

Phonological Awareness Skills Test (P.A.S.T)

Name _____ Date _____

Teacher _____ Grade _____

Concept of Spoken Word (Sentence Segmentation)

Say: We are going to play a game with words and colored chips. (Say the sentence *Joey likes cake*. As you say each word of the sentence, push a colored chip forward-one chip per word.)

Now it's your turn. I'll say the sentence and you'll repeat the sentence and push up a chip as you say each word. Say-*Joey likes cake*. (Once the student understands the skill, read each sentence to the student and ask him/her to repeat the sentence while pushing up one chip for each word. Put a check in the box to the right of the sentence if the child does it correctly.)

- | | | | | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Tom ran home. (3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I have two pets. (4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Did you eat lunch? (4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. What are you doing? (4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Terry loves to play soccer. (5) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Yesterday it rained. (3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mastery 5/6 | /6 | /6 | /6 | /6 | /6 | /6 |

Date:

Rhyme Recognition

Say: Two words that sound the same at the end are rhyming words, such as hat and *sat*. Do *sit* and *bit* rhyme? (Yes) Do *chair* and *boy* rhyme? (No) (If the child appears to grasp the skill, do the same for the following pairs of words. Put a check in the box to the right of the pair if the child answers correctly.)

- | | | | | | | |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. bed---fed (yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. top---hop (yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. run---soap (no) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. hand---sand (yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. funny---bunny (yes) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. girl---giant (no) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mastery 5/6 | /6 | /6 | /6 | /6 | /6 | /6 |

Date:

Phonological Awareness Skills Test (P.A.S.T) continued

Rhyme Production

Say: I'm going to say a word and I want you to tell me a word that rhymes with it. (The answer can be a real word or a nonsense word.) Can you tell me a word that rhymes with *sit*? (Possible answers may include: *bit, fit, mit, pit, dit, jit*, etc. Put a check in the box to the right if the child answers correctly. Write down his/her answers on the lines provided.

1. pan _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. cake _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. hop _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. see _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. dark _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. candy _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	_____	_____	_____	_____	_____	_____

Syllable Blending

Say: I'm going to say a word in a funny way. Your job is to put the parts together and say the whole word. (Give the following examples, pausing between syllables and have the student say the words normally.)

Say: *Out-side (outside), ro-bot (robot)* (If the child grasps the skill, do the following words and put a check in the box if the child says them correctly.)

1. pen-cil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. rain-bow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. pop-corn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. black-board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. side-walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. pa-per	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	_____	_____	_____	_____	_____	_____

Phonological Awareness Skills Test (P.A.S.T) continued

Syllable Segmentation

Say: I'm going to say a word and then break it into parts, or syllables. Say: *rainbow* (Say it normally and clap out the two parts in *rainbow* while saying each part.) Then say: *Rainbow* (This time, push up a chip as you say each syllable.)

Say: I'm going to say some more words and I want you to push up a chip as you say each syllable. (It is not necessary to clap the syllables again unless the skill needs to be retaught. Put a check in the box to the right if the child does it correctly.)

1. sometime (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. basket (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. bedroom (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. fantastic (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. maybe (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. helicopter (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6	/6	/6	/6	/6	/6	/6

Date:

Syllable Deletion

Say: We are going to play a game with words where one part of the word is left out. For example, *sunshine* without the *shine* is *sun*. Now you say *airline* without *air*. (The child should say *line*.) Now we will do some more words like this (Using the words below, tell the child the syllable to leave off. Use this sentence structure: "Say *downtown* without *down*.", "Say *inside* without *in*." etc. (Put a check in the box to the right if the student deletes the correct syllable.)

1. (down)town town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. (in)side side	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. for(get) for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. bas(ket) bas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. af(ter) af	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. (skate)board board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6	/6	/6	/6	/6	/6	/6

Date:

Phonological Awareness Skills Test (P.A.S.T) continued

Phoneme Isolation of Initial Sounds

Say: I'm going to say a word and I want you to tell me the **first** sound of the word I say. Are you ready? What is the first sound in the word *top*? (The child should say /t/. Do the same with the words below and put a check in the box to the right if the child says the first sound correctly.)

1. big /b/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. land /l/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. farm /f/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. apple /a/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. desk /d/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ship /sh/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	_____	_____	_____	_____	_____	_____

Phoneme Isolation of Final Sounds

Say: I'm going to say a word and I want you to tell me the **last** sound of the word I say. Are you ready? What is the last sound in the word *pot*? (The child should say /t/. Do the same for the words below and put a check in the box to the right if the child says the last sound correctly.)

1. pick /k/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ran /n/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. fill /l/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. bug /g/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. same /m/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. tooth /th/	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6	/6	/6	/6	/6	/6	/6
Date:	_____	_____	_____	_____	_____	_____

Phonological Awareness Skills Test (P.A.S.T) continued

Phoneme Blending

Say: I am going to separate all the sounds in a word and I want you to say the whole word. For example, if I say /s/ /i/ /t/ the whole word is _____. (The child should say *sit*.) Let's do another example. If I say /s/ /t/ /o/ /p/, the whole word is _____. (The child should say *stop*.) Let's do some more words just like this. (Read each word segmented. Put a check in the box to the right if the child says the whole word correctly.)

1. /m/ /e/	me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. /b/ /e/ /d/	bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. /h/ /a/ /t/	hat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. /m/ /u/ /s/ /t/	must	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. /sh/ /o/ /p/	shop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. /p/ /l/ /a/ /n/ /t/	plant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		_____	_____	_____	_____	_____	_____

Phoneme Segmentation

Say: We're going to play a game with all the sounds in the words. (Show the child the three sounds in *dime*. Push a chip up for each sound you say---- /d/ /i/ /m/.)

Say: Now you try it. Push up a chip as you say each sound in the word *hat*. (The child should push up a chip while saying each sound in the word hat--- /h/ /a/ /t/---3 chips.) Now let's do some more words just like this. I'll say some more words and I want you to push up a chip for each sound in the words I say. Are you ready? (Read each of the following words one at a time. The child should push up a chip for each sound in each word. Put a check in the box to the right if he/she does it correctly.)

1. in (2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. at (2)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. name (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ship (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. sock (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. chin (3)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		_____	_____	_____	_____	_____	_____

Phonological Awareness Skills Test (P.A.S.T) continued

Phoneme Deletion of Initial Sounds

Say: We're going to play a word game where the beginning sound of a word is left off. For example, *bed* without /b/ is *ed*. Now you try. What is *can* without /c/? (The child should say *an*.)

Say: Let's do some more words just like this. (Read each word and tell the child the beginning sound to leave off. Use this sentence pattern... What is *sun* without /s/? What is *pig* without /p/?, etc. Put a check in the box to the right if the child answers correctly.)

1. (s)un	un	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. (p)ig	ig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. (m)op	op	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. (n)eck	eck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. (b)at	at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. (t)ape	ape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6		/6	/6	/6	/6	/6	/6

Date:

Phoneme Deletion of Final Sounds

Say: In our next word game, the final sound of a word is left off. For example, *goat* without /t/ is *go*. What is *meat* without /t/? (The child should say *me*.)

Say: Now let's do some more words just like this. (Read each word and tell the child the ending sound to leave off. Use this sentence pattern... What is *rose* without /s/? What is *train* without /n/?, etc. Put a check in the box to the right if the child answers correctly.)

1. ro /s/ e	row	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. trai /n/	tray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. grou /p/	grew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. sea /t	sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ba /k/ e	bay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. in /ch/	in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6		/6	/6	/6	/6	/6	/6

Date:

Phonological Awareness Skills Test (P.A.S.T) continued

Phoneme Deletion of First Sound in Consonant Blend

Say: You're going to make new words by taking the first sound off of a consonant blend. For example: The word *crow* without /k/ is *row*. Say *still* without /s/? (The child should say *till*. Do the following words with the student and put a check in the box on the right if the child does each correctly.)

1. Say <i>clap</i> without /k/	lap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Say <i>stop</i> without /s/	top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Say <i>trust</i> without /t/	rust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Say <i>black</i> without /b/	lack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Say <i>drip</i> without /d/	rip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Say <i>smile</i> without /s/	mile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		_____	_____	_____	_____	_____	_____

Phoneme Substitution

Say: Now we will play a very different game with sounds of words. I'm going to have you take off the first sound of a word and replace it with another sound. For example: Replace the first sound in *pail* with /m/. The new word is *mail*.

Now it is your turn. Replace the first sound in *top* with /h/. (The child should say *hop*. Do the following words with the student and put a check in the box on the right if the child does each correctly.)

1. Replace the first sound in <i>man</i> with /k/	can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Replace the first sound in <i>pig</i> with /d/	dig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Replace the first sound in <i>sack</i> with /t/	tack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Replace the first sound in <i>well</i> with /f/	fell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Replace the first sound in <i>bed</i> with /r/	red	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Replace the first sound in <i>shop</i> with /ch/	chop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		_____	_____	_____	_____	_____	_____

