pronunciation of sounds is critical during the PAST administration:

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- When pronouncing consonants, be careful not to add a schwa sound at the end. You would say /mmm/, not /muh.

- *Proper pronunciation of sounds is essential for children to understand which phoneme you are asking them to manipulate.*
- Practice administering the test to someone else and get feedback before testing a student.

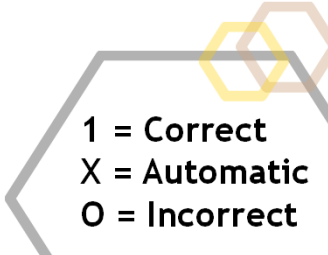
Unlike other tests:

- There are no practice items.
- Feedback is given for *every incorrect* item.
- Follow the sample line at the beginning of each level. All items are administered the same way.
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- E.g. Say: *cow(boy)* Now say *cow(boy)* but don't say *(boy)* cow. Boy gets deleted



PAST Assessment of Automaticity

- When doing a mental count, continue until the student responds. After five seconds (...one thousand five) without a student response, repeat item and start over with the count.
- If the student responds correctly within five seconds of the second chance, mark the response as correct (1).
- An *automatic score* can only occur within the first two seconds of the first try (X).
- If a student asks you to repeat the item, do so, but repeated items *cannot be scored as automatic*, only as correct or incorrect.
- If a student does not respond after the second five-second count, score the item as incorrect and demonstrate the correct response for that item.



1 = Correct
X = Automatic
O = Incorrect

ere are some things to keep in mind as you prepare to give the PAST:

incorrect and demonstrate the correct response for that item.



Automaticity (cont.)



- If you mis-speak a word, excuse yourself, skip the item and go to the next one.
- Go back to the item you previously mis-spoke before going on to the next level and score normally.
- If this occurs on the last item of a level, repeat the item immediately and use your best judgement about scoring.
- Occasionally, a student will respond to a previous item, usually due to an attentional lapse. Re-administer the item. However, the student cannot receive an automatic score on a re-administered item, just correct or incorrect.

If you are like me, sometimes you get tongue tied or nervous, especially when initially giving the test.

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Repeating, Pacing & Providing Feedback

Repeating an Item

- If a student seems confused, or seems to have an attention lapse, repeat the item. Remember, if you repeat an item, it can only be scored correct or incorrect.

Pacing

- It is important to be familiar with the administration of the PAST. Practice administration beforehand. This will help administer the PAST at a good pace. This prevents lapses of attention, boredom or taxing a student's working memory.

Providing Feedback

- In the PAST, students receive corrective feedback **for every incorrect item**.
- Students may get items incorrect because they are confused about task expectations.
- Let students know precisely what you want and give feedback for *every* incorrect response.

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Providing Feedback

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- Students may get items incorrect because they are confused about task expectations.
- Let students know precisely what you want and give feedback for *every* incorrect response.

- But remember, just give the correct answer, no teaching or discussion about location of phonemes etc.



Corrections

- The standard correction is provided on the test form for each level.
- No further demonstration or explanation, nor visual cues are permitted.
- Correct every incorrect item.
- Positive feedback IS permitted (“that’s right!”) 😊

REMEMBER...

- Do NOT teach any item or level.
- Never say anything about the position of a sound in a word because this is a big part of what you are testing.
- An important part of phonological awareness is being able to determine where a sound is located within a word.

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Routing Procedure

Syllable Level

- *Everyone* starts at Level D1.
- The easy items help students understand the nature of the task.
- Remember, there are no explanations nor practice items.
- For kindergarteners and at-risk first graders, give EVERY item at Levels D and E and follow the **discontinue rule**.
- If the first item of D1 is responded to automatically, skip down to the first item of D2.
- If the first item in D2 is automatic, skip to the first item in E2 and then E3.
- When you score later, count the un-administered items at each level as automatic, thus receiving maximum points.
- If *any* item is either incorrect or not automatic, administer ALL items at that level and score normally.



Sometimes tests seem to go on and on. We want to make sure that we use our time efficiently and get accurate responses from children. Things to keep in mind:

- Students are **not** administered all 52 PAST items.
 - For younger students many of the later items are too difficult.
 - There is a **discontinue rule** that should be followed.
 - For more skilled students there is no reason to administer all the easy items.
 - To keep the test a reasonable length, there is a **routing procedure**, which works differently at each of the *syllable*, *onset-rime* and *phoneme* levels.
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- If *any* item is either incorrect or not automatic, administer ALL items at that level and score normally.



Routing Procedure (cont.)

Onset Rime Levels (F & G)

For kindergarten through second grade:

- If the first three items of Levels F and G are *automatic*, skip the final two items at that level and score them as automatic.
- If any of the first three items in Levels F and G are *incorrect*, or correct but *not automatic*, administer all five items at that level and score normally.



For third grade through adults:

- Use the same general procedure as with kindergarten through second graders except only the first two items need to be automatic before skipping to the next level.

Phoneme Levels (H to M)

- Give ALL items at each level. Continue administering until the *discontinue rule* is reached or you come to the end of the test.

Some procedures differ from level to level. A good idea, is to have a summary of all the different rules and regulations available when giving the assessment:

Discontinue Rule



- If the combined CORRECT score on **two levels in a row** is 0, 1 or 2 out of 10, **DISCONTINUE**.
- Consider all items in the levels beyond as *incorrect* and score accordingly.
- ✓ For example, if a student gets only two items at Level I and none at Level J (2/10 across the two levels), **discontinue the test**. Do NOT administer Levels K, L, or M. All unadministered levels are scored 0.

Have you ever given a test with no discontinue rule? Ouch! Here are some things to consider when administering the PAST:

- If the combined CORRECT score on two levels in a row is 0, 1 or 2 out of 10, DISCONTINUE.
- Consider all items in the levels beyond as incorrect and score accordingly.

E.g. If a student gets only two items at Level I and none at Level J (2/10 across the two levels), discontinue the test. Do NOT administer Levels K, L, or M. All un-administered levels are scored 0.



Scoring the PAST

Passing a Level

- A level is considered *passed* if either all items, or all items except one, are *correct*.
- A level is considered *automatic* if all, or all but one of the items at that level were answered *automatically* (within 2 seconds).
- Each level yields *two* scores; *correct* and *automatic*.
- It is common for a student to pass a level with a *correct* score, but not be *automatic*.
- Only levels passed at the *automatic level* do not require instructional attention.



Let's move on to scoring. You've administered the test, and want to know how well your student performed:

Passing a Level

A level is considered *passed* if either all items, or all items except one, are *correct*.

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Each level yields *two* scores; correct and automatic.

It is common for a student to pass a level with a *correct* score, but not be *automatic*.

Only levels passed at the *automatic level* do not require instructional attention.



Item Scoring

Items are scored in one of three ways:

1. Incorrect (Score = 0)
2. Correct but not automatic (Score = 1)
3. Automatic (Score = X) if the student responds correctly within two seconds.

FIGURE 11.1 Sample Scoring

	LEVEL	CORRECT	AUTOMATIC
LEVEL J “Say sit. Now say sit again but this time instead of /i/, say /a/.”			
I. (use sound of vowel) s/i/t /a/ → sat <u>1</u> h/i/d /a/ → had <u>1</u> f/i/x /o/ → fox <u>X</u>			
II. (use name of vowel) l/A/ne /I/ → line <u>X</u> ph/O/ne → fine <u>X</u>			
LEVEL K (Note that K1 involves phoneme <i>deletion</i> . K2 involves phoneme <i>substitution</i> .)			
K1 “Say plan. Now say plan again, but this time don’t say /l/.”			
p/l/an → pan <u>0</u> s/n/eak → seek <u>1</u>			
K2 “Say sweep. Now say sweep again but this time instead of /w/ say /l/.”			
s/w/EEP → s/l/EEP <u>1</u> g/l/ow → g/r/ow <u>1</u> f/l/ute → f/r/uit <u>X</u>			
	J)	5/5	3/5
	K)	4/5	1/5

Items are scored in one of three ways:

1. Incorrect (Score = 0)
2. Correct but not automatic (Score = 1)
3. Automatic (Score = X) if the student responds correctly within two seconds.
4. Figure 11.1 at the bottom of the screen is an example of how a student performed with correct markings:

FIGURE 11.1 Sample Scoring

In Level J, we are changing the vowel sound in each word.

Part 1 we use the sound of the vowel, and in Part 2, we use the name of the vowel

- I. In Level K1, we are deleting phonemes, and in K2 we are substituting phonemes.
- II. Let’s look at how this section was scored:
- III. If you look over to the blue box at the right, in Level J, this student got 5 out of 5 answers correct, but only 3 out of 5 were automatic.
- IV. For Level K, the student got 4 out of 5 answers correct and only 1 of those five was automatic.

LEVEL K (Note that K1 involves phoneme *deletion*. K2 involves phoneme *substitutio*



The Total Scores

- Students receive two scores at each level; a correct score and an automatic score.
- Transfer the totals from the right-hand columns to the top of the first page of the test.
- There are two sides to record information.
- First, the student receives a score that indicates how many answers were *correct* and how many were *automatic*. This is recorded at the *basic Syllable Level*, the *Onset-Rime Level*, *Basic Phoneme Level* and *Advanced Phoneme Level*. Numbers are added up for a *Test Total for Correct Answers* and a *Test Total for Automatic Answers*.
- 4/5 *Correct* or *Automatic* is enough to pass a level (*Syllables are different; 2/3 correct and 3 out of 3 Automatic*)

Figure 11.2 Sample of Scoring Results

RESULTS	Correct	Automatic
Basic Syllable	10/10	8/10
Onset-Rime	10/10	10/10
Basic Phoneme	8/10	4/10
Advanced Phoneme	6/20	2/20
Test Total	34/50	24/50

Highest Correct Level:

J

Levels not passed below the highest correct level —

Highest Automatic Level: I

Non-automatic levels below highest automatic level E,H

Scoring requires totaling both number of correct answers as well as number of automatic answers.

These should be recorded on the first page of the test.

Record correct and automatic answers at the Syllable, Onset-Rime, Basic Phoneme Level and Advanced Phoneme Levels.

Then calculate a Test Total for Correct answers and a Test Total for Automatic Answers
Syllables require 2/3 answers correct to pass the level and 3/3 answers to pass with automaticity.

4/5 answers correct are required to pass other levels and 4/5 to pass with automaticity.

Test administrators record the Highest Correct Level passed as well as levels not passed below the Highest Correct Level.

They also determine the highest automatic level as any non-automatic levels below the highest automatic level.



Interpreting the PAST

- The PAST correlates well with reading but is not a normed test.
- See *Table 11.1*, p. 99 for *Approximate Developmental Levels for Typical and Low Achieving Readers*.
- A phonological awareness concern may be evident when a student's level matches or is lower than is listed in the *Low Achieving Readers* shaded column on the right column of the table.
- The slight differences in levels indicates a need for ALL students to get whole class or small group phonological awareness training in kindergarten and first grade.
- Over time, typical students start to pull away from those with reading difficulties.
- Automaticity becomes a bigger factor with time, especially after second grade. Students are to be instructed on two levels at the same time. Practice one level to work on automaticity and one to work on skills that haven't been mastered.
- After third grade, a lack of automaticity at any level may indicate a phonological awareness difficulty.
- There might be inconsistent performance among levels because different types of manipulations are required at different levels.

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See *Table 11.1*, p. 99 for *Approximate Developmental Levels for Typical and Low Achieving Readers*. This gives you an idea of where typical readers and struggling readers often achieve when tested.

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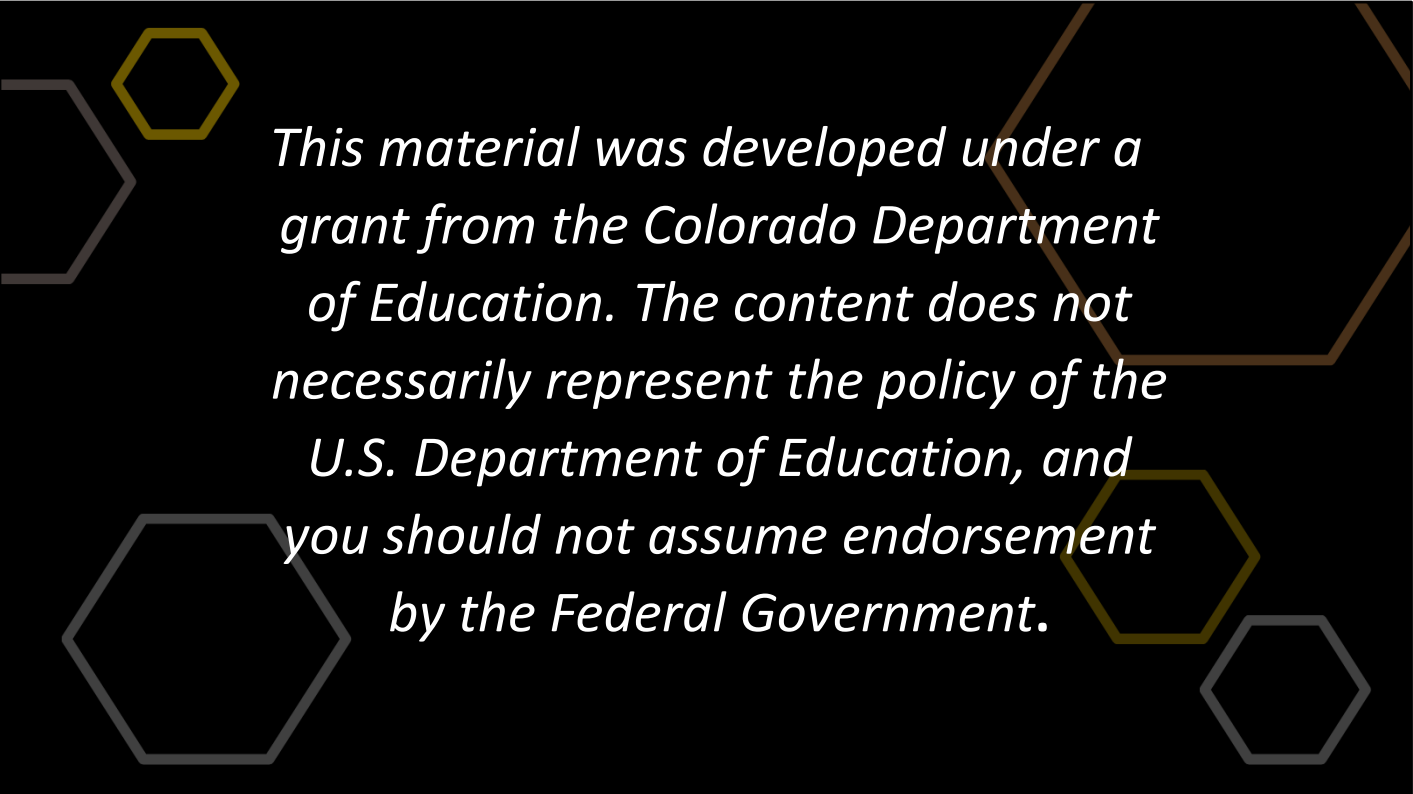


Coming Up in Module 14

Chapter 12: Letter-Sound Learning pgs. 101 –110

- The Skills Needed for Phonic Decoding
- Phonetic Approximation
- How to Develop Letter-Sound Skills
- Teaching the Letter Sounds
- Using Flash Cards to Reinforce Letter-Sound Skills
- Additional Help for Letter-Sound Learning





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Please visit the CDE Specific Learning Disability website for more information:

<https://www.cde.state.co.us/cdesped/SD-SLD>



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