



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 2nd 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 screening tool may be completed with anyone, the HPEDSB QPAS tool was initially designed to screen the phonological awareness skills of the Kindergarten to Grade 1 populations. Should school personnel be interested in obtaining a more in-depth assessment of a students' phonological awareness skills or would like to assess a student in an older grade, it is recommended that a standardized assessment tool is utilized rather than this quick screening protocol.

4. Can target words be repeated?

Yes, target words and task instructions may be repeated to students.

5. If a child appears to 'forget' how to perform a skill part-way through a set of questions can examples be provided?

No, while task instructions may be repeated, examples are only able to be provided during the initial trials. If the administrator feels that a child needs more examples of the task during the trial phase they may provide them at that time (please see attached page for additional training items for each HPEDSB QPAS question); however once the presentation of the five test items begins, modeling, examples or support is not allowed.

6. Is it okay to accept nonsense words in the *Rhyming Production Activity*?

Yes, nonsense words can be considered as correct answers in this screening activity. When asking students to generate rhymes, nonsense words are acceptable. What is being assessed is their ability to perform the rhyming task, not their vocabulary knowledge. It is important to remember that students do not have the same vocabulary base as adults and that they are still learning which sound sequences represent real words in English.

7. I used manipulatives (blocks) to help a child visualize the different sounds in a word. When the student was completing the *Sound Segmentation* activity they orally segmented the word /s- ä-t/ correctly however they only grabbed two blocks. Should they be scored correctly?

The students' ability to segment each sound orally is the focus of this task; not their ability to count. As long as the administrator hears the student segment each sound individually their use of manipulatives should not be evaluated.

Adams, M. J., B. R. Foorman, I. Lundberg, and T. Beeler. Phonemic Awareness in Young Children: A Classroom Curriculum. Paul Brookes Publishing Co., 1998.



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..."

- fat - sat _____
- cake - shake _____
- fin - map _____
- look - book _____
- play - stop _____ /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..."

- toe _____
- bake _____
- more _____
- top _____
- star _____ /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..."

- He is nice. _____
- Sit down. _____
- Please wash your hands. _____
- Five boys and girls are reading books. _____
- Apples are good for you. _____ /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)

