

# Transitioning to Acadience Learning Online Workshop

## Phoneme Segmentation Fluency (PSF)

acadience reading k–6

## Acadience Reading K–6 Measures Assess the Essential Early Literacy and Reading Skills

	Measure	Essential Early Literacy/Reading Skill
<b>FSF</b>	First Sound Fluency	Phonemic Awareness
<b>LNF</b>	Letter Naming Fluency	None (Indicator of Risk)
<b>RAN</b>	Rapid Automatized Naming	None (Indicator of Risk)
<b>PSF</b>	Phoneme Segmentation Fluency	Phonemic Awareness
<b>NWF</b>	Nonsense Word Fluency	Alphabetic Principle and Basic Phonics
<b>ORF</b>	Oral Reading Fluency (includes Retell)	Advanced Phonics and Word Attack Skills Accurate and Fluent Reading of Connected Text Reading Comprehension
<b>Maze</b>	Maze	Reading Comprehension
<b>WUF-R*</b>	Word Use Fluency–Revised	Vocabulary and Oral Language

2 | \*WUF–R is available to research partners from [info@acadiencelearning.org](mailto:info@acadiencelearning.org)

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## Why Phonemic Awareness?

Phonemic awareness is essential to learning to read in an alphabetic writing system.

- ▶ Letters represent sounds/phonemes.
- ▶ Phonemic awareness is fundamental to mapping speech sounds to print.
- ▶ Without phonemic awareness, phonics makes little sense.

Phonemic awareness is a strong predictor of students' reading acquisition and achievement.

Phonemic awareness can be taught; reading outcomes are improved when students are taught phonemic awareness.



## What Is Phoneme Segmentation Fluency?

Phoneme Segmentation Fluency (PSF) is a brief, direct measure of a student's fluency segmenting a spoken word into its component parts or sound segments.



## Phoneme Segmentation Fluency (PSF) Overview

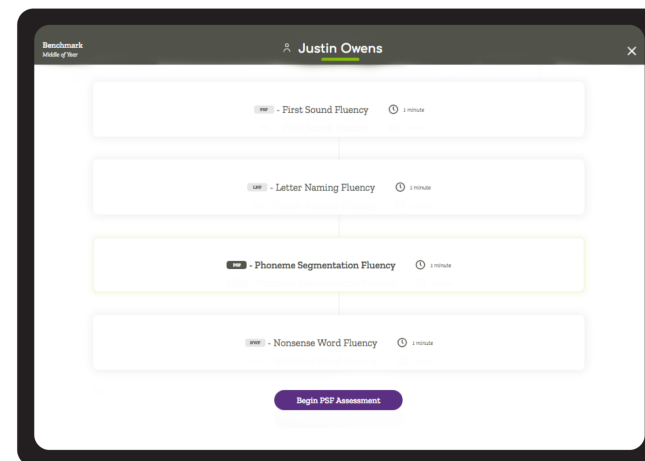
Essential Early Literacy/Reading Skill	Phonemic Awareness
Administration Time	1 minute
Administration Schedule	Middle of kindergarten to beginning of first grade
Score	Number of correct sound segments the student says in 1 minute
Wait Rule	No response within 3 seconds, say the next word.
Discontinue Rule	No correct sound segments in the first five words



## Materials

### Acadience Learning Online

#### ► Tablet



## Administration Directions

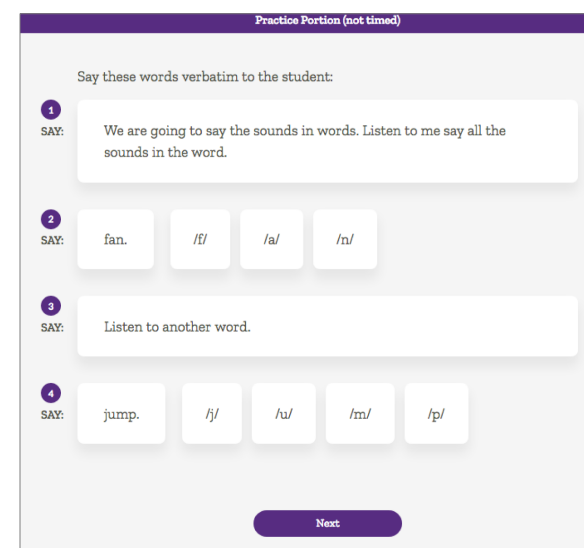
- **Hold the tablet** and position it so that the student cannot see what you record.
- Follow these directions exactly each time with each student.



## PSF Administration Directions ALO

ALO: Say the words on the screen.

Note: Mark the student's response to the practice items and the next screen will automatically branch to the appropriate next set of directions.



## PSF Administration Directions ALO

Note: Mark the student's response to the practice items and the next screen will automatically branch to the appropriate next set of directions.

Practice Portion (not timed)

Say these words verbatim to the student:

1 SAY: Your turn. Say all the sounds in "soap."

/s/ /oa/ /p/

Done



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## PSF Administration Directions ALO

Note: Mark the student's response to the practice items and the next screen will automatically branch to the appropriate next set of directions.

Practice Portion (not timed)

Say these words verbatim to the student:

1 SAY: Very good saying all the sounds in "soap."

2 SAY: I am going to say more words. I will say the word, and you will say all the sounds in the word.

3 SAY: Ready, begin.

& Press Begin.



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## PSF Notes

- ▶ Scores are not pro-rated. If the student completes the assessment before 1 minute, assessment stops and the student receives the score obtained.
- ▶ If the student is in the middle of a response at the end of 1 minute, you may allow the student to finish the response, but place the bracket where the minute ended and do not count any sound segments after the end of the minute. **ALO will automatically stop at the end of 1 minute.**



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## Scoring Rules

	ALO
1	<b>Touch or swipe the pill bar beneath</b> each different, correct sound segment the student says. A sound segment is an individual sound or a group of sounds blended together.
2	<b>Touch or swipe the letter(s)</b> for incorrect sound segments.
3	Leave <b>blank</b> any omitted sounds.



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## Scoring Rules

	ALO
4	<b>Swipe</b> all of the <b>letters</b> in the word when the student repeats the word.
5	<b>Touch the x</b> in the <b>score bar</b> if the student self-corrects an error within 3 seconds.
6	If the student changes an answer from correct to incorrect, <b>touch/swipe</b> the <b>score bar above</b> the letters.

Note: You can also touch/swipe the score bar above the letters to change a score due to assessor error.



## PSF Correct Responses

Correct Response	Example
Correct and complete segmentation	/s/ /a/ /t/
Partial segmentation	/s/ /at/
Overlapping segmentation	/sa/ /at/
Sounds with added schwa (/u/) sound	/su/ /a/ /t/
Sounds pronounced incorrectly due to articulation delay/impairment, different first language or dialect	/th/ /a/ /t/ (by student who substitutes /th/ for /s/)
Elongated sounds	/sssssaaaaat/



## Scoring Rule 1 ALO: Touch or Swipe Pill Bar Beneath Correct Sound Segments

sack

The diagram illustrates the correct response for the word 'sack'. It shows three sound segments: /s/, /a/, and /k/. Below each segment is a green pill bar. A hand icon is shown touching the first pill bar for /s/. Above the pill bars is a green score bar with an 'x' mark, indicating a self-correction or error.



## Scoring Rule 1 ALO: Touch or Swipe Pill Bar Beneath Correct Sound Segments

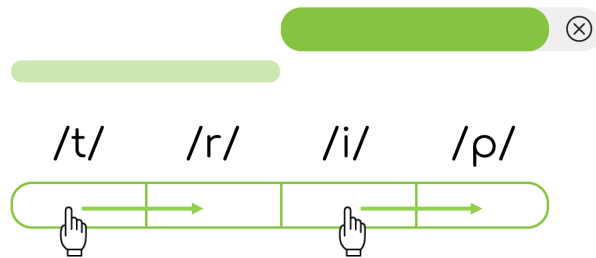
hole

The diagram illustrates the correct response for the word 'hole'. It shows three sound segments: /h/, /oa/, and /l/. Below each segment is a green pill bar. A hand icon is shown touching the first pill bar for /h/. Above the pill bars is a green score bar with an 'x' mark, indicating a self-correction or error.



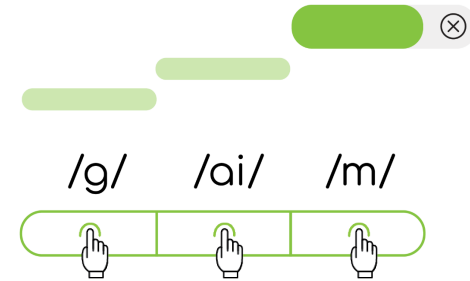
## Scoring Rule 1 ALO: Touch or Swipe Pill Bar Beneath Correct Sound Segments

trip



## Scoring Rule 1 ALO: Touch or Swipe Pill Bar Beneath Correct Sound Segments

game



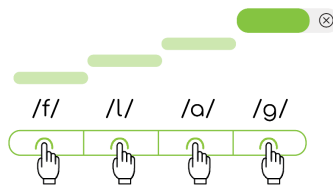
## Scoring Rule 1 Example ALO: Complete Correct Segmentation

**Words** flag  
sit

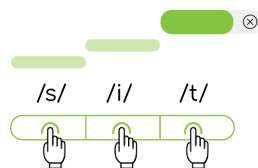
**Student** /f/ /l/ /a/ /g/  
**Response** /s/ /i/ /t/

Note: The student completely segments the words at the individual phoneme level.

flag



sit



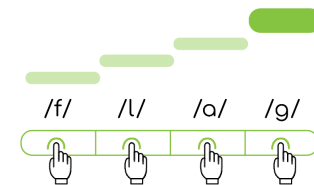
## Note: Schwa Sound ALO

**Words** flag  
sit

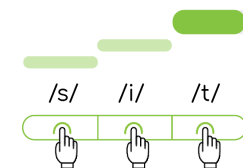
**Student** /fu/ /lu/ /a/ /gu/  
**Response** /su/ /i/ /tu/

Note: Schwa sounds (/u/) added to a sound are not counted as errors. If a student consistently adds the schwa sound, make a note.

flag



sit



## Note: Articulation, Dialect, Different First Language ALO

**Words** flag  
this

**Student** /f/ /w/ /a/ /g/  
**Response** /d/ /i/ /s/

Note: There is not penalty for differences in pronunciation of sounds due to articulation delay/impairment or speaking a different first language or dialect. For example, a student with an articulation delay who says /w/ for /l/ or a student who speaks a dialect and says /d/ for /TH/ would not be penalized for this pronunciation.

flag

this

## Note: Elongating Sounds ALO

**Words** flag  
sit

**Student** /ffffllllaaaag/  
**Response** /ssssiiit/

Note: The student receives full credit for elongating sounds if the assessor judges that the student demonstrates awareness of each individual sound in the word. **Be sure to touch the pill bar below each sound.**

flag

sit

## Scoring Rule 1 Example ALO: Partial Segmentation

**Words** flag  
sit

**Student** /fla/ /g/  
**Response** /s/ /it/

Note: The student says only some of the sounds in the word or combines sounds.

flag

sit

## Scoring Rule 1 Example ALO: Overlapping Sounds

**Words** flag  
sit

**Student** /fla/ /ag/  
**Response** /si/ /i/ /it/

Note: If the student repeats a sound in adjacent parts of the word, the student receives credit as long as each is a **different, correct part** of the word. Regardless of how many different correct parts of the word the student says, the student cannot receive more points for a word than the maximum number of phonemes in the word.

flag

sit

## Scoring Rule 1 Example ALO: Inserted Sounds

**Words** flag  
sit

**Student Response** /f/ /l/ /a/ /g/ /z/

Note: Added sounds are disregarded in scoring if they are separated from the other sounds in the word. If a student consistently adds sounds to words, make a note and follow up to determine why this is happening.

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## Practice Scoring Rule 1 ALO: Correct Sounds

**Benchmark** Middle of Year

PSF Phoneme Segmentation Fluency



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## PSF Incorrect Responses

Incorrect Response	Example
Incorrect sound(s)	/m/ /a/ /t/
Whole word	/sat/
Omitted sounds	/s/ /t/
No response in 3 seconds	

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## Scoring Rule 2 ALO: Touch or Swipe the Letter(s) for Incorrect Sound Segments

**Words** flag  
sit

**Student Response** /f/ /l/ /a/ /p/

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## Scoring Rule 3 ALO: Touch or Swipe all of the Letters in the Word for Whole Words

**Words** flag  
sit

**Student** flag  
**Response** /s/ sit

Note: If the student says a sound segment and then repeats the entire word, underline the corresponding sound(s) then swipe the letters in the word. The student receives credit for any correct sound segments.

## Scoring Rule 4 ALO: Leave Omitted Sounds Blank

**Words** flag  
sit

**Student** /f/  
**Response** /s/ .. /t/

Note: Wait 3 seconds after each sound. If the student doesn't say the next sound, read the next word.

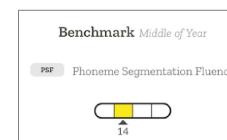
## Scoring Rules 5 and 6 ALO: Self-Corrections

**Words** flag  
sit

**Student** "F"... I mean...  
/f/.../l/.../a/.../g/  
**Response** /s/.../a/...I mean  
/i/.../t/

Note: If the student self-corrects within 3 seconds, touch the score bar above the letters. If the student changes a response from correct to incorrect, touch the score bar above the letters.

## Practice Scoring Rules 1–6 ALO





## Immediately After Testing

- **Make a note** about any patterns in student responses that were not captured by the marking procedures.

**PSF Assessment Done!**

Review response patterns below. Mark any relevant boxes & add and relevant notes.

Review response (mark any that apply)

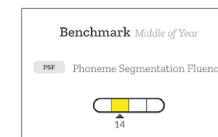
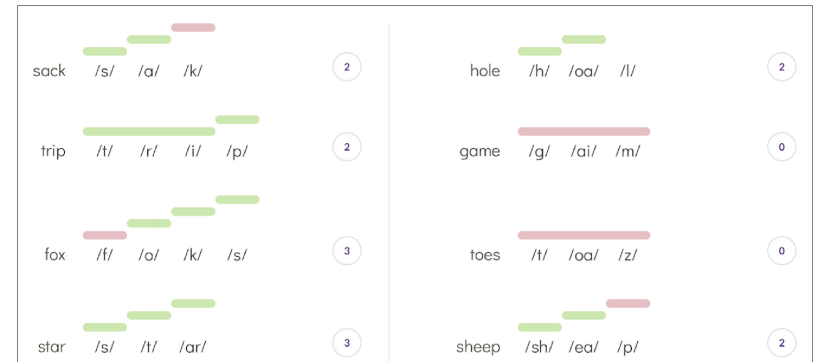
<input type="checkbox"/> Repeats word	<input type="checkbox"/> Says onset rime
<input type="checkbox"/> Adds sounds	<input type="checkbox"/> Makes random errors
<input type="checkbox"/> Does not segment blends	<input type="checkbox"/> Makes consistent errors on specific sound(s)
<input type="checkbox"/> Says initial sound only	



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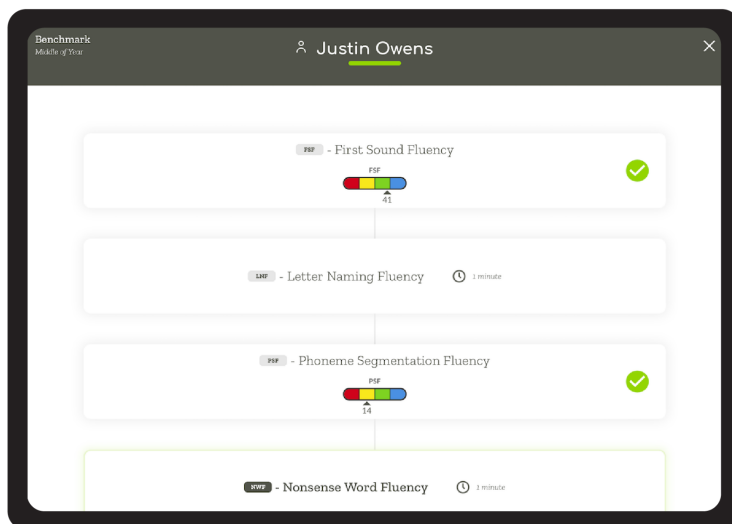
## ALO Automatically Computes the Score



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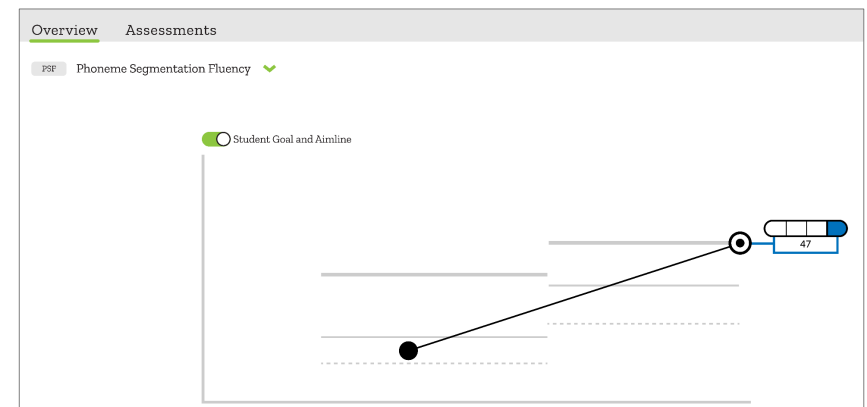
## ALO Automatically Transfers the Score to the Student's Profile



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## Progress Monitoring ALO



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## PSF Large Group Scoring Practice #1

	ALO
1	Log into the Training Practice Demo on your tablet. Select PSF Kindergarten Benchmark 2.
2	Position your tablet so that you are ready to score.
3	Score along on your tablet as the trainer reads the student responses.



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## PSF Large Group Scoring Practice #1: ALO

<b>Benchmark</b> Middle of Year PSF Phoneme Segmentation Fluency 	
sack /s/ /a/ /k/ 2	hole /h/ /o/ /l/ 2
trip /t/ /r/ /i/ /p/ 2	game /g/ /a/ /m/ 2
fox /f/ /o/ /k/ /s/ 1	toes /t/ /o/ /z/ 2
star /s/ /t/ /a/ /r/ 2	sheep /sh/ /ea/ /p/ 2
pine /p/ /i/ /e/ /n/ 2	forth /f/ /o/ /r/ /h/ 2
fought /f/ /o/ /t/ 0	which /w/ /i/ /ch/ 2
cold /k/ /o/ /l/ /d/ 2	shout /sh/ /ow/ /t/ 2
bit /b/ /i/ /t/ 1	send /s/ /e/ /n/ /d/ 0



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## PSF Large Group Scoring Practice #2

	ALO
1	Log into the Training Practice Demo on your tablet. Select PSF First Grade Benchmark 1.
2	Position your tablet so that you are ready to score.
3	Score along on your tablet as the trainer reads the student responses.



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## PSF Large Group Scoring Practice #2: ALO

<b>Benchmark</b> Beginning of Year PSF Phoneme Segmentation Fluency 	
hall /h/ /o/ /l/ 3	song /s/ /o/ /ng/ 2
count /k/ /ow/ /n/ /t/ 2	wave /w/ /e/ /v/ 2
mind /m/ /i/ /n/ /d/ 3	mouse /m/ /ow/ /s/ 3
birds /b/ /e/ /r/ /d/ /z/ 4	moon /m/ /oo/ /n/ 2
noise /n/ /oy/ /z/ 3	since /s/ /i/ /n/ /s/ 2
give /g/ /i/ /v/ 3	knee /n/ /ea/ 2
creek /k/ /r/ /ea/ /k/ 2	foot /f/ /oo/ /t/ 2
nice /n/ /i/ /e/ /s/ 3	runs /r/ /u/ /n/ /z/ 0



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