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)  
2. I have two pets. (4)  
3. Did you eat lunch? (4)  
4. What are you doing? (4)  
5. Terry loves to play soccer. (5)  
6. Yesterday it rained. (3)  

   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)  
2. top---hop (yes)  
3. run---soap (no)  
4. hand---sand (yes)  
5. funny---bunny (yes)  
6. girl---giant (no)  

   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 _____________________  
2. cake_____________________  
3. hop______________________  
4. see______________________  
5. dark____________________  
6. candy____________________

<table>
<thead>
<tr>
<th>Mastery 5/6</th>
<th>/6</th>
<th>/6</th>
<th>/6</th>
<th>/6</th>
<th>/6</th>
<th>/6</th>
</tr>
</thead>
</table>

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  
2. rain-bow  
3. pop-corn  
4. black-board  
5. side-walk  
6. pa-per

<table>
<thead>
<tr>
<th>Mastery 5/6</th>
<th>/6</th>
<th>/6</th>
<th>/6</th>
<th>/6</th>
<th>/6</th>
<th>/6</th>
</tr>
</thead>
</table>

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)    □ □ □ □ □ □ □
2. basket (2)      □ □ □ □ □ □ □
3. bedroom (2)    □ □ □ □ □ □ □
4. fantastic (3)  □ □ □ □ □ □ □
5. maybe (2)       □ □ □ □ □ □ □
6. helicopter (4) □ □ □ □ □ □ □

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    □ □ □ □ □ □ □
2. (in)side      side     □ □ □ □ □ □ □
3. for(get)       for      □ □ □ □ □ □ □
4. bas(ket)       bas      □ □ □ □ □ □ □
5. af(ter)        af       □ □ □ □ □ □ □
6. (skate)board  board    □ □ □ □ □ □ □

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/  
2. land /l/  
3. farm /f/  
4. apple /a/  
5. desk /d/  
6. ship /sh/

<table>
<thead>
<tr>
<th></th>
<th>1/6</th>
<th>1/6</th>
<th>1/6</th>
<th>1/6</th>
<th>1/6</th>
<th>1/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery 5/6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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/  
2. ran /n/  
3. fill /l/  
4. bug /g/  
5. same /m/  
6. tooth /th/

<table>
<thead>
<tr>
<th></th>
<th>1/6</th>
<th>1/6</th>
<th>1/6</th>
<th>1/6</th>
<th>1/6</th>
<th>1/6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery 5/6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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  
2. /b/ /e/ /d/ bed  
3. /h/ /a/ /t/ hat  
4. /m/ /u/ /s/ /t/ must  
5. /sh/ /o/ /p/ shop  
6. /p/ /l/ /a/ /n/ /t/ plant

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)  
2. at (2)  
3. name (3)  
4. ship (3)  
5. sock (3)  
6. chin (3)

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
2. (p)ig ig
3. (m)op op
4. (n)eck eck
5. (b)at at
6. (t)ape ape

Mastery 5/6 /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
2. trai /n/ tray
3. grou /p/ grew
4. sea /t sea
5. ba /k/ e bay
6. in /ch/ in

Mastery 5/6 /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.)

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Say clap without /k/</td>
<td>lap</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Say stop without /s/</td>
<td>top</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Say trust without /t/</td>
<td>rust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Say black without /b/</td>
<td>lack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Say drip without /d/</td>
<td>rip</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Say smile without /s/</td>
<td>mile</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.)

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Replace the first sound in man with /k/</td>
<td>can</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Replace the first sound in pig with /d/</td>
<td>dig</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Replace the first sound in sack with /t/</td>
<td>tack</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Replace the first sound in well with /f/</td>
<td>fell</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Replace the first sound in bed with /r/</td>
<td>red</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Replace the first sound in shop with /ch/</td>
<td>chop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mastery 5/6** /6 /6 /6 /6 /6 /6

**Date:** ___ ___ ___ ___ ___ ___