PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____   Date: _____   Grade _____   Age _____

Teacher: _____   D.O.B.: _____   Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

	Correct	Automatic		
	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	**____/52**	**____/52**	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level (Circle):	PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D   Say *bookcase*. Now say *bookcase* but don't say *book*.

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case.*"

			Correct Automatic
D1 (book)case ____	(sun)set ____	space(ship) ____	___/3 A: ___/3
D2 (sil)ver ____	(mar)ket ____	gen(tle) ____	___/3 A: ___/3

LEVEL E   Say *umbrella*. Now say *umbrella* but don't say *um*.

FEEDBACK: "If you say *umbrella* without saying *um*, you get *brella.*"

E2 (um)brella___	(fan)tastic ___	(Oc)tober ___	___/3 A: ___/3
E3 (al)phabet___	(Sat)urday___	(tri)cycle___	___/3 A: ___/3

Basic Syllable Total: **___/12** A:**___/12**

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F   Say *feet*. Now say *feet* but don't say /f/.

FEEDBACK: "If you say *feet* without the /f/, you get *eat*; *feet-eat*."

(f)eet → eat ___	(c)ough → off ___		
(t)ame → aim ___	(t)ime → I'm ___	(c)one → own ___	___/5 A: ___/5

LEVEL G   Say *guide*. Now say *guide* but instead of /g/ say /r/.

FEEDBACK: "If you say *guide*, and change the /g/ to /r/, you get *ride*; *guide-ride.*"

(g)uide /r/ → ride ___	(m)ore /d/ → door ___		___/5 A: ___/5
(g)um /th/ → thumb ___	(l)ed /s/ → said ___	(f)eel /s/ → seal ___	

Onset-Rime Total: **___/10** A:**___/10**

PAST Form A
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion)   **Say *sleep*. Now say *sleep* but don't say /s/.**
FEEDBACK: "If you say *sleep* without the /s/, you get *leap*; *sleep-leap*.''

(s)leep → leap ___   (c)rane → rain ___

H2   **Say *grew*. Now say *grew* but instead of /g/ say /t/.**
FEEDBACK: "If you say *grew*, and change the /g/ to /t/, you get *true*; *grew-true*."

(g)rew → (t)rue ___   (c)rane → (b)rain ___   (f)lows → (c)lose ___   ___/5 A: ___/5

LEVEL I   Say *went*. Now say *went* but don't say /t/.
FEEDBACK: "If you say *went* without the /t/, you get *when*; *went-when*."

I1 wen(t) → when ___   ran(g)e → rain ___

I2 whea(t) → we ___   nie(c)e → knee ___   dri(v)e → dry ___   ___/5 A: ___/5

                                                  Basic Phoneme Total: **___/10 A:___/10**

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J   Say *ran*. Now say *ran* but instead of /a/ say /u/.
FEEDBACK: "If you say *ran*, and change the /a/ to /u/, you get *run*; *ran-run*."

(*Short sound* of vowel)   r(a)n /u/ → run ___   k(i)t /u/ → cut ___   d(e)n /u/ → done ___

(*Long sound* of vowel)   b(ea)k /A/ → bake ___ f(i)ne /O/ → phone ___   ___/5 A: ___/5

LEVEL K

K1 (Deletion)   **Say *bread*. Now say *bread* but don't say /r/.**
FEEDBACK: "If you say *bread* without the /r/, you get *bed*; *bread-bed*."

b(r)ead → bed ___   s(n)eak → seek ___

K2 (Substitution)   **Say *crew*. Now say *crew* but instead of /r/ say /l/.**
FEEDBACK: "If you say *crew*, and change the /r/ to /l/, you get *clue*; *crew-clue*."

c(r)ew → c(l)ue ___   s(c)ale → s(n)ail ___   s(n)eeze → s(k)is ___   ___/5 A: ___/5

LEVEL L   Say *some*. Say *some* but instead of /m/ say /n/.
FEEDBACK: "If you say *some*, and change the /m/ to /n/, you get *sun*; *some-sun*."

so(m)e /n/ → sun ___   rhy(m)e /d/ → ride ___

nigh(t) /s/ → nice ___   see(m) /t/ → sea(t) ___   kee(p) /z/ → keys ___   ___/5 A: ___/5

LEVEL M

M1 (Deletion)   **Say *ghost*. Now say *ghost* but don't say /s/.**
FEEDBACK: "If you say *ghost* without the /s/, you get *goat*; *ghost-goat*."

gho(s)t → goat ___   roa(s)t → wrote ___

M2 (Substitution)   **Say *craft*. Now say *craft* but instead of /f/ say /k/.**
FEEDBACK: "If you say *craft*, and change the /f/ to /k/, you get *cracked*; *craft-cracked*."

si(f)t → si(pp)ed ___   tru(s)t → tru(ck)ed ___   cra(f)t → cra(ck)ed ___   ___/5 A: ___/5

                                                  Advanced Phoneme Total: **___/20 A:___/20**

	Correct	Automatic

PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM B
David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____   Date: _____   Grade _____   Age _____

Teacher: _____   D.O.B.: _____   Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	**____/52**	**____/52**	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level (Circle):	*PreK/K*	*K*	*late K/early 1st*	*1st*	*late 1st/early 2nd*	*2nd*	*late 2nd to adult*

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D   Say *leapfrog*. Now say *leapfrog* but don't say *leap*.
FEEDBACK: "If you say *flashlight* without saying *flash*, you get *light*."

			Correct Automatic
D1 (leap)frog ____	(door)bell ____	mail(box) ____	___/3 A: ___/3
D2 (cor)ner ____	(mem)ber ____	mar(ble) ____	___/3 A: ___/3

LEVEL E Say *carnation*. Now say *carnation* but don't say *car*.
FEEDBACK: "If you say *carnation* without saying *car*, you get *nation*."

E2 (car)nation ___	(gym)nastics ___	(Sep)tember ___	___/3 A: ___/3
E3 (or)nament___	(at)mosphere___	(Af)rica	___/3 A: ___/3

		Basic Syllable Total:	**___/12** A:**___/12**

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)
LEVEL F Say *far*. Now say *far* but don't say /f/.
FEEDBACK: "If you say *far* without the /f/, you get *are*; *far-are*."

(f)ar → are ___	(n)ame → aim ___		
(f)ive → I've ___	(c)ore → oar ___	(l)oan → own ___	___/5 A: ___/5

LEVEL G Say *kite*. Now say *kite* but instead of /k/ say /r/.
FEEDBACK: "If you say *kite,* and change the /k/ to /r/, you get *right*; *kite-right*."

(k)ite /r/ → right ___	(c)ane /r/ → rain ___		___/5 A: ___/5
(t)ime /r/ → rhyme ___	(s)oup /h/ → hoop ___	(sh)are /h/ → hair ___	

		Onset-Rime Total:	**___/10** A:**___/10**

PAST Form B
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sleeve*. Now say *sleeve* but don't say /s/.**
FEEDBACK: "If you say *sleeve* without the /s/, you get *leave*; *sleeve-leave*."

(s)leeve → leave ___   (g)reat → rate ___

H2 (Substitution) **Say *freeze*. Now say *freeze* but instead of /f/ say of /t/.**
FEEDBACK: "If you say *freeze*, and change the /f/ to /t/, you get *trees*; *freeze-trees*."

(f)reeze → (t)rees ___   (c)rew → (t)rue ___   (p)roud → (c)rowd ___

LEVEL I Say *sword*. Now say *sword* but don't say /d/.
FEEDBACK: "If you say *sword* without the /d/, you get *sore*; *sword-sore*."

I1 swor(d) → sore ___   mean(t) → men ___

I2 sea(t) → see ___   grou(p) → grew ___   wi(d)e → why ___

Basic Phoneme Total:

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *man*. Now say *man* but instead of /a/ say /e/.
FEEDBACK: "If you say *man*, and change the /a/ to /e/, you get *man*; *man-men*."

(*Short sound* of vowel)   m(a)n /e/ → men ___   n(e)ck /o/ → knock ___   d(o)t /e/ → debt ___

(*Long sound* of vowel)   l(oa)n /I/ → line ___   s(i)de /E/ → seed ___

LEVEL K

K1 (Deletion) **Say *spy*. Now say *spy* but don't say /p/.**
FEEDBACK: "If you say *spy* without the /p/, you get *sigh*; *spy-sigh*,"

s(p)y → sigh ___   c(l)aim → came ___

K2 (Substitution) **Say *crime*. Now say *crime* but instead of /r/ say /l/.**
FEEDBACK: "If you say *crime*, and change the /r/ to /l/, you get *climb*; *crime-climb*."

c(r)ime → c(l)imb ___   g(r)ew → g(l)ue ___   c(l)oud → c(r)owd ___

LEVEL L Say *set*. Now say *set* but instead of /t/ say /d/.
FEEDBACK: "If you say *set*, and change the /t/ to /d/, you get *said*; *set-said*."

se(t) /d/ → said ___   whe(n) /t/ → wet ___

sou(p) /n/ → soon ___   to(n)e /d/ → toad ___   kni(f)e /t/ → night ___

LEVEL M

M1 (Deletion) **Say *dusk*. Now say *dusk* but don't say /s/.**
FEEDBACK: "If you say *dusk* without the /s/, you get *duck*; *dusk-duck*."

du(s)k → duck ___   she(l)f → chef ___

M2 (Substitution) **Say *rift*. Now say *rift* but instead of /f/ say /s/.**
FEEDBACK: "If you say *rift*, and change the /f/ to /s/, you get *wrist*; *rift-wrist*."

ri(f)t → wri(s)t ___   te(s)t → te(n)t ___   le(f)t → lea(p)t ___

Advanced Phoneme Total:

	Correct	Automatic
H2	___/5	A: ___/5
I2	___/5	A: ___/5
Basic Phoneme Total:	___/10	A:___/10
J	___/5	A: ___/5
K2	___/5	A: ___/5
L	___/5	A: ___/5
M2	___/5	A: ___/5
Advanced Phoneme Total:	___/20	A:___/20

PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM C

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Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____   Date: _____   Grade _____   Age _____

Teacher: _____   D.O.B.: _____   Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	**____/52**	**____/52**	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level (Circle):	*PreK/K*	*K*	*late K/early 1st*	*1st*	*late 1st/early 2nd*	*2nd*	*late 2nd to adult*

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *footprint*. Now say *footprint* but don't say *foot*.
FEEDBACK: "If you say *footprint* without saying *foot*, you get *print.*"

			Correct Automatic
D1 (foot)print ____	(row)boat ____	mid(night) ____	___/3 A: ___/3
D2 (ta)ble ____	(o)ver ____	pan(da) ____	___/3 A: ___/3

LEVEL E Say *invention*. Now say *invention* but don't say *in*.
FEEDBACK: "If you say *invention* without saying *in*, you get *vention.*"

E2 (in)vention ___	(ma)gician___	(me)chanic ___	___/3 A: ___/3
E3 (at)mosphere___	(cu)cumber___	(car)penter ___	___/3 A: ___/3

Basic Syllable Total: ___/12 A:___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *sheet*. Now say *sheet* but don't say /sh/.
FEEDBACK: "If you say *sheet* without the /sh/, you get *eat*; *sheet-eat*."

(sh)eet → eat ___	(ph)one → own ___		
(n)ame → aim ___	(r)ide → I'd ___	(w)ar → or ___	___/5 A: ___/5

LEVEL G Say *loop*. Now say *loop* but instead of /l/ say /s/.
FEEDBACK: "If you say *loop*, and change the /l/ to /s/, you get *soup*; *loop-soup*."

(l)oop /s/ → soup ___	(p)ut /f/ → foot ___		___/5 A: ___/5
(p)ool /r/ → rule ___	(c)are /ch/ → chair ___	(b)owl /g/ → goal ___	

Onset-Rime Total: ___/10 A:___/10

PAST Form C

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

	Correct	Automatic

LEVEL H

H1 (Deletion/ **Say *sweet*. Now say *sweet* but don't say /s/.**
FEEDBACK: "If you say *sweet* without the /s/, you get *wheat*; *sweet-wheat*.''

(s)weet → wheat ___   (ph)rase → raise ___

H2 (Substitution) **Say *true*. Now say *true* but instead of /t/ say /g/.**
FEEDBACK: "If you say *true*, and change the /t/ to /g/), you get *grew*; *true-grew*."

(t)rue → (g)rew ___   (c)laim → (b)lame ___   (t)roop → (g)roup ___   ___/5 A: ___/5

LEVEL I Say *word*. Now say *word* but don't say /d/.
FEEDBACK: "If you say *word* without the /d/), you get *were*; *word-were*."

I1 wor(d) → were ___   lam(p) → lamb ___

I2 boa(t) → bow ___   toa(d) → toe ___   hou(se) → how ___   ___/5 A: ___/5

Basic Phoneme Total: **___/10 A:___/10**

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *bat*. Now say *bat* but instead of /a/ say /i/.
FEEDBACK: "If you say *bat*, and change the /a/ to /i/, you get *bit*; *bat-bit*."

(*Short sound* of vowel)   b(a)t /i/ → bit ___   g(e)m /a/ → jam ___   m(a)tch /u/ → much ___

(*Long sound* of vowel)   sh(ee)p /A/ → shape ___   ch(o)se /E/ → cheese ___   ___/5 A: ___/5

LEVEL K

K1 (Deletion) **Say *sled*. Now say *sled* but don't say /l/.**
FEEDBACK: "If you say *sled* without the /l/, you get *said*; *sled-said*,"

s(l)ed → said ___   b(r)eeze → bees ___

K2 (Substitution) **Say *crows*. Now say *crows* but instead of /r/ say /l/.**
FEEDBACK: "If you say *crows*, and change the /r/ to /l/, you get *close*; *crows-close*."

c(r)ows → c(l)ose ___   b(r)aid → b(l)ade ___   c(r)uise → c(l)ues ___   ___/5 A: ___/5

LEVEL L Say *hen*. Now say *hen* but instead of /n/ say /d/.
FEEDBACK: "If you say *hen*, and change the /n/ to /d/, you get *head*; *hen-head*."

he(n) /d/ → head ___   ri(s)e /m/ → rhyme ___

migh(t) /s/ → mice ___   tu(b)e /th/ → tooth ___   sou(p) /t/ → suit ___   ___/5 A: ___/5

LEVEL M

M1 (Deletion) **Say *swept*. Now say *swept* but don't say /p/.**
FEEDBACK: "If you say *swept* without the /p/, you get *sweat*; *swept-sweat*.*"

swe(p)t → sweat ___   fri(n)ge → fridge ___

M2 (Substitution) **Say *rent*. Now say *rent* but instead of /n/ say /k/.**
FEEDBACK: "If you say *rent*, and change the /n/ to /k/, you get w*recked*; *rent-wrecked*."

re(n)t → wre(ck)ed ___   ro(p)ed → roa(s)t ___   lea(s)t → lea(p)ed ___   ___/5 A: ___/5

Advanced Phoneme Total: **___/20 A:___/20**

PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM D

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Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

	Correct	Automatic		
	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
Test Total	**____/52**	**____/52**	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level (Circle):	*PreK/K*	*K*	*late K/early 1st*	*1st*	*late 1st/early 2nd*	*2nd*	*late 2nd to adult*

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *sidewalk*. Now say *sidewalk* but don't say *side*.
FEEDBACK: "If you say *sidewalk* without saying *side*, you get *walk*."

			Correct Automatic
D1 (sail)boat ____	(door)way ____	week(end) ____	___/3 A: ___/3
D2 (dol)phin ____	(car)pet ____	mor(ning) ____	___/3 A: ___/3

LEVEL E Say *tornado*. Now say *tornado* but don't say *tor*.
FEEDBACK: "If you say *tornado* without saying *tor*, you get *nado*."

E2 (tor)nado ___	(per)mission___	(de)partment___	___/3 A: ___/3
E3 (in)strument ___	(con)centrate ___	(wil)derness ___	___/3 A: ___/3

Basic Syllable Total: ___/12 A:___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *joke*. Now say *joke* but don't say /j/.
FEEDBACK: "If you say *joke* without the /j/, you get *oak*; *joke-oak*."

(j)oke → oak ___	(r)ise → eyes ___		
(j)ar → are ___	(f)ake → ache ___	(l)ake → ache ___	___/5 A: ___/5

LEVEL G Say *read*. Now say *read* but instead of /r/ say /n/.
FEEDBACK: "If you say *read*, and change the /r/ to /n/, you get *need*; *read-need*."

(r)ead /n/ → need ___	(h)er /f/ → fur ___		___/5 A: ___/5
(c)ode /t/ → toad ___	(l)ed /s/ → said ___	(th)ese /ch/ → cheese ___	

Onset-Rime Total: ___/10 A:___/10

PAST Form D

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *tried*. Now say *tried* but don't say /t/.**
FEEDBACK: "If you say *tried* without the /t/, you get *ride*; *tried-ride*."

(t)ried → ride ___   (s)lam → lamb ___

H2 (Substitution) **Say *froze*. Now say *froze* but instead of /f/ say of /g/.**
FEEDBACK: "If you say *froze*, and change the /f/ to /g/, you get *grows*; *froze-grows*."

(f)roze → (g)rows ___   (t)rees → (f)reeze ___   (f)ries → (p)rize ___   ___/5 A: ___/5

LEVEL I Say *port*. Now say *port* without the /t/.
FEEDBACK: "If you say *port* without the /t/, you get *poor*; *port-poor*."

I1 por(t) → poor ___   sur(f) → sir ___

I2 sa(m)e → say ___   pla(c)e → play ___   nee(d) → knee ___   ___/5 A: ___/5

Basic Phoneme Total: **___/10 A:___/10**

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J   Say *hit*. Now say *hit* but instead of /i/ say /a/.
FEEDBACK: "If you say *hit*, and change the /i/ to /a/, you get *hat*; *hit-hat*."

(*Short sound* of vowel)   h(i)t /a/ → hat ___   wh(e)n /i/ → win ___ t(oo)l /e/ → tell ___

(*Long sound* of vowel)   g(a)te /O/ → goat ___ c(a)pe /E/ → keep __   ___/5 A: ___/5

LEVEL K

K1 (Deletion) **Say *try*. Now say *try* but don't say /r/.**
FEEDBACK: "If you say *try* without the /r/, you get *tie*; *try-tie*."

t(r)y → tie ___   s(l)ope → soap ___

K2 (Substitution) **Say *snail*. Now say *snail* but instead of /n/ say /t/.**
FEEDBACK: "If you say *snail*, and change the /n/ to /t/, you get *stale*; *snail-stale*."

s(n)ail → s(t)ale ___   f(l)ows → f(r)oze ___   g(l)ean → g(r)een ___   ___/5 A: ___/5

LEVEL L Say *foam*. Now say *foam* but instead of /m/ say /n/.
FEEDBACK: "If you say *foam*, and change the /m/ to /n/, you get *phone*; *foam-phone*."

foa(m) /n/ → phone ___   je(t) /m/ → gem ___

bo(th) /t/ → boat ___   wro(t)e /p/ → rope ___   tee(th) /ch/ → teach ___   ___/5 A: ___/5

LEVEL M

M1 (Deletion) **Say *wisp*. Now say *wisp* but don't say /s/.**
FEEDBACK: "If you say *wisp* without the /s/, you get *whip*; *wisp-whip*."

wi(s)p → whip ___   toa(s)t → tote ___

M2 (Substitution) **Say *ripped*. Now say *ripped* but instead of /p/ say /s/.**
FEEDBACK: "If you say *ripped*, and change the /p/ to /s/, you get *wrist*; *ripped-wrist*."

ri(pp)ed → wri(s)t ___   so(f)t → sa(l)t ___   ta(s)te → tai(n)t ___   ___/5 A: ___/5

Advanced Phoneme Total: **___/20 A:___/20**

Correct   Automatic