

Phonological Awareness Screener for Intervention™ (PASI™)

From Assessment to Groups to Instruction



Assess and Group

Utilizing the Phonological Awareness Screener for Intervention

The **Phonological Awareness Screener for Intervention (PASI)** is an easy-to-administer informal diagnostic assessment designed to provide information about a student beyond what curriculum-based measures such as DIBELS® and AIMSweb® can provide. Diagnostic assessments enable teachers to pinpoint deficit skills and determine where to start instruction and how to group by skill deficits. Information from the PASI eliminates guessing and leads directly to Tier 2 and 3 focused intervention instruction. The PASI includes three Long Forms for progress monitoring.



The PASI includes:

- Getting Started Guide
- User's Manual
- Student Materials (mats & shapes)
- Student Scoring Forms (including Short Form for Kindergarten, Short Form for First Grade, and Long Forms A, B, and C)
- Classroom Grouping Worksheets

The PASI is a valuable tool to place students in proper skill groups:

- Identify mastered and deficit skills in phonological awareness skills
- Complete initial assessment in 5-10 minutes with Short Form and Long Form A
- Place student in initial group
- Monitor progress in 1-2 minutes with alternate forms B or C
- Exit student from group and regroup for next skills
- Assess pre- and post-instruction for accountability
- Assess key phonological awareness skills in syllables, onset-rime, and phonemes

The PASI, which is offered as a school site license, is cost effective. The site license enables all educators in a school to use a common diagnostic tool for years to come without additional cost for consumable forms.

Any school staff member well trained in phonological awareness concepts can administer the PASI:

- Classroom teachers
- Interventionists
- Paraprofessionals
- Special Education teachers
- School Psychologists
- Speech-language Pathologists
- Reading specialists
- Instructional Aides

The PASI is easy to administer

Assess each student in 5-10 minutes

- Administer level-appropriate tasks of the Short Form to skim across key skill categories
- Stop Short Form when student does not receive a passing score on two consecutive tasks
- Delve deeper by administering the Long Form beginning with the skill the student did not pass on the Short Form
- Progress monitor with alternate Forms B and C after instruction has been provided
- Deliver assessment to ensure mastery of the skill before moving on

The **PASI** has the same skill numbers as the Phonological Awareness Continuum and the Phonological Awareness Lessons, which provides a logical, easy-to-follow progression from screening to instruction.

Classroom Grouping Worksheet for Phonological Awareness Screener for Intervention™ (PASI™), Version 3.1

SKILL 3: Syllables

Student Name	Points Possible							
	Skill 3.1	Skill 3.2	Skill 3.3	Skill 3.4	Skill 3.5	Skill 3.6	Skill 3.7	Skill 3.8
Jorge	5	4	1		5			
Hannah	5	5	3	1				
Lizze	5	4	2					
Carrie	5	5	5	5	1	1		
Wiley	5	5	5	5	2	1		
Juan	5	5	5	5	3	2		
Ava	5	5	5	5	2	1		
Devis	5	5	5	5	5	5	3	1
Connor	5	5	5	5	5	5	3	2
Audrey	5	5	5	5	5	5	1	1
Kimberly	5	5	5	5	5	5	3	1
Maria	5	5	5	5	5	5	2	2

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After Assessment Comes Grouping

Group students for intervention in 4 easy steps:

- List Long Form scores for each student on all assessed skills
- Highlight any scores that are lower than 80%
- Start instruction at the lowest point that student is below mastery
- Group students with similar needs for focused instruction

Progress monitoring assessment takes only 1-2 minutes, and it's part of the instruction so you won't lose teaching time!



For additional information about our approach to
Phonological Awareness, Phonics, Vocabulary,
Comprehension, and Common Core State Standards,
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