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

Name ___________________________ Date ___________________________
Teacher __________________________ Grade __________________________

Concept of Spoken Word (Sentence Segmentation)

Tell the student you are going to play a game with words and colored chips. Use the sentence *Joey likes cake*. As you say each word of the sentence, push a colored chip forward—one chip per word. Then ask the child to do it. 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) □ □ □ □

Total _________

Rhyme Recognition

Tell the child that two words that sound alike at the end are rhyming words, such as *hat* and *sat*. Ask if *sit* and *bit* rhyme. (Yes) Ask if *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) □ □ □ □

Total _________

Directions excerpted from *Sounds in Action: Phonological Awareness Activities and Assessment* by Yvette Zgonc from Crystal Springs Books, Peterborough, NH 1-800-321-0401
Rhyme Production

Tell the child that you are going to say a word, and he/she is to tell you a word that rhymes with it. The answer can be a real word or a nonsense word. Ask the child to tell you 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

Total _________

Syllable Blending

Tell the child you are going to say a word in a funny way. The job of the student is to put the parts together and say the whole word. Give these examples, pausing between syllables: *out* - *side* (*outside*), *ro* - *bot* (*robot*). Have the child say the sample words normally. If the child grasps the skill, do the following words and put a check in the box to the right if the child says them correctly.

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

Total _________

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

**Syllable Segmentation**
Tell the student that you are going to say a word and then break it into parts, or syllables. First say *rainbow* normally. Clap out the two parts in *rainbow* while saying each part. Then push up a chip as you say each syllable. Read each of the following words and ask the child to push up a chip while saying each syllable. It is not necessary to clap the syllables again unless the skill needs to be re-taught. 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) □ □ □ □

Total _________

**Syllable Deletion**
Tell the student you are going to play a game with words where one part of the word is left out. For example, *sunshine* without *shine* is *sun*. Ask the child to say *airline* without *air*. The child should say *line*. Using the words below, tell the child the syllable to leave off. Use this sentence structure: “Say (*down*)town without *down*.” 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 □ □ □ □

Total _________
Phoneme Isolation of Initial Sounds
Tell the child you are going to say a word, and the student is to tell you the first sound of that word. Ask the child what the first sound is 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/

Total _________

Phoneme Isolation of Final Sounds
Tell the child you are going to say a word, and the student is to tell you the last sound in the word. Ask the child what the last sound is in the word pot. 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 sound correctly.

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

Total _________
Phonological Awareness Skills Test (P.A.S.T.) - Form A
(continued)

Phoneme Blending
Tell the student that you are going to separate all the sounds in a word, and he/she is to say the whole word. Do these examples by segmenting each sound and having the child say the whole word: /s/ /i/ /t/ is sit, and /s/ /t/ /o/ /p/ is stop. 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

Total _________

Phoneme Segmentation
Tell the student that you’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/. Ask the child to try it with the word hat. Read each of the following words and ask him/her to push up a chip for each sound. 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)

Total _________
Phonological Awareness Skills Test (P.A.S.T.) - Form A
(continued)

Phoneme Deletion of Initial Sounds
Tell the child you will be playing a word game where the beginning sound of a word is left off. For example, *bed* without /b/ is *ed*. Ask the child to say *can* without /c/. The answer is *an*. Read each word and tell the child the beginning sound to leave off. Put a check in the box to the right if the child does it 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 ☐ ☐ ☐

Total ________

Phoneme Deletion of Final Sounds
Tell the child that in this word game, the final sound of a word is left off. For example, *goat* without /t/ is *go*. Ask the child to say *meat* without /t/. The answer is *me*. Read each word and tell the student the ending sound to leave off. Put a check in the box to the right if the child does it 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 ☐ ☐ ☐

Total ________

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Phoneme Deletion of First Sound in Consonant Blend
Tell the child to make new words by taking the first sound off of a consonant blend. Example: The word crow without /k/ is row. Ask the child to say still without /s/. The answer is 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 clap without /k/ lap ✓ ✓ ✓ ✓ ✓
2. Say stop without /s/ top ✓ ✓ ✓ ✓ ✓
3. Say trust without /t/ rust ✓ ✓ ✓ ✓ ✓
4. Say black without /b/ lack ✓ ✓ ✓ ✓ ✓
5. Say drip without /d/ rip ✓ ✓ ✓ ✓ ✓
6. Say smile without /s/ mile ✓ ✓ ✓ ✓ ✓

Total _________

Phoneme Substitution
Tell the child you will be playing a very different game with sounds of words. You are going to ask him/her to take off the first sound of a word and replace it with another sound. Example: Replace 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 answer is hop. Ask the child to do the rest of these words; if the student answers correctly, put a check in the box on the right.

1. Replace the first sound in man with /k/ can ✓ ✓ ✓ ✓ ✓
2. Replace the first sound in pig with /d/ dig ✓ ✓ ✓ ✓ ✓
3. Replace the first sound in sack with /t/ tack ✓ ✓ ✓ ✓ ✓
4. Replace the first sound in well with /f/ fell ✓ ✓ ✓ ✓ ✓
5. Replace the first sound in bed with /r/ red ✓ ✓ ✓ ✓ ✓
6. Replace the first sound in shop with /ch/ chop ✓ ✓ ✓ ✓ ✓

Total _________

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