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

Rhyme Recognition

Directions: Tell the child that two words that sound alike at the end rhyme. Give the example, *hat* and *sat*. Ask the student if *sit* and *bit* rhyme. Then, ask the child if *chair* and *boy* rhyme. If the child appears to grasp the concept, do the same for each of the word pairs below.

Say: **"Two words that sound alike at the end, such as *hat* and *sat*, are rhyming words. Do *sit* and *bit* rhyme? Do *chair* and *boy* rhyme?"**

1. "Do *bed* and *fed* rhyme?"
2. "Do *top* and *hop* rhyme?"
3. "Do *run* and *soap* rhyme?"
4. "Do *hand* and *sand* rhyme?"
5. "Do *funny* and *bunny* rhyme?"
6. "Do *girl* and *giant* rhyme?"

Score: 1 point for each correct response. 2

Rhyme Production

Directions: Tell the child that you will say a word and you want him or her to tell you a word that rhymes with that word. The answer can be a real or nonsense word. Give an example. Put a check in the box on the answer sheet for each correct response. Write down the child's answers on the lines provided.

Say: **"I am going to say a word. I want you to tell me a word that rhymes with my word. Tell me a word that rhymes with *sit*** (possible answers: bit, fit, mit, pit, dit, jit)."

1. "*pain* – Tell me a word that rhymes with *pain*."
2. "*cake* – Tell me a word that rhymes with *cake*."
3. "*hop* – Tell me a word that rhymes with *hop*."
4. "*see* – Tell me a word that rhymes with *see*."
5. "*dark* – Tell me a word that rhymes with *dark*."
6. "*candy* – Tell me a word that rhymes with *candy*."

Score: 1 point for each correct response 3

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. 4

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. 5

Syllable Deletion

Directions: Tell the child that you are going to play a game with words where one part of the word is left out. Give the example: *sunshine* without *shine* is *sun.* Ask the child to say airline. Then wait for his/her response. Next ask the child to say *airline*, but leave off *air.* He/she should say *line.* Have the child say the list of words leaving one syllable off. Put a check on the line for each correct response.

Say: **"We are going to play a game with words where one part of the word is left out. *Sunshine* without the *shine* is *sun*. Say *airline*,** (child responds.) **Now say *airline* but don't say *air*.**

1. "Say *downtown*."	(child responds)	"Now say *downtown*, but don't say *down."*
2. "Say *inside*."	(child responds)	"Now say *inside*, but don't say *in."*
3. "Say *forget.*"	(child responds)	"Now say *forget*, but don't say *get."*
4. "Say *basket.*"	(child responds)	"Now say *basket*, but don't say *ket."*
5. "Say *after*."	(child responds)	"Now say *after*, but don't say *ter."*
6. "Say *skateboard*."	(child responds)	"Now say *skateboard*, but don't say *skate."*

Score: 1 point for each correct response. 6

Phoneme Isolation of Initial Sounds

Directions: Tell the child that you are going to say a word, and he or she is to tell you the first sound of that word. Ask the child what is the first sound in the word *top*. The child should say /t/. Do the same with the list of words 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 first sound of that word, *top*. What is the first sound in the word *top*?" The child should say */t/*. Do the same with the list of words below and put a check on the line for each correct response.**

1. "*big*	What is the first sound in the word *big*?"
2. "*land*	What is the first sound in the word *land*?"
3. "*farm*	What is the first sound in the word *farm?*
4. "*apple*	What is the first sound in the word *apple*?"
5. "*desk*	What is the first sound in the word *desk*?"
6. *"ship*	What is the first sound in the word *ship?*"

Score: 1 point for each correct response. 7

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. 8

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/ /l/ /a/ /n/ /t/"

Score: 1 point for each correct response. 9

Phoneme Segmentation

Directions: Tell the child that you are going to play a game with all the sounds in a word. Use the example *dime*. Push up a chip for each of the sounds as you say /d/ /i/ /m/. Ask the child to do the same with the word *hat.* Read each of the words on the list and ask the child to push up a chip for each sound. Put a check in the box for each correct response.

Say: **"We are going to play a game with all of the sounds in a word. Here is an example: /d/ /i/ /m/,** (push a chip up for each sound that you say). **Now you do the same for the word *hat*."**

1. "in" (/i/ /n/)
2. "at" (/a/ /t/)
3. "name" (/n/ /ā/ /m/)
4. "ship" (/sh/ /i/ /p/)
5. "sock" (/s/ /o/ /ck/)
6. "chin" (/ch/ /i/ /n/)

Score: 1 point for each correct response. 10

Phoneme Deletion of Initial Sounds

Directions: Tell the child that you will be playing a game where the beginning sound of a word is left off. Use the example, *bed* without /*b*/ is /*ed*/. Ask the child to say *can* without /c/. The answer is *an.* Read each word in the list and tell the child the beginning sound to leave off. Put a check in the box for each correct response.

Say: **"We are going to play a game where I say a word and leave off the beginning sound. For example, *bed* without the /b/ is *ed*. You give it a try. Say *can* without the /c/ (*an*)."**

1. "Say *sun* without the /s/."
2. "Say *pig* without the /p/."
3. "Say *mop* without the /m/."
4. "Say *neck* without the /n/."
5. "Say *bat* without the /b/."
6. "Say *tape* without the /t/."

Score: 1 point for each correct response. 11

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. 12

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 *till.* 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 *till*)**. 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. 13

Phoneme Substitution

Directions: Tell the child that you will be playing a different game with the sound of words. You are going to ask him/her to take off the first sound of a word and replace it with another sound. Give the example of replacing the first sound in *pail* with /m/. The new word is *mail.* Ask the child to replace the first sound in *top* with /h/. The new word is *hop.* Ask the child to do the same with all the words on the list. Put a check in the box for each correct response.

Say: **"We are going to play a different word game. I want you to take off the first sound in a word and replace it with a different sound to make a new word. For example, if I take off the /p/ at the beginning of *pail* and replace it with /m/, the new word is *mail*. You try it. Take of the first sound in *top* and replace it with /h/."**

1. "Replace the first sound in *man* with /k/."
2. "Replace the first sound in *pig* with /d/."
3. "Replace the first sound in *sack* with /t/."
4. "Replace the first sound in *well* with /f/."
5. "Replace the first sound in *bed* with /r/."
6. "Replace the first sound in *shop* with /ch/."

Score: 1 point for each correct response. 14