PASI™ 3.0

NEW!

Phonological Awareness Screener for Intervention™

SCREEN

GROUP

INSTRUCT

8-23-10 Version 3.0 1

Phonological Awareness Screener for Intervention™ (PASI™)
Short Form: Student Scoring Form

Student Name _____ Evaluator_____ Date _____

Skills 1 and 2

Directions: We'll use this mat and some squares. I'll move one blue square for each word in a phrase or sentence. Watch me, *birds fly*. I'll Say: the words again and move the squares, *birds fly*. Let's move more squares.

Teacher Dictated	Correct Response	Student's Response	Score
Say: boys jump. Say each word again as you move a blue square.	boys jump		/1
Say and move: green frogs hop.	green frogs hop		/1
Say and move: the red ball.	the red ball		/1
Say and move: My big dog runs.	My big dog runs.		/1
Say and move: The boy ran fast.	The boy ran fast.		/1
What's the last word in the sentence?	fast		/1
What's the first word in the sentence?	the		/1

Directions: Now I'll change one word in a sentence to make a new sentence. I'll use a red square to show the word I change. Watch me, *the big car*. I'll say the words again and move the squares, *the big car*. I'll change *car* to *boat*, so I'll move the last blue square away from the line and replace it with a red square. The new sentence is *the big boat*. Let's change more words. Use the red square to show the word you change.

Teacher Dictated	Correct Response	Student's Response	Score
Say and move: My dog barks. Change barks to jumps. New sentence?	My dog jumps.		/1
Say and move: the big boy. Change big to small. What's the new sentence?	the small boy		/1
Say and move: The car stops. Change the to a. New sentence?	A car stops.		/1
		Total	/10

Observations (circle one)

Did student move one square at a time for each word?	Yes No
Did student move squares from left to right on mat?	Yes No
Did student exchange the correct square when substituting a word in a sentence?	Yes No
Did student identify both the first and last word in the sentence?	Yes No

If the answer is no to any of the observation questions, stop here and administer Skill 1 of the PASI Long Form.

SHORT FORM

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95% GROUP INC.®

95 percent of students reading at grade level . . . an achievable goal

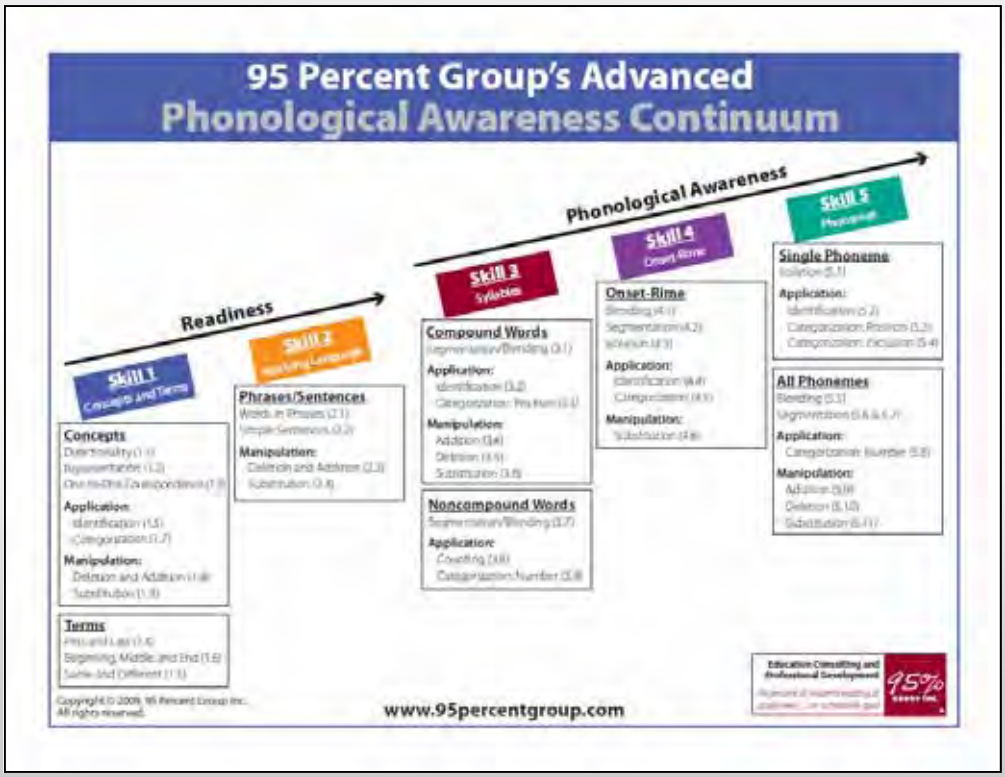
M-1010

What Is the *PASI*?

The ***Phonological Awareness Screener for Intervention™ (PASI™)*** is a diagnostic informal screener used to determine where to begin each student's intervention, to group students with similar needs, and to determine when to move students out of one skill and into another.

Curriculum-based measures such as *DIBELS®* and *AIMSweb®* identify students who are below grade-level benchmarks—the *PASI* is used to further diagnose these students to determine where to start instruction and how to group by skill deficits.

Brief and easy-to-administer, the *PASI* assesses 38 skills, from basic to complex, in order of 95 Percent Group's Phonological Awareness Continuum. Information from the *PASI* eliminates guessing and leads directly to Tier II and III focused intervention instruction.



Why Should I Use the *PASI*?

- With the new *PASI* 3.0, there is direct alignment from assessment to grouping to instruction.
- *PASI* 3.0 has the same skill numbers as 95 Percent Group's *Blueprint for Intervention:*® *Phonological Awareness* (*PA Blueprint*) intervention instructional materials.
- Short Form and Long Form of the *PASI* work in concert to reduce and focus assessment time on key missing skills.
- Version 3.0 provides more detail about each phonological awareness skill than previous versions of the *PASI*.
- *PASI* 3.0 assesses key readiness skills as well as syllables, onset-rime, and phonemes.
- All assessment materials are easily accessible to reading coaches, teachers, paraprofessionals, and other school staff members from the *PASI* 3.0 website—forms, directions, mats, manipulatives.

Screen ⇨ Group ⇨ Instruct

Use with preK, K, or older students whose reading deficits can be tracked back to phonological awareness.

Using the PASI

How Do You Use It?

- Administer level-appropriate tasks of the Short Form.
- Delve deeper with Long Form A.
- Progress-monitor with alternate Forms B and C, after instruction has been provided

Who Administers It?

Any school staff member well trained in English speech sounds:

- Classroom teachers
- Special Education teachers
- Reading specialists
- Interventionists
- School psychologists
- Instructional aides
- Paraprofessionals
- Speech-language pathologists

Download forms, mats, manipulatives, and administration directions from the *PASI* website.

1. Administer the Short Form.
2. Stop when student does not receive a passing score on 2 consecutive skills.
3. Delve deeper by administering the Long Form beginning with the skill the student did not pass on the Short Form.

8-23-10 Version 3.0 3

Phonological Awareness Screener for Intervention™ (PASI™)

Short Form: Student Scoring Form

Student Name _____ Evaluator _____ Date _____

Skill 4

Directions: Words can be broken into two different parts. We're going to break words into the first part and the rime. The rime is what we call the last part of the word. It's the vowel sound and everything after. Listen, the word is *man*. /m/ is the first part or sound; /ăn / is the rime. Listen, the word is *man*. What's the rime? (an) Let's find the rime in more words.

Teacher Dictated	Correct Response	Student's Response	Score
Say: sat. What's the first part? What's the last part or the rime?	/s/ /ăt/		1 /2
Say: mop. What's the first part? What's the rime?	/m/ /ŏp/		1 /2
Say: sing. What's the rime?	/ing/		0 /1
Say: flop. What's the rime?	/ŏp/		0 /1
Say: mouse. What's the rime?	/ous/		0 /1

Directions: We're going to listen to words and decide if they rhyme. Words rhyme when the endings are the same. Listen, *cat*, *bat*. I hear /ăt/ at the end of both words. *Cat* and *bat* rhyme. Let's listen for more words that rhyme.

Teacher Dictated	Correct Response	Student's Response	Score
Say: fall, call. Do they rhyme?	yes		1 /1
Say: shop, man. Do they rhyme?	no		0 /1

Directions: We're going to listen to a set of words and find the one word that does not rhyme with the others. The word that does not rhyme does not belong. Listen, *man*, *fan*, *mop*. *Man* and *fan* rhyme because the words sound the same at the end. *Mop* does not sound like *man* and *fan*. *Mop* doesn't rhyme, so it doesn't belong. Let's find more words that do not rhyme.

SHORT FORM

Phonolog arene

Student Scoring Long Form A

Student Name _____ Evaluator _____ Date _____

Skill 4

Skill 4.1: Blending

Teacher Dictates	Correct Response	Student's Response	Score
/f/.../ish/	fish		1 /1
/sh/.../ŏp/	shop		1 /1
/n/.../ōz/	nose		1 /1
/t/.../ō/	toe		1 /1
/fl/.../ăg/	flag		1 /1
		Total	5 /5

Skill 4.2: Segmentation

Teacher Dictates	Correct Response	Student's Response	Score
Map	/m/, /ăp/		0 /1
Fan	/f/, /ăn/		1 /1
Kite	/k/, /īt/		0 /1
Goat	/g/, /ōt/		0 /1
Shop	/sh/, /ŏp/		/1
		Total	/5

Skill 4.3: Isolation

Teacher Dictates	Correct Response	Student's Response	Score
Sip	/ip/		/1
Feet	/ēt/		/1

Long Form A

Pinpoint deficits to target instruction—close the gap for struggling students.

Quick and easy to administer!

Assess each student in about 5–10 minutes.

Group students with similar needs for intervention instruction.

Grouping Students for Intervention

Assesses 38 readiness and phonological awareness skills:

- **Concepts and Terms**
- **Applying Language**
- **Syllables**
- **Onset-Rime**
- **Phonemes**

Phonological Awareness Screener for Intervention™ (PASI™)

Classroom Grouping Worksheet for Phonological Awareness Intervention

SKILL 4: Onset-Rime

Student Name	Skill 4.1 Blending	Skill 4.2 Segmentation	Skill 4.3 Isolation	Skill 4.4 Application: Identification	Skill 4.5 Application: Categorization (Exclusion)	Skill 4.6: Manipulation: Substitution
Points Possible	5	5	5	5	5	5
Amber	5	5	4	4	3	
Brian	2					
Derek	5	4	5	3		
Erick	5	5	5	4	3	
Gabrielle	3					
Jenna	3					
Juan	4	4	2			
Logan	2					
Marcus	0					
Nala	5	4	3			
Seth	1					
Trey	4	4	4	3		

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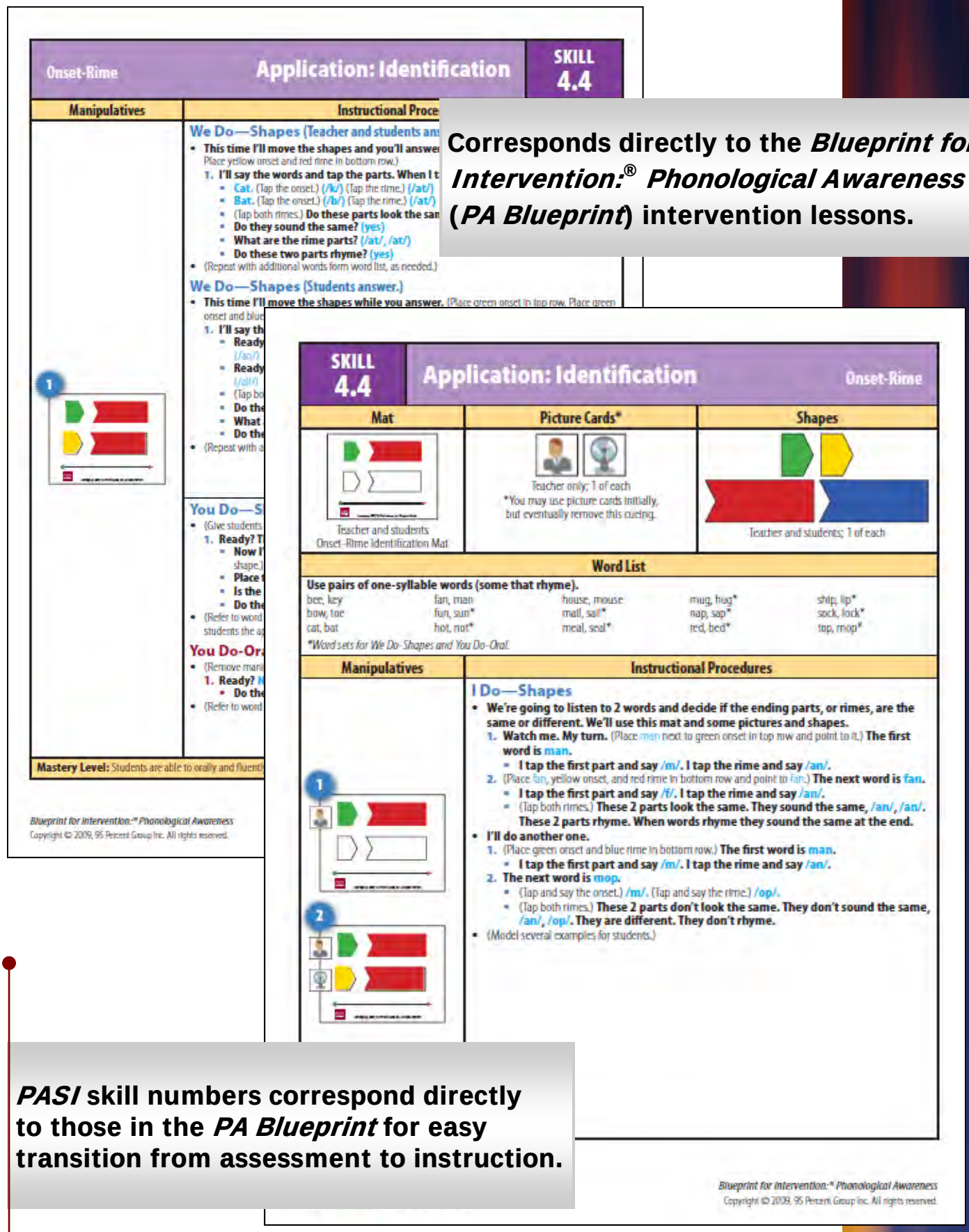
1. **List Long Form scores for each student on all the assessed skills.**
2. **Highlight any scores that are lower than 80%.**
3. **Start instruction at the lowest point that student is below mastery.**
4. **Group students with similar needs for focused instruction in the skill.**

Intervention Instruction



Onset-Rime | Application: Identification | SKILL 4.4

Manipulatives | Instructional Procedures

We Do—Shapes (Teacher and students an

- This time I'll move the shapes and you'll answer
  Place yellow onset and red rime in bottom row.)
  1. I'll say the words and tap the parts. When I t
     - Cat. (Tap the onset.) (/k/) (Tap the rime.) (/at/)
     - Bat. (Tap the onset.) (/b/) (Tap the rime.) (/at/)
     - (Tap both rimes.) Do these parts look the sar
     - Do they sound the same? (yes)
     - What are the rime parts? (/at/, /at/)
     - Do these two parts rhyme? (yes)
- (Repeat with additional words form word list, as needed.)

We Do—Shapes (Students answer.)

- This time I'll move the shapes while you answer. (Place green onset in top row. Place green onset and blue

You Do—S

You Do-Or

Mastery Level: Students are able to orally and fluent

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SKILL 4.4 | Application: Identification | Onset-Rime

Mat	Picture Cards*	Shapes
Teacher and students Onset-Rime Identification Mat	Teacher only; 1 of each *You may use picture cards initially, but eventually remove this cueing.	Teacher and students; 1 of each

Word List

Use pairs of one-syllable words (some that rhyme).

bee, key	fan, man	house, mouse	mug, hug*	ship, lip*
bow, toe	fun, sun*	mail, sail*	nap, sap*	sock, lock*
cat, bat	hot, not*	meal, seal*	red, bed*	top, mop*

*Word sets for We Do-Shapes and You Do-Chal.

Manipulatives | Instructional Procedures

I Do—Shapes

- We're going to listen to 2 words and decide if the ending parts, or rimes, are the same or different. We'll use this mat and some pictures and shapes.
  1. Watch me. My turn. (Place man next to green onset in top row and point to it.) The first word is man.
     - I tap the first part and say /m/. I tap the rime and say /an/.
  2. (Place fan, yellow onset, and red rime in bottom row and point to fan.) The next word is fan.
     - I tap the first part and say /f/. I tap the rime and say /an/.
     - (Tap both rimes.) These 2 parts look the same. They sound the same, /an/, /an/. These 2 parts rhyme. When words rhyme they sound the same at the end.
- I'll do another one.
  1. (Place green onset and blue rime in bottom row.) The first word is man.
     - I tap the first part and say /m/. I tap the rime and say /an/.
  2. The next word is mop.
     - (Tap and say the onset.) /m/. (Tap and say the rime.) /op/.
     - (Tap both rimes.) These 2 parts don't look the same. They don't sound the same, /an/, /op/. They are different. They don't rhyme.
- (Model several examples for students.)

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Corresponds directly to the *Blueprint for Intervention:® Phonological Awareness* (*PA Blueprint*) intervention lessons.

***PASI* skill numbers correspond directly to those in the *PA Blueprint* for easy transition from assessment to instruction.**

Ordering Information

ASSESSMENT

PASI Pricing (item #4150)

PASI for small schools (1–3 classrooms per largest grade in school) ……$350.00

PASI for medium schools (4–6 classrooms per largest grade in school) ……$450.00

PASI for large schools (7+ classrooms per largest grade in school) ……$550.00

NOTE: 95 Percent Group's Phonological Awareness Continuum *is available for purchase (Item #5110; price $3.00 each).*

INSTRUCTION

PA Blueprint Pricing

3110 *Blueprint for Intervention: Phonological Awareness* Teacher's Guide ……$65.00
3145 Manipulatives Kit ……..$150.00
3148 Magnetic Manipulatives for Modeling……$55.00
3140 Flipbook for Skill 5: Phonemes……..$12.00

Packages

3155 Manipulatives Kit PLUS Magnetic Manipulatives for Modeling……$195.00
3147 Intervention Group Package (includes 1 Teacher's Guide, 5 Flipbooks, and 1 Manipulatives Kit)……$260.00

3147 Intervention Group Package—Teacher's Guide, flipbooks, and manipulatives for up to 5 intervention students.

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