

How to Administer the PAST
Adapted from Kilpatrick, Equipped For Reading Success Chapter 11
Assessment of Phonological Awareness: The Phonological Awareness Screening Test (PAST)

1. Read and understand the directions.
2. Practice pronouncing phonemes in isolation.
3. Practice on someone, preferable with feedback before testing a student.

There are no practice items. Feedback is given for every incorrect item. All items at any given level are administered the same way. Always delete or substitute the sound represented by the letter or letters in the parentheses or between slash marks. For example, with cow(boy) “boy” gets deleted. When you see / / remember that is the sound not the letter.

Uppercase letters represent long vowels for example, /A/ is the long a sound.

Do not add the schwa sound. (/m/ is mmmmm not muh)

Assessment of automaticity

When administering an item, immediately start counting in your head *one thousand one, one thousand two*, as soon as you finish speaking the question.

If a student responds correctly before the end of the word *two* they receive credit for an automatic response. (put an X in the blank to indicate the response was automatic)

Continue the mental count until the student responds. If you get to one thousand five before a response, repeat the same item and resume mental counting starting over. If they respond correctly give them a score of 1 for correct but not automatic.

An automatic is only awarded if they answer within the first 1001, 1002 count.

Automatic responding typically takes place in about a second or less.

Repeating an Item

If a student seems confused or to have a lapse in attention, it is okay to repeat an item. When you repeat an item it cannot be scored as automatic. It can only receive a correct score (1) or an incorrect (0).

Providing Feedback

Every incorrect item should receive corrective feedback. This lets students know what you want. No visual clues. Positive feedback is permitted (that’s right!) if a child responds correctly. Especially if they respond tentatively.

1. Do not teach any item or level. This is a test, not a teaching session. Spoken feedback is provided, but no teaching, manipulatives or explanations are allowed.
 2. Never say anything about the position of the sound within the word because this is a big part of what you are testing.
- Everyone who is administered the PAST, including older students and adults, start at Level D1. Explain to students that this “word game” starts out very easy. The easy ones help students understand the nature of the task without ever having to explain the nature of the task. There are no explanations or practice items when administering the PAST.
 - For kindergarteners and potentially at-risk beginning first graders, give every item at levels D and E and follow the discontinue rule.
 - For most first graders and all students beyond first grade, if the first item of D1 is responded to automatically, skip down to the first item of D2. If that is automatic, skip

to first item of E2, then E3. When you score later, if the first D1 through E3 items are automatic, score any un-administered items at those levels as automatic (thus a 3/3 at that level)

- If any item is either incorrect, or correct but not automatic, administer all items at that level and score normally.
- For Kindergarten to second grade, if the first three F or G items are automatic, skip the final two items at that level and score them as automatic.
- If any of the first three F or G items are incorrect, or correct but not automatic, administer all five items at that specific level and score normally.
- For levels H through M, give all items at each level. Continue administering until the discontinue rule is reached or you come to the end of the test.

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.

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 responded to automatically. Levels with 3 out of 5 or fewer are not considered passed and represent a level that should receive instructional attention. Keep in mind, each level yields two scores, a correct score and an automatic score. Students commonly pass a level with their correct score, but not their automatic score. Only levels passed at the automatic level do not require instructional attention.

Scoring Notation:

Automatic Response	X
Correct Answer after two second count	1
Incorrect Response	0

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)	_____
Test Total	_____/52	_____/52		

Approximate Grade Level (Circle)

PreK	K	Late K/Early 1	1 st	Late 1 st /Early 2 nd	2 nd	Late 2 nd 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?"

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

Level E

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

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

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 _____	
"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/."	
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 _____	
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/."	
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 _____	
"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