

Phonics Screener for Intervention™ (PSI™)

From Assessment to Groups to Instruction



Assess and Group

Quickly Diagnose and Group Students with the Phonics Screener for Intervention

The First Step is Assessing

The Phonics Screener for Intervention (PSI) is a brief and easy-to-administer informal diagnostic assessment designed to pinpoint the specific decoding needs of students who have poor reading accuracy. It's 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 into another. Information from the PSI eliminates guessing and leads directly to placement in a Tier 2 or Tier 3 group for focused intervention instruction.



The PSI is easy to administer.
Assess each student in 5-10 minutes.

The PSI includes:

- Getting Started Guide
- User's Manual
- Student Materials Booklet* (Including Forms A, B, and C)
- Student Scoring Forms (Forms A, B, and C)
- Classroom Grouping Worksheets

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

- Identify mastered and deficit skills in 15 phonics areas plus sight words
- Assess in 5-10 minutes with Form A
- Place student in initial group
- Monitor progress in 1-2 minutes with alternate Form B or C
- Exit student from group and regroup for next skill
- Assess pre- and post-instruction for accountability

The PSI, 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 PSI:

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

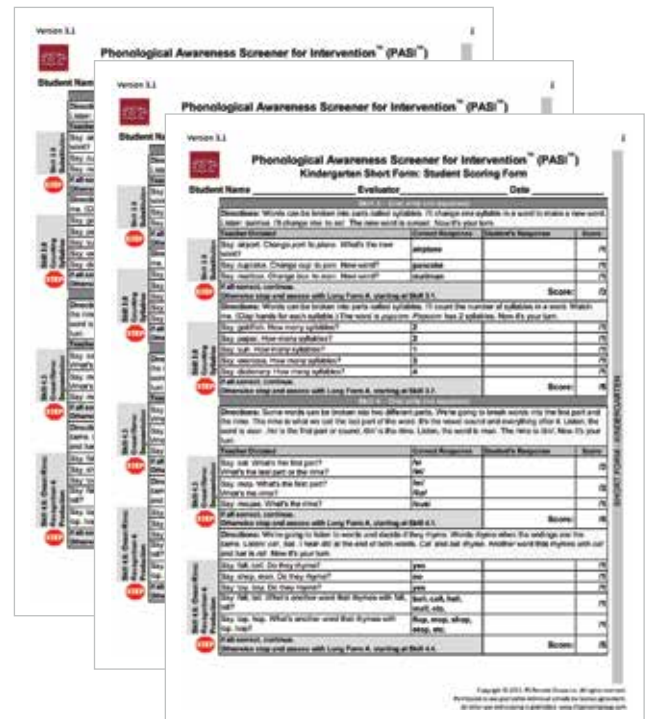


The screeners are teacher-friendly, easy to give, and even more important... easy to interpret! The PSI is a valuable tool that provides more data on a student than DIBELS® and allows easy placement in appropriate intervention groups. Our teachers believe this assessment truly gives them an accurate look at each child’s phonics skills.”

Elementary Curriculum Coordinator

FL District

Student Name	Beginning Phonics Skills						Advanced Phonics Skills				Other
	1a: Letter Names	1b: Letter Sounds	2: VC/CVC	3: Consonant Blends	4: Consonant Digraphs	5: Silent e	6: Vowel Teams (Predictably)	7: Vowel Teams	8: Vowel e	9: Complex Consonants	
Maximum Points	26	21/10/5/1	10/10	10/10	10/10	10/10	10/10	10/10	10/10	10/10	22/20
Brian			10/10	7/10	7/10	2/10					
Hodley			10/10	7/4							
Becca			6/10	7/7	6/7						
Alyssa			10/10	9/9	9/10	7/7					
Mercedes			9/9	9/10	7/8	8/10					
Kristi			10/10	9/10	8/7	7/10					
Quinn			9/9	9/9	7/9	6/8					
Jed			9/10	9/7	6/8	7/6					
Jordan			9/9	9/10	9/10	4/10					
Brittanie			9/10	10/10	9/9	1/8					
Sommer			10/10	9/10	10/9	6/10					
Shandra			9/10	10/10	9/9	7/9					
Joden			9/10	10/10	9/10	7/8					



After Assessment Comes Grouping

Group students for intervention in 4 easy steps:

1. List Long Form scores for each student on all 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



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