An Empirical First Look at the Effectiveness of IMSE's Orton-Gillingham Approach

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STUDY OVERVIEW

This report summarizes findings for student growth and achievement measured through "practicum exit reports" submitted by teachers as a final step to completing their comprehensive IMSE Orton-Gillingham training.

The Orton-Gillingham Approach

Orton-Gillingham (OG) is a structured, multi-sensory approach based on extensive research, designed to teach students to read. The key methodology of OG is to incorporate two or more senses involved in language acquisition, such as vision, sound, and touch. As an approach, OG allows flexibility for formative assessment. Teachers continuously monitor their students' progress and create lessons specifically designed to address needs.

Goal

The goal of this study is to show the efficacy of IMSE's OG teaching method, using currently available data.

DATA COLLECTION

IMSE collects "exit reports" from teachers going through their advanced Orton-Gillingham training. These exit reports contain a variety of assessments, including a few core tests (described below), given to students chosen by their teacher. Most teachers supply data on one student, and they test students prior to instruction and after instruction. Data was extracted, aggregated, and organized from these core tests to display student growth.

Participants

Data on 64 data students, provided by 52 different teachers, is included in this study. Teachers and students are from a wide variety of locations within the United States (roughly 20 different states). 95% of students included were between kindergarten and 5th grade (the remaining reports were for a seventh grader and two adults).

Of the 64 students included, 18 have been diagnosed with a learning disorder (typically some form of dyslexia). Most other students are suspected by their teachers of having some learning disorder that has not yet been diagnosed. 21 students included are learning English as a second language.

Duration

Individual student data was recorded over the course of a year, in some cases from spring to spring, but most often over the course of a school year (average program duration, in some cases counting summer months when instruction did not happen, was 9.9 months, with a median of 9.1). Students were most

often instructed multiple times per week in 45-minute one-on-one or small group sessions. Exit reports used fall between early 2015 through the spring of 2017.

Challenges

Of the reports analyzed, roughly half contained complete and usable data for any given test. The exact number of reports used is noted in each section. It's also important to recognize that sample sizes were small, and not necessarily random (teachers chose which students to supply data for). With this in mind, it's recognized that data from this study is preliminary and not yet entirely definitive. The aim is to discover empirical signs of OG's effectiveness that can be further scrutinized in future studies.

Additionally, the majority of tests included in this study are designed specifically for the Orton-Gillingham approach and are used for teachers to assess student ability and progress. Because these tests are specific to OG, many of them do not have standards of comparison. Also, because reports included are strictly for students being taught using IMSE's OG approach, there is no control sample to compare results.

TEST DESCRIPTIONS

Level 1 Initial Test

This is a custom assessment designed by IMSE to assess students on their basic ability to read and write real and pseudo words.

Decoding:	students must accurately identify real and pseudo words from a list
Encoding:	students must accurately spell real and pseudo phonetic words from a list
Sight Words:	students must accurately identify a set of irregular words
Spelling:	students must accurately spell a set of high frequency words
Sentence Dictation:	students are read a sentence, and they must write it with accurate capitalization, organization, punctuation, and spelling

Beginning Reading Test

This assessment tests students on their alphabet and ability to write it.

Capital Letter Recognition:	students must correctly say each capital letter when shown
Lower Case Letter Recognition:	students must correctly say each lower-case letter when shown
Sound Production:	students must make each letter and letter combination sound
Writing Capital Letters:	students must write each capital letter when prompted aloud
Writing Lower Case Letters:	students must write each lower-case letter when prompted aloud

Oral Reading Fluency

Students are given a timed passage to read, and correct words per minute are calculated. The majority of fluency tests given used DIBELS.

DATA RESULTS

LEVEL 1 INITIAL TEST

Data from 31 students in grades K-5 was used for this report. The first chart shows averaged initial results for each category, and compares them to averaged final results to display student growth. Students were tested on their ability to read and write real and pseudo words.

LEVEL 1 INITIAL TEST SCORES						
	Average Initial Score	***Average Initial % Correct***	***Average End Score***	***Average End % Correct***	***Average Growth Score***	***Average % Correct Growth***
Decoding	8.7	58.3%	13.4	89.5%	4.7	31.2%
Encoding	6.9	46.0%	12.9	86.0%	6.0	40.0%
Sight Words	7.3	73.3%	9.4	94.0%	2.0	20.7%
Spelling	4.5	45.3%	8.0	80.3%	3.4	35.0%

Level 1 Initial Test Findings

Students could correctly identify or write roughly half the given words (and 3/4ths of sight words) to begin with, and post-instruction they were able to correctly identify or write roughly 90%. Of the total 62 decoding and encoding tests given, 38 had either a single or no errors. Of the 60 sight-word and spelling tests, 33 had perfect scores. This displays significant improvement.

In addition, there is a clear, logical correlation between initial test scores and growth, meaning that students with lower test scores typically grew more. This is logical because students with lower initial scores have more room to grow, but they also often grow at a slower rate. This is vital to note because test results show that students consistently succeeded in attainting this available growth.

The correlation between initial test scores and growth was confirmed by a linear regression with a significance level of P = 1.69*e^-09, and a coefficient of -0.8 (roughly every point the initial score goes up, the growth score drops by 0.8).

Low Performer Growth

The following table displays test results exclusively for students who initially scored at or below 50% correct. The intent is to reveal how successful students are who struggled the most at first. This aims to answer the question: are these students catching up, and how effective is IMSE's OG with at-risk students?

Level 1 Initial Test Scores - beginning at or below 50% correct						
	Average Initial Score	***Average Initial % Correct***	***Average End Score***	***Average End % Correct***	***Average Growth Score***	***Average % Growth***
Decoding	3.8	25.3%	12.1	80.7%	8.3	55.3%
Encoding	4.6	30.5%	12.6	84.2%	8.1	53.7%
Sight Words	2.7	27.1%	7.6	75.7%	4.9	48.6%
Spelling	3.2	31.5%	7.5	75.0%	4.4	43.5%

Level 1 Initial Test – Low Performer Findings

Students initially scoring at or below 50% on this test were able to reach average scores nearly equal to the overall mean. Their growth was significantly higher than average, and they were able to correctly identify and write roughly 80% of the words given. This shows that while they still have some room to grow, they made significant growth—nearly catching up to their peers—which suggests that IMSE's OG was particularly effective with under-performing students.

SENTENCE DICTATION

Students were given a sentence to write, and they were scored based on a variety of factors, including:

COPS - capitalization, organization, punctuation, and spelling

Sight Words

Phonetic Words

The following chart details the aggregate scores from a sample of 35 students in grades K-5. The first score provides average initial, ending, and growth values. The bottom half of this chart shows the same values for students who began at or below 50% initially correct.

SENTENCE DICTATION			
	Avg Initial Score	***Avg Ending Score***	***Avg Growth***
Dictation 1	74.54%	96.80%	22.26%
Dictation 2	69.87%	91.62%	21.75%
Dictation 1 < 50% initial score	37.34%	95.00%	57.66%
Dictation 2 < 50% initial score	38.33%	79.99%	41.66%

Sentence Dictation Findings

Students initially wrote roughly 70% of the given sentences correctly, and post-instruction sentences were over 90% correct. Students who initially scored very low (at or below 50% correct), were able to make huge gains, and perform similarly to their peers who scored higher initially.

This is particularly important to note because students at a lower ability (and lower percentile for their grade and age) often grow at a slower rate than their similarly-aged but more capable peers. This data suggests that students taught using IMSE's OG can produce similarly capable results, even if they begin disadvantaged.

BEGINNING READING TEST

Beginning reading scores were taken from 17 students. These assessments were primarily given to emergent readers: students not yet reading or just beginning to read. All scores are out of a maximum correct of 26, except for "sound production," which is out of 36.

BEGINNING READING TEST SCORES					
	Initial Avg	***Initial % Correct***	***Ending Avg***	***Ending % Correct***	***Avg Growth***
Capital Letter Recognition	24.6	94.8%	25.9	99.8%	5.0%
Lower Case Letter Recognition	22.4	86.0%	25.9	99.5%	13.6%
Sound Production	22.1	61.3%	33.9	94.3%	33.0%
Writing Capital Letters	17.5	67.4%	24.4	94.0%	26.6%
Writing Lower Case Letters	14.8	56.7%	24.9	95.7%	38.9%

Beginning Reading Test Findings

Most assessed students were able to recognize the majority of the alphabet when first tested, and essentially all students were able to recognize the entire alphabet when the final assessment was given (9 of 17 students were able to perfectly identify all letters and sounds).

Students struggled primarily with sounds and writing both capital and lower-case letters, but post-instruction, most students were able to perform these tasks accurately. This test is not broken down further because it shows that regardless of where a student began, all were able to perform very well by the end of instruction (the lowest performing student scored 40 out of 140 possible correct at first, and scored 127 out of 140 post-instruction).

ORAL READING FLUENCY

Students were given a timed passage to read, and words per minute (WPM) were calculated (words read incorrectly were subtracted from total WPM). Data from 38 students, from grades K-5, is included in this section.

Note that the grade level of passages given is based on student ability—and roughly equal in relative difficulty—based on a student's ability. For example, a student with a lower ORF score might read a 1st grade level passage, while a student with a higher score might read a 2nd grade level passage. While difficulty was roughly equal, this factor was not always well documented and may account for some unknown variability. This is an important factor to note because ORF scores can vary greatly based on the difficulty of a passage.

Also note that 4th grade scores are somewhat skewed (fall and spring WPM averages are significantly lower than others) because many students included in this grade came from the same classroom and teacher (and they performed at relatively similar levels). This was not the case for any other grade.

Fluency Standards

There are numerous well-documented fluency standards available. Appendix A displays the chosen standards used—an average of Hasbrouck & Tindal and AIMS Web, which were chosen because of their middle-ground scores and readily available data on various percentile norms. Other standards were considered as well (see Appendix B and Appendix C). It was determined that average growth was similar between all standards considered and the two used, but percentile norms were not as readily available for all standards. Because of this, the two (Hasbrouck & Tindal and AIMS Web) were used to benchmark student growth.

Average Fluency Scores

The below chart provides a quick snapshot of student growth (in WPM) and compares it to national standards at various percentile ranges (note Appendix A for national standards used).

Oral Reading Fluency Averages (grades 1-5)					
	IMSE's OG	***25th Percentile***	***50th Percentile***	***75th Percentile***	***90th Percentile***
Average Initial score	48.8	48	71	98	126
Average Ending Score	82.6	76	103	132	158
Average Growth	33.8	28	32	34	33

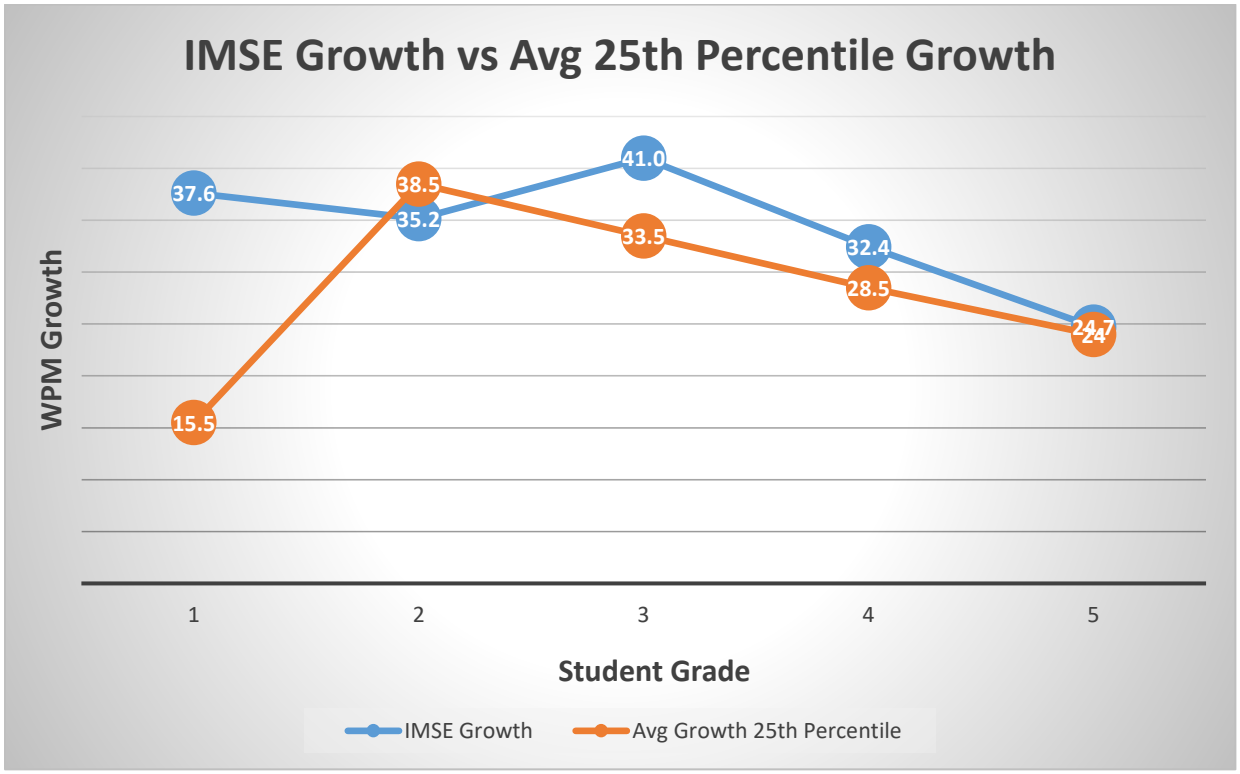
Aggregate Findings

Students from this study, on average, fall near the 25th percentile. This suggests that their average growth should be near 28 words per minute, but results are significantly higher. To see this in closer detail, we broke down student data based on grade.

Grade Level Breakdown

The following chart compares growth of students taught using IMSE's OG to average growth (all students in a grade) and to 25th percentile growth, by grade level. The final two columns note the percentage difference in these growth values.

AVG ORF Growth by Year					
Grade	***IMSE Growth***	***Avg Growth***	***Avg Growth 25th Percentile***	***% Difference***	***% Diff from 25th Percentile***
1	37.6	23.5	15.5	60.1%	142.7%
2	35.2	35.4	38.5	-0.7%	-8.7%
3	41.0	32.6	33.5	25.8%	22.4%
4	32.4	30.0	28.5	8.1%	13.8%
5	24.7	26.5	24	-6.7%	3.0%



Grade Level Breakdown Findings

In 2nd grade and above, IMSE'S OG instruction seems to have moderate or little confirmed effect (though the difference is roughly 10% higher for grades 2-5 when compared to average growth using the mean—shown in Appendix B—of all six standards considered). A larger sample will be needed to further understand these numbers. Most notably, however, there is a clear, massive impact on first grade students. Students in the 25th percentile taught using IMSE's OG increased fluency by more than double the expected word count. This continues to suggest that IMSE's OG is particularly effective at teaching emergent readers.

This is especially noteworthy because a student's percentile has a direct impact on expected growth. This is especially true for first graders, where percentile has almost triple the predicted impact (Appendix D). A linear regression comparing percentile and grade to expected growth for grades 2-5 (see Appendix E) shows that as a student's percentile increases, growth expectations also increase, and as a student's grade increases, their growth expectations decrease. Students being instruction with IMSE's OG, however, are able to grow at roughly the average rate (despite beginning at a lower percentile, with lower growth expectations), and significantly faster in first grade.

The following two charts show additional detail into how these students have made gains away from the high-risk category.

Student Change in Percentile[1]

The following chart shows the students' change in percentile position (using DIBELS fluency assessment). The middle two columns show student average percentile rank at the beginning of the school year and at the end of the school year. The final column tallies this difference.

ORF Percentiles & Percentile Change					
Grade	***Avg Initial WPM***	***Avg End WPM***	***DIBELS Percentile (fall)***	***DIBELS Percentile (spring)***	***Percentile Change***
K	0.8	11.4			
1	18.0	55.6	30	47	17
2	42.0	77.2	30	30	0
3	62.4	103.4	28	43	15
4	41.0	73.4	7	30	23
5	87.9	112.6	28	30	2

[1] https://dibels.org/papers/DIBELSNextNormsTechReport17.pdf (pages 36 - 48)

DIBELS Cut Point – Growth Out of "High Risk" Category[2]

DIBELs testing provides three primary target numbers: above benchmark, benchmark, and cut point for risk. Students at "benchmark," according to DIBELs, have a high chance of "achieving later important reading outcomes." Students at or below the "cut point for risk" have a very low chance of achieving these same important reading outcomes.

The following chart shows the IMSE students' initial and final WPM scores, comparing them to the "cut point" and "benchmark" DIBELs scores. The intent is to reveal if students (who largely start near the cut point for risk) are making progress towards the "benchmark" score. The final column shows how much growth students had, on average, above normal cut point growth (thus approaching the benchmark).

ORF - Growth Out of High Risk Category						
Grade	***Avg Initial WPM***	***Avg End WPM***	***DIBELS Cut Point (fall)***	***DIBELS Cut Point (spring)***	***DIBELS Benchmark (spring)***	***Gain Towards Benchmark***
K	0.8	11.4				
1	18.0	55.6	16	32	47	21.6
2	42.0	77.2	37	65	87	7.2
3	62.4	103.4	55	80	100	16.0
4	41.0	73.4	70	95	115	7.4
5	87.9	112.6	96	105	130	15.7

DIBELS Percentile and Growth Findings

We can see that in most cases students start just above or below the cut point for risk, and in every instance (except for 4th grade, which starts particularly low) students end significantly above the cut point. In some cases (1st and 3rd grades) they are able to reach or exceed the benchmark score, and in every case, students get closer to the benchmark.

CONCLUSION

While some findings were inconclusive, current data strongly suggests that IMSE's OG is extremely effective with emergent readers; the biggest gains were noticed with students who struggled the most. This was found in all given tests. In the "beginning reading" test, for example, results show the majority of students (who are primarily kinder or first grade aged) achieved perfect or near-perfect letter and sound recognition, even if they started far behind. Students in first grade, beginning with low percentile reading fluency scores, were able to grow much more than expected, pushing them from the lower third percentile to near the 50th percentile.

These findings are especially important because students who fall behind early on tend to grow slower than average, and they continue to fall further and further behind. This is particularly true at the 3rd grade mark because students *learn to read* through second grade, but they *read to learn* in 3rd grade. Numerous

[2] https://dibels.org/papers/DIBELSNextBenchmarkGoals.pdf (page 7)

studies have found that students who cannot read by 3rd grade are significantly less likely to graduate from high school. If students are behind in 3rd grade, it is extremely difficult to catch up.

This is, again, particularly noteworthy, because it suggests that students instructed with IMSE's OG grow beyond the normal expectations (despite disabilities or ESL struggles they may have), which means they're not just pacing average students—they're catching up.

APPENDIX

APPENDIX A – Oral Reading Fluency WPM Standards[3]

		Hasbrouck & Tindal				AIMS Web				COMPOSITE			
Percentile	*Grade*	*Fall**	*Spring*	*Growth*	*ROI*	*Fall**	*Spring*	*Growth*	*ROI*	*Fall**	*Spring*	*Growth*	*ROI*
10	1	6	15	9	0.50	6	15	9	0.50	6	15	9	0.5
25	1	12	28	16	0.89	13	28	15	0.83	13	28	16	0.9
50	1	23	53	30	1.67	23	52	29	1.61	23	53	30	1.6
75	1	47	82	35	1.94	46	80	34	1.89	47	81	35	1.9
90	1	81	111	30	1.67	78	106	28	1.56	80	109	29	1.6
10	2	11	31	20	0.56	14	42	28	0.78	13	37	24	0.7
25	2	25	61	36	1.00	27	68	41	1.14	26	65	39	1.1
50	2	51	89	38	1.06	54	92	38	1.06	53	91	38	1.1
75	2	79	117	38	1.06	79	118	39	1.08	79	118	39	1.1
90	2	106	142	36	1.00	103	143	40	1.11	105	143	38	1.1
10	3	21	48	27	0.75	30	52	22	0.61	26	50	25	0.7
25	3	44	78	34	0.94	49	82	33	0.92	47	80	34	0.9
50	3	71	107	36	1.00	77	110	33	0.92	74	109	35	1.0
75	3	99	137	38	1.06	103	139	36	1.00	101	138	37	1.0
90	3	128	162	34	0.94	130	163	33	0.92	129	163	34	0.9
10	4	45	72	27	0.75	48	73	25	0.69	47	73	26	0.7
25	4	68	98	30	0.83	73	100	27	0.75	71	99	29	0.8
50	4	94	123	29	0.81	99	126	27	0.75	97	125	28	0.8
75	4	119	152	33	0.92	123	155	32	0.89	121	154	33	0.9
90	4	145	180	35	0.97	149	184	35	0.97	147	182	35	1.0
10	5	61	83	22	0.61	60	82	22	0.61	61	83	22	0.6
25	5	85	109	24	0.67	85	109	24	0.67	85	109	24	0.7
50	5	110	139	29	0.81	112	141	29	0.81	111	140	29	0.8
75	5	139	168	29	0.81	142	171	29	0.81	141	170	29	0.8
90	5	166	194	28	0.78	169	198	29	0.81	168	196	29	0.8

ROI = rate of improvement (found by dividing growth by 18 weeks for 1st grade, and by 36 weeks for others)

*Initial grade 1 score is for winter, not fall (many students are not yet reading at the beginning of 1st grade)

APPENDIX B – all fluency growth standards considered (and average score)[4]

ORF - 50th Percentile WPM Growth by Test & Grade										
Grade	*Rasinski*	*Hasbrouck & Tindal*	*Manzo*	*Harris & Sipay*	*AIMS Web*	*DIBELS*	*MIN*	*MAX*	*AVG*	*STDEV*
1	25	30	24	30	29	24	24	30	27.0	2.7
2	25	38	38	35	38	35	25	38	34.8	4.6
3	15	36	38	25	33	30	15	38	29.5	7.7
4	10	29	35	30	27	25	10	35	26.0	7.8
5	10	29	32	25	29	19	10	32	24.0	7.5

[3] Hasbrouck & Tindal: https://www.readnaturally.com/userfiles/ckfiles/files/orf-national-norms.pdf

AIMSWeb: https://sw031.k12.sd.us/fluency_assessment_and_fluency_r.htm

[4] https://www.readinga-z.com/fluency/fluency-standards-table/

APPENDIX C – fluency standards, 50th percentile fall to spring scores by test

50th Percentile Fall to Spring WPM by Test												
Grade	***Rasinski***		***Hasbrouck***		***Manzo***		***Harris & Sipay***		***AIMS Web***		***DIBELS***	
1	35.0	60.0	23	53	30	54	60	90	23	52	23	47
2	75.0	100.0	51	89	66	104	85	120	54	92	52	87
3	95.0	110.0	71	107	86	124	115	140	77	110	70	100
4	105.0	115.0	94	123	95	130	140	170	99	126	90	115
5	115.0	125.0	110	139	108	140	170	195	112	141	111	130

APPENDIX D – Linear regression comparing percentile effect on growth in 1st grade only

PERCENTILE EFFECT ON EXPECTED GROWTH - 1st GRADE ONLY

Regression Statistics	
Multiple R	0.88970151
R Square	0.79156877
Adjusted R Square	0.7220917
Standard Error	5.66247918
Observations	5

ANOVA

	df	*SS*	*MS*	*F*	*ignificance F*
Regression	1	365.308989	365.308989	11.39323677	0.043238
Residual	3	96.1910112	32.0636704		
Total	4	461.5			

	Coefficients	*tandard Erro*	*t Stat*	*P-value*	*Lower 95%*	*Upper 95%*	*ower 95.0%*	*pper 95.0%*
Intercept	9.1741573	4.94226993	1.85626391	0.160423607	-6.55435	24.90267	-6.55435	24.90267
Percentile	0.28651685	0.08488415	3.37538691	0.043238365	0.016378	0.556656	0.016378	0.556656

Note the coefficient for "percentile" is 0.29, roughly three times the percentile coefficient for grades 2-5. Also note the P-Value of 0.043 – this is significant, but by a narrow margin. Logic further strengthens the finding that a student's percentile rank has a strong effect on their expected growth: cognitively advantaged students will improve faster, especially in the early years when they have much room to grow.

APPENDIX E – Linear Regression comparing impact of grade level and percentile on WPM growth

- GRADE & PERCENTILE impact on Growth

Regression Statistics	
Multiple R	0.849
R Square	0.721
Adjusted R Square	0.688
Standard Error	3.044
Observations	20

ANOVA

	df	*SS*	*MS*	*F*	*Significance F*
Regression	2	407.418	203.709	21.985	1.93E-05
Residual	17	157.520	9.266		
Total	19	564.938			

	Coefficients	*Standard Error*	*t Stat*	*P-value*	*Lower 95%*	*Upper 95%*	*Lower 95.0%*	*Upper 95.0%*
Intercept (growth)	36.17634831	2.51097	14.40734	0.00000	30.87867	41.47402	30.87867	41.47402
Percentile	0.104073034	0.02282	4.56147	0.00028	0.05594	0.15221	0.05594	0.15221
Grade	-2.93	0.60880	-4.81276	0.00016	-4.21445	-1.64555	-4.21445	-1.64555

The above regression compares grade level and student percentile to WPM growth (for grades 2-5). Note the overall significance level of 1.93e^-5 (better than either regressions of percentile or grade level alone), and the P-Values of each variable (percentile: 0.00028 and grade: 0.00016). This analysis reveals that each point of percentile increases growth by 0.104, and each grade level decreases growth by 2.93.

Note that first grade was not included in this test. Percentile remains relevant in this test, but because growth expectations are much lower for first grade (and they peak in second and third grade), this confuses the linear regression and suggests that grade level has no impact on growth.

A quick logic check reveals that the above information makes sense. Students in higher percentiles, by definition, perform better, and by nature tend to improve faster. This is somewhat counteracted as it becomes more difficult to improve a score as it goes up; this factor is somewhat explained by the negative impact that grade level has on expected growth (higher grade levels result in higher WPM scores, which leaves less room for growth, making each WPM increase harder to achieve).

SAMPLE ASSESSMENT REPORT

When assessing struggling students, it is important to properly document, summarize, and communicate information to parents, administrators, and other teachers. An assessment report includes a brief history of the student, a description of the assessments given and the testing environments. It includes a summary of the findings and recommendations for instruction, including types of intervention. Include a schedule to review the intervention, and determine how well the student respond

Examiner Name: _____

School Address: _____

School Phone Number: _____ Date: _____

Student Name: _____ Student DOB: _____

Initial Assessment

[Name] is an 8 year, 2 month old child who is being assessed to identify developmental delays in literacy. She completed preschool in an exceptional learning environment, but has not been identified for, nor received services. Teachers and parents indicate she is challenged with tasks involving working memory, auditory processing, and learning. This assessment is being conducted to identify areas of concern with early reading development and to identify appropriate interventions to assist with her continued development.

On January 16, 2014 the Phonological Awareness Skills Test (PAST, Zgonc, 2010), was administered to [name]. She was pleasant, well mannered, and very cooperative. She was repeatedly distracted by auditory stimuli (car outside, noise in a gym, etc.) When she was redirected, she had forgotten what she was doing and needed reminders. Visual stimuli didn't seem to have a negative effect on her. An overview of the assessment tool subtests and generated scores are as follows:

PAST: Scores are reported from 0-6 points 6 is the highest possible score, for a total of 96 points. Skills get progressively more complex.

January 16, 2014

Subtest	Score	Percentage
Concept of Spoken Word	6	100%
Rhyme Recognition	5	83%
Rhyme Completion	4	67%
Rhyme Production	3	50%
Syllable Blending	5	83%
Syllable Segmentation	4	67%
Syllable Deletion	4	67%
Phoneme Isolation of Initial Sound	6	100%
Phoneme Isolation of Final Sound	5	83%
Phoneme Blending – Onset Rime	4	67%
Phoneme Blending – All Phonemes	3	50%
Phoneme Segmentation	3	50%
Phoneme Deletion of Initial Sound	3	50%
Phoneme Deletion of Final Sound	2	33%
Adding Phonemes	2	33%
Phoneme Substitution of Initial Sound	1	17%

Concept of a Spoken Word Subtest

This subtest tests the ability to distinguish words in a sentence. The child uses tokens or counters to identify the number of words in a sentence. Each sentence is presented orally. The student counts each word in the sentence with tokens. The child then tells the proctor the number of words in the sentence. For example: I like apples (3 words).

Rhyme Recognition Subtest

This tests the ability to recognize rhyming words. Students are given two words orally. The student is asked whether the words rhyme or not. For example: Do pick and stick rhyme?

Rhyme Completion Subtest

This tests the ability to complete a rhyme. Students are given sentences with rhyming words missing. Students must complete the sentences with correct rhyming words. For example: Humpty Dumpty sat on a wall; Humpty Dumpty had a great _____.

Rhyme Production Subtest

This tests the ability to produce a rhyme. Students are each given a word. The students must produce a rhyme (real or nonsense) for each word. Example: pan/Stan.

Syllable Blending Subtest

This tests the ability to blend syllables. The child puts two one-syllable words together to make a two-syllable word. The teacher states the word one syllable at a time. The student must combine the syllables.. For example: pa – per (paper).

Syllable Segmentation Subtest

This tests the ability to segment syllables. The teacher states a multisyllabic word. The student states the number of syllables in each word.

Syllable Deletion Subtest

The tests the ability to delete syllables. The teacher states a two-syllable word. The student removes a syllable. For example: Teacher states, "What is inside without in (side)?"

Phoneme Isolation of Initial Sound Subtest

This tests the ability to recognize the initial sounds of words. Teachers state words and students indicate the sounds at the beginning of the words. For example: big /b/.

Phoneme Isolation of Final Sound Subtest

The tests the ability to recognize the final sound in words. The teacher states a word and the student indicates which sound is at the end of the word. For example: pick /k/.

Phoneme Blending – Onset Rime Subtest

This tests the ability to blend Onset and Rime. The teacher states words by first making the initial sounds and then the Rime. Students put the initial sound and Rime together to create a word. For example: /s/ /un/ (sun).

Phoneme Blending – All Phonemes Subtest

This tests the ability to blend phonemes. Teachers state words by stating each individual sound. Students put them all together to create words. For example: /b/ /e/ /d/ (bed).

Phoneme Segmentation Subtest

This tests the ability to segment phonemes. The teacher states a word. Students use tokens or chips to identify each sound of the word. For example: name (3 sounds).

Phoneme Deletion of Initial Sound Subtest

This tests the ability to delete the initial phoneme from words. The teacher asks students to state words while leaving off the initial sounds. For example: What is sun without /s/ (un)?

Phoneme Deletion of Final Sound Subtest

This tests the ability to delete the final phoneme from words. Teachers ask students to state words while leaving off the final sounds. For example: What is rode without the /d/ (row)?

Adding Phonemes Subtest

This tests the ability to add phonemes to words. Teachers state words, then ask students to add sounds to them. For example: Say 'it.' Now add /f/ (fit).

Phoneme Substitution of Initial Sound Subtest

This tests the ability to substitute phonemes from words. Teacher state a word and ask students to create a new word with a different initial sound. For example: Replace the first sound in man with /k/ (can).

Summary

In Concept of a Spoken Word, the student had no problem identifying the number of words in each sentence. This was a strength for her.

In Rhyme Recognition, the student answered all of the prompts correctly except for bat – base. She said it did rhyme.

In Rhyme Completion, the student missed two. She missed the first one: The big bald eagle likes to fly so very high up in the _____. She answered 'air.' She missed the last one as well: My cold is bad and getting worse. My teacher said to see the _____. She answered 'doctor.'

In Rhyme Production, the student missed three. She missed pan (dish), dark (no answer), and candy (no answer).

In Syllable Blending, the student missed one. She missed pa – per (pa – er).

In Syllable Segmentation, the student missed two. She missed 'fantastic' and 'helicopter.' She got all of the two-syllable words correct.

In Syllable Deletion, the student missed two. She missed bas(ket) and af(ter). She repeated the deleted syllable.

In Phoneme Isolation of Initial Sounds, the student did not miss any. She was able to easily identify the initial sounds.

In Phoneme Isolation of Final Sounds, the student missed one. She missed the /th/ in tooth. She said /f/.

In Phoneme Blending (Onset and Rime), the student missed two, 'chop' and 'spill,' which were the only words containing a digraph and blend.

In Phoneme Blending (All Phonemes), the student missed three. The student missed 'must,' 'shop,' and 'plant,' which all contain either a digraph or blend. The correct answers were vc or cvc.

In Phoneme Segmentation, the student missed three. The student missed 'must,' 'shop,' and 'plant,' which all contain three sounds and digraphs. She answered 4, 2, 2.

In Phoneme Deletion of Initial Sound, the student missed three. the student missed 'neck,' 'bat,' and 'tape.' Student answered "heck,' 'fat,' 'bate.'

In Phoneme Deletion of Final Sound, the student missed four. She missed 'train,' 'seat,' 'bake,' and 'inch.' She responded with 'rain,' 'seek,' 'back,' and 'insh.'

In Adding Phonemes, the student missed four. The student missed 'bend, 'sink,' 'chin,' and 'stop,' which all contain blends or digraphs. The student answered 'ben,' 'sing,' 'chip,' and 'sop.'

In Phoneme Substitution of Initial Sound, the student missed five. The student got 'man' to 'can' correct. She showed frustration with the second one so the teacher stopped assessing.

The student has some strong phonological awareness strengths. She was also asked some informal questions about print awareness, such as where is the front of a book, where would I start reading, etc. She can identify words in a sentence. She also has some basic rhyming and syllable knowledge. She also has initial and final sound awareness. She struggles as tasks become more complex. She will definitely need some continued work on the areas where she scored less than 80%.

The following assessment was given January 18, 2014. A description of each subtest is provided.

Orton-Gillingham Beginning Reading Skills Assessment:

SUBTEST	SCORE	PERCENTAGE
Capital Letter Visual Recognition	25/26	96%
Lower Case Letter Visual Recognition	23/26	88%
Sound Production of Alphabet	20/36	56%
Writing Capital Letters	21/26	81%
Letters	22/26	85%

Capital Letter Visual Recognition Subtest:
This subtest assesses capital letter knowledge. The student must quickly and correctly identify upper-case letters of the alphabet. The student is given a document with capital letters of the alphabet.

Lower Case Letter Visual Recognition Subtest:
This subtest assesses lower case letter knowledge. The student must quickly and correctly identify lower case letters of the alphabet. The student is given a document with lower case letters of the alphabet.

Sound Production of Alphabet:
This subtest assesses basic letter sounds. The student must quickly and correctly state the sound for each letter of the alphabet as well as basic digraphs (sh, th, ch).

Writing Capital Letters:
The student writes the alphabet in sequential order. This helps assess reversals, sequence, crossing the midline, left to right orientation, and spacing of capital letters.

Writing Lower Case Letters:
The student writes the alphabet in sequential order. This helps assess reversals, sequence, crossing the midline, left to right orientation, and spacing of lower case letters.

Summary

[Name] was able to sing the alphabet with no errors. When asked to speak, not sing the alphabet, she had a more difficult time, but said 25/26 correctly. She missed the letter 'n'. Student recognized almost all of the letters of the alphabet. She said the capital 'U' was a 'V'. She recognized 23/26 of the lower case letters. She said 'p' for 'q', 'u' for 'v', and 'v' for 'z'.

Student correctly stated 20/36 sounds. She was unable to state the long vowel sounds. She had miscues on "e, i, y, a, b, d, r, q, z, v, x."

Student wrote capital letters with 21/26 correct. She skipped E and N. She wrote a lower case g, h, and i. Student was able to write lower case letters with 22/26 correct. She skipped d, n, and u. She wrote a capital L for l.

Student wrote with correct left-right orientation. She was able to cross the midline on her paper when writing. Her spacing was appropriate. Her sequencing was correct although she skipped a few letters when writing. She would get distracted by auditory stimuli and forget what she was doing. She is able to differentiate between lower case and capitals but has difficulty with u, v, and y. Student had some reversals with b, d, p, and q.

Sound production is a weakness for her.

The following tests were given in one week beginning January 20, 2014.

Orton-Gillingham Level 1 Initial Assessment

SUBTEST	SCORE	PERCENTAGE
Writing Sounds	19/36	53%
Phonetic Decoding	5/15	33%
Phonetic Encoding	4/15	27%
Sight Word Recognition	7/10	70%
Sight Word Spelling	3/10	30%
Sentence Dictation 1		
COPS	4/8	50%
Sight Words Correct	3/3	
Phonetic Words Correct	1/3	
Sentence Dictation 2		
COPS	4/10	40%
Sight Words Correct	0/1	
Phonetic Words Correct	0/5	

Oral Reading Fluency: Dibels 25 WCPM

Writing Sounds Subtest

The student was given 36 sounds and was asked to write the letter or letters spelling that sound. This assessed phonics knowledge as well as letter formation.

Phonetic Decoding Subtest

This subtest assesses decoding fluency and phonic patterns. Student must quickly and accurately identify a mix of real and psuedo words from a given list of words.

Phonetic Encoding Subtest

Student must accurately spell a set of phonetic real and pseudo words.

Sight Word Recognition Subtest

Student must accurately identify a set of irregular words.

Sight Word Spelling Subtest

Student must accurately spell a set of high frequency and/or non- phonetic words.

Sentence Dictation Subtest

Student must write with appropriate capitalization, organization, punctuation, and spelling.

ORF: DIBELS Oral Reading Fluency -- The student must read aloud as much of a passage of text as possible in one minute. After reading aloud, the student must describe or re-tell the content of the text.

Summary

In the Sounds Assessment, student mastered 19 phonemes/graphemes. There were miscues on letter formation with b, d, p, q, h, and n. She had miscues on long and short vowels. She wrote f for the unvoiced /th/.

In Encoding Phonetic Words, student wrote 4/15 words correctly. Three miscues were due to incorrect letter formation. Yet looked like vat. Hug looked like nug. Cup looked like rup. She had 8 miscues due to incorrect phoneme/grapheme. Yet was spelled vat. Chip spelled hip. Shod spelled sod. Quit spelled qit, with spelled wif. Jat spelled jot. Kep spelled cop. Zim spelled zn.

In Spelling Non Phonetic/High Frequency Words, student scored 3/10. She was able to spell is, the, my. She made the following errors: of (uf), and (tad), from (fom), does (doms), they (this), said (sad), what (wat).

Student was asked to write two sentences using correct capitalization, organization, punctuation, and spelling. The first sentence was: The lid is so hot. She spelled the sight words correctly. She had a miscue on two phonetic words (so [su] and lid [Leb]). She also missed the capital letter and punctuation. In the second sentence, she scored 4/10. The sentence was: Did Sam get the rug wet? She wrote: did sam got the rut wat (no punctuation). She was missing two capital letters, punctuation, and three phonetic words.

In Decoding Phonetic Words, student was able to read 5/15 words. She read: bed, fox, cup, sop, vut.

In Reading Red Words, student was able to read 7/10 of the words. She missed does, they, and said.

In Reading the Sentences, student said: The lot is so hot. The second sentence was read: Did Sam get the rug wet? Which gave her 100%.

Student has strengths in visual and kinesthetic learning. She was able to recall sentences when we "pounded" them. When given visual cues with auditory tasks, she did much better. Her oral communication skills are strong. She has a wonderful demeanor and is very cooperative and willing to work. She did not seem to be distracted by visual stimuli, but was easily distracted by auditory stimuli. When the assessments dealt with auditory processing, student showed distress by wiggling in her seat and biting her fingers. This also seemed to impede short term memory when directions or tasks were given auditorily. She is strong at writing many sounds in isolation, but has difficulty forming and reading words. Student has some reversals when writing letters. Results indicate that student has difficulty with short vowels, nonphonetic words, digraphs, and blends.

Recommendations

1. [name] should receive intensive, multi-sensory instruction to address phonological processing abilities. Instructional approaches, as appropriate to meet her needs, should include:

   - Explicit, direct instruction that is systematic (structured), sequential, and cumulative. Instruction is organized and presented in a way that follows a logical sequential plan, fits the nature of language (alphabetic principle) with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with student needs, ability levels, and demonstration of progress;

   - Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, and measures for outcomes;

   - Meaning-based instruction directed toward purposeful reading and writing, with an emphasis on comprehension and composition; and

   - Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

2. Phonemic Awareness Activities that include Rhyme Production, syllable deletion, phoneme blending, phoneme deletion of initial and final sound, adding phonemes and substitution of phonemes (especially regarding words with blends and digraphs).

3. Phonics instruction begins with instruction in missed phonemes/graphemes including vowels, missed consonants, digraphs, and blends. Specifically in *Recipe* sequence, instruction begins with short vowels (vowel intensive), letter formation for b, d, p, q, h, n (house paper, green crayon, screen), f, unvoiced th, and long vowels (open syllables). I will move those concepts into the Three-Part Drill and begin after open syllables in *Recipe*.

Examiner's Name: _____

School Address: _____

School Phone Number: _____ Date: _____

Student Name: _____ Student DOB: _____

Final Assessment for IMSE's OG Level 1 Comprehensive Practicum

[name] is a 9 year, 1 month old child who has been known to me since January 2014. She was held back one year and is currently in 2nd grade. On January 16, 2014 [name] was given the Phonemic Awareness in Young Children Phonemic Awareness Assessment and the Orton-Gillingham Beginning Reading Skills Assessment and Level 1 Initial Assessment. An overview of this assessment tool's subtests and generated scores was provided to her parents. Shortly following the initial assessment, [name] began intensive, explicit instruction for 30 minutes daily in the Orton-Gillingham approach. This intervention lasted approximately 11 months minus school calendar holidays, activities, or state testing. The student was happy and cooperative while being assessed. This report may be compared to her initial assessment and pre/post scores that have been recorded. An Oral Reading Fluency score was also generated.

Results from initial PAST Assessment given on January 16, 2014

Subtest	**Score**	**Percentage**
Concept of Spoken Word	6	100%
Rhyme Recognition	5	83%
Rhyme Completion	4	67%
Rhyme Production	3	50%
Syllable Blending	5	83%
Syllable Segmentation	4	67%
Syllable Deletion	4	67%
Phoneme Isolation of Initial Sound	6	100%
Phoneme Isolation of Final Sound	5	83%
Phoneme Blending – Onset Rime	4	67%
Phoneme Blending – All Phonemes	3	50%
Phoneme Segmentation	3	50%
Phoneme Deletion of Initial Sound	3	50%
Phoneme Deletion of Final Sound	2	33%
Adding Phonemes	2	33%
Phoneme Substitution of Initial Sound	1	17%

Results of final PAST Assessment administered December 2014

Subtest	Score	Percentage
Concept of Spoken Word	6	100%
Rhyme Recognition	6	100%
Rhyme Completion	6	100%
Rhyme Production	6	100%
Syllable Blending	6	100%
Syllable Segmentation	6	100%
Syllable Deletion	6	100%
Phoneme Isolation of Initial Sound	6	100%
Phoneme Isolation of Final Sound	6	100%
Phoneme Blending – Onset Rime	6	100%
Phoneme Blending – All Phonemes	5	83%
Phoneme Segmentation	5	83%
Phoneme Deletion of Initial Sound	6	100%
Phoneme Deletion of Final Sound	5	83%
Adding Phonemes	4	67%
Phoneme Substitution of Initial Sound	4	67%

Concept of a Spoken Word Subtest

This subtest tests the ability to distinguish words in a sentence. The child uses tokens or counters to identify the number of words in a sentence. Each sentence is presented orally. The student pushes up a token for each word in the sentence. The child tells the proctor how many words were found in the sentence. For example: I like apples (3 words).

Rhyme Recognition Subtest

This tests the ability to recognize a rhyming word. Students are given two words verbally. The student is asked whether the words rhyme. For example: Do 'pick' and 'stick' rhyme?

Rhyme Completion Subtest

This tests the ability to complete a rhyme. Students are given sentences with rhyming words missing. Students must complete the sentences with correct rhyming words. For example, Humpty Dumpty sat on a wall; Humpty Dumpty had a great _____.

Rhyme Production Subtest

This tests the ability to produce a rhyme. Students are given words. The students must produce a rhyme (real or nonsense) for each word. Example: pan/Stan.

Syllable Blending Subtest

This tests the ability to blend syllables. The child puts two one-syllable words together to make a two-syllable word. The teacher verbalizes the word one syllable at a time. The student must combine the syllables. For example: pa – per (paper).

Syllable Segmentation Subtest

This tests the ability to segment syllables. The teacher states a multisyllabic word. The student states the number of syllables in each word.

Syllable Deletion Subtest

The tests the ability to delete syllables. The teacher states a two-syllable word. The student is asked to remove a syllable. For example: Teacher states, "What is inside without in (side)?"

Phoneme Isolation of Initial Sound Subtest

This tests the ability to recognize the initial sounds of words. The teacher states a word and the student indicates which sound is at the beginning of the word. For example: big /b/.

Phoneme Isolation of Final Sound Subtest

The tests the ability to recognize the final sounds of words. The teacher states a word and the student indicates which sound is at the end of the word. For example: pick /k/.

Phoneme Blending – Onset Rime Subtest

This tests the ability to blend onset and rime. The teacher states words by first making an initial sound, then the Rime. Students put initial sound and Rime together to create a word. For example: /s/ /un/ (sun).

Phoneme Blending – All Phonemes Subtest

This tests the ability to blend phonemes. The teacher states words by verbalizin each sound. The student puts them together to create words. For example: /b/ /e/ /d/ (bed).

Phoneme Segmentation Subtest

This tests the ability to segment phonemes. The teacher verbalizes a word. The student uses tokens or chips to identify each sound of the word. For example: name (3 sounds).

Phoneme Deletion of Initial Sound Subtest

This tests the ability to delete the initial phoneme from words. The teacher asks a student to state a word while leaving off the initial sound. For example: What is sun without /s/ (un)?

Phoneme Deletion of Final Sound Subtest

This tests the ability to delete the final phoneme from words. The teacher asks a student to state a word while leaving off the final sound. For example: What is rode without the /d/ (row)?

Adding Phonemes Subtest

This tests the ability to add phonemes to words. The teacher states words, then asks the student to add a sound to it. For example: Say it. Now add /f/. (fit).

Phoneme Substitution of Initial Sound Subtest

This tests the ability to substitute phonemes from words. The teachers states words and asks students to create new words with different initial sounds. For example: Replace the first sound in man with /k/ (can).

Summary

Scores indicate the student has mastered most of the phonological awareness skills. The student should still receive intervention in adding phonemes and phoneme substitution. There was significant progress made, but mastery has not been achieved.

January 2014
Orton-Gillingham Level 1 Initial Assessment

SUBTEST	SCORE	PERCENTAGE
Writing Sounds	19/36	53%
Phonetic Decoding	5/15	33%
Phonetic Encoding	4/15	27%
Sight Word Recognition	7/10	70%
Sight Word Spelling	3/10	30%
Sentence Dictation 1		
COPS	4/8	50%
Sight Words Correct	3/3	
Phonetic Words Correct	1/3	
Sentence Dictation 2		
COPS	4/10	40%
Sight Words Correct	0/1	
Phonetic Words Correct	0/5	

Oral Reading Fluency: Dibels 1st Grade 25/10 WCPM

December 2014
Orton-Gillingham Level 1 Initial Assessment

SUBTEST	SCORE	PERCENTAGE
Writing Sounds	35/36	97%
Phonetic Decoding	15/15	100%
Phonetic Encoding	14/15	93%
Sight Word Recognition	10/10	100%
Sight Word Spelling	8/10	80%
Sentence Dictation 1		
COPS	7/8	88%
Sight Words Correct	3/3	
Phonetic Words Correct	3/3	
Sentence Dictation 2		
COPS	10/10	100%
Sight Words Correct	1/1	
Phonetic Words Correct	5/5	

Oral Reading Fluency: Dibels 2nd Grade 76/1 WCPM

Writing Sounds Subtest
The student was given 36 sounds and was asked to write the letter or letters spelling those sounds. This assesses phonics knowledge as well as letter formation.

Phonetic Decoding Subtest
This subtest assesses decoding fluency and phonic patterns. Student must quickly and accurately identify a mix of real and psuedo words from a given list of words.

Phonetic Encoding Subtest
Student must accurately spell a set of phonetic real and pseudo words.

Sight Word Recognition Subtest
Student must accurately identify a set of irregular words.

Sight Word Spelling Subtest
Student must accurately spell a set of high frequency and/or non- phonetic words.

Sentence Dictation Subtest
Student writes with appropriate capitalization, organization, punctuation, and spelling.

ORF: DIBELS Oral Reading Fluency – The student reads aloud as much of a passage of text as possible in one minute. After reading aloud, the student describes or re-tells the content of the text.

Summary

In IMSE's Orton-Gillingham Level 1 Initial Assessment, [name] made significant gains in all areas tested. In the first subtest, [name] listened to a phoneme and produced the grapheme on paper. In her initial assessment, she scored 53% accuracy. In her final assessment, she scored 97% accuracy. She had one error, which was a letter reversal; she wrote the letter z backwards.

When asked to read a list of phonetic words, [name] scored 100% accuracy, which is an increase from 33% accuracy. In spelling phonetic words, she scored 93% accuracy, which is an increase from initial 27% accuracy. The one word missed was a nonsense word: zix. However, she spelled it: zicks. Therefore, this can also be considered correct.

When asked to read a list of Red Words (non-phonetic and/or high frequency), [name] scored 100% accuracy, which is an increase from 70% on the initial assessment. When asked to spell a list of Red Words, [name] scored 80% accuracy, missing the word: enough. This is an increase from 30% on her initial assessment.

In Sentence Dictation, [name] scored 88% on her first sentence, missing the punctuation mark at the end of her sentence. She scored 100% on her second sentence. This is an increase from her initial 50% and 40%.

In Fluency, [name]'s initial benchmark was the beginning of first grade, with a score of 25 words read correctly with 10 errors. Her most recent fluency assessment was at a second grade level. She scored 76 words read correctly, with one error. This is considered low to mid average range for other students in her same grade.

Due to the gains in comparison with the Level 1 Initial Assessment, a Level 2 Initial Assesment was given. The results are below:

December 2014
Orton-Gillingham Level 2 Initial Assessment

SUBTEST	SCORE	PERCENTAGE
Writing Sounds	28/36	78%
Phonetic Decoding	12/15	80%
Phonetic Encoding	11/15	73%
Sight Word Recognition	8/10	80%
Sight Word Spelling	6/10	60%
Sentence Dictation 1		
COPS	8/10	80%
Sight Words Correct	3/4	
Phonetic Words Correct	5/6	
Sentence Dictation 2		
COPS	11/13	85%
Sight Words Correct	3/4	
Phonetic Words Correct	5/6	

Summary

Testing on Level 2 Initial Assessment shows [name] is continuing to learn new Red Words and phonetic concepts, to continue building on her skills in encoding/decoding.

Student has made significant gains in overall reading abilities since beginning with the Orton-Gillingham approach. As shown in her results, student is learning around a second grade instructional level. The student is decoding words with open, closed, and Magic E syllables. She has shown great gains in fluency. Although she is low average, her errors have significantly decreased, making her writing easier to comprehend. Student consistently scores 80% or better on her spelling assessments. It is recommended that she continues with the strategies listed, to ensure literacy development.

Recommendations

1. Daily Oral Reading Fluency: Student has been using Dibels for progress monitoring at a second grade level. This should be continued.
2. It is imperative for student to use known strategies to enhance her decoding, encoding, and oral fluency. Strategies like fingertapping, pounding, armtapping, and one-minute daily drills all benefit her, and promote continued progress as grade-level reading becomes more challenging.
3. Student should continue to learn new Red Words using a multi-sensory strategy, and apply them in her writing.
4. Student progress should be monitored and re-evaluated every 3-6 months.

Archive's Class Report
Gr1 Fall

Proctor: Archive
Date: 10/19/17
Assessment: Gr1 Fall ERB CPAA

CPAA Fall Scale

Show full-year scale

0-6	7-21	22-45	46-60

Below Expectation | Approaching Expectation | At Expectation | Above Expectation

Literacy - Class's Concept Scores Score scale 0 - 60

Concept	Graph	Level	Class Avg.	School Avg.
Phonemic Awareness		Approaching Expectation	17	27.4
Phonics/Writing		Approaching Expectation	18.4	29
Reading		At Expectation	30.2	31.1

Mathematics - Class's Concept Scores Score scale 0 - 60

Concept	Graph	Level	Class Avg.	School Avg.
Measurement		At Expectation	32.2	30.3
Numeracy		At Expectation	22	28.1
Operations		Approaching Expectation	19.2	29.7
Patterns/Functions		At Expectation	26	31

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Ranney School
Second Grade - Gr2 Fall

School: Ranney School
Date: 10/08/18
Assessment: Gr2 Fall ERB CPAA

CPAA Fall Scale
- Above Expectation (46 - 60)
- At Expectation (22 - 45)
- Approaching Expectation (7 - 21)
- Below Expectation (0 - 6)

Literacy - Grade's Concept Scores

Score scale 0 - 60

Concept	Graph	Level	School Avg.	District Avg.
Phonics/Writing		At Expectation	30.6	30.6
Reading Mechanics		At Expectation	32.1	32.1
Reading		At Expectation	26.6	26.6

Literacy - Student Distribution for Grade Average

Concept	School Avg.	Below Exp.	Approaching Exp.	At Exp.	Above Exp.
Phonics/Writing	30.6	5	7	14	3
Reading Mechanics	32.1	6	4	9	10
Reading	26.6	10	5	9	5

Mathematics - Grade's Concept Scores

Score scale 0 - 60

Concept	Graph	Level	School Avg.	District Avg.
Measurement		At Expectation	31.5	31.5
Numeracy		At Expectation	34.9	34.9
Operations		At Expectation	38.4	38.4
Patterns/Functions		At Expectation	35.8	35.8

Mathematics - Student Distribution for Grade Average

Concept	School Avg.	Below Exp.	Approaching Exp.	At Exp.	Above Exp.
Measurement	31.5	0	11	17	1
Numeracy	34.9	2	3	22	2
Operations	38.4	2	4	8	15
Patterns/Functions	35.8	3	5	13	8

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Archive's Class Report
Gr1 Spring

Proctor: Archive
Date: 07/03/18
Assessment: Gr1 Spring ERB CPAA

CPAA Spring Scale

Show full-year scale

40-46	47-61	62-85	86-100

Below Expectation | Approaching Expectation | At Expectation | Above Expectation

Literacy - Class's Concept Scores Score scale 40 - 100

Concept	Graph	Level	Class Avg.	School Avg.
Phonemic Awareness		At Expectation	75.1	74
Phonics/Writing		At Expectation	72.1	72.5
Reading		At Expectation	73.6	74.6

Mathematics - Class's Concept Scores Score scale 40 - 100

Concept	Graph	Level	Class Avg.	School Avg.
Measurement		At Expectation	79.3	70.1
Numeracy		At Expectation	66.5	63.6
Operations		At Expectation	71.3	75.1
Patterns/Functions		At Expectation	78	75.2

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Archive's Class Report
Gr1 Winter

Proctor: Archive
Date: 01/31/18
Assessment: Gr1 Winter ERB CPAA

CPAA Winter Scale

Show full-year scale

20-26	27-41	42-65	66-80

Below Expectation | Approaching Expectation | At Expectation | Above Expectation

Literacy - Class's Concept Scores Score scale 20 - 80

Concept	Graph	Level	Class Avg.	School Avg.
Phonemic Awareness		Approaching Expectation	39.9	47.2
Phonics/Writing		At Expectation	43	42.8
Reading		Approaching Expectation	38.3	49.9

Mathematics - Class's Concept Scores Score scale 20 - 80

Concept	Graph	Level	Class Avg.	School Avg.
Measurement		At Expectation	51.9	50.1
Numeracy		Approaching Expectation	39.7	49
Operations		At Expectation	46.1	47.7
Patterns/Functions		At Expectation	46	51.7

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EMERSON SCHOOL 2016-2017

ORTON-GILLINGHAM ASSESSMENTS REPORT

Fall 2016-Winter 2017 Growth Documentation

Data Compiled and Table Created by Stephanie Sawhney

	Sounds Assessment								Red Words Assessment								Green Words Assessment							
Teacher	Number of Students	Total # of Spellings/Sounds Assessed	# of Known Sounds - Fall	# of Known Sounds - Winter	# of Known Sounds - Spring To Be Administered 5/17	Change in # of Known Sounds - Fall to Winter	Average Student Growth- # of Known Sounds	Percentage - Average Growth Fall to Winter	Number of Students	Total # of Red Words Assessed	# of Known Red Words - Fall	# of Known Red Word - Winter	# of Known Red Words Spring- To Be Administered 5/17	Change in # of known Red Words Fall to Winter	Average Student Growth- # of Known Red Words	Percentage Increase in Average Growth - Fall to Winter	Number of Students	Total # of Green Words Assessed	# of Known Green Words -Fall	# of Known Green Words - Winter	# of Known Green Words Spring- To Be Administered 5/17	Change in # of known green words Fall to Winter	Average Student Growth # of known green words	Percentage Increase in Average Growth - Fall to Winter
KINDERGARTEN																								
Rios*	22	30	10	556	TBD	+546	+24.8	83%	22	25	9	152	TBD	+143	+6.5	26%	22	10	0	129	TBD	+129	+5.9	59%
Chelnick/Harris #	25		102	497	TBD	+395	+15.8	53%	25		23	244	TBD	+221	+8.8	35%	25		0	91	TBD	+91	+3.6	36%
Dunham	23		118	540	TBD	+422	+18.3	61%	23		4	155	TBD	+151	+6.6	26%	23		0	61	TBD	+61	+2.7	27%
1st GRADE																								
Hernandez*	20	62	322	564	TBD	+242	+12.1	20%	20	25	50	272	TBD	+222	+11.1	44%	20	25	118	271	TBD	+153	+7.7	31%
Short	16		233	498	TBD	+265	+16.6	27%	16		24	140	TBD	+116	+7.3	29%	16		99	190	TBD	+91	+5.7	23%
Taitt	16		154	513	TBD	+359	+22.4	36%	16		42	209	TBD	+167	+10.4	42%	16		86	216	TBD	+130	+8.1	32%
Washington	17		158	385	TBD	+227	+13.3	22%	17		38	170	TBD	+132	+7.8	31%	17		52	165	TBD	+113	+6.7	27%
2nd GRADE																								
Rubio*	17	78	555	680	TBD	+125	+7.4	10%	17	25	25	301	TBD	+276	+16.2	65%	17	25	103	225	TBD	+122	+7.2	29%
Ebata/Gill #	21		635	865	TBD	+230	+11.0	14%	21		229	325	TBD	+96	+4.6	18%	21		183	285	TBD	+102	+4.9	20%
Lacks	19		488	831	TBD	+343	+18.0	23%	19		135	322	TBD	+187	+9.9	40%	19		131	226	TBD	+95	+5.0	20%
States	19		470	644	TBD	+174	+9.1	12%	19		86	232	TBD	+146	+7.7	31%	19		87	151	TBD	+64	+3.4	14%
SPECIAL EDUCATION-SELF CONTAINED																								
Guthrie-K	2	30	17	40	TBD	+23	+11.5	38%	5	25	28	61	TBD	+33	+6.6	27%	4	10	22	31	TBD	+9	+2.3	23%
Guthrie-1	7	62	117	160	TBD	+43	+6.1	10%	4	25	37	62	TBD	+25	+6.3	25%	4	25	29	68	TBD	+39	+9.8	39%

*Dual Language Classroom #Inclusion Classroom

EMERSON SCHOOL 2016-2017

ORTON-GILLINGHAM ASSESSMENTS REPORT DATA

Fall 2016-Spring 2017 Growth Documentation

Data Compiled and Table Created by Stephanie Sawhney

	Sounds Assessment								Red Words Assessment								Green Words Assessment							
Teacher	Number of Students	Total # of Spellings/Sounds Assessed	# of Known Sounds - Fall	# of Known Sounds - Winter	# of Known Sounds - Spring Administered 5/17	Change in # of Known Sounds - **Fall to Spring**	Average Student Growth- # of Known Sounds	Percentage Increase in Average Growth **Fall to Spring**	Number of Students	Total # of Red Words Assessed	# of Known Red Words - Fall	# of Known Red Word - Winter	# of Known Red Words Spring- Administered 5/17	Change in # of known Red Words **Fall to Spring**	Average Student Growth- # of Known Red Words	Percentage Increase in Average Growth - **Fall to Spring**	Number of Students	Total # of Green Words Assessed	# of Known Green Words -Fall	# of Known Green Words- Winter	# of Known Green Words Spring- Administered 5/17	Change in # of known green words **Fall to Spring**	Average Student Growth # of known green words	Percentage Increase in Average Growth - **Fall to Spring**
KINDERGARTEN																								
Rios*	22	30	10	556	651	641	29.1	97%	22	25	9	152	542	533	24.2	97%	22	10	0	129	214	214	9.7	97%
Chelnick/Harris#	25		102	497	681	579	23.2	77%	25		23	244	514	491	19.6	79%	25		0	91	205	205	8.2	82%
Dunham	23		118	540	709	591	25.7	86%	23		4	155	536	532	23.1	93%	23		0	61	210	210	9.1	91%
1st GRADE																								
Hernandez*	20	62	322	564	784	462	23.1	37%	20	25	50	272	425	375	18.75	75%	20	25	118	271	333	215	10.8	43%
Short	16		233	498	639	406	25.4	41%	16		24	140	280	256	16.0	64%	16		99	190	241	142	8.9	36%
Taitt	16		154	513	759	605	37.8	61%	16		42	209	275	233	14.6	58%	16		86	216	288	202	12.6	51%
Washington	17		158	385	652	494	29.1	47%	17		38	170	315	277	16.3	65%	17		52	165	232	180	10.6	42%
2nd GRADE																								
Rubio*	17	78	555	680	1130	575	33.8	43%	17	25	25	301	359	334	19.7	79%	17	25	103	225	313	210	12.4	50%
Ebata/Gill#	21		635	865	1366	731	34.8	45%	21		229	325	424	195	9.3	37%	21		183	285	424	241	11.5	46%
Lacks	19		488	831	850	362	19.1	24%	19		135	322	437	302	15.9	64%	19		131	226	325	194	10.2	41%
States	19		470	644	976	506	26.6	34%	19		86	232	335	249	13.1	52%	19		87	151	289	202	10.6	43%
SPECIAL EDUCATION-SELF CONTAINED																								
Guthrie-K	2	30	17	40	54	37	18.5	62%	5	25	28	61	83	55	11.0	44%	4	10	22	31	49	27	6.8	68%
Guthrie-1	7	62	117	160	265	148	21.1	34%	4	25	37	62	84	47	11.75	47%	4	25	29	68	94	65	16.3	65%

*Dual Language Classroom #Inclusion Classroom

EMERSON SCHOOL 2016-2017

ORTON-GILLINGHAM ASSESSMENTS REPORT

Overview: The Orton-Gillingham (OG) Assessment consisted of three subtests that measured sound knowledge, red word knowledge (phonetically irregular words), and green word knowledge (phonetically regular words). These are spelling, word knowledge skills, decoding, and encoding skills that were taught using OG methodologies as a piece of the balanced literacy program. The assessment used for each grade level reflected a random selection of the skills that were taught throughout the school year in each particular grade. The kindergarten assessment included 30 consonants, vowels, and digraphs sounds, 25 red words, and 10 green words. The first grade test included 36 sounds that have 62 spelling patterns, 25 red words, and 25 green words. The second grade test included 36 sounds that have 78 spelling patterns. Administration of these skill tests occurred three times throughout the year specifically in the fall, winter, and spring.

The data reflects the scores of the students that were present for all assessments. Whole class growth is measured numerically in the report. Average student growth is shown. Each class's growth percentage is indicated per subtest. The first table measures growth from fall to winter and the second table reflects the final administration and measures **growth** from fall to spring.

Results: Every class shows significant growth in each of the subtests. The data suggests that these gains can be multiplied with continued implementation of OG methodologies as a piece of balanced literacy instruction.