Correct

Automatic

Basic Syllable

Onset-Rime

Basic Phoneme

Advanced Phoneme

Test Total

Basic Syllable Total:

Onset-Rime Total:

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 ___ ___/3 A: ___/3

D2 (sil)ver ___ (mar)ket ___ ___/3 A: ___/3

LEVEL E Say umbrella. Now say umbrella but don’t say um.

FEEDBACK: “If you say umbrella without saying um, you get brola.”

E2 (um)brella ___ (fan)tastic ___ (Oc)tober ___ ___/3 A: ___/3

E3 (al)phabet ___ (Sat)urday ___ (tri)cycle ___ ___/3 A: ___/3

Basic Syllable Total: ___/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)eet → 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 /rl/ → ride ___ (m)ore /dl/ → door ___ ___/5 A: ___/5

(g)um /th/ → thumb ___ (l)ed /sl/ → said ___ (f)eel /sl/ → seal ___

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

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. They are not formalized norms.
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 /sl/.
FEEDBACK: “If you say sleep without the /sl/, you get leap: sleep-leap.”
(s)leep → leap ___
(c)ran(e) → rain ___

H2  Say grew. Now say grew but instead of /g/ say /l/.
FEEDBACK: “If you say grew, and change the /g/ to /l/, you get true: grew-tru.”
(g)rew → (t)rue ___
(c)ran(e) → (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: ___/10  A: ___/10

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 /a/ → run ___
k(i)t /a/ → 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 /tr/.
FEEDBACK: “If you say bread without the /tr/, you get bed: bread-bed.”
b(r)ead → bed ___
s(n)ear → 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)lue ___
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 /m/ → sun ___
rhy(m)e /d/ → ride ___
nigh(t) /s/ → nice ___
see(m) /t/ → seat(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 craft. Now say craft but instead of /f/ say /k/.
FEEDBACK: “If you say craft, and change the /f/ to /k/, you get cracked: craft-crackd.”
s(f)t → s(pp)ed ___
tru(s)t → tru(ck)ed ___
cra(f)t → cra(ck)ed ___

Advanced Phoneme Total: ___/20  A: ___/20
PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM B
David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
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 detailed instructions on the PAST.

RESULTS:

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</tr>
<tr>
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Highest Correct Level: _____

Levels not passed below the highest correct level: ______

Highest Automatic Level: _____

Non-automatic levels below highest automatic level: ______

Approximate Grade Level (Circle): PreK/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

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 flashlight without saying flash, you get light.”

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: ___/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 /l/.
FEEDBACK: “If you say freeze, and change the /f/ to /l/, you get trees; freeze-trees.”
(f)reeze → (t)rees ___  (c)rew → (t)true ___  (p)round → (c)rowd ___  ____/5 A: ___/5

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 ___  ____/5 A: ___/5

Basic Phoneme Total: ____/10 A: ___/10

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(o)a)n /I/ → line ___  s(i)de /E/ → seed ___  ____/5 A: ___/5

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 ___  ____/5 A: ___/5

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 ___
sout(p) /n/ → soon ___  to(n)e /d/ → toad ___  kni(f)e /t/ → night ___  ____/5 A: ___/5

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 ___  ____/5 A: ___/5

Advanced Phoneme Total: ____/20 A: ___/20
# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM C

David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
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 detailed instructions on the PAST.

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Highest Correct Level: _____

Highest Automatic Level: _____

Approximate Grade Level (Circle):  
- PreK/K  
- K  
- late K/early 1st  
- 1st  
- late 1st/early 2nd  
- 2nd  
- late 2nd to adult

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## 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)  | __/3 A: __/3 |
| D2 (ta)ble | (o)ver | pan(da) | __/3 A: __/3 |

### 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 | __/3 A: __/3 |
| E3 (at)mosphere | (cu)cumber | (car)penter | __/3 A: __/3 |

Basic Syllable Total: ____/12 A: __/12

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## 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)eat | eat | (ph)one | own | __/5 A: __/5 |
| (n)ame | aim | (r)ide | I’d | (w)ar | or | __/5 A: __/5 |

### LEVEL G  Say loop. Now say loop but instead of /l/ say /sl/.

**FEEDBACK:** “If you say loop, and change the /l/ to /sl/, you get soup; loop-soup.”

| (l)oop /s/ | soup | (p)ut /l/ | foot | __/5 A: __/5 |
| (p)ool /r/ | rule | (c)are /ch/ | chair | (b)owl /g/ | goal | __/5 A: __/5 |

Onset-Rime Total: ____/10 A: __/10
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)rave → 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 ___  \(\_\)/5  A: \(\_\)/5

**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 ___  \(\_\)/5  A: \(\_\)/5

Basic Phoneme Total: \(\_\)/10  A: \(\_\)/10

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: bit-bit.”  
(Short sound of vowel)  
(Long sound of vowel)  
sh(e)ep /A/ → shape ___  ch(o)se /E/ → cheese ___  \(\_\)/5  A: \(\_\)/5

**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(ri)ze → 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 ___  \(\_\)/5  A: \(\_\)/5

**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 ___  \(\_\)/5  A: \(\_\)/5

**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 → fridg ___  
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 ___  \(\_\)/5  A: \(\_\)/5

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

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PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM D

David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
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 detailed instructions on the PAST.

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Highest Correct Level: ______

(Levels not passed below the highest correct level) ______

Highest Automatic Level: ______

(Non-automatic levels below highest automatic level) ______

Approximate Grade Level (Circle):  PreK/K, K, late K/early 1st, 1st, late 1st/early 2nd, 2nd, late 2nd to adult

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) ____ ______/3 A: ______/3
D2 (dol)phin ____ (car)pet ____ mor(ning) ____ ______/3 A: ______/3

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)mision ____ (de)partment ____ ______/3 A: ______/3
E3 (in)strument ____ (con)centrate ____ (wil)derness ____ ______/3 A: ______/3

Basic Syllable Total: ______/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 ____ ______/5 A: ______/5
(j)ar → are ____ (f)ake → ache ____ (l)ake → ache ____ ______/5 A: ______/5

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 /l/ → fur ____ ______/5 A: ______/5
(c)ode /l/ → toad ____ (l)ed /s/ → said ____ (th)ese /ch/ → cheese ____

Onset-Rime Total: ______/10 A: ______/10
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)rise ___

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: ___/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 /l/.
FEEDBACK: “If you say snail, and change the /n/ to /l/, 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 ___
j(e)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.”
w(i)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: ___/20 A: ___/20