

**WINTER Version**  
**The Phonological Awareness Screening Test (PAST) FORM B**  
David A. Kilpatrick, Ph.D ©2003, 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher \_\_\_\_\_ D.O.B \_\_\_\_\_ Evaluator \_\_\_\_\_

Results:

	Correct	Automatic	Highest Correct Level
Basic Syllable	____/12	____/12	(Levels not passed below the highest level) ____
Onset-Rime	____/10	____/10	
Basic Phoneme	____/10	____/10	Highest Automatic Level
Advanced Phonemes	____/20	____/20	(non automatic levels)
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	

Approximate Grade Level (Circle)

PreK	K	Late K/Early 1	1 <sup>st</sup>	Late 1 <sup>st</sup> /Early 2 <sup>nd</sup>	2 <sup>nd</sup>	Late 2 <sup>nd</sup> to adult
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### I. SYLLABLE LEVELS

**Level D** (D, E2 – preschool to mid kindergarten; E3 – mid to late kindergarten)

**Feedback:** "If you say flashlight without saying flash, you get light, Okay? See how that works?"

<b>D1: "Say <i>flashlight</i>. Now say <i>flashlight</i> but don't say <i>flash</i>."</b> <b>(flash)light</b> _____	<b>Correct</b> ____/3 <b>Automatic</b> A: ____/3
<b>D1: "Say <i>doorbell</i>. Now say <i>doorbell</i> but don't say <i>door</i>."</b> <b>(door)bell</b> _____	
<b>D1: "Say <i>railroad</i>. Now say <i>railroad</i> but don't say <i>road</i>."</b> <b>rail(road)</b> _____	
<b>D2: "Say <i>corner</i>. Now say <i>corner</i> but don't say <i>cor</i>."</b> <b>(cor)ner</b> _____	<b>Correct</b> ____/3 <b>Automatic</b> A: ____/3
<b>D2: "Say <i>member</i>. Now say <i>member</i> but don't say <i>mem</i>."</b> <b>(mem)ber</b> _____	
<b>D2: "Say <i>marble</i>. Now say <i>marble</i> but don't say <i>ble</i>."</b> <b>mar(ble)</b> _____	

**Level E**

**Feedback:** "If you say *carnation* without saying *car*, you get *nation*. Let's try another one"

<b>E2: "Say <i>carnation</i>, Now say <i>carnation</i> but don't say <i>car</i>."</b> <b>(car)nation</b> _____	<b>Correct</b> ____/3 <b>Automatic</b> A: ____/3
<b>E2: "Say <i>gymnastics</i>, Now say <i>gymnastics</i> but don't say <i>gym</i>."</b> <b>(gym)nastics</b> _____	
<b>E2: "Say <i>September</i>, Now say <i>September</i> but don't say <i>Sep</i>."</b> <b>(Sep)tember</b> _____	
<b>E3: "Say <i>ornament</i>, Now say <i>ornament</i> but don't say <i>or</i>."</b> <b>(or)nament</b> _____	<b>Correct</b> ____/3 <b>Automatic</b> A: ____/3
<b>E3: "Say <i>atmosphere</i>, Now say <i>atmosphere</i> but don't say <i>at</i>."</b> <b>(at)mosphere</b> _____	

E3: "Say <i>Africa</i> , Now say <i>Africa</i> but don't say <i>Af</i> ." (Af)rica _____	
Basic Syllable Total:	___/12 A: ___/12

## II. ONSET-RIME LEVELS

**Level F** Onset-Rime levels (kindergarten to mid first grade)

**Feedback:** "If you say *far* without the /f/, you get are, far-are."

"Say <i>far</i> . Now say <i>far</i> but don't say /f/." (f) ar → are _____	___/5 A: ___/5
"Say <i>name</i> . Now say <i>name</i> but don't say /n/." (n) ame → aim _____	
"Say <i>five</i> . Now say <i>five</i> but don't say /f/." (f) ive → I've _____	
"Say <i>core</i> . Now say <i>core</i> but don't say /c/." (c) ore → oar _____	
"Say <i>loan</i> . Now say <i>loan</i> but don't say /l/." (l) oan → own _____	

**Level G**

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

"Say <i>kite</i> . Now say <i>kite</i> but instead of /k/ say /r/." (k) ite /r/ → right _____	___/5 A: ___/5
"Say <i>cane</i> . Now say <i>cane</i> but instead of /c/ say /r/." (c) ane /r/ → rain _____	
"Say <i>time</i> . Now say <i>time</i> but instead of /t/ say /r/." (t) ime /r/ → rhyme _____	
"Say <i>soup</i> . Now say <i>soup</i> but instead of /s/ say /h/." (s) oup /h/ → hoop _____	
"Say <i>share</i> . Now say <i>share</i> but instead of /sh/ say /h/." (sh) are /h/ → hair _____	
Onset-Rime Total:	___/10 A: ___/10

## III. PHONEME LEVELS

**Level H** Basic Phoneme Levels (early to late first grade)

**H1 Feedback:** "If you say *sleeve* without the /s/ you get leave. sleeve-leave"

H1 (deletion) "Say <i>sleeve</i> . Now say <i>sleeve</i> but don't say /s/." (s) leeve → leave _____	___/5 A: ___/5
H1 "Say <i>great</i> . Now say <i>great</i> but don't say /g/." (g) reat → rate _____	
H-2 Feedback: If you say <i>freeze</i> , and change the /f/ to /t/, you get trees; freeze-trees	
H2 (substitution) "Say <i>freeze</i> . Now say <i>freeze</i> but instead of /f/ say /t/." (f) reeze → (t) rees _____	
H2 "Say <i>crew</i> . Now say <i>crew</i> but instead of /c/ say /t/." (c) rew → (t) rue _____	
H2 "Say <i>proud</i> . Now say <i>proud</i> but instead of /p/ say /c/." (p) roud → (c) rowd _____	

**Level I**

Feedback: "If you say sword without the /d/ you get sore, sword-sore."

I1 "Say <i>sword</i> . Now say <i>sword</i> but don't say /d/." swor(d)→ sore _____	___/5 A: ___/5
"Say <i>bolt</i> . Now say <i>bolt</i> but don't say /t/." bol(t) →bowl _____	
I2 "Say <i>seat</i> . Now say <i>seat</i> but don't say /t/." sea(t) →see _____	
"Say <i>group</i> . Now say <i>group</i> but don't say /p/." grou(p) →grew _____	
"Say <i>wide</i> . Now say <i>wide</i> but don't say /d/." wi(d)e →why _____	
Basic Phoneme Total: ___/10 A: ___/10	

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

Level J (uppercase letter in virgules means long sound)

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

"Say <i>man</i> . Now say <i>man</i> but instead of /a/ say /e/."	___/5 A: ___/5
m(a)n /e/→men _____	
Say <i>neck</i> . Now say <i>neck</i> but instead of /e/ say /o/."	
n(e)ck /o/ → knock _____	
"Say <i>dot</i> . Now say <i>dot</i> but instead of /o/ say /e/."	
d(o)t /e/→debt _____	___/5 A: ___/5
"Say <i>loan</i> . Now say <i>loan</i> but instead of /O/ say /I /."	
l(oa)n /I/ →line _____	
"Say <i>side</i> . Now say <i>side</i> but instead of /I/ say /E/."	___/5 A: ___/5
s(I)de /E/→seed _____	

Level K

K1 Feedback: "If you say spy without the /p/, you get sigh; spy - sigh."

K1 (deletion) "Say <i>spy</i> . Now say <i>spy</i> but don't say /p/."	___/5 A: ___/5
s(p)y →sigh _____	
K1 "Say <i>claim</i> . Now say <i>claim</i> but don't say /l/."	
c(l)aim→came _____	
K2 Feedback: "If you say crime, and change the /r/ to /l/ you get climb; crime-climb."	
K2 (substitution) "Say <i>crime</i> . Now say <i>crime</i> but instead of /r/ say /l/."	
c(r)ime →c(l)imb _____	___/5 A: ___/5
K2 "Say <i>grew</i> . Now say <i>grew</i> but instead of /r/ say /l/."	
g(r)ew →g(l)ue _____	
K2 "Say <i>cloud</i> . Now say <i>cloud</i> but instead of /l/ say /r/."	___/5 A: ___/5
c(l)oud→c(r)owd _____	

Level L

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

"Say <i>set</i> . Say <i>set</i> but instead of /t/ say /d/."	___/5 A: ___/5
se(t) /d/→said _____	
"Say <i>when</i> . Say <i>when</i> but instead of /n/ say /t/."	
whe(n) /t/→wet _____	___/5 A: ___/5
"Say <i>soup</i> . Say <i>soup</i> but instead of /p/ say /n/."	

sou(p) /n/ →soon _____	
“Say <i>tone</i> . Say <i>tone</i> but instead of /n/ say /d/.” to(n)e /d/ → toad _____	
“Say <i>knife</i> . Say <i>knife</i> but instead of /f/ say /t/ ” kni(f)e /t/ → night _____	

#### Level M

M1 Feedback: “ If you say dusk without the /s/, you get duck; dusk- duck”

M1 (deletion) “Say <i>dusk</i> . Now say <i>dusk</i> but don’t say /s/.” du(s)k →duck _____	____/5 A: ____/5
M1 “Say <i>shelf</i> . Now say <i>shelf</i> but don’t say /l/.” she(l)f →chef _____	
M2 Feedback: “If you say rift, and change the /f/ to /s/, you get wrist; rift-wrist.”	
M2(substitution) “Say <i>rift</i> . Now say <i>rift</i> but instead of /f/ say /s/.” ri(f)t →wri(s)t _____	
M2 “Say <i>test</i> . Say <i>test</i> but instead of /s/ say /n/.” te(s)t → te(n)t _____	
M2 “Say <i>left</i> . Say <i>left</i> but instead of /f/ say /p/ ” le(f)t → lea(p)t _____	

Advanced Phoneme Total: \_\_\_\_/20 A: \_\_\_\_/20