

## **Quick Phonological Awareness Screening (QPAS)**

Individuals completing this screening with students may contact the HPEDSB Speech and Language Pathologists or Student Success Coordinator to obtain support with regards to specific screening administration guidelines and/or training.

### **Frequently Asked Questions**

#### **1. Why is phonological awareness important?**

A student's level of phonological awareness at the end of Kindergarten is one of the strongest predictors of future reading success, in Grade 1 and beyond (Adams et. al. 2008).

#### **2. What is the purpose of the HPEDSB QPAS tool?**

There are a variety of tests and screening protocols available for the purpose of screening or assessing students' phonological awareness skills. These tools vary with regards to the length of administration and the specific tasks that are assessed. The HPEDSB QPAS tool was designed for the purpose of obtaining a quick overview of a student's phonological awareness skills. By administering this tool to an entire class or targeted group of students the scoring response form provides visualization of trends in performance, both within a specific student's skills, as well as across an entire class or group. The development of this screening tool was made with consideration to the standardized PAT-2 (Phonological Awareness Test 2<sup>nd</sup> Edition), as well as screening tools developed by and used in other school boards.

#### **3. What is the intended population for this screening tool?**

Typically it is expected that students master the skills of phonological awareness by Grade 2. While this

## Quick Phonological Awareness Screening (QPAS) Additional Training Items

The samples below may be utilized should the administrator feel that a student would benefit from additional training items during the trial phase of a question.

<i>Item</i>	<i>Task Instructions</i>	<i>Additional Trial Examples</i>
1. <i>Rhyming Recognition</i>	<i>"Tell me if these words rhyme..."</i>	<i>pit – mit; sand – sock, ship, hip</i>
2. <i>Rhyming Production</i>	<i>"Tell me a word that rhymes with..."</i>	<i>ask the student to make a rhyme with their own name, a pets name or the examiners name</i>
3. <i>Word Awareness</i>	<i>"How many words are in..."</i>	<i>happy birthday; its time to eat, hit the ball</i>
4. <i>Syllable Awareness</i>	<i>"Listen for each syllable or word part, how many syllables are in the word..."</i>	<i>how many syllables are in the student's name, the examiners name, the principals name?</i>
5. <i>Initial sound Identification</i>	<i>"Tell me the first (or beginning) sound in the word..."</i>	<i>tac (t); dog (d); teacher (t), us (uh)</i>
6. <i>Final Sound Identification</i>	<i>"Tell me the last (or ending) sound you hear in the word..."</i>	<i>dot (t); food (d); time (m)</i>
7. <i>Sound Segmentation</i>	<i>"Tell me all the sounds you hear in the word..."</i>	<i>dog (d-ah-g); fit ( f-i-t); cool (k-oo-l)</i>
8. <i>Sound Blending</i>	<i>"Listen to these individual sounds and tell me what word you hear..."</i>	<i>I am going to tell you a secret word and only say the sounds in the word. Can you guess these words? (k-i-d ) kid; (b-l-ă-k) black; (t-oo) two</i>
9. <i>Medial Sound Identification</i>	<i>"Tell me the middle sound you hear in the word..."</i>	<i>Pout (ow), put (uh), mitt (î)</i>
10. <i>Deletion Task</i>	<i>"I am going to ask you to say a word and then say it again without one of its parts..."</i>	<i>Say hotdog, say it again but don't say "hot" (dog) Say money, say it again but don't say "mon" (knee) Say chip, say it again but don't say "ch" (ip)</i>

## Phonological Awareness Quick Screening Test

November 2013 Revision

Last Name:	First Name:	Birthdate: mm/ dd/yyyy
School:	Teacher:	Examiner:
		Test Date: mm/ dd/yyyy

Use the lines to record student responses. Also, record any other observable behaviours. This test shows a progression of skill development.

### 1. Rhyming Recognition

Trial: *"Tell me if these words rhyme: (can-man) ( to-up.)" "Now tell me if these words rhyme..."*

- |                 |                                |    |
|-----------------|--------------------------------|----|
| 1. fat - sat    | _____ <input type="checkbox"/> |    |
| 2. cake – shake | _____ <input type="checkbox"/> |    |
| 3. fin – map    | _____ <input type="checkbox"/> |    |
| 4. look – book  | _____ <input type="checkbox"/> |    |
| 5. play – stop  | _____ <input type="checkbox"/> | /5 |

### 2. Rhyming Production

Trial: *"Tell me a word that rhymes with pat" (nonsense words are ok). "Now tell me a word that rhymes with..."*

- |         |                                |    |
|---------|--------------------------------|----|
| 1. toe  | _____ <input type="checkbox"/> |    |
| 2. bake | _____ <input type="checkbox"/> |    |
| 3. more | _____ <input type="checkbox"/> |    |
| 4. top  | _____ <input type="checkbox"/> |    |
| 5. star | _____ <input type="checkbox"/> | /5 |

### 3. Word Awareness

Trial: *"Listen to each sentence. (Provide blocks and move them as you say each word for "I like puppies"). Say to the student "Now you try" and say the sentence again. "Now you use the blocks and show me how many words are in..."*

- |   |                                |    |
|---|--------------------------------|----|
| 1. He is nice.                            | _____ <input type="checkbox"/> |    |
| 2. Sit down.                              | _____ <input type="checkbox"/> |    |
| 3. Please wash your hands.                | _____ <input type="checkbox"/> |    |
| 4. Five boys and girls are reading books. | _____ <input type="checkbox"/> |    |
| 5. Apples are good for you.               | _____ <input type="checkbox"/> | /5 |

#### 4. Syllable Awareness

Trial: "Listen for each syllable or word part you hear in the word "computer". "Now clap the word parts with me".

"Listen to each word and you try it by yourself."

1. rainbow (2) \_\_\_\_\_
2. fish (1) \_\_\_\_\_
3. sunflower (3) \_\_\_\_\_
4. caterpillar (4) \_\_\_\_\_
5. walking (2) \_\_\_\_\_

/5

#### 5. Initial Sound Identification

Trial: "Tell me the first (or beginning) sound you hear in "soup". /sss/ is the beginning sound (if student answers with the letter name, then ask them to tell the letter sound). Tell me the first sound in..."

1. pin (p) \_\_\_\_\_
2. tank (t) \_\_\_\_\_
3. wipe (w) \_\_\_\_\_
4. apple (a) \_\_\_\_\_
5. kindergarten (k) \_\_\_\_\_

/5

#### 6. Final Sound Identification

Trial: "Tell me the last (or ending) sound you hear in "soup". /puh/ is the last sound (if student answers with the letter name, then ask them to tell the letter sound). Tell me the last sound in..."

1. some (m) \_\_\_\_\_
2. tug (g) \_\_\_\_\_
3. laugh (f) \_\_\_\_\_
4. lip (p) \_\_\_\_\_
5. make (k) \_\_\_\_\_

/5

#### 7. Sound Segmentation

Trial: "How many sounds do you hear in the word "cat"? (pull 3 blocks down to demonstrate as you are saying the word. For example, k-a-t). "Now, tell me each sound in..." (The test administrator does not stretch out the test words. Only stretch out the word when giving the initial example).

1. sat (3) \_\_\_\_\_
2. game (3) \_\_\_\_\_
3. up (2) \_\_\_\_\_
4. shoe (2) \_\_\_\_\_
5. stop (4) \_\_\_\_\_

/5

**8. Sound Blending**

Trial: "Listen to the sounds and tell me what this word is /uh/, 's/'. (The word is /us/). Tell me what this word is...."

- 1. /m-e/ (me) \_\_\_\_\_
- 2. /s-oo-p/ (soup) \_\_\_\_\_
- 3. /h-a-t/ (hat) \_\_\_\_\_
- 4. /t-ah-p/ (top) \_\_\_\_\_
- 5. /s-p-oo-n/ (spoon) \_\_\_\_\_

/5

**SENIOR KINDERGARTEN STOP HERE**

**9. Medial Sound Identification**

Trial: "Tell me the middle sound in "soup". /oo/ is the middle sound. Tell me the middle sound in..."

- 1. cup (uh) \_\_\_\_\_
- 2. gas (ae) \_\_\_\_\_
- 3. toon (oo) \_\_\_\_\_
- 4. wish (i) \_\_\_\_\_
- 5. mop (ah) \_\_\_\_\_

/5

**10. Deletion Task**

Trial: "I am going to ask you to say a word and then say it again without one of its parts. Say 'cowboy', but don't say 'cow'." Discontinue testing after 6 consecutive errors.

"Say"	"Say it again but don't say"	Answer	Response		"Say"	"Say it again but don't say"	Answer	Response	
1. baseball	"base"	ball			12. person	"per"	son		
2. haircut	"hair"	cut			13. monkey	"mon"	key		
3. Sunday	"Sun"	day			14. fat	"f/"	at		
4. railroad	"rail"	road			15. seat	"/s/"	eat		
5. sometime	"some"	time			16. shout	"/sh/"	out		
6. return	"re"	turn			17. tall	"/t/"	all		
7. around	"a"	round			18. door	"/d/"	or		
8. motel	"mo"	tel			19. few	"/f/"	ew		
9. almost	"al"	most			20. snail	"/s/"	nail		
10. helpful	"help"	ful			21. thread	"/th/"	read		
11. baby	"ba"	by			Total: /21				

(deletion task adopted from Catts et. al 2001)

