

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2018  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level)	_____

**Approximate Grade Level (Circle):** PreK/K | K | late K/early 1st | 1st | late 1st/early 2nd | 2nd | late 2nd to adult

*Note:* The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

**LEVEL D Say *bookcase*. Now say *bookcase* but don't say *book*.**

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*."

D1 (book)case \_\_\_\_\_ (sun)set \_\_\_\_\_ space(ship) \_\_\_\_\_

D2 (sil)ver \_\_\_\_\_ (mar)ket \_\_\_\_\_ gen(tle) \_\_\_\_\_

**LEVEL E Say *umbrella*. Now say *umbrella* but don't say *um*.**

FEEDBACK: "If you say *umbrella* without saying *um*, you get *brella*."

E2 (um)brella \_\_\_\_\_ (fan)tastic \_\_\_\_\_ (Oc)tober \_\_\_\_\_

E3 (al)phabet \_\_\_\_\_ (Sat)urday \_\_\_\_\_ (tri)cycle \_\_\_\_\_

**Basic Syllable Total:**

Correct Automatic

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/12 A: \_\_\_\_/12

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F Say *feet*. Now say *feet* but don't say *f/*.**

FEEDBACK: "If you say *feet* without the *f/*, you get *eat*; *feet-eat*."

(f)eet → eat \_\_\_\_\_ (c)ough → off \_\_\_\_\_

(t)ame → aim \_\_\_\_\_ (t)ime → I'm \_\_\_\_\_ (c)one → own \_\_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

**LEVEL G Say *guide*. Now say *guide* but instead of */g/* say */r/*.**

FEEDBACK: "If you say *guide*, and change the */g/* to */r/*, you get *ride*; *guide-ride*."

(g)uide /r/ → ride \_\_\_\_\_ (m)ore /d/ → door \_\_\_\_\_

(g)um /th/ → thumb \_\_\_\_\_ (l)ed /s/ → said \_\_\_\_\_ (f)eel /s/ → seal \_\_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

**Onset-Rime Total:**

\_\_\_\_/10 A: \_\_\_\_/10

**PAST Form A**  
**III. PHONEME LEVELS**

*Basic Phoneme Levels (early to late first grade)*

**LEVEL H**

H1 (Deletion) **Say *sleep*. Now say *sleep* but don't say /s/.**

FEEDBACK: "If you say *sleep* without the /s/, you get *leap*; *sleep-leap*."

(s)leep → leap \_\_\_\_ (c)rane → rain \_\_\_\_

H2 **Say *grew*. Now say *grew* but instead of /g/ say /t/.**

FEEDBACK: "If you say *grew*, and change the /g/ to /t/, you get *true*; *grew-true*."

(g)rew → (t)rue \_\_\_\_ (c)rane → (b)rain \_\_\_\_ (f)lows → (c)lose \_\_\_\_

**LEVEL I Say *went*. Now say *went* but don't say /t/.**

FEEDBACK: "If you say *went* without the /t/, you get *when*; *went-when*."

I1 wen(t) → when \_\_\_\_ ran(g)e → rain \_\_\_\_

I2 whea(t) → we \_\_\_\_ nie(c)e → knee \_\_\_\_ dri(v)e → dry \_\_\_\_

**Basic Phoneme Total:**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J Say *ran*. Now say *ran* but instead of /a/ say /u/.**

FEEDBACK: "If you say *ran*, and change the /a/ to /u/, you get *run*; *ran-run*."

(Short sound of vowel) r(a)n /u/ → run \_\_\_\_ k(i)t /u/ → cut \_\_\_\_ d(e)n /u/ → done \_\_\_\_

(Long sound of vowel) b(ea)k /A/ → bake \_\_\_\_ f(i)ne /O/ → phone \_\_\_\_

**LEVEL K**

K1 (Deletion) **Say *bread*. Now say *bread* but don't say /r/.**

FEEDBACK: "If you say *bread* without the /r/, you get *bed*; *bread-bed*."

b(r)ead → bed \_\_\_\_ s(n)eak → seek \_\_\_\_

K2 (Substitution) **Say *crew*. Now say *crew* but instead of /r/ say /l/.**

FEEDBACK: "If you say *crew*, and change the /r/ to /l/, you get *clue*; *crew-clue*."

c(r)ew → c(l)ue \_\_\_\_ s(c)ale → s(n)ail \_\_\_\_ s(n)eeze → s(k)is \_\_\_\_

**LEVEL L Say *some*. Say *some* but instead of /m/ say /n/.**

FEEDBACK: "If you say *some*, and change the /m/ to /n/, you get *sun*; *some-sun*."

so(m)e /n/ → sun \_\_\_\_ rhy(m)e /d/ → ride \_\_\_\_

nigh(t) /s/ → nice \_\_\_\_ see(m) /t/ → sea(t) \_\_\_\_ kee(p) /z/ → keys \_\_\_\_

**LEVEL M**

M1 (Deletion) **Say *ghost*. Now say *ghost* but don't say /s/.**

FEEDBACK: "If you say *ghost* without the /s/, you get *goat*; *ghost-goat*."

gho(s)t → goat \_\_\_\_ roa(s)t → wrote \_\_\_\_

M2 (Substitution) **Say *craft*. Now say *craft* but instead of /f/ say /k/.**

FEEDBACK: "If you say *craft*, and change the /f/ to /k/, you get *cracked*; *craft-cracked*."

si(f)t → si(pp)ed \_\_\_\_ tru(s)t → tru(ck)ed \_\_\_\_ de(f)t → de(ck)ed \_\_\_\_

**Advanced Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM B

David A. Kilpatrick, Ph.D. © 2003, 2010, 2018  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level:
Basic Syllable	____/12	____/12	_____ (Levels not passed below the highest correct level)
Onset-Rime	____/10	____/10	_____
Basic Phoneme	____/10	____/10	_____
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level) _____

**Approximate Grade Level (Circle):** PreK/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

**LEVEL D Say leapfrog. Now say leapfrog but don't say leap.**

FEEDBACK: "If you say flashlight without saying flash, you get light."

D1 (leap)frog \_\_\_\_\_ (door)bell \_\_\_\_\_ mail(box) \_\_\_\_\_  
D2 (cor)ner \_\_\_\_\_ (mem)ber \_\_\_\_\_ mar(ble) \_\_\_\_\_

**LEVEL E Say carnation. Now say carnation but don't say car.**

FEEDBACK: "If you say carnation without saying car, you get nation."

E2 (car)nation \_\_\_\_\_ (gym)nastics \_\_\_\_\_ (Sep)tember \_\_\_\_\_  
E3 (or)nament \_\_\_\_\_ (at)mosphere \_\_\_\_\_ (Af)rica \_\_\_\_\_

**Basic Syllable Total:** \_\_\_\_\_/12 A: \_\_\_\_\_/12

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F Say far. Now say far but don't say /f/.**

FEEDBACK: "If you say far without the /f/, you get are; far-are."

(f)ar → are \_\_\_\_\_ (n)ame → aim \_\_\_\_\_  
(f)ive → I've \_\_\_\_\_ (c)ore → oar \_\_\_\_\_ (l)oan → own \_\_\_\_\_

**LEVEL G Say kite. Now say kite but instead of /k/ say /r/.**

FEEDBACK: "If you say kite, and change the /k/ to /r/, you get right; kite-right."

(k)ite /r/ → right \_\_\_\_\_ (c)ane /r/ → rain \_\_\_\_\_  
(t)ime /r/ → rhyme \_\_\_\_\_ (s)oup /h/ → hoop \_\_\_\_\_ (sh)are /h/ → hair \_\_\_\_\_

**Onset-Rime Total:** \_\_\_\_\_/10 A: \_\_\_\_\_/10

Correct	Automatic
____/3	A: ____/3
____/3	A: ____/3
____/3	A: ____/3
____/3	A: ____/3
____/12	A: ____/12
____/5	A: ____/5
____/5	A: ____/5
____/10	A: ____/10

## PAST Form B

### III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

#### LEVEL H

H1 (Deletion) **Say *sleeve*. Now say *sleeve* but don't say /s/.**

FEEDBACK: "If you say *sleeve* without the /s/, you get *leave*; *sleeve-leave*."

(s)leeve → leave \_\_\_\_ (g)reat → rate \_\_\_\_

H2 (Substitution) **Say *freeze*. Now say *freeze* but instead of /f/ say of /t/.**

FEEDBACK: "If you say *freeze*, and change the /f/ to /t/, you get *trees*; *freeze-trees*."

(f)reeze → (t)rees \_\_\_\_ (c)rew → (t)rue \_\_\_\_ (p)roud → (c)rowd \_\_\_\_

**LEVEL I Say *sword*. Now say *sword* but don't say /d/.**

FEEDBACK: "If you say *sword* without the /d/, you get *sore*; *sword-sore*."

I1 swor(d) → sore \_\_\_\_ mean(t) → men \_\_\_\_

I2 sea(t) → see \_\_\_\_ grou(p) → grew \_\_\_\_ wi(d)e → why \_\_\_\_

**Basic Phoneme Total:**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J Say *man*. Now say *man* but instead of /a/ say /e/.**

FEEDBACK: "If you say *man*, and change the /a/ to /e/, you get *men*; *man-men*."

(Short sound of vowel) m(a)n /e/ → men \_\_\_\_ n(e)ck /o/ → knock \_\_\_\_ d(o)t /e/ → debt \_\_\_\_

(Long sound of vowel) l(oa)n /I/ → line \_\_\_\_ s(i)de /E/ → seed \_\_\_\_

#### LEVEL K

K1 (Deletion) **Say *spy*. Now say *spy* but don't say /p/.**

FEEDBACK: "If you say *spy* without the /p/, you get *sigh*; *spy-sigh*."

s(p)y → sigh \_\_\_\_ c(l)aim → came \_\_\_\_

K2 (Substitution) **Say *crime*. Now say *crime* but instead of /r/ say /l/.**

FEEDBACK: "If you say *crime*, and change the /r/ to /l/, you get *climb*; *crime-climb*."

c(r)ime → c(l)imb \_\_\_\_ g(r)ew → g(l)ue \_\_\_\_ c(l)oud → c(r)owd \_\_\_\_

**LEVEL L Say *set*. Now say *set* but instead of /t/ say /d/.**

FEEDBACK: "If you say *set*, and change the /t/ to /d/, you get *said*; *set-said*."

se(t) /d/ → said \_\_\_\_ whe(n) /t/ → wet \_\_\_\_

sou(p) /n/ → soon \_\_\_\_ to(n)e /d/ → toad \_\_\_\_ kni(f)e /t/ → night \_\_\_\_

#### LEVEL M

M1 (Deletion) **Say *dusk*. Now say *dusk* but don't say /s/.**

FEEDBACK: "If you say *dusk* without the /s/, you get *duck*; *dusk-duck*."

du(s)k → duck \_\_\_\_ she(l)f → chef \_\_\_\_

M2 (Substitution) **Say *rift*. Now say *rift* but instead of /f/ say /s/.**

FEEDBACK: "If you say *rift*, and change the /f/ to /s/, you get *wrist*; *rift-wrist*."

ri(f)t → wri(s)t \_\_\_\_ te(s)t → te(n)t \_\_\_\_ le(f)t → lea(p)t \_\_\_\_

**Advanced Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM C

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Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level:
Basic Syllable	____/12	____/12	_____ (Levels not passed below the highest correct level)
Onset-Rime	____/10	____/10	_____
Basic Phoneme	____/10	____/10	_____
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level) _____

*Approximate Grade Level (Circle):* PreK/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

**LEVEL D Say footprint. Now say footprint but don't say foot.**

FEEDBACK: "If you say footprint without saying foot, you get print."

D1 (foot)print \_\_\_\_\_ (row)boat \_\_\_\_\_ mid(night) \_\_\_\_\_  
D2 (ta)ble \_\_\_\_\_ (o)ver \_\_\_\_\_ pan(da) \_\_\_\_\_

**LEVEL E Say invention. Now say invention but don't say in.**

FEEDBACK: "If you say invention without saying in, you get vention."

E2 (in)vention \_\_\_\_\_ (ma)gician \_\_\_\_\_ (me)chanic \_\_\_\_\_  
E3 (at)mosphere \_\_\_\_\_ (cu)cumber \_\_\_\_\_ (car)penter \_\_\_\_\_

**Basic Syllable Total:**

Correct Automatic

\_\_\_\_/3 A: \_\_\_\_/3  
\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3  
\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/12 A: \_\_\_\_/12

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F Say sheet. Now say sheet but don't say /sh/.**

FEEDBACK: "If you say sheet without the /sh/, you get eat; sheet-eat."

(sh)eet → eat \_\_\_\_\_ (ph)one → own \_\_\_\_\_  
(n)ame → aim \_\_\_\_\_ (r)ide → I'd \_\_\_\_\_ (w)ar → or \_\_\_\_\_

**LEVEL G Say loop. Now say loop but instead of /l/ say /s/.**

FEEDBACK: "If you say loop, and change the /l/ to /s/, you get soup; loop-soup."

(l)oop /s/ → soup \_\_\_\_\_ (p)ut /f/ → foot \_\_\_\_\_  
(p)ool /r/ → rule \_\_\_\_\_ (c)are /ch/ → chair \_\_\_\_\_ (b)owl /g/ → goal \_\_\_\_\_

**Onset-Rime Total:**

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

# PAST Form C

## III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

### LEVEL H

H1 (Deletion) **Say *sweet*. Now say *sweet* but don't say /s/.**

FEEDBACK: "If you say *sweet* without the /s/, you get *wheat*; *sweet-wheat*."

(s)weet → wheat \_\_\_\_ (ph)rase → raise \_\_\_\_

H2 (Substitution) **Say *true*. Now say *true* but instead of /t/ say /g/.**

FEEDBACK: "If you say *true*, and change the /t/ to /g/, you get *grew*; *true-grew*."

(t)rue → (g)rew \_\_\_\_ (c)laim → (b)lame \_\_\_\_ (t)roop → (g)roup \_\_\_\_

### LEVEL I Say *word*. Now say *word* but don't say /d/.

FEEDBACK: "If you say *word* without the /d/, you get *were*; *word-were*."

I1 wor(d) → were \_\_\_\_ lam(p) → lamb \_\_\_\_

I2 boa(t) → bow \_\_\_\_ toa(d) → toe \_\_\_\_ hou(se) → how \_\_\_\_

**Basic Phoneme Total:**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

### LEVEL J Say *bat*. Now say *bat* but instead of /a/ say /i/.

FEEDBACK: "If you say *bat*, and change the /a/ to /i/, you get *bit*; *bat-bit*."

(Short sound of vowel) b(a)t /i/ → bit \_\_\_\_ g(e)m /a/ → jam \_\_\_\_ m(a)tch /u/ → much \_\_\_\_

(Long sound of vowel) sh(ee)p /A/ → shape \_\_\_\_ ch(o)se /E/ → cheese \_\_\_\_

### LEVEL K

K1 (Deletion) **Say *sled*. Now say *sled* but don't say /l/.**

FEEDBACK: "If you say *sled* without the /l/, you get *said*; *sled-said*."

s(l)ed → said \_\_\_\_ b(r)eeze → bees \_\_\_\_

K2 (Substitution) **Say *crows*. Now say *crows* but instead of /r/ say /l/.**

FEEDBACK: "If you say *crows*, and change the /r/ to /l/, you get *close*; *crows-close*."

c(r)ows → c(l)ose \_\_\_\_ b(r)aid → b(l)ade \_\_\_\_ c(r)uise → c(l)ues \_\_\_\_

LEVEL L Say *hen*. Now say *hen* but instead of /n/ say /d/.

FEEDBACK: "If you say *hen*, and change the /n/ to /d/, you get *head*; *hen-head*."

he(n) /d/ → head \_\_\_\_ ri(s)e /m/ → rhyme \_\_\_\_

migh(t) /s/ → mice \_\_\_\_ tu(b)e /th/ → tooth \_\_\_\_ sou(p) /t/ → suit \_\_\_\_

### LEVEL M

M1 (Deletion) **Say *swept*. Now say *swept* but don't say /p/.**

FEEDBACK: "If you say *swept* without the /p/, you get *sweat*; *swept-sweat*."

swe(p)t → sweat \_\_\_\_ fri(n)ge → fridge \_\_\_\_

M2 (Substitution) **Say *rent*. Now say *rent* but instead of /n/ say /k/.**

FEEDBACK: "If you say *rent*, and change the /n/ to /k/, you get *wrecked*; *rent-wrecked*."

re(n)t → wre(ck)ed \_\_\_\_ ro(p)ed → roa(s)t \_\_\_\_ lea(s)t → lea(p)ed \_\_\_\_

**Advanced Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM D

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Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level: _____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level) _____
Onset-Rime	____/10	____/10	
Basic Phoneme	____/10	____/10	
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level) _____

*Approximate Grade Level (Circle):*

<i>PreK/K</i>	<i>K</i>	<i>late K/early 1st</i>	<i>1st</i>	<i>late 1st/early 2nd</i>	<i>2nd</i>	<i>late 2nd to adult</i>
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## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

**LEVEL D Say sidewalk. Now say sidewalk but don't say side.**

FEEDBACK: "If you say sidewalk without saying side, you get walk."

D1 (sail)boat \_\_\_\_ (door)way \_\_\_\_ week(end) \_\_\_\_  
D2 (dol)phin \_\_\_\_ (car)pet \_\_\_\_ mor(ning) \_\_\_\_

**LEVEL E Say tornado. Now say tornado but don't say tor.**

FEEDBACK: "If you say tornado without saying tor, you get nado."

E2 (tor)nado \_\_\_\_ (per)mission \_\_\_\_ (de)partment \_\_\_\_  
E3 (in)strument \_\_\_\_ (con)centrate \_\_\_\_ (wil)derness \_\_\_\_

**Basic Syllable Total:** \_\_\_\_\_/12 A: \_\_\_\_\_/12

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F Say joke. Now say joke but don't say /j/.**

FEEDBACK: "If you say joke without the /j/, you get oak; joke-oak."

(j)oke → oak \_\_\_\_ (r)ise → eyes \_\_\_\_  
(j)ar → are \_\_\_\_ (f)ake → ache \_\_\_\_ (l)ake → ache \_\_\_\_

**LEVEL G Say read. Now say read but instead of /r/ say /n/.**

FEEDBACK: "If you say read, and change the /r/ to /n/, you get need; read-need."

(r)ead /n) → need \_\_\_\_ (h)er /f/ → fur \_\_\_\_  
(c)ode /t/ → toad \_\_\_\_ (l)ed /s/ → said \_\_\_\_ (th)ese /ch/ → cheese \_\_\_\_

**Onset-Rime Total:** \_\_\_\_\_/10 A: \_\_\_\_\_/10

Correct	Automatic
____/3	A: ____/3
____/3	A: ____/3
____/3	A: ____/3
____/3	A: ____/3
<b>Basic Syllable Total:</b> _____/12 A: _____/12	
<b>II. ONSET-RIME LEVELS</b>	
____/5	A: ____/5
____/5	A: ____/5
<b>Onset-Rime Total:</b> _____/10 A: _____/10	

# PAST Form D

## III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

### LEVEL H

H1 (Deletion) **Say *tried*. Now say *tried* but don't say /t/.**

FEEDBACK: "If you say *tried* without the /t/, you get *ride*; *tried-ride*."

(t)ried → ride \_\_\_\_ (s)lam → lamb \_\_\_\_

H2 (Substitution) **Say *froze*. Now say *froze* but instead of /f/ say of /g/.**

FEEDBACK: "If you say *froze*, and change the /f/ to /g/, you get *grows*; *froze-grows*."

(f)roze → (g)rows \_\_\_\_ (t)rees → (f)reeze \_\_\_\_ (f)ries → (p)rize \_\_\_\_

### LEVEL I Say *port*. Now say *port* without the /t/.

FEEDBACK: "If you say *port* without the /t/, you get *poor*; *port-poor*."

I1 por(t) → poor \_\_\_\_ sur(f) → sir \_\_\_\_

I2 sa(m)e → say \_\_\_\_ pla(c)e → play \_\_\_\_ nee(d) → knee \_\_\_\_

**Basic Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

### LEVEL J Say *hit*. Now say *hit* but instead of /i/ say /a/.

FEEDBACK: "If you say *hit*, and change the /i/ to /a/, you get *hat*; *hit-hat*."

(Short sound of vowel) h(i)t /a/ → hat \_\_\_\_ wh(e)n /i/ → win \_\_\_\_ t(oo)l /e/ → tell \_\_\_\_

(Long sound of vowel) g(a)te /O/ → goat \_\_\_\_ c(a)pe /E/ → keep \_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

### LEVEL K

K1 (Deletion) **Say *try*. Now say *try* but don't say /r/.**

FEEDBACK: "If you say *try* without the /r/, you get *tie*; *try-tie*."

t(r)y → tie \_\_\_\_ s(l)ope → soap \_\_\_\_

K2 (Substitution) **Say *snail*. Now say *snail* but instead of /n/ say /t/.**

FEEDBACK: "If you say *snail*, and change the /n/ to /t/, you get *stale*; *snail-stale*."

s(n)ail → s(t)ale \_\_\_\_ f(l)ows → f(r)oze \_\_\_\_ g(l)ean → g(r)een \_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

### LEVEL L Say *foam*. Now say *foam* but instead of /m/ say /n/.

FEEDBACK: "If you say *foam*, and change the /m/ to /n/, you get *phone*; *foam-phone*."

foa(m) /n/ → phone \_\_\_\_ je(t) /m/ → gem \_\_\_\_

bo(th) /t/ → boat \_\_\_\_ wro(t)e /p/ → rope \_\_\_\_ tee(th) /ch/ → teach \_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

### LEVEL M

M1 (Deletion) **Say *wisp*. Now say *wisp* but don't say /s/.**

FEEDBACK: "If you say *wisp* without the /s/, you get *whip*; *wisp-whip*."

wi(s)p → whip \_\_\_\_ toa(s)t → tote \_\_\_\_

M2 (Substitution) **Say *ripped*. Now say *ripped* but instead of /p/ say /s/.**

FEEDBACK: "If you say *ripped*, and change the /p/ to /s/, you get *wrist*; *ripped-wrist*."

ri(pp)ed → wri(s)t \_\_\_\_ so(f)t → sa(l)t \_\_\_\_ ta(s)te → tai(n)t \_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

**Advanced Phoneme Total:**

\_\_\_\_/20 A: \_\_\_\_/20