

# TEST OF AUDITORY ANALYSIS SKILLS

## JEROME ROSNER

Name \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Grade \_\_\_\_\_ Examiner \_\_\_\_\_

The test starts with two demonstration items intended to show the child what is expected. Say, "cowboy." Pause—allow the child to respond. "Now say it again and don't say *boy*." If correct, move to the second demonstration item. If the child missed Item A, try to explain it. If it requires more than a simple explanation, stop testing.

Do not give hints with your lips. Speak distinctly. Do not stress any sounds. Where you see "/ /", give the *sound*.

Stop testing after two *successive* errors and record the number of the last correct item before those two errors. This is his/her TAAS score.

If correct, put "C." If incorrect, write child's response.

- |                         |   |              |
|-------------------------|---|--------------|
| A. Say <i>cowboy</i>    | Now say it again, but don't say <i>boy</i>    | cow _____    |
| B. Say <i>steamboat</i> | Now say it again, but don't say <i>steam</i>  | boat _____   |
| 1. Say <i>sunshine</i>  | Now say it again, but don't say <i>shine</i>  | sun _____    |
| 2. Say <i>picnic</i>    | Now say it again, but don't say <i>pic</i>    | nic _____    |
| 3. Say <i>cucumber</i>  | Now say it again, but don't say <i>cu (q)</i> | cumber _____ |
| 4. Say <i>coat</i>      | Now say it again, but don't say /k/           | oat _____    |
| 5. Say <i>meat</i>      | Now say it again, but don't say /m/           | eat _____    |
| 6. Say <i>take</i>      | Now say it again, but don't say /t/           | ache _____   |
| 7. Say <i>game</i>      | Now say it again, but don't say /m/           | gay _____    |
| 8. Say <i>wrote</i>     | Now say it again, but don't say /t/           | row _____    |
| 9. Say <i>please</i>    | Now say it again, but don't say /z/           | plea _____   |
| 10. Say <i>clap</i>     | Now say it again, but don't say /k/           | lap _____    |
| 11. Say <i>play</i>     | Now say it again, but don't say /p/           | lay _____    |
| 12. Say <i>stale</i>    | Now say it again, but don't say /t/           | sale _____   |
| 13. Say <i>smack</i>    | Now say it again, but don't say /m/           | sack _____   |

TAAS SCORES—grade levels (circle the placement)

- |       |        |        |
|-------|--------|--------|
| 1 - K | 6 - 1  | 11 - 2 |
| 2 - K | 7 - 1  | 12 - 3 |
| 3 - K | 8 - 1  | 13 - 3 |
| 4 - 1 | 9 - 1  |        |
| 5 - 1 | 10 - 2 |        |