



OKLAHOMA STATE DEPARTMENT OF EDUCATION

Phonological Awareness Skills Test (PAST)

Technical Support: Screening for
Characteristics of Dyslexia

This assessment is meant to be used in cooperation with one of the assessments approved for screening for the characteristics of dyslexia. Information in this guidance is from the author, and is provided to assist districts in quickly finding essential information for using this assessment along with an approved screening instrument to meet statutory requirements.

August 2022

Technical Guidance for Screener Supplement Phonological Awareness Screening Test (PAST)



One of the areas to be assessed for characteristics of dyslexia is phonemic awareness. While all approved screeners assess some phonemic awareness skills, such as blending and segmenting, some do not assess the full breadth of skills within this domain, particularly phoneme manipulation (e.g., addition, deletion and substitution of phonemes in a word).

The Phonological Awareness Screening Test (PAST) assesses skills in phonemic awareness. It is one component that should be considered along with the information from the screening assessment it is being used with. The PAST is a free resource.

Locating the PAST

Main Website	www.thepasttest.com
Test Forms	Forms A-D
Instructions	Test Instructions
Demonstration Video	https://bit.ly/PASTdemo

General Information

Administration Method	The PAST is administered individually by the teacher. Results are recorded on one of the forms above.
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Administration Time	4-8 minutes
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Grade Level Assessment Pathway

To screen for characteristics of dyslexia, students must first take one of the screening assessments approved by the State Board of Education. The approved assessments that require the PAST as a supplement in order to measure ability with phoneme manipulation are:

Assessment	Publisher
Acadience Reading	Acadience Learning, Inc.
FastBridge	Illuminate Education
Istation	Imagination Station
mCLASS® DIBELS 8 th Edition	Amplify Education, Inc.



Administering the PAST

It is important that you read the [PAST instructions](#) in their entirety to properly administer and interpret the PAST.

Students are not administered all 52 PAST items. For younger students, many of the later items are too difficult and there is a discontinue rule (described below). For more skilled students, it would be unnecessarily tedious to administer all of the easy items. To keep the test a reasonable length, there is a routing procedure, which works differently at each of the syllable, onset-rime, and phoneme levels.

Discontinue Rule

If the combined “correct” score on two levels in a row is 0, 1 or 2 out of 10, discontinue the test. Consider all items in the levels beyond the discontinue level as incorrect. For example, if a student gets only two items at Level I and none at level J (thus 2/10 across the two levels), discontinue the test. Do not administer K, L, or M. All un-administered levels are scored 0.

Determining Risk for Characteristics of Dyslexia

Based on the PAST instructions, proficiency is determined by:

- Levels D - E: All items are correct and automatic (under 2 seconds)
- Levels F - M: 4 out of 5 items are correct and automatic (under 2 seconds)

Students may be at risk for characteristics of dyslexia if not proficient on the following subtests on the PAST.

Grade	Time of Year	PAST Subtests
Kindergarten	MOY	Levels D1, D2, or none of the subtests
1st Grade	BOY	Levels D1, D2, E2, E3
2nd Grade	BOY	Levels F ,G, I or lower **Students do not have to be proficient on Level H
3rd Grade	BOY	Levels D - L, anything lower than M