

		Tier I (Universal)	Tier II (Supportive assistance)	Tier III (Intensive intervention)	Need prof. development to use/interpret?
Phonemic awareness, phonological processing	Screening				
	Progress Monitoring				
	Diagnostics				
Phonics and word recognition	Screening				
	Progress Monitoring				
	Diagnostics				
Spelling	Screening				
	Progress Monitoring				
	Diagnostics				
Oral passage reading fluency and accuracy	Screening				
	Progress Monitoring				
	Diagnostics				
Oral language and listening comprehension	Screening				
	Progress Monitoring				
	Diagnostics				
Vocabulary (oral)	Screening				
	Progress Monitoring				
	Diagnostics				
Silent passage reading comprehension	Screening				
	Progress Monitoring				
	Diagnostics				
Written expression	Screening				
	Progress Monitoring				
	Diagnostics				

Phonological Awareness Skills Screener (PASS)¹
ADMINISTRATION INSTRUCTIONS

The PASS is designed for students in kindergarten through second grade, although it may also be used with older students who are experiencing difficulty developing phonological awareness. This informal assessment is designed to help teachers detect students who are at-risk for reading and spelling difficulties.

Materials Needed:

To administer this test, you need 10 blocks, chips, or tiles (all the same color), a test record form, and these directions. The PASS has the following 10 brief sections that require from 1-3 minutes:

1. Word Discrimination
2. Rhyme Recognition
3. Rhyme Production
4. Syllable Blending
5. Syllable Segmentation
6. Syllable Deletion
7. Phoneme Recognition
8. Phoneme Blending
9. Phoneme Segmentation
10. Phoneme Deletion

Instructions:

Each section contains instructions and a script of directions. You may rephrase these directions as needed to ensure the student understands the task. Once testing begins, however, do not provide extra help, supports, or additional instructions. Begin each part, when the student understands the task. If the student cannot understand or perform the task, do not administer that section. Do not penalize for articulation or sound production errors. If needed, you may repeat any item. Be sure to give enough time for a response.

Stopping Points:

For each section, discontinue the task if the student cannot perform any of the sample items or misses 3 items in a row.

Scoring:

Score correct responses 1; incorrect responses 0. Write in errors next to each item.

¹This assessment tool was originally developed by N. Mather in collaboration with B. Podhajski, D. Rhein, and N. Babur. The first version was entitled the *Screening of Early Reading Processes* and was published in Mather and Goldstein (2001). The phonological segmentation tasks were adapted from Sawyer's (1987) *Test of Awareness of Language Segments*. The most recent edition, the PASS, was revised by N. Mather, J. Sammons, B. Podhajski, J. Kroese, and M. Varricchio.

(cont)

1. Word Discrimination

Say: I'm going to say two words and I want you to tell me whether they are the same or different. For example, if I say "car, car," you would say "same." If I say "horse, house" you would say "different." Now you try one: frog, frog. If the student is correct, say: That's right. They are the same. If the student is incorrect or does not respond, say: Frog, frog are the same. Here's another: plane, bike. If the student is correct, say: That's right. They are different. Here are some more. Pause about one second between words. If the student does not understand, practice with two or three additional examples (e.g., blue, blue; dog, sock). If the student is incorrect or does not respond, discontinue this section.

Begin each item cupping your hand over your mouth as you state the words.

2. Rhyme Recognition

Say: I am going to say three words and I want you to tell me the two words that end the same or rhyme. If I say: What ends the same or rhymes with cat... hat or sun? You would say hat because cat and hat both end the same or rhyme. Now you do one. What rhymes with sun: cat or run? What rhymes with moon: car... spoon? If the student does not understand, practice with two or three additional examples (e.g., What ends the same or rhymes with blue: new... tree? What ends the same or rhymes with ten: step... men?) If the student is incorrect or does not respond, discontinue this section.

Begin each item with: What rhymes with _____. Pause briefly after each word.

3. Rhyme Production

Say: I'm going to say two words that rhyme. Cat rhymes with hat, and boat rhymes with coat. Now you do one. Tell me a word that rhymes with tree? If the student does not understand, practice with two or three additional examples (e.g., What rhymes with wall? ten?). Accept rhyming nonsense words. If the student is incorrect or does not respond, discontinue this section.

Begin each item with: What rhymes with _____.

4. Syllable Blending

Say: I am going to say the parts of a word and then say the parts together fast. Pause about 1/2 second between parts. If I say cup...cake fast, it would be cupcake. Rain...coat would be raincoat. Now you do one. What is sail...boat? Pause for the student to respond. If the student does not understand, practice with two or three additional examples (e.g., horse...shoe, sun...shine). If the student is incorrect or does not respond, discontinue this section.

Say: Here is a different one. If I say tur...tle fast, it would be turtle. What is pen...cil? If the student does not understand, practice with two or three additional examples (e.g., han...dle, tall...er).

Begin each item with: What is _____?

(cont)

5. Syllable Segmentation

Say: **I'm going to use these blocks to break a word into parts. Cupcake has two parts.** Push forward one block for each part as you say it. Then point to each block and say: **This block is cup and this one is cake.** After each item, push the blocks back into a group. Push the blocks in front of the student and say: **Now you do one. Use the blocks to tell and show me the two parts of football.** If the student does not understand, practice with two or three additional examples (e.g., raindrop, popcorn, toothbrush). If the student is incorrect or does not respond, discontinue this section.

Say: **Here is a different one. The word doctor has two parts.** Push forward one block as you say each part. **This first block is /doc/ and this next one is /tor/. Now you do one. Use the blocks to tell and show me the word paper.** If the student does not understand, practice with two or three additional examples (e.g., flying, happy, running). **Here's another one. The word somersault has three parts.** Push forward one block as you say each part. **Now you do it. Use the blocks to show me somersault.** For a correct response, the student needs to break the words into parts orally but does not need to identify the correct number of blocks.

Begin each item with: **Tell and show me the parts of _____.**

6. Syllable Deletion

Say: **I'm going to say a word and leave off one part. If I say raincoat... but don't say rain, it would be coat. Now you do one. Say the word goldfish.** Pause for a response. **Now say the word goldfish but don't say fish.** If the student does not understand, practice with two or three additional examples (e.g., raindrop, popcorn, toothbrush). If the student is incorrect or does not respond, discontinue this section.

Say: **Here is a different one. The word turkey has two parts. The first part is /tur/ and the second part is /key/. If I say turkey...but don't say /tur/, it would be key. Now you do one. Say the word candle. Now say the word candle but don't say /dle/.** If the student does not understand, practice with two or three additional examples (e.g., flying, candy, funny). For a correct response, the student needs to delete the syllable.

Begin each item with: **Say the word _____ but don't say _____.**

7. Phoneme Recognition

Say: **I'm going to say a word and then ask you to tell me another word that starts with the same sound. If I say what starts like the word "bat," you could say boy or bike or boat. Tell me a word that starts like the word "cat."** If the student is correct, say: **That's right. The word _____, starts like cat.** If the child says a rhyming word on any of the samples or items, say: **That word rhymes. Tell me a word that starts like _____.** If the student is incorrect or does not respond, say: **You could say: car or cake. Say: Let's try another. What starts like the word "mother?"** If the student does not understand, practice with two or three additional examples (e.g., girl, fan, run). If the student is incorrect or does not respond, discontinue this section. If correct, say: **That's right. The word _____, starts like mother.** If the student responds incorrectly or does not respond, say: **Does _____ start the same as _____?** Provide three samples (girl-gate, dog-dad, hot-hid). If the student still does not understand, discontinue this section.

(cont)

Begin each item with: **Tell me a word that starts like _____.**

8. Phoneme Blending

Say: **Now I'm going to say the sounds of a word slowly and then say the word.** Pronounce each phoneme as it sounds in the word and pause about one second between sounds.

Listen.../s/ ../oa/.../p/ is soap. Now you do one. What is ... /b/.../e/?

If the student does not understand, practice with two or three additional items (e.g., /s/.../o/, /b/.../i/.../ke/). If the student is incorrect or does not respond, discontinue this section.

Begin each item with: **What is _____?**

9. Phoneme Segmentation

Say: **I'm going to use the blocks to show you all of the sounds in a word. The word time would be /t/ /l/ /m/. Push a block forward as you say each sound. Push the blocks back together and say: The word play would be /p/ /l/ /ay/. Place the blocks in front of the student. Now you do one. Show me the sounds in the word toe.** If the student does not understand, provide two or three additional examples (e.g., row, make, boat). For a correct response, the student needs to segment the sounds correctly but does not need to identify the correct number of blocks. After each item, push the blocks back into a group. If the student is incorrect or does not respond, discontinue this section.

Begin each item with: **Tell and show me the sounds in _____.**

10. Phoneme Deletion

Say: **I'm going to say a word and leave off one sound. If I say seat but don't say /s/, it would be eat. If I say past but don't say /t/, it would be pass. Now you do one. Say sat but don't say /s/. If the student does not understand, practice with two or three additional items (e.g., pan but don't say /p/, rat but don't say /r/). If the student is incorrect or does not respond, discontinue this section.**

Begin each item with: **Say _____ but don't say _____.**

PASS Test Record

Name _____ Grade _____ Age _____ Test Date _____ Total Score _____

1: Word Discrimination Samples: frog/frog: same; plane/bike: different	2: Rhyme Recognition Samples: sun: cat... run? moon: car, spoon?	3: Rhyme Production Sample: tree	4: Syllable Blending Samples: sail...boat, pen...cil	5: Syllable Segmentation Samples: foot-ball, pa-per, somersault
___ 1. tie / die ___ 2. back / bag ___ 3. gum / gum ___ 4. bass / bass ___ 5. cub / cup ___ 6. fly / fly ___ 7. comb / cone ___ 8. teeth / teethe ___ 9. pull / pull ___ 10. with / whiff	___ 1. rat: hat, car? ___ 2. man: dog, fan? ___ 3. back: sack, trip? ___ 4. night: fan, light? ___ 5. hole: pole, clock? ___ 6. street: nap, meet? ___ 7. show: toe, plane? ___ 8. fast: race, last? ___ 9. shark: dark, pork? ___ 10. mouth: north, south?	___ 1. bat ___ 2. hop ___ 3. rag ___ 4. fun ___ 5. seat ___ 6. tail ___ 7. night ___ 8. ringing ___ 9. money ___ 10. stamp	___ 1. snow...man ___ 2. sun...set ___ 3. jump...ing ___ 4. can...dle ___ 5. ho...tel ___ 6. bas...ket...ball ___ 7. po...lice...man ___ 8. kin...der...gar...ten ___ 9. he...li...cop...ter ___ 10. hip...po...pot...a...mus	___ 1. hotdog (hot-dog) ___ 2. baseball (base-ball) ___ 3. doorbell (door-bell) ___ 4. funny (fun-ny) ___ 5. camping (camp-ing) ___ 6. elbow (el-bow) ___ 7. computer (com-pu-ter) ___ 8. radio (ra-di-o) ___ 9. transportation (trans-por-ta-tion) ___ 10. vacationing (va-ca-tion-ing)
Total _____	Total _____	Total _____	Total _____	Total _____
6: Syllable Deletion Samples: goldfish / fish (gold), candle / "dle" (can)	7: Phoneme Recognition Samples: cat; mother	8: Phoneme Blending Sample: /b/ /e/	9: Phoneme Segmentation Sample: toe /t/ /oe/	10: Phoneme Deletion Sample: sat but don't say /s/ (at)
___ 1. pancake but don't say cake ___ 2. starfish but don't say fish ___ 3. haircut but don't say hair ___ 4. rainbow but don't say rain ___ 5. teacher but don't say /er/ ___ 6. slowly but don't say /ly/ ___ 7. walnut but don't say wal ___ 8. enjoy but don't say /en/ ___ 9. paperback but don't say back ___ 10. outstanding but don't say out	___ 1. boy ___ 2. sun ___ 3. car ___ 4. fish ___ 5. horse ___ 6. nest ___ 7. apple ___ 8. jump ___ 9. shoe ___ 10. chop	___ 1. /sh/ /e/ (she) ___ 2. /n/ /o/ (no) ___ 3. /s/ /a/ / (sat) ___ 4. /t/ /e/ /n/ (ten) ___ 5. /b/ /a/ /ke/ (bake) ___ 6. /s/ /p/ /o/ /t/ (spot) ___ 7. /f/ /i/ /n/ /d/ (find) ___ 8. /l/ /e/ /t/ /er/ (letter) ___ 9. /w/ /i/ /n/ /d/ /ow/ (window) ___ 10. /b/ /a/ /s/ /k/ /e/ /t/ (basket)	___ 1. me /m/ /e/ (2) ___ 2. go /g/ /o/ (2) ___ 3. bit /b/ /i/ /t/ (3) ___ 4. red /r/ /e/ /d/ (3) ___ 5. food /f/ /oo/ /d/ (3) ___ 6. skate /s/ /k/ /a/ /te/ (4) ___ 7. rust /r/ /u/ /s/ /t/ (4) ___ 8. grasp /g/ /r/ /a/ /s/ /p/ (5) ___ 9. friend /f/ /r/ /ie/ /n/ /d/ (5) ___ 10. splash /s/ /p/ /l/ /a/ /sh/ (5)	___ 1. ran but don't say /r/ (an) ___ 2. beat but don't say /b/ (eat) ___ 3. make but don't say /k/ (may) ___ 4. shown but don't say /n/ (show) ___ 5. blame but don't say /b/ (lame) ___ 6. hold but don't say /d/ (hole) ___ 7. cart but don't say /t/ (car) ___ 8. sting but don't say /t/ (sing) ___ 9. frame but don't say /r/ (fame) ___ 10. splint but don't say /n/ (split)
Total _____	Total _____	Total _____	Total _____	Total _____

Rhyme Score(2 & 3) _____ Blending Score(4 & 8) _____ Segmentation Score(5 & 9) _____ Deletion Score(6 & 10) _____ Phoneme Discrimination Score(1 & 7) _____

Appendix B: “Letter Tiles” for Activity 2.4

ă	ā	ar	aw
ě	ē	er	ə
ĩ	ī	ǒ	ō
oi	oo	or	ou
ů	ū	yū	