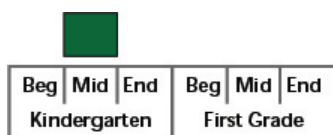


Phoneme Segmentation Fluency¹
Dynamic Indicators of Basic Early Literacy Skills 6th Ed.
University of Oregon

Directions for Administration and Scoring

Target Age Range



Beg	Mid	End	Beg	Mid	End
Kindergarten			First Grade		

Phoneme Segmentation Fluency is intended for most children in winter of kindergarten . It may be appropriate for monitoring the progress of older children with low skills in phonological awareness.

Description

DIBELS Phoneme Segmentation Fluency (PSF) is a standardized, individually administered test of phonological awareness (Good & Kaminski, 2001). The PSF measure assesses a student’s ability to segment three- and four-phoneme words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement (Kaminski & Good, 1996). The PSF task is administered by the examiner orally presenting words of three to four phonemes. It requires the student to produce verbally the individual phonemes for each word. For example, the examiner says, “sat,” and the student says, “/s/ /a/ /t/” to receive three possible points for the word. After the student responds, the examiner presents the next word, and the number of correct phonemes produced in one minute determines the final score. The PSF measure takes about 2 minutes to administer and has over 20 alternate forms for monitoring progress. The two-week, alternate-form reliability for the PSF measure is .88 (Kaminski & Good, 1996), and the one-month, alternate-form reliability is .79 in May of kindergarten (Good et al., in preparation). Concurrent, criterion validity of PSF is .54 with the Woodcock-Johnson Psycho-Educational Battery Readiness Cluster score in spring of kindergarten (Good et al., in preparation). The predictive validity of spring-of-kindergarten PSF with (a) winter-of-first-grade DIBELS NWF is .62, (b) spring-of-first-grade Woodcock-Johnson Psycho-Educational Battery Total Reading Cluster score is .68, and (c) spring-of-first-grade CBM ORF is .62 (Good et al., in preparation). The benchmark goal is 33 or more correct phonemes per minute in the winter; of kindergarten. Students scoring below 28 in the winter of kindergarten may need intensive instructional support to achieve benchmark goals.

Materials: Examiner probe, clipboard, stopwatch, and colored scoring pencil.

1 Prior editions were supported, in part, by the Early Childhood Research Institute on Measuring Growth and Development (H180M10006) and a Student-Initiated Grant (H023B90057) funded by the U. S. Department of Education, Special Education Programs. The authors acknowledge with appreciation the assistance of Sylvia Smith, Lisa Habedank, Dawn Sheldon Johnson, Scott Baker, Debby Laimon, and Marty Ikeda.

Good, R. H., Kaminski, R. A., & Smith, S. (2002). Phoneme Segmentation Fluency. In R. H. Good & R. A. Kaminski (Eds.), *Dynamic Indicators of Basic Early Literacy Skills* (6th ed.). Eugene, OR: Institute for the Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

Directions for Administration

1. Place examiner probe on clipboard and position so that student cannot see what you record.
2. Say these specific directions to the student:

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.

3. Give the student the first word and start your stopwatch. If the student does not say a sound segment after 3 seconds, give him/her the second word and score the first word as zero segments produced.
4. As the student says the sounds, mark the student response in the scoring column. Underline each different, correct, sound segment produced. Put a slash (/) through sounds produced incorrectly.
5. As soon as the student is finished saying the sounds, present the next word promptly and clearly.
6. The maximum time for each sound segment is 3 seconds. If the student does not provide the next sound segment within 3 seconds, give the student the next word. If student provides the initial sound only, wait 3 seconds for elaboration.
7. At the end of **1 minute**, stop presenting words and scoring further responses. Add the number of sound segments produced correctly. Record the total number of sound segments produced correctly on the bottom of the scoring sheet.

Directions for Scoring

1. Discontinue rule. If a student has not given any sound segments correctly in the first 5 words, discontinue the task and put a score of zero (0).
2. Underline the sound segments in the word the student produces that are correctly pronounced. Students receive 1 point for each different, correct, part of the word.
3. Put a slash (/) through segments pronounced incorrectly.

4. Correct Segmentation: A correct sound segment is any different, correct, part of the word represented by sounds that correspond to the word part. For example, the sound /t/ is a correct sound segment of “trick,” as are /tr/ and /tri/ (see rule 10, Incomplete Segmentation).

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	“t...r...i...k”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	<u>4</u> /4
cat	“k...a...t”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	<u>3</u> /3

5. Schwa sounds. Schwa sounds (/u/) added to consonants are not counted as errors. Some phonemes cannot be pronounced correctly in isolation without a vowel, and some early learning of sounds includes the schwa. For example, if the word is “trick,” and the student says “tu...ru...i...ku” they would receive 4 of 4 points.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	“tu...ru...i...ku”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	<u>4</u> /4
cat	“ku...a...tu”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	<u>3</u> /3

6. Additions. Additions are not counted as errors if they are separated from the other sounds in the word. For example, if the word is “trick,” and the student says “t...r...i...ck...s,” they would receive 4 of 4 points.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	“t...r...i...ck...s”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	<u>4</u> /4
cat	“s...c...a...t”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	<u>3</u> /3

7. Articulation and dialect. The student is not penalized for imperfect pronunciation due to dialect, articulation, or second language interference. For example, if the student consistently says /th/ for /s/, and he or she says, /r/ /e/ /th/ /t/ for “rest,” he or she should be given credit for correct segmentation. This is a professional judgment and should be based on the student’s responses and any prior knowledge of his/her speech patterns.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
rest	“r...e...th...t”	<u>/r/</u> <u>/e/</u> <u>/s/</u> <u>/t/</u>	<u>4</u> /4

8. Sound elongation. The student may elongate the individual sounds and run them together as long as it is clear he or she is aware of each sound individually. For example, if the student says, “rrrrreeeeessstttt,” with each phoneme held long enough to make it clear they know the sounds in the word, they would receive credit for 4 phonemes correct. This is a professional judgment and should be based on the student’s responses and prior knowledge of the student’s instruction. When in doubt, no credit is given.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
rest	“rrrrreeeeessstttt”	<u>/r/</u> <u>/e/</u> <u>/s/</u> <u>/t/</u>	<u>4</u> /4

9. No segmentation: If the student repeats the entire word, no credit is given for any correct parts. For example, if the word is “trick,” and the student says “trick” circle the word and give 0 points.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	“trick”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	<u>0</u> /4
cat	“cat”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	<u>0</u> /3

10. Incomplete segmentation: The student is given credit for each correct sound segment, even if they have not segmented to the phoneme level. Use the underline to indicate the size of the sound segment. For example, if the word is “trick,” and the student says “tr...ick,” they would receive 2 or four points.

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	“tr...ick”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	<u>2</u> /4
cat	“c...at”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	<u>2</u> /3

11. Overlapping segmentation: The student receives credit for each different, correct, sound segment of the word. Thus, if the word is “trick,” and the student says “tri...ick,” the student would receive 2 of 4 points because /tri/ and /ick/ are both different, correct, sound segments of “trick.”

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	“tri...ick”	<u>/t/</u> <u>/r/</u> <u>/i/</u> <u>/k/</u>	<u>2</u> /4
cat	“ca...a...at”	<u>/k/</u> <u>/a/</u> <u>/t/</u>	<u>3</u> /3

12. Omissions: The student does not receive credit for sound segments that are not produced. If student provides the initial sound only, be sure to wait 3 seconds for elaboration. For example, if the word is “trick,” and the student says “tr” you must wait 3 seconds before presenting the next word (see 3 second rule).

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	“tr...(3 seconds)”	<u>/t/</u> /r/ /i/ /k/	<u>1</u> /4
cat	“c...t”	<u>/k/</u> /a/ <u>/t/</u>	<u>2</u> /3

13. Segment mispronunciation: The student does not receive credit for sound segments that are mispronounced. For example, if the word is “trick,” and the student says “t...r...i...ks” they would receive no credit for /ks/ because there is no /ks/ sound segment in the word “trick.”

WORD:	STUDENT SAYS:	SCORING PROCEDURE:	CORRECT SEGMENTS:
trick	“t...r...i...ks”	<u>/t/</u> /r/ <u>/i/</u> / k/	<u>3</u> /4
cat	“b...a...t”	/k/ /a/ <u>/t/</u>	<u>2</u> /3

Pronunciation Guide:

Different regions of the country use different dialects of American English. These pronunciation examples may be modified or distinguished consistent with regional dialects and conventions. See scoring note on Page 17 for clarification.

<u>Phoneme</u>	<u>Phoneme Example</u>	<u>Phoneme</u>	<u>Phoneme Example</u>
/ai/	bait	/th/	thin
/ea/	bead	/TH/	then
/ie/	tie	/sh/	shed
/oa/	boat	/SH/	measure or beige
/oo/	food	/ch/	chin
/a/	bad	/j/	jam & edge
/e/	bed	/p/	pen
/i/	bid	/t/	tap
/o/	cod or law	/k/	can
/u/	bud and “a” in about	/b/	bat
/uu/	good	/d/	dad
/ow/	cow	/g/	gun or frog
/oi/	noise or point	/m/	man or jam
/ar/	(1 phoneme) car	/n/	nap
/ir/	(1 phoneme) bird	/ng/	sing
/or/	(1 phoneme) for	/f/	fat
/ai/ /r/	(2 phonemes) chair	/v/	van
/ea/ /r/	(2 phonemes) clear	/s/	sit
/oo/ /r/	(2 phonemes) tour	/z/	zoo
		/r/	rat or frog
		/l/	lap
		/w/	wet
		/h/	hot
		/y/	yell

The assessor...	Yes	Continue Practicing
1) ...holds clipboard and stopwatch so student cannot see what he/she records.	<input type="radio"/>	<input type="radio"/>
2) ...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 (one second pause). Tell me the sounds in 'mop.'"</i> Correct: <i>"Very good. The sounds in 'mop' are /m/ /o/ /p/."</i> Incorrect: <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="radio"/>	<input type="radio"/>
3) ...responds to correct and incorrect responses appropriately.	<input type="radio"/>	<input type="radio"/>
4) ...presents the first word then starts stopwatch.	<input type="radio"/>	<input type="radio"/>
5) ...reads words from left to right.	<input type="radio"/>	<input type="radio"/>
6) ...waits 3 seconds for the student to produce sound segments. After 3 seconds, presents next word.	<input type="radio"/>	<input type="radio"/>
7) ...underlines correct segments and slashes incorrect segments according to scoring rules.	<input type="radio"/>	<input type="radio"/>
8) ...presents words promptly and clearly.	<input type="radio"/>	<input type="radio"/>
9) ...writes "sc" above an error if self-corrected within 3 seconds and the student has not moved on to the next sound.	<input type="radio"/>	<input type="radio"/>
10) ...discontinues the assessment if the student does not produce any correct segments in the first five words, and records a score of 0.	<input type="radio"/>	<input type="radio"/>
11) ...stops at the end of 1 minute and puts a bracket (]) after the last response.	<input type="radio"/>	<input type="radio"/>
12) ...accurately counts the number of correctly produced phonemes in each row.	<input type="radio"/>	<input type="radio"/>
13) ...accurately sums the row scores to produce the total score.	<input type="radio"/>	<input type="radio"/>
14) ...records the total number of correctly produced phonemes in 1 minute.	<input type="radio"/>	<input type="radio"/>
15) ...shadow scores with an expert examiner and is within 2 points on the final score.	<input type="radio"/>	<input type="radio"/>