List of Follow-Up Resources Including the
Phonological Awareness Screening Test (PAST) Folder
David A. Kilpatrick, PhD

IMPORTANT NOTE:
Some of the items here are under copyright and must not be duplicated, posted, or circulated in any other manner, without permission. You are free to distribute the *Phonological Awareness Screening Test* (Items 1, 2, 3, and 10 below). However, be aware that much of the validity of the PAST test will be lost if an individual does not read the included directions and have proper experience giving standardized tests. All other items are under copyright and cannot be duplicated without permission except items 15, 16, and 17. Item 15 is open access and items 16 and 17 are US Government documents and can be copied and distributed (and this is encouraged).

1) Phonological Awareness Screening Test (PAST)

The *Phonological Awareness Screening Test* (PAST) (not to be confused with another test with that same acronym found in online searches called the *Phonological Awareness Skills Test*) is an assessment of phonological proficiency, or advanced phonemic awareness. It ceilings out around third to fourth grade. This contrasts with our universal screenings, which assess phonological skills up to an ending first grade level. Like the CTOPP-2 *Elision* subtest, the PAST goes beyond a late first grade skill level. However, a student can "cheat" on the *Elision* subtest by mental spelling. Due to the timing element of the PAST, students cannot "cheat" on the PAST automaticity score so it can provide a more pure assessment of phonological proficiency.

This file is my copy of the PAST that I have been using since about 2003. There are also four alternate versions (same test, different test words) for multiple administrations throughout the year. They are included at the end of the Item 2 file. Two other supporting files below (items 2, 3, & 4) cover administration, interpretation, reliability, and validity. *Please read the administration information (Item 2, below) in its entirety before attempting to give the PAST.* The PAST is a great adjunct to the CTOPP-2 (which you all either have or will soon acquire, right? – I have no affiliation nor receive commission on the CTOPP-2, but am its #1 fan).

As of August 30, 2019, the form of the PAST in this Dropbox folder involves items with pronunciations that work both in the U.S. and Australia.

2) PAST Instructions

Before anyone gives the PAST test, they *must* read these instructions for administration and interpretation, *and* practice on a few people, preferably with feedback from someone familiar with the details of the PAST. There are very specific procedures that may differ from many standardized tests or similar phonological awareness tests. These instructions represent Chapter 11 of *Equipped for Reading Success*. This chapter is provided here separately from that book in order to allow these instructions to be circulated. The four alternate forms at the end of the file can also be duplicated and circulated among those who have read the instructions and practiced the administration of the test.

3) PAST – four alternate forms

The four alternate forms can be used for multiple assessments across the school year. They can also be duplicated and circulated among those who have read the instructions and practiced the administration of the test. As of October 30, 2019, all items have been checked to work with pronunciations for students in the U.S. and Australia.

4) PAST research article 1 (draft)

This document contains validity and reliability data on the PAST. It is an article I am preparing for submission for publication when it is completed. Please forgive the incomplete nature of this. However, it does provide empirical data on the PAST.

5) PAST research article 2 (draft)

This document contains additional validity data on the PAST, particularly the importance of automaticity. It shows that our conventional phonological awareness assessments confound instant responding (presumably reflecting phonemic proficiency) with non-instant responding (presumably not reflecting phonemic proficiency). The two studies reported in this document show that it is only the instant responses that correlate with reading development. I have since run statistics to look at this same issue to the studies in the other draft article (item 3 above) and that phenomenon holds true for those studies as well, but I have not updated that document yet.

The PAST is the only available test that I am aware of that makes that distinction between automatic and non-automatic responding. Other tests like the phonemic segmentation tasks on the universal screeners (DIBELS, Aimsweb, easyCBM) use a timed task. The problem is they use phonological segmentation, and phonological segmentation is one of the phonological awareness tasks that least correlates with reading development (see items 6 & 7 below).

You could have a student, particularly beyond third grade, who could get many items correct on a traditionally scored phonological awareness test (including my beloved CTOPP-2 Elision subtest) yet still have phonemic skills weak enough that it is making reading difficult. The PAST often catches that problem. For example, when a fourth grader or older student gets 5/5 items correct on Levels K, L, and or M, but only 0/5, 1/5 or 2/5 of those items are responded to instantly, it is suggested that such a student does not have adequate phonemic proficiency and this is likely affecting word-reading development.

6) Kilpatrick (2014) book chapter on developing sight vocabulary

This is a book chapter from the Wiley's *Essentials* series for school psychologists. It provides a presentation of orthographic mapping. Orthographic mapping is the process we use to turn unfamiliar words (which require phonic decoding or guessing to figure out) into familiar, instantly accessible sight words. Orthographic mapping helps us understand why phonemic awareness is so important for reading. Contrary to our intuitions, it is not just for phonic decoding, but for remembering the words we reading and making them familiar.

7) Canadian Journal of School Psychology article on PA assessment

This article addresses the problem of inadequate phonological awareness assessment. Segmentation is less useful for telling us about the sources of word reading difficulties as phonological manipulation. This gets covered in item 3 above as well.

8) Early study on the inadequacy of phonological segmentation.
This study highlighted that phonological segmentation does not have much to offer compared to phonological manipulation. Despite this, the universal screeners selected phonological segmentation.

9) Sample version of the *Equipped for Reading Success* manual
This contains many portions of the *Equipped for Reading Success* manual. Equipped for Reading Success is a phonological awareness training program based upon the latest research in phonological awareness, word reading development, and reading difficulties. It is designed to supplement any existing literacy program. There is both a preventative element (Tier 1 in K-1) and a remedial element (Grades 2-12, Tiers 2, 3, and 4), regardless of the severity of the reading difficulty. The full book is available from equippedforreadingsuccess.com

10) A document on how to pronounce phonemes in isolation
When evaluating phonemic awareness, it is essential that the examiner pronounce the phonemes accurately in isolation. This document provides help with that.

11) A Study provided early support for Tier 1 of RTI
Foorman et al., (1998) *Journal of Educational Psychology*
In addition to the various K-1 prevention studies reviewed by the National Reading Panel (2000), this study was influential in providing evidence for the validity of Tier 1 of RTI.

12) Study that provided early support for Tier 2 of RTI
Vellutino et al., (1996) *Journal of Educational Psychology*

13) Study that provided early support for Tier 3 of RTI
Torgesen et al., (2001) *Journal of Learning Disabilities*

14) Book Chapter
Kilpatrick, D. A. (2018) Chapter 35 of Contemporary Intellectual Assessment (4th ed.). Edited by Dawn Flanagan & Erin McDonough (Guilford Publications)
This chapter is an overview of word-level reading written for school psychologists but also teachers and administrators. It covers the nature of how we remember the words we read, some problems with our current word reading tests, and addresses the issue of the nature of dyslexia, and challenges the popular notion that dyslexia has subtypes.

15) Research Review Article
Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest, 19*(1), 5-51.

This paper was established as an open access review of the science of reading acquisition written by well-regarded reading researchers from Australia and the U.K. While lengthy, it is a very worthwhile and informative read.

16) IES Practice Guide on Struggling Readers
     Gersten, R., et al. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* **(NCEE 2009-4045). Washington, DC: U.S. Department of Education.**

17) IES Practice Guide on Foundational Skills for Reading K-3
     Foorman, B., et al. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade.* **Washington, DC: U.S. Department of Education.**

These latter two documents are practice guides from the Institute for Educational Sciences (IES) from the U. S. Department of Education. Educators are always looking for "research-based" programs, but a better emphasis is on learning what represents research-based practices, principles, and approaches. These guides help provide that important information to allow educational professionals to make better decisions about providing research validated approaches for students. The IES has many other useful practice guides that can be downloaded from:

https://ies.ed.gov/ncee/wwc/PracticeGuides

(or simply do an Internet search on "IES Practice Guides").

18) Book Chapter on Prevention and Intervention for Reading Difficulties

This does a summary review of research on instruction and intervention for reading difficulties, viewed from the lens of the research on orthographic learning (learning how we remember written words).

19) Article on How Phonemic Skills are Foundational to Reading Fluency

This article paints with a broad brush on a big canvas, explaining how phonemic proficiency affects memory for written words which in turn helps build the sight vocabulary (orthographic lexicon). A large sight vocabulary appears to be foundational for reading fluency.