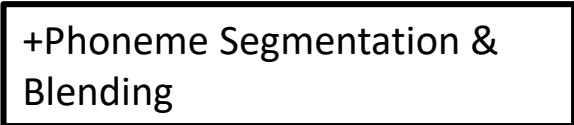
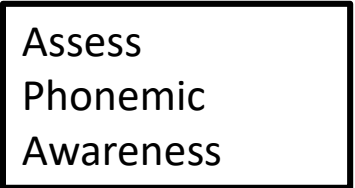
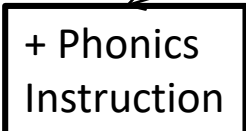
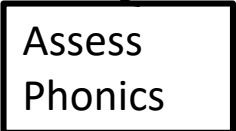
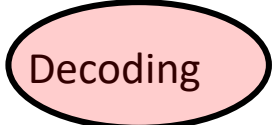
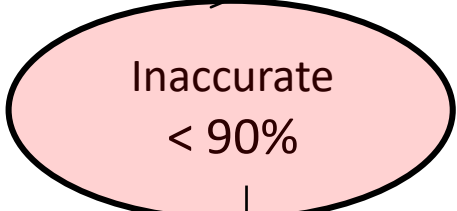
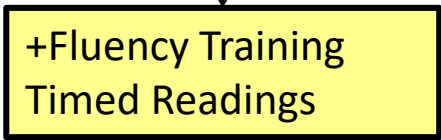
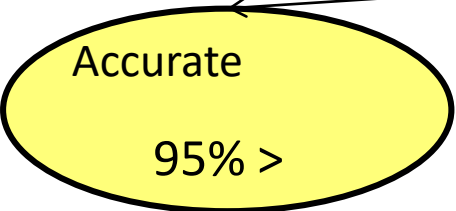
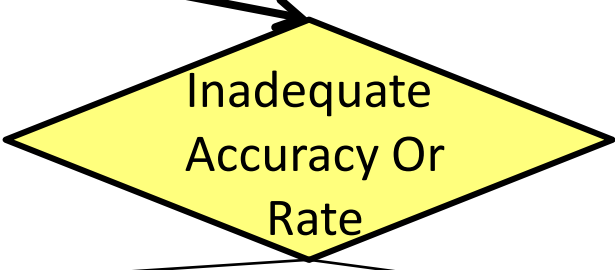
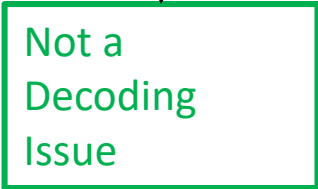
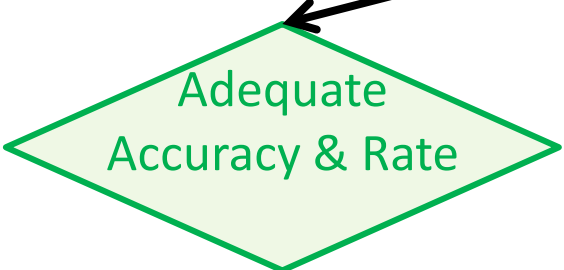
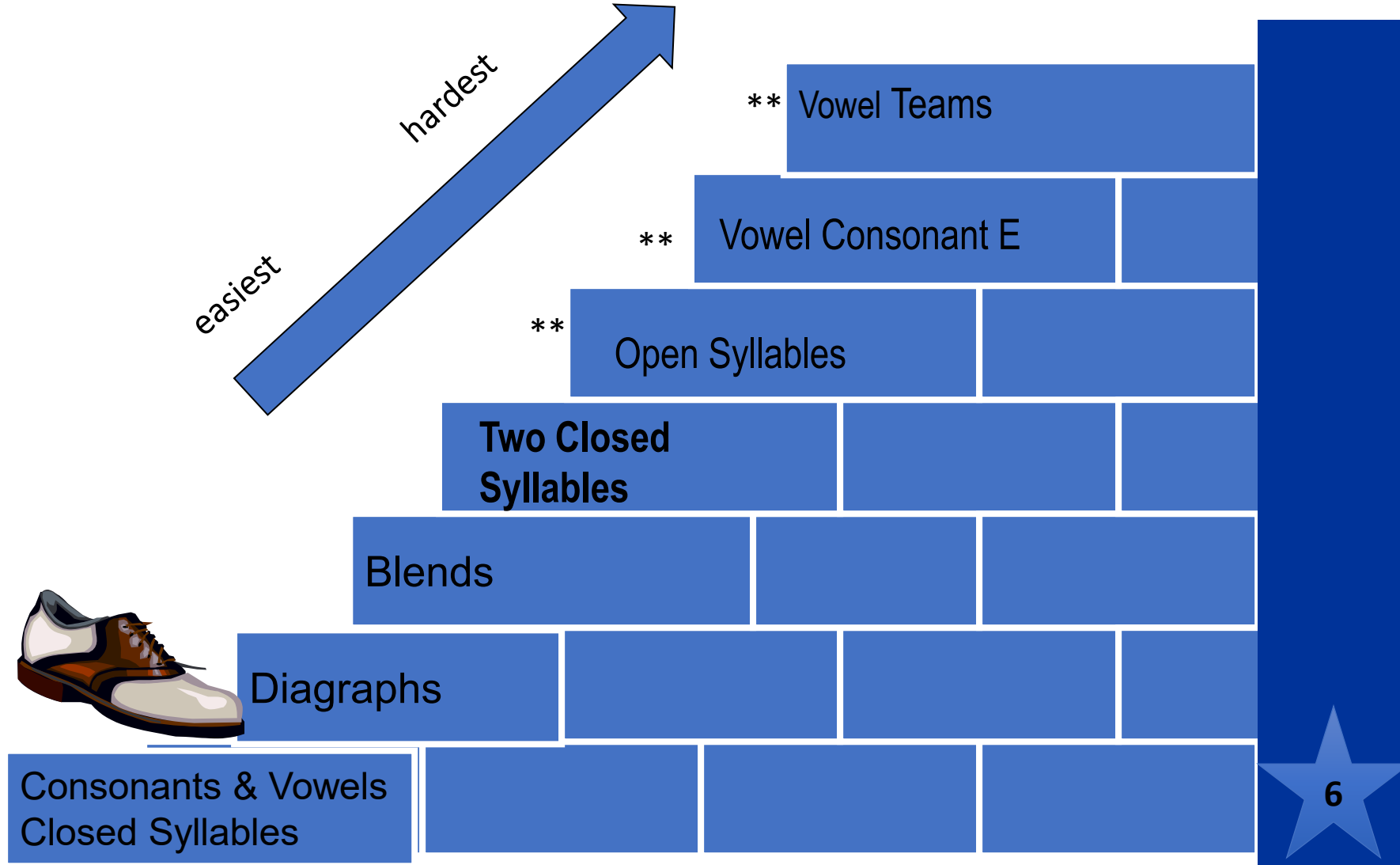


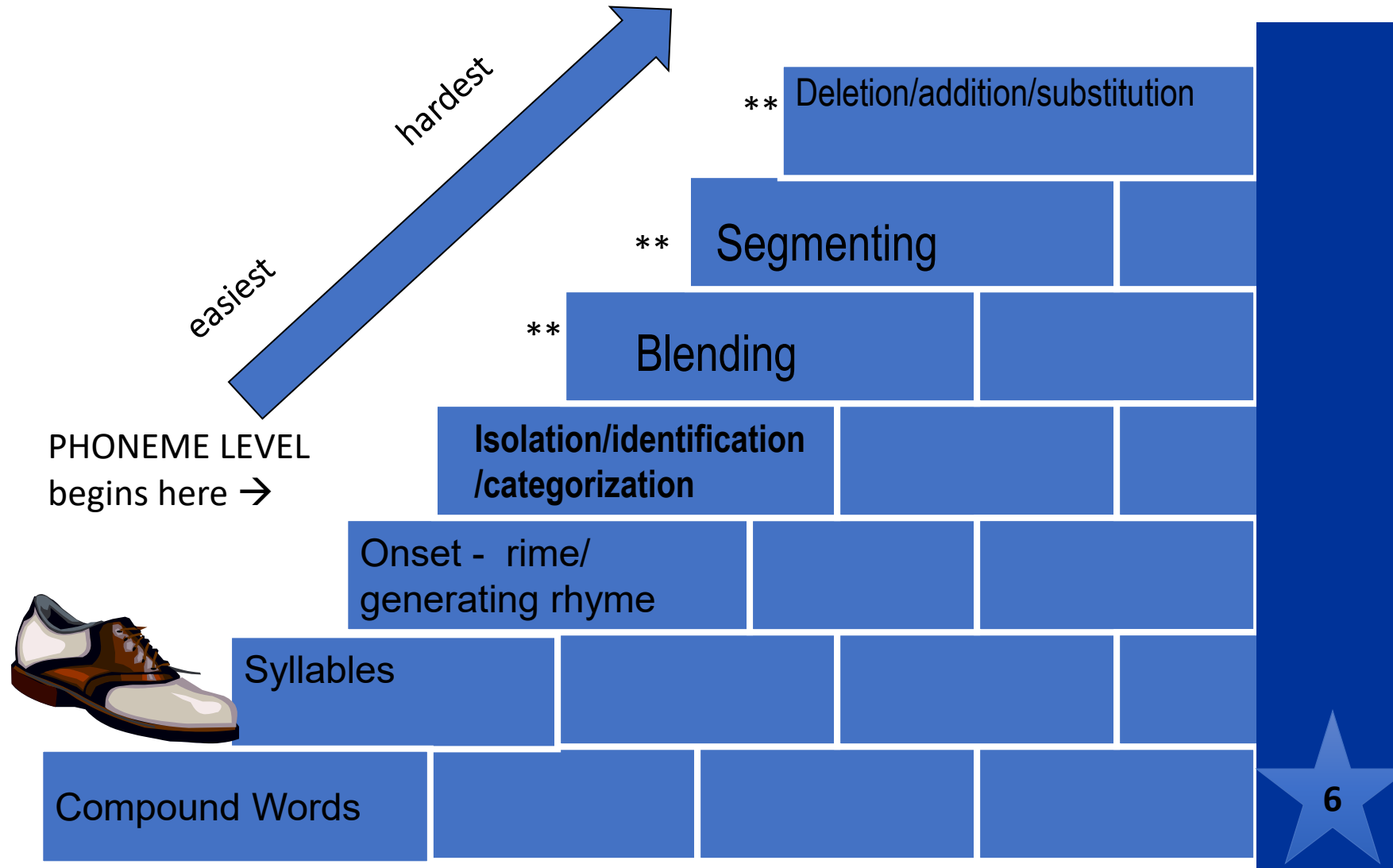
Fluency Decision Tree



# Continuum of Phonics



# Continuum of PA



# Diagnostic Assessments

Assessment	Grade Level	Skill
Phonological Awareness Survey – RGR	Kindergarten and Above	Phonological Awareness, Phonemic Awareness
Kindergarten Survey – RGR	Kindergarten and Emerging Readers	Phonological Awareness, Phonemic Awareness, Letter Naming Alphabetic Principal, Phonics
Letter Knowledge Survey	Kindergarten and Emerging Readers	Letter Naming, Letter Sounds
First Grade Foundational Skills Survey	First Grade and Emerging Readers	Phonics or Decoding Skills
Beginning Decoding Survey	2 <sup>nd</sup> Grade and Up	Decoding Skills
Advanced Decoding Survey	Middle of 2 <sup>nd</sup> Grade and Up	Decoding Skills
Advanced Decoding Plus	5 <sup>th</sup> Grade and Up	Advanced Decoding Skills (multi-syllabic Words)

# Phonological Awareness Screening Test

<http://www.maspweb.com/resources/Documents/PAST%202016.pdf>

## PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

David A. Kilpatrick, Ph.D. © 2003, 2010, 2016  
Adapted from the levels used in Melniss (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 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>	____/52	____/52	(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
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*Note:* The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. There are no formalized norms.

### I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2: Preschool to mid kindergarten; E3 - mid kindergarten to early first)*

#### LEVEL D "Say *birthday*. Now say *birthday* but don't say *birth*."

FEEDBACK: "If you say *birthday* without saying *birth*, you get *day*, Okay? Let's try another one."

D1 (birth)day \_\_\_\_\_ (air)port \_\_\_\_\_ cow(boy) \_\_\_\_\_  
D2 (num)ber \_\_\_\_\_ (en)ter \_\_\_\_\_ an(sw)er \_\_\_\_\_

Correct Automatic

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

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

# Free Diagnostic Assessments:

## 1. Really Great Reading Assessments

<https://www.reallygreatreading.com/diagnostics>

Assessment	Grade Level	Skill
Phonological Awareness Survey – RGR	Kindergarten and Above	Phonological Awareness, Phonemic Awareness
Kindergarten Survey – RGR	Kindergarten and Emerging Readers	Phonological Awareness, Phonemic Awareness, Letter Naming Alphabetic Principal, Phonics
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Advanced Decoding Plus	5 <sup>th</sup> Grade and Up	Advanced Decoding Skills (multi-syllabic Words)

Really Great Reading Database: <https://www.groupingmatrix.com>

## 2. Phonological Awareness Skills Test (Many Versions Available)

<http://oklahomaphonologicalawareness.weebly.com/>

## 3. Primary and Intermediate Spelling Inventories

- [http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/spelling/spelling\\_primary.pdf](http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/spelling/spelling_primary.pdf)
  - [http://readingandwritingproject.com/public/resources/assessments/spelling/spelling\\_elementary.pdf](http://readingandwritingproject.com/public/resources/assessments/spelling/spelling_elementary.pdf)
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