

PSF Practice #1

PSF Practice #2

Benchmark 1

DIBELS® Phoneme Segmentation Fluency

rich	/r/ /i/ /ch/	hawk	/h/ /o/ /k/	____/6
passed	/p/ /a/ /s/ /t/	roof	/r/ /oo/ /f/	____/7
sea	/s/ /ea/	shout	/sh/ /ow/ /t/	____/5
arms	/ar/ /m/ /z/	smile	/s/ /m/ /ie/ /l/	____/7
fish	/f/ /i/ /sh/	woof	/w/ /oo/ /f/	____/6
his	/h/ /i/ /z/	ling	/l/ /i/ /ng/	____/6
life	/l/ /ie/ /f/	patch	/p/ /a/ /ch/	____/6
thin	/th/ /i/ /n/	when	/w/ /e/ /n/	____/6
add	/a/ /d/	learn	/l/ /ir/ /n/	____/5
chips	/ch/ /i/ /p/ /s/	taste	/t/ /ai/ /s/ /t/	____/8
wrapped	/r/ /a/ /p/ /t/	dead	/d/ /e/ /d/	____/7
bull	/b/ /uu/ /l/	meant	/m/ /e/ /n/ /t/	____/7

Error Pattern:

Total: _____

Benchmark 2

DIBELS® Phoneme Segmentation Fluency

words	/w/ /ir/ /d/ /z/	mind	/m/ /ie/ /n/ /d/	____/8
pale	/p/ /ai/ /l/	short	/sh/ /or/ /t/	____/6
goat	/g/ /oa/ /t/	pool	/p/ /oo/ /l/	____/6
hook	/h/ /uu/ /k/	his	/h/ /i/ /z/	____/6
moves	/m/ /oo/ /v/ /z/	stood	/s/ /t/ /uu/ /d/	____/8
wet	/w/ /e/ /t/	sit	/s/ /i/ /t/	____/6
have	/h/ /a/ /v/	knows	/n/ /oa/ /z/	____/6
tape	/t/ /ai/ /p/	tricks	/t/ /r/ /i/ /k/ /s/	____/8
near	/n/ /ea/ /r/	through	/th/ /r/ /oo/	____/6
mole	/m/ /oa/ /l/	who	/h/ /oo/	____/5
mail	/m/ /ai/ /l/	night	/n/ /ie/ /t/	____/6
why	/w/ /ie/	parks	/p/ /ar/ /k/ /s/	____/6

Error Pattern:

Total: _____

DIBELS® Phoneme Segmentation Fluency Administration and Scoring Practice Activity

Instructions for Completing the Activity:

1. Form a three-person group. You will take turns administering PSF to a child in the **spring of kindergarten**.
2. There will be 3 rounds to the activity where your role will change with each round. The roles are:

Examiner	Student	Observer
Follow the script on the page titled "Examiner." Administer PSF to the "student". Practice administration, timing and scoring. Place a bracket and stop at the end of 1 minute. Score the student's responses.	Follow the script for your round on the page titled, "Student". You will pretend to be a student and provide the written scripted responses. Pace the task and perform as a child in kindergarten.	Use the PSF Assessment Integrity Checklist on the page titled "Observer." Time along with and observe the examiner. Provide feedback on the accuracy of administration, scoring, and timing.

3. After completing each round, discuss as a group how the administration went. Answer the following questions for the round in which you are the examiner:
 - What was easy?
 - What was difficult?
 - What do you need to practice?
 - How were the skills of the child you assessed? (**established =>35; emerging 10-34; deficit <10**)
 - What instructional recommendations do you have for the student you assessed?

Student

If you are the student in the first round, follow the script for Student A; if you are the student in the second round follow the script for Student B, etc.

* Make sure examiner provides correction procedure.

	Round 1: Student A	Round 2: Student B	Round 3: Student C
<i>Examiner Says:</i>	You Say:	You Say:	You Say:
sample: mop	/m/ /o/ /p/	/m/ /op/ *	mop *
error correct		/m/ /o/ /p/	mop
1. prize	/pr/ /ie/ /z/	/pr/ /u/ /z/	/pr/ prize
2. sighed	/s/ /ie/ /d/	/sie/ /ied/	/s/ sighed
3. tie	/t/ /ie/	/t/ /ie/	/t/ tie
4. noise	/n/ /oi/ /z/	noise	/n/ (3 sec)
5. shirt	/sh/ /irt/	/sh/ /irt/	/sh/ (3 sec)
6. half	/h/ /af/	half	/h/ (3 sec)
7. peek	/p/ /ea/ /eak/	/pea/ /eak/	(3 sec)
8. south	/s/ /ow/ /th/	/s/ /outh/	(3 sec)
9. teeth	/t/ /ea/ /th/	teeth	/t/ (3 sec)
10. patch	/p/ /a/ /ach/	/pa/ /ach/	/p/ (3 sec)
11. sled	/sle/ /d/	sled	/s/ (3 sec)
12. buy	/b/ /ie/	/b/ /ie/	/b/ /ie/
13. find	/f/ /ie/ /n/ /d/	/f/ /iend/	/f/ /iend/
14. parked	/p/ /ar/ /arkt/	/p/ /arkt/	/p/ (3 sec)
15. tell	/t/ /el/	/t/	/t/ (3 sec)
16. lead	/l/ /ead/	/l/ lead	"lead"

Phoneme Segmentation Fluency
Short Form Directions

Examiner

Phoneme Segmentation Fluency

Phoneme Segmentation Fluency

I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, “sam,” you would say /s/ /a/ /m/. Let’s try one. (one second pause) Tell me the sounds in “mop”.

CORRECT RESPONSE: If student says, /m/ /o/ /p/, you say	INCORRECT RESPONSE: If student gives any other response, you say,
<i>Very good. The sounds in “mop” are /m/ /o/ /p/.</i>	<i>The sounds in “mop” are /m/ /o/ /p/. Your turn. Tell me the sounds in “mop”.</i>

OK. Here is your first word.

prize	/p/ /r/ /ie/ /z/	sighed	/s/ /ie/ /d/	_____ /7
tie	/t/ /ie/	noise	/n/ /oi/ /z/	_____ /5
shirt	/sh/ /ir/ /t/	half	/h/ /a/ /f/	_____ /6
peek	/p/ /ea/ /k/	south	/s/ /ow/ /th/	_____ /6
teeth	/t/ /ea/ /th/	patch	/p/ /a/ /ch/	_____ /6
sled	/s/ /l/ /e/ /d/	buy	/b/ /ie/	_____ /6
find	/f/ /ie/ /n/ /d/	parked	/p/ /ar/ /k/ /t/	_____ /8
tell	/t/ /e/ /l/	lead	/l/ /ea/ /d/	_____ /6
lines	/l/ /ie/ /n/ /z/	day	/d/ /ai/	_____ /6
pushed	/p/ /uu/ /sh/ /t/	thing	/th/ /i/ /ng/	_____ /7
got	/g/ /o/ /t/	those	/TH/ /oa/ /z/	_____ /6
room	/r/ /oo/ /m/	egg	/e/ /g/	_____ /5

Total _____

Error Pattern:

**DIBELS® Phoneme Segmentation Fluency
Assessment Integrity Checklist**

Observer

Directions: As the observer, please observe setup, directions, timing, and scoring. Check the examiner's accuracy in following standardized procedures.

Fine	Needs Practice					
√ box to indicate Fine or Needs Practice						
<input type="checkbox"/>	<input type="checkbox"/>	1. Performs standardized directions verbatim: <i>I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one. (1 second pause) Tell me the sounds in "mop".</i>				
		<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">CORRECT RESPONSE</th> <th style="width: 50%;">INCORRECT RESPONSE</th> </tr> </thead> <tbody> <tr> <td><i>Very good. The sounds in "mop" are /m/ /o/ /p/.</i></td> <td><i>The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".</i></td> </tr> </tbody> </table>	CORRECT RESPONSE	INCORRECT RESPONSE	<i>Very good. The sounds in "mop" are /m/ /o/ /p/.</i>	<i>The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".</i>
CORRECT RESPONSE	INCORRECT RESPONSE					
<i>Very good. The sounds in "mop" are /m/ /o/ /p/.</i>	<i>The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop".</i>					
		<i>OK. Here is your first word.</i>				
<input type="checkbox"/>	<input type="checkbox"/>	2. Responds to correct and incorrect responses appropriately.				
<input type="checkbox"/>	<input type="checkbox"/>	3. Holds clipboard and stopwatch so child cannot see what (s)he records.				
<input type="checkbox"/>	<input type="checkbox"/>	4. Presents the first word then starts stopwatch.				
<input type="checkbox"/>	<input type="checkbox"/>	5. Reads words from left to right.				
<input type="checkbox"/>	<input type="checkbox"/>	6. Waits 3 seconds for child to produce sound segments. After 3 seconds, presents next word.				
<input type="checkbox"/>	<input type="checkbox"/>	7. Underlines correct segments and slashes incorrect segments according to scoring rules.				
<input type="checkbox"/>	<input type="checkbox"/>	8. Presents words promptly and clearly.				
<input type="checkbox"/>	<input type="checkbox"/>	9. Follows discontinue rule: If child does not produce any correct segments in the first five words, stops and records score of 0.				
<input type="checkbox"/>	<input type="checkbox"/>	10. Stops at the end of 1 minute and puts a bracket (i.e.,]) at the 1-minute mark.				
<input type="checkbox"/>	<input type="checkbox"/>	11. Records the total number of correctly produced phonemes in 1 minute.				

Student A

prize	<u>/p/ /r/ /ie/ /z/</u>	sighed	<u>/s/ /ie/ /d/</u>	<u>6 /7</u>
tie	<u>/t/ /ie/</u>	noise	<u>/n/ /oi/ /z/</u>	<u>5 /5</u>
shirt	<u>/sh/ /ir/ /t/</u>	half	<u>/h/ /a/ /f/</u>	<u>4 /6</u>
peek	<u>/p/ /ea/ /k/</u>	south	<u>/s/ /ow/ /th/</u>	<u>6 /6</u>
teeth	<u>/t/ /ea/ /th/</u>	patch	<u>/p/ /a/ /ch/</u>	<u>6 /6</u>
sled	<u>/s/ /l/ /e/ /d/</u>	buy	<u>/b/ /ie/</u>	<u>4 /6</u>
find	<u>/f/ /ie/ /n/ /d/</u>	parked	<u>/p/ /ar/ k/ /t/</u>	<u>7 /8</u>
tell	<u>/t/ /e/ /l/</u>	lead	<u>/l/ /ea/ /d/</u>	<u>4 /6</u>

Total

Student B

prize	<u>/p/ /r/ /jē/ /z/</u>	sighed	<u>/s/ /ie/ /d/</u>	<u>4 /7</u>
tie	<u>/t/ /ie/</u>	noise	<u>/n/ /oi/ /z/</u>	<u>2 /5</u>
shirt	<u>/sh/ /ir/ /t/</u>	half	<u>/h/ /a/ /f/</u>	<u>2 /6</u>
peek	<u>/p/ /ea/ /k/</u>	south	<u>/s/ /ow/ /th/</u>	<u>4 /6</u>
teeth	<u>/t/ /ea/ /th/</u>	patch	<u>/p/ /a/ /ch/</u>	<u>2 /6</u>
sled	<u>/s/ /l/ /e/ /d/</u>	buy	<u>/b/ /ie/</u>	<u>2 /6</u>
find	<u>/f/ /ie/ /n/ /d/</u>	parked	<u>/p/ /ar/ k/ /t/</u>	<u>4 /8</u>
tell	<u>/t/ /e/ /l/</u>	lead	<u>/l/ /ea/ /d/</u>	<u>2 /6</u>

Total

Student C

prize	<u>/p/ /r/ /ie/ /z/</u>	sighed	<u>/s/ /ie/ /d/</u>	<u>2 /7</u>
tie	<u>/t/ /ie/</u>	noise	<u>/n/ /oi/ /z/</u>	<u>2 /5</u>
shirt	<u>/sh/ /ir/ /t/</u>	half	<u>/h/ /a/ /f/</u>	<u>2 /6</u>
peek	<u>/p/ /ea/ /k/</u>	south	<u>/s/ /ow/ /th/</u>	<u>0 /6</u>
teeth	<u>/t/ /ea/ /th/</u>	patch	<u>/p/ /a/ /ch/</u>	<u>2 /6</u>
sled	<u>/s/ /l/ /e/ /d/</u>	buy	<u>/b/ /ie/</u>	<u>3 /6</u>
find	<u>/f/ /ie/ /n/ /d/</u>	parked	<u>/p/ /ar/ k/ /t/</u>	<u>3 /8</u>
tell	<u>/t/ /e/ /l/</u>	lead	<u>/l/ /ea/ /d/</u>	<u>1 /6</u>

Total