

The Phonological Awareness Screening Test

- PAST: General Principles of Administration

- Proper pronunciation is essential

Levels f through M: letter sounds (not letter names)

Long vowels are represented with an uppercase letter between virgules

e.g. /A/

Do not add a schwa to consonants, say /mmm/, not /muh/

- Assessment of Automaticity

- After five seconds, repeat the item and start count over
- If student responds correctly within 5 seconds, mark the response as correct (1)
- If student responds correctly within 2 seconds on the first try, mark the response as automatic (x)
- Repeated items cannot be scored as automatic
- If student does not respond within 5 seconds, mark as incorrect and demonstrate the correct response

- Practice administration beforehand to ensure pacing to prevent attention lapses, boredom or taxing students working memory

- Feedback is provided for every incorrect item, students may be confused about task expectations, so be sure to let them know precisely what you want, and give feedback for every incorrect item

- Corrections

- Started correction is provided
- No further demonstration, explanation, or visual cues are permitted
- Positive feedback is permitted

- Routing Procedure

- Everyone starts at level D1
- If the response for first item of D1 is automatic, skip to first item of D2
- If the response for first item of D2 is automatic, skip to first item of E2, then E3
- When scoring, count the unadministered items as automatic, receiving maximum points
- If any item is either incorrect or not automatic, administer all items at that level and score normally
- Onset Rime Levels (F & G)

Kindergarten- Second Grade

- If the first three items are automatic, skip the final two items and score them automatic
- If any of the first three items are incorrect, or correct but not automatic, administer all five items and score normally

Third Grade – Adult

- Use the same procedure as with kindergarten through second grade, except only the first two items need to be automatic before skipping to the next level
- Phoneme Levels (H to M)

Give ALL items at each level, continuing until discontinue rule is reached, or you reach the end of the test

- Discontinue Rule

- If the combined correct score on two levels in a row is 0, 1, or 2 out of 10, DISCONTINUE
- All items beyond are scored as incorrect

- Scoring the PAST

- Passing a level

- A level is considered passed if either all items, or all items but one, are correct.

- A level is considered automatic if all, or all items but one were answered automatically (within 2 seconds)

- Each level yields two scores; correct and automatic

- It is common for students to pass a level with a correct score, but not be automatic

- Only levels passed as automatic do not require instructional attention

- Item Scoring

- Incorrect (score= 0)

- Correct, but not automatic (score= 1)

- Automatic (score= X)

- Scores are recorded at the Basic Syllable Level, the Onset-Rime level, Basic Phoneme level and the Advanced Phoneme Level. Scores are added up for the Test Total for Correct Answers, and the Test Total for Automatic Answers

- 4/5 Correct, or Automatic is enough to pass a level

- Interpreting the PAST

- PAST is not a normed test

- The slight differences in levels indicated a need for all students to get whole class, or small group phonological awareness training in kindergarten and first grade

- Over time, typical students will start to pull away from those with reading difficulties

- Automaticity becomes a bigger factor with time, especially after second grade