Phonemic Awareness Screener for Intervention™ | PASI™
Sample Form

Student Name: _____ **Evaluator:** _____ **Date:** _____

Objective: To assess the student's ability to segment two- and three-phoneme words.

Scoring
- The student must segment all sounds correctly to receive 1 point for the prompt.
- No marks are needed for a correct response. Write "1" in the score column and move to the next prompt.
- Record the student's miscues in the "Student's Response" column.
- Passing is **80%** (4 out of 5) correct.

In the administration directions below, please note that the text in **boldface** *type is suggested teacher talk. Directions to the teacher are in* (regular type) *in parentheses and* <u>not</u> *meant to be read aloud. Student responses are in* **blue**.

Administration Directions

Skill PA4: Segmentation | 2-3 Phonemes

We're going to say every sound in a word.
My turn.
- **The word is** <u>he</u>.
- **First, I say the word slowly so that I can hear all of the sounds—/hhhēēē/.**
- **Next, I'll use my fingers to stretch and say each sound. The sounds in the word** <u>he</u> **are /h/ /ē/.**
- **There are 2 sounds in the word** <u>he</u>. (Point to each finger as you say each sound again.) **/h/ /ē/**

It's your turn. I'll say a word and you'll stretch your fingers while saying each sound.
Ready?
- Say: <u>bee</u>.
- **What are the sounds in the word** <u>bee</u>**? /b/ /ē/**

Now, I will have you say every sound in more words. Ready?

Teacher Dictates	Correct Response	Student's Response	Score
Say: **way**. **Say each sound.**	/w/ /ā/		/1
five	/f/ /ī/ /v/		/1
oak	/ō/ /k/		/1
hash	/h/ /ă/ /sh/		/1
me	/m/ /ē/		/1
		Total	**/5**

Students that score <u>below 80%</u>, should recieve explicit intervention in a small group setting using **PA4 Chips** and **PA4 Letters** lessons from the **Phonemic Awareness Intervention Resource™** (**PAIR™**).