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:                             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               ___
Test Total                         ___/52       ___/52               ___

Highest Automatic Level: ___

Test Total                         ___/52       ___/52               ___

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) ___ ___/3  A: ___/3
D2 (num)ber ___ (en)ter ___ an(sw)er ___ ___/3  A: ___/3

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 ___ ___/3  A: ___/3
E3 (won)derful__ (bar)becue___ (li)brary ___ ___/3  A: ___/3

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 /fl/.”
FEEDBACK: “If you say fall without the /fl/, you get all; fall-all.
/f/all → all ___  /s/and → and ___
/sh/own → own ___  /w/ait → ate ___  /c/are → air ___ ___/5  A: ___/5

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 ___ ___/5  A: ___/5
/r/ed  /s/ → said ___  /l/awn /g/ → gone ___  /b/oat /n/ → note ___

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

1Only 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 /sl/.”
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 ___

**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 ___ pla/ne/ /n/ → play ___

si/z/e /z/ → sigh ___ cou/ch/ /ch/ → cow ___

**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/yle ___

**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 *muss*. *mouth-muss*.

mou/th/ /s/ → mouse ___ see/d/ /t/ → seat ___ ge/t/ /s/ → guess ___

heat/th/ /p/ → help ___ mon/th/ /ch/ → munch ___

**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 /l/ say /p/.”
FEEDBACK: “If you say *drift*, and change the /l/ to /p/, you get *dripp*. *drift-dripp*.

dri/p/t → dri/pp/ed ___ wor(k)ed → wor(s)t ___ pa/s/te → pai/n/t ___

**Correct** Automatic

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 /a/ → sat ___ wh(e)n /a/ → won ___ r/o/ck /e/ → wreck ___

II. *(long sound of vowel)* t/ea/d /o/ → 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/yle ___

**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 *muss*. *mouth-muss*.

mou/th/ /s/ → mouse ___ see/d/ /t/ → seat ___ ge/t/ /s/ → guess ___

heat/th/ /p/ → help ___ mon/th/ /ch/ → munch ___

**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 /l/ say /p/.”
FEEDBACK: “If you say *drift*, and change the /l/ to /p/, you get *dripp*. *drift-dripp*.

dri/p/t → dri/pp/ed ___ wor(k)ed → wor(s)t ___ pa/s/te → pai/n/t ___

**Correct** Automatic

Advanced Phoneme Total: ___/10 A: ___/10