

Phonological Awareness Skills Test (PAST)

Name _____ Date _____ School _____ Grade _____

Concept of Spoken Word

- ___ Tom ran home. (3)
- ___ I have two pets. (4)
- ___ Did you eat lunch? (4)
- ___ What are you doing? (4)
- ___ Terry loves to play soccer. (5)
- ___ Yesterday it rained. (3)

Total _____

Rhyme Recognition

- ___ bed - fed (yes)
- ___ top - hop (yes)
- ___ run - soap (no)
- ___ hand - sand (yes)
- ___ funny - bunny (yes)
- ___ girl - giant (no)

Total _____

Rhyme Production Record student responses.

words.

Accept real and nonsense

- ___ pain _____
- ___ cake _____
- ___ hop _____
- ___ see _____
- ___ dark _____
- ___ candy _____

Total _____

Syllable Blending

- ___ pen - cil
- ___ rain - bow
- ___ pop - corn
- ___ black - board
- ___ side - walk
- ___ pa - per

Total _____

Syllable Segmentation

- ___ sometime (2)
- ___ basket (2)
- ___ bedroom (2)
- ___ fantastic (3)
- ___ maybe (2)
- ___ helicopter (4)

Total _____

Syllable Deletion

- ___ (down) town town
- ___ (in) side side
- ___ for (get) for
- ___ bas (ket) bas
- ___ af (ter) af
- ___ (skate) board board

Total _____

Phoneme Isolation of Initial Sounds

- ___ big /b/
- ___ land /l/
- ___ farm /f/
- ___ apple /a/
- ___ desk /d/
- ___ ship /sh/

Total _____

Phoneme Isolation of Final Sounds

- ___ pick /k/
- ___ ran /n/
- ___ fill /l/
- ___ bug /g/
- ___ same /m/
- ___ tooth /th/

Total _____

PAST

Phonological Awareness Skills Test

Begin administering the first subtest. You may stop administering a subtest if the child misses three (3) consecutive items. Go to the next subtest. If a child does not show mastery of two (2) consecutive subtests, stop the assessment.

Scoring Criteria: 5 out of 6 correct for mastery

Kindergarten Assessment		First Grade Assessment	
1.	Concept of Spoken Word	9.	Phoneme Blending
2.	Rhyme Recognition	10.	Phoneme Segmentation
3.	Rhyme Production	11.	Phoneme Deletion (initial sounds)
4.	Syllable Blending	12.	Phoneme Deletion (final sounds)
5.	Syllable Segmentation		
6.	Syllable Deletion		Second Grade Assessment
7.	Phoneme Isolation (initial sounds)	13.	Phoneme Deletion (initial blends)
8.	Phoneme Isolation (final sounds)	14.	Phoneme Substitution

Concept of Spoken Word

Directions: Say each sentence. As you say each sentence, push up a colored chip for each word in the sentence. Then ask the child to do the same.

Say: "We are going to play a game with words and colored chips. I am going to say a sentence and use my chips to show each word. Joey likes cake (push a chip for each word). You say, 'Joey likes cake' and push up one chip for each word that you say."

1. "Tom ran home. Repeat my sentence and push up a chip for each word."
2. "I have two pets. Repeat my sentence and push up a chip for each word."
3. "Did you eat lunch? Repeat my sentence and push up a chip for each word."
4. "What are you doing? Repeat my sentence and push up a chip for each word."
5. "Terry loves to play soccer. Repeat my sentence and push up a chip for each word."
6. "Yesterday it rained. Repeat my sentence and push up a chip for each word."

Score: 1 point for each sentence done correctly

Syllable Blending

Directions: Tell the child that you are going to say a word in a funny way and you want him or her to put the parts together and say the whole word. Give examples, pausing between syllables. Have the child say the sample words normally. Put a check on the line for each correct word.

Say: "I am going to say a word in a funny way. Your job is to put the parts together and say the whole word." Example: "Out - side, now you say it. Ro - bot, now you say it."

1. "pen - cil" (pausing between the syllables) "Now you say it."
2. "rain - bow" (pausing between the syllables) "Now you say it."
3. "pop - corn" (pausing between the syllables) "Now you say it."
4. "black - board" (pausing between the syllables) "Now you say it."
5. "side - walk" (pausing between the syllables) "Now you say it."
6. "pa - per" (pausing between the syllables) "Now you say it."

Score: 1 point for each correct response.

Syllable Segmentation

Directions: Tell the child that you are going to say a word and then break it into parts, or syllables. First, say the word normally. Then push up a chip as you say each part/syllable. Read each word and ask the child to push up a chip while the child says each part or syllable. Put a check on the line for each correct response.

Say: "I am going to say a word and then break it into parts or syllables, rainbow... rain - bow." Push up a chip for each part or syllable.

1. "Remember, you push up a chip for each part. sometime"
2. "Remember, you push up a chip for each part. basket"
3. "Remember, you push up a chip for each part. bedroom"
4. "Remember, you push up a chip for each part. fantastic"
5. "Remember, you push up a chip for each part. maybe"
6. "Remember, you push up a chip for each part. helicopter"

Score: 1 point for each correct response.

Phoneme Isolation of Final Sounds

Directions: Tell the child that you are going to say a word, and he or she is to tell you the last sound of that word. Give the example *pot*. The child should say /t/. Do the same with the entire list of words below and put a check on the line for each correct response.

Say: "I am going to say a word. I want you to tell me the last sound in that word. Tell the last sound in the word *pot*."

1. "pick" Tell me the last sound in the word *pick*?"
2. "ran" Tell me the last sound in the word *ran*?"
3. "fill" Tell me the last sound in the word *fill*?"
4. "bug" Tell me the last sound in the word *bug*?"
5. "same" Tell me the last sound in the word *same*?"
6. "tooth" Tell me the last sound in the word *tooth*?"

Score: 1 point for each correct response.

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Phoneme Blending

Directions: Tell the child that you are going to separate all the sounds in a word and he/she is to say the whole word. Do two examples using *sit* and *stop*. Read each word listed in the segmented fashion. Put a check in the box for each correct response.

Say: "I am going to separate all the sounds in a word. I want you to say the whole word. Let's try some samples: /s/ /i/ /t/ is *sit*, /s/ /t/ /o/ /p/ is *stop*. Remember, I will say the word in sounds, you say the whole word."

1. "/m/ /ē/"
2. "/b/ /e/ /d/"
3. "/h/ /a/ /t/"
4. "/m/ /u/ /s/ /t/"
5. "/sh/ /o/ /p/"
6. "/p/ /t/ /a/ /n/ /t/"

Score: 1 point for each correct response.

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Phoneme Deletion of Final Sound

Directions: Tell the child that in this word game, the final sound is left off. Give the example: goat without the /t/ is go. Ask the child to say meat without the /t/. The answer is me. Read each word in the list and ask the child to leave the ending sound off. Put a check in the box if the child does it correctly.

Say: "We are going to play a word game where you will leave off the ending sound of a word. For example, goat without the /t/ is go. You try it. Say meat without the /t/."

1. "Say rose without the /s/."
2. "Say train without the /t/."
3. "Say group without the /p/."
4. "Say seat without the /t/."
5. "Say bake without the /k/."
6. "Say inch without the /ch/."

Score: 1 point for each correct response.

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Phoneme Deletion of the First Sound in Consonant Blend

Directions: Tell the child to make new words by taking the first sound off a consonant blend. Give the example of crow without /k/ is row. Ask the student to say still without the /s/. The answer is ill. Do the same with each word on the list. Put a check in the box for each correct response.

Say: "We are going to make new words by taking off the first sound of a consonant blend. For example, crow without the /k/ is row. Now you try it. Say still without the /s/ (child should say ill). Let's do some more."

1. "Say clap without the /k/."
2. "Say stop without the /s/."
3. "Say trust without the /t/."
4. "Say black without the /b/."
5. "Say drip without the /d/."
6. "Say smile without the /s/."

Score: 1 point for each correct response.

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