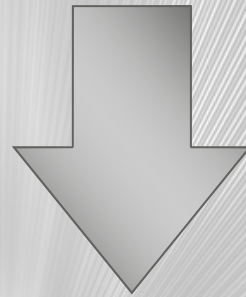


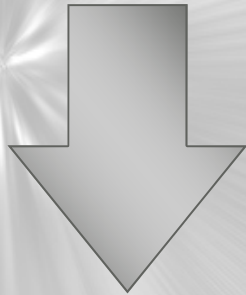
PSI™

Phonics Screener for Intervention™

SCREEN



GROUP



INSTRUCT

95%
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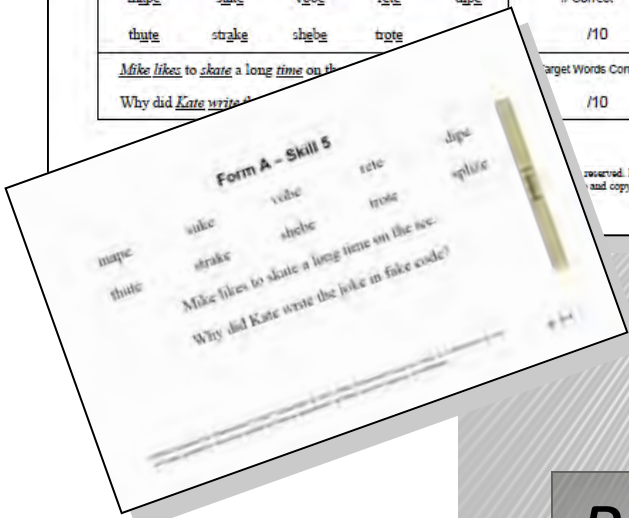
Phonics Screener for Intervention™ (PSI™)
Student Scoring Form A-1 – Basic Phonics Skills

Student: _____ Evaluator: _____ Date: _____

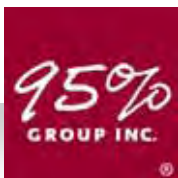
Part I: Basic Phonics Skills Score

Skill 1: Letter Names and Sounds					
Names	c a m r u v n o x z e s w i b h f l d k t p g q j y	/26			
Sounds	Consonants	m t s c w l d k p z g r q u v j b y f x h /21			
	Short Vowels	a i o e u /5			
Skill 2: VC and CVC					
ug	ib	ap	lon	fez	# Correct
pab	nif	ket	gop	rud	/10
Eat is at the <u>u</u> g with his <u>i</u> g.					# Target Words Correct
My <u>b</u> ig red <u>h</u> at was <u>o</u> n the <u>r</u> ug by the <u>e</u> d.					/10
Skill 3: Consonant Blends					
triz	flug	plet	mond	gamp	# Correct
strom	plet	prant	brund	gret	/10
Fred was glad to swim to the raft at camp.					# Target Words Correct
Brad held on to the strap so he could jump off the stilt.					/10
Skill 4: Consonant Digraphs					
thop	shen	chun	thig	whop	# Correct
raph	tach	sith	chob	sheck	/10
Beth likes to crunch chips with her teeth.					# Target Words Correct
Did Rick wash the black fish?					/10
Skill 5: Silent-e					
mapa	sake	vobe	rate	dipe	# Correct
thute	strake	shebe	trote		/10
Mike likes to skate a long time on the ice.					# Target Words Correct
Why did Kate write the code?					/10

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Pinpoint phonics deficits with the PSI!



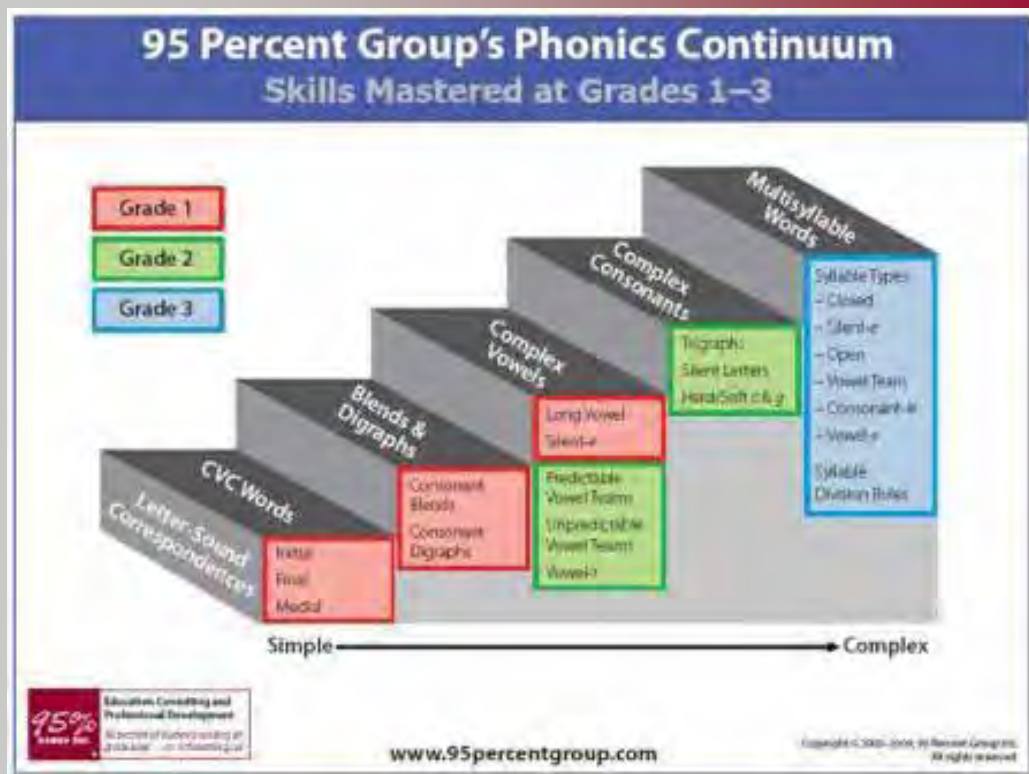
95 percent of students reading at grade level . . . an achievable goal

What Is the *PSI*?

The ***Phonics Screener for Intervention™ (PSI™)*** 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 *PSI* 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 *PSI* assesses phonics skills, from basic to complex, in order of 95 Percent Group's Phonics Continuum. Information from the *PSI* eliminates guessing and leads directly to Tier II and III focused intervention instruction.



Why Should I Use the *PSI*?

- With the *PSI*, there is direct alignment from assessment to grouping to instruction.
- The *PSI* assesses the skills that are part of the *Phonics Lesson Library*[™], the *Blueprint for Intervention*:[®] *Multisyllable Routine Cards*, and the *Phonics Chip Kit*[™] intervention instructional materials.
- All assessment materials are easily accessible to reading coaches, teachers, paraprofessionals, and other school staff members from the *PSI* website—forms, directions, grouping worksheets, Student Material Booklet.
- The Student Materials Booklet is also available for purchase, printed on heavy durable cardstock and spiral bound for your convenience.

Item #5030, \$20.00 per Student Materials Booklet



Screen ⇨ Group ⇨ Instruct

Use with students in grades 1 and up who have poor reading accuracy.

Using the PSI

How Do You Use It?

- Administer level-appropriate skills with Form A to identify skill needs.
- Progress-monitor with alternate Forms B and C, after instruction has been provided.

Who Administers It?

Any school staff member well trained in phonics concepts:

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

Download forms, mats, student materials booklets, and administration directions from the *PSI* website.



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

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Phonics Screener for Intervention™ (PSI™)
Student Scoring Form A-1 – Basic Phonics Skills

Student: _____ Evaluator: _____ Date: _____

Part I: Basic Phonics Skills Score

Skill 1: Letter Names and Sounds				
Names	c a m r u v n o x z e s w i b h f l d k t p g q j y	/26		
Sounds	Consonants	m t s c w l d k p z g r q n v j b y f x h /21		
	Short Vowels	a i o e u /5		
Skill 2: VC and CVC				
<u>u</u> g	i <u>b</u>	a <u>p</u>	l <u>o</u> n	f <u>e</u> z
p <u>a</u> b	n <u>i</u> f	k <u>e</u> t	g <u>o</u> p	r <u>u</u> d
<i>Pat is <u>at</u> the <u>vet</u> with his <u>pig</u>.</i> <i>My <u>big</u> <u>red</u> <u>hat</u> was <u>on</u> the <u>rug</u> by the <u>bed</u>.</i>				
Skill 3: Consonant Blends				
<u>tr</u> iz	<u>fl</u> ug	<u>bl</u> et	m <u>o</u> nd	<u>ga</u> mp
<u>st</u> rom	<u>sp</u> let	<u>pr</u> ant	<u>br</u> und	<u>gr</u> est
<i>Fred was <u>glad</u> to <u>swim</u> to the <u>raft</u> at <u>camp</u>.</i> <i>Brad <u>held</u> on to the <u>strap</u> so he could <u>jump</u> off the <u>stilts</u>.</i>				
Skill 4: Consonant Digraphs				
<u>th</u> op	<u>sh</u> em	<u>ch</u> un	<u>th</u> ig	<u>wh</u> op
ra <u>ph</u>	ta <u>sh</u>	si <u>th</u>	ch <u>ob</u>	she <u>ck</u>
<i>Beth likes to <u>crunch</u> <u>chips</u> with her <u>teeth</u>.</i> <i>Did <u>Rick</u> <u>wash</u> the <u>black</u>, <u>thin</u> fish?</i>				
Skill 5: Silent-e				
ma <u>p</u> e	su <u>k</u> e	vo <u>b</u> e	re <u>t</u> e	di <u>p</u> e
th <u>u</u> te	stra <u>k</u> e	she <u>b</u> e	tro <u>t</u> e	sp <u>l</u> ize
<i>Mike likes to <u>skate</u> a long <u>time</u> on the <u>ice</u>.</i> <i>Why did <u>Kate</u> write the <u>joke</u> in <u>fake</u> code?</i>				

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- For students in first grade or above, begin at student’s highest level of proficiency.
- With Kindergarten students, begin with Letter Names (Skill 1a) or Letter Sounds (Skill 1b).
- It’s not essential to assess all tasks. The purpose is to identify areas of need so that you may stop when a student becomes frustrated.
- With younger students, assess only the skills that have been taught in the core instruction.
- With older students, you will often find some instructional gaps. In this case, use your professional judgment in determining when to discontinue the screener.
- Discontinue the screener at any time a student shows signs of frustration.

Quick and easy to administer!

Assess each student in about 10–15 minutes.



Group students with similar needs for intervention instruction.

Grouping Students for Intervention

Assesses 12 phonics skills, including multisyllable words, plus sight words.

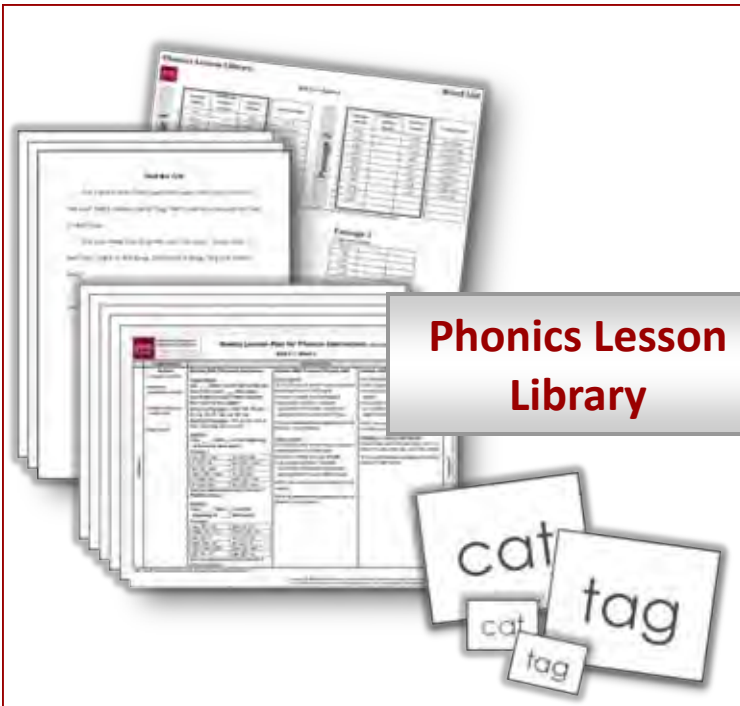
Student Name	Beginning Phonics Skills						Advanced Phonics Skills			Other	
	1a: Letter Names	1b: Letter Sounds	2: VC/CVC	3: Consonant Digraphs	4: Consonant Digraphs	5: Silent -e	6: Vowel Teams (Predictable)	7: Vowel Teams	8: Vowel -r	9: Complex Consonants	Sight Words
Maximum Points	26	21C/ 5V	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	/220
Brian			10/10	7/10	7/10	2/10					
Hodley			10/10	7/4							
Becca			6/10	7/7	6/7						
Mercedes			9/9	9/10	7/8	8/10					
Kristi			10/10	9/10	9/7	7/10					
Quinn			9/9	9/9	7/9	6/8					
Jed			9/10	9/7							
Jordan			9/9	9/10	9/9	8/10					
Brittanie			9/10	10/10	9/9	8/10					
Sommer			10/10	9/10	10/10	9/10					
Shandra			9/10	10/10	9/9	8/10					
Jaden			9/10	10/10	9/9	8/10					

1. List scores for each student on all the assessed skills.
2. Highlight any scores that are lower than 90%.
3. Start instruction at the lowest point that student is below mastery.
4. Group students with similar needs for focused instruction in the skill.

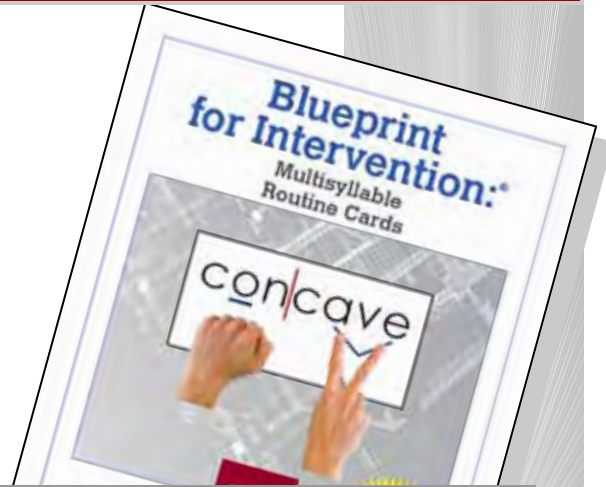


Intervention Instruction

**PSI Corresponds to several
95 Percent Group
intervention products.**



**Phonics Lesson
Library**



**Blueprint for Intervention:
Multisyllable Routine Cards**



**Phonics Chip Kits
(Basic, Advanced,**

Ordering Information

ASSESSMENT

Phonics Screener for Intervention™ (PSI™), Version 2.3		
5150	for Small Schools (1–3 classrooms per largest grade)	\$350.00
	for Medium Schools (4–6 classrooms per largest grade)	\$450.00
	for Large Schools (7+ classrooms per largest grade)	\$550.00
5030	PSI Student Materials Booklet	\$20.00

INSTRUCTION

Phonics Lesson Library™ (PLL) (NEW PURCHASES)		
3180	for Small Schools (1–3 classrooms per largest grade)	\$1,500.00
	for Medium Schools (4–6 classrooms per largest grade)	\$2,500.00
	for Large Schools (7+ classrooms per largest grade)	\$3,500.00
Phonics Lesson Library (PLL) (RENEWAL PURCHASES)		
3190	for Small Schools (1–3 classrooms per largest grade)	\$750.00
	for Medium Schools (4–6 classrooms per largest grade)	\$1,250.00
	for Large Schools (7+ classrooms per largest grade)	\$1,750.00
Phonics Chip Kit™ (PCK) (with case)		
3210	PCK Basic (Skills 2–5)	\$135.00
3211	PCK Advanced (Skills 6–9)	\$135.00
3212	PCK Multisyllable (Skills 10–15)	\$135.00
Multisyllable Routine Cards (part of the Blueprint for Intervention series)		
3125	Teacher's Guide	\$72.00

ADDITIONAL MATERIALS

3150	Blueprint for Intervention: Phonics	\$38.00
3120	Phonics Routine Cards (part of Blueprint for Intervention series)	\$35.00
5120	Phonics Continuum	\$3.00
3130	Classroom Posters (Four 24"x36" posters: Syllable Types, Short Vowels, Vowel Teams, Consonant Blends)	\$34.00



Classroom Posters only
\$34.00 for a set of 4!

95 PERCENT GROUP INC.

475 Half Day Road, Suite 350
Lincolnshire, IL 60069

Questions, comments, or to place an order:

Phone: 847.499.8200

Fax: 847.793.0033

E-mail: sales@95percentgroup.com

Web: www.95percentgroup.com



Education Consulting and
Professional Development

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

SUSAN L. HALL, EDD
FOUNDER AND PRESIDENT