

**C1. UNDERSTANDING THE P-O-S-E<sup>®</sup> SCORING APPLICATION BASELINE DATA PAGE**

Enter student-specific information

**Phonological-Orthographic Substitution Evaluation<sup>®</sup>**  
 P-O-S-E<sup>®</sup> STUDENT TEST **BASELINE** RESULTS SUMMARY: SPELLING / READING

STUDENT INFORMATION

Last Name:	Ortiz	First Name:	Consuela	Grade:	3	Date of Birth:	
Teacher:		Clinician:		Examiner:	S: R:	Date Spelling:	
School:		District:		Student #:		Date Reading:	

Enter number of errors per short vowel for each of the four P-O-S-E<sup>®</sup> test conditions.  
 For example, short o (õ):  
 Sn 1 error  
 Sr 4 errors  
 Rn 4 errors  
 Rr 2 errors

SHORT VOWEL ERROR SUMMARY ( CVC, CCVCC )

Short Vowel Error Count CVC + CCVCC	ã n=4+4	ẽ n=4+4	ĩ n=4+4	õ n=4+4	ũ n=4+4	Short Vowel Errors
1. non-word (Sn)	0	4	1	1	0	6 /20
2. real word (Sr)	0	4	0	4	2	10 /20
Sub-Totals n/8	0	8	1	5	2	16 /40
3. non-word (Rn)	4	4	1	4	4	17 /20
4. real word (Rr)	3	4	1	2	3	13 /20
Sub-Totals n/8	7	8	2	6	7	30 /40
Short Vowel Errors n/16 Spelling + Reading	7	16	3	11	9	46 /80

The application automatically sums the short vowel errors:  
 Sn + Sr = 5 (õ) errors  
 Rn + Rr = 6 (õ) errors  
 Total = 11 (õ) errors  
 Intervention priority levels for Reading and Spelling are color coded as follows:

Spelling	Reading
16 /40	30 /40
23 /40	23 /40
19 /20	20 /20
39 /40	39 /40

Short Vowel Intervention Priority Levels	HIGH # Vowel Sub-Totals w/ 5-8 Errors	MID- # Vowel Sub-Totals w/ 3-4 Errors	LOW # Vowel Sub-Totals w/ 2 Errors	N/A # Vowel Sub-Totals w/ 0-1 Error	Number of Vowels for Spelling (5) & Reading (5)
	8	2	2	2	Actual Number: 10, Expected Number: 10

SILENT /e/ RULE ERROR SUMMARY (CVCe)

Silent /e/ Rule Error Count CVCe	ã N=2+2	ĩ N=3+3	õ N=3+3	ũ N=2+2	Silent /e/ Rule Errors
1. non-word (Sn)	2	3	3	2	10 /10
2. real word (Sr)	2	3	3	1	9 /10
Sub-Totals	4	6	6	3	19 /20
3. non-word (Rn)	2	3	3	2	10 /10
4. real word (Rr)	2	3	3	2	10 /10
Sub-Totals	4	6	6	4	20 /20
Silent /e/ Rule Intervention Priority Levels	19	0	0	0	39 /40

P-O-S-E Error Totals

Spelling Errors	35 /60
Reading Errors	50 /60
Spelling + Reading	85 /120
P-O-S-E Error %	70.8%

Of 120 P-O-S-E<sup>®</sup> test items, 40 probe the "silent /e/" rule for long vowels ã, ï, õ and ù in a CVCe format. All "silent /e/" rule errors are aggregated into a single error count. In this case, the student missed 39 of 40 "silent /e/" rule test items with a HIGH intervention priority level.

The total percentage of all P-O-S-E<sup>®</sup> errors is based on 120 items, 80 probe the five short vowels and 40 probe the "silent /e/" rule.

There are 8 test items (4 CVC and 4 CCVCC) for each of the five short vowels in Spelling (non-words and real words) and five short vowels in Reading (non-words and real words). Among other errors, this student missed all 8 items for (ẽ) in Spelling and 8 items for (ẽ) for Reading. This represents 2 of 10 possible short vowel error instances, five instances in Spelling + five instances in Reading. Spelling errors and Reading errors are weighted equally. This student has 6 instances of short vowels with 5 or more errors in Reading or Spelling, no instances of 3-4 errors, 2 instances of 2 errors and 2 instances of 0 or 1 error.

**C2. UNDERSTANDING THE P-O-S-E<sup>®</sup> SCORING APPLICATION BASELINE DATA PAGE**

**Phonological-Orthographic Substitution Evaluation<sup>®</sup>**  
 P-O-S-E<sup>®</sup> STUDENT TEST **BASELINE** RESULTS SUMMARY: SPELLING / READING  
 STUDENT INFORMATION

Last Name:	Ortiz	First Name:	Consuela	Grade:	3	Date of Birth:	
Teacher:		Clinician:		Examiner:	S: R:	Date Spelling:	
School:		District:		Student ID:		Date Reading:	

**SHORT VOWEL ERROR SUMMARY (CVC, CCVCC)**

Short Vowel Error Count CVC + CCVCC	ä n=4+4		ē n=4+4		ī n=4+4		ō n=4+4		ū n=4+4		Short Vowel Errors
	1	2	3	4	5	6	7	8	9		
Sum Spelling Errors	1. non-word (Sn) 0 4		1 1		0		6		/20		6
2. real word (Sr)	0 4		0 4		2		10		/20		10
Sub-Totals n/8	0 8		1 5		2		16		/40		16
Enter Substitution Phonemes (max=3)											
Sum Reading Errors	3. non-word (Rn) 4 4		1 4		4		17		/20		17
4. real word (Rr)	3 4		1 2		3		13		/20		13
Sub-Totals n/8	7 8		2 6		7		30		/40		30
Enter Substitution Phonemes (max=3)											
Short Vowel Errors n/16 Spelling + Reading	7 16		3 11		9		46		/80		46

**Short Vowel Intervention Priority Levels**

Priority Level	ä	ē	ī	ō	ū	Number of Vowels for Spelling (5) & Reading (5)
High (Red)	6	8	3	11	9	30
Mid- (Orange)	0	2	2	2	2	6
Low (Green)	0	0	0	0	0	0
N/A	0	0	0	0	0	0

**SILENT /e/ RULE ERROR SUMMARY (CVCe)**

Silent /e/ Rule Error Count CVCe	ä N=2+2	ē N=3+3	ī N=3+3	ō N=2+2	ū N=2+2	Silent /e/ Rule Errors	
Sum Spelling Errors	1. non-word (Sn) 2 2		3 3		2		10 /10
2. real word (Sr)	2		3 3		1		9 /10
Sub-Totals	4		6 6		3		19 /20
Sum Reading Errors	3. non-word (Rn) 2		3 3		2		10 /10
4. real word (Rr)	2		3 3		2		10 /10
Sub-Totals	4		6 6		4		20 /20

**Silent /e/ Rule Intervention Priority Levels**

Priority Level	ä	ē	ī	ō	ū
High (Red)	19	0	0	0	0
Mid- (Orange)	0	0	0	0	0
Low (Green)	0	0	0	0	0
N/A	0	0	0	0	0

P-O-S-E<sup>®</sup> categorical sub-totals and totals are calculated automatically throughout the Baseline Data page and displayed in summary boxes to the right.

Short vowel error totals:  
 Spelling (n=40)  
 Reading (n=40)  
 Both Spelling & Reading (n=80)

Short vowel error totals:  
 Non-Words (n=40)  
 Real Words (n=40)  
 Both Non- & Real words. (n=80)

Silent /e/ rule error totals:  
 Spelling (n=20)  
 Reading (n=20)  
 Both Spelling & Reading (n=40)

P-O-S-E<sup>®</sup> error totals:  
 (Short Vowels + Silent /e/ Rule)  
 Spelling (n=60)  
 Reading (n=60)  
 Both Spelling & Reading (n=120)

P-O-S-E<sup>®</sup> total error %:  
 (Short Vowels + Silent /e/ Rule)  
 Both Spelling & Reading (n=120)

Intervention Priority Levels for short vowels and Silent /e/ rule error Patterns are indicated by color codes. Both red (High) and orange (Mid-) suggest a strong need for corrective therapy in the form of vowel training.

**C3. UNDERSTANDING THE P-O-S-E<sup>©</sup> SCORING APPLICATION BASELINE DATA PAGE**

**SHORT VOWEL ERROR SUMMARY (CYC, CVCC)**

Short Vowel Error	ā	ē	ī	ō	ū	Short Vowel Errors
1. non-word (S)	0	4	1	1	0	6
2. real word (S)	0	4	0	3	2	9
<b>Sub-Totals (S)</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>15</b> / 80

**SHORT VOWEL ERRORS**

Short Vowel Error	ā	ē	ī	ō	ū	Short Vowel Errors
1. non-word (R)	0	4	1	1	0	6
2. real word (R)	0	4	0	3	2	9
<b>Sub-Totals (R)</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>15</b> / 80

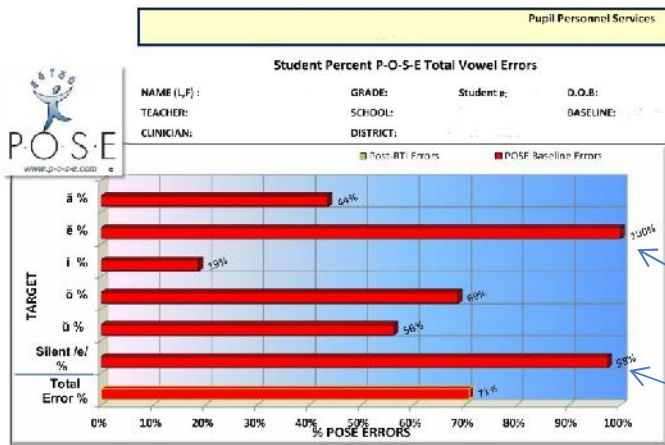
**SHORT VOWEL SUBSTITUTION RESPONSES**

Short Vowel Error	ā	ē	ī	ō	ū	Short Vowel Errors
1. non-word (S)	0	4	1	1	0	6
2. real word (S)	0	4	0	3	2	9
<b>Sub-Totals (S)</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>15</b> / 80

Up to three P-O-S-E<sup>©</sup> substitution error examples can be listed for each of the five short vowels in Spelling and in Reading. A dropdown menu presents 18 possible short vowel substitution responses. Silent /e/ rule error tallies are entered separately. Substitution error tallies, entered in the yellow cells, are derived from the basic Sn, Sr, Rn, Rr P-O-S-E<sup>©</sup> test responses.

**C4. UNDERSTANDING THE P-O-S-E<sup>®</sup> SCORING APPLICATION BASELINE CHART PAGE**

For non-institutional licensees, contents of the header for the P-O-S-E<sup>®</sup> baseline bar chart and the P-O-S-E<sup>®</sup> RTI bar chart can be customized using the Header application accessed from the P-O-S-E<sup>®</sup> menu bar. For school district licensees, the header is pre-formatted.



This P-O-S-E<sup>®</sup> baseline bar chart is drawn automatically when data are entered on the baseline data page. Error counts are converted to a combined percentage of errors in Reading and Spelling for each of the five short vowels (ä, ë, i, ö, ü), the aggregate silent /e/ rule and total error percent.

P-O-S-E Date	Total Error %	Silent /e/ %	ä %	ë %	i %	ö %	ü %
4/13/2012	73%	98%	64%	100%	33%	69%	56%

For example, this student missed 16 instances of the short vowel ë, 8/8 in Spelling + 8/8 in Reading (100% error score). There were 39 errors among 40 instances of the silent /e/ rule (98%) sampled among the long vowels ä, i, ö, ü.

The table presents percent error scores color-coded for intervention priority level:

<b>HIGH</b>	<b>MID-</b>	<b>LOW</b>	<b>N/A</b>
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These data are also entered automatically in the P-O-S-E<sup>®</sup> RTI chart.

**C5. UNDERSTANDING THE P-O-S-E<sup>®</sup> SCORING APPLICATION RTI DATA PAGE**

**Phonological-Orthographic Substitution Evaluation<sup>®</sup>**  
 P-O-S-E<sup>®</sup> STUDENT RTI TEST RESULTS SUMMARY: SPELLING / READING

STUDENT INFORMATION

Last Name:	Cauffield	First Name:	Holden	Grader:	3	Date of Birth:	4/7/2003
Teacher:	DeVille	Clinician:	Gutensprech	Examiner:	RGB	Date Spelling:	9/18/2011
School:	Hogwarts	District:	USFD	Student #:	212	Date Reading:	

SHORT VOWEL ERROR SUMMARY (CVC, CCVCC)

Short Vowel Error Count CVC + CCVCC	1	2	3	4	5	Short Vowel Errors
1. non-word (Sn)	0	0	0	1	2	3 /20
2. real word (Sr)	0	0	0	0	0	0 /20
Sub-Totals n/8	0	0	0	1	2	3 /40
Enter Substitution Phonemes (max=3)						+
3. non-word (Rn)	0	0	0	0	0	0 /20
4. real word (Rr)	0	0	0	0	0	0 /20
Sub-Totals n/8	0	0	0	0	0	0 /40
Enter Substitution Phonemes (max=3)						=
Short Vowel Errors n/16 Spelling + Reading	0	0	0	1	2	3 /80

SHORT VOWEL ERROR TOTALS

SPELLING	3
READING	0
TOTAL ERRORS	3

NON-WORD REAL WORD

NON-WORD	3
REAL WORD	0
TOTAL ERRORS	3

SHORT Vowel Intervention Priority Levels

HIGH	MID-	LOW	N/A
# Vowel Sub-Totals w/ 3-4 Errors	# Vowel Sub-Totals w/ 3-4 Errors	# Vowel Sub-Totals w/ 2 Errors	# Vowel Sub-Totals w/ 0-1 Error
0	0	1	9

Number of Vowels for Spelling (5) & Reading (5)

Actual Number	Expected Number
10	10

SILENT /e/ RULE ERROR SUMMARY (CVCe)

Silent /e/ Rule Error Count CVCe	6	7	8	9	Silent /e/ Rule Errors
1. non-word (Sn)	0	0	3	2	5 /10
2. real word (Sr)	0	0	1	2	3 /10
Sub-Totals	0	0	4	4	8 /20
3. non-word (Rn)	2	0	3	2	7 /10
4. real word (Rr)	0	0	3	1	4 /10
Sub-Totals	2	0	6	3	11 /20

SILENT /e/ RULE ERROR TOTALS

SPELLING	8
READING	11
TOTAL ERRORS	19

P-O-S-E Error Totals

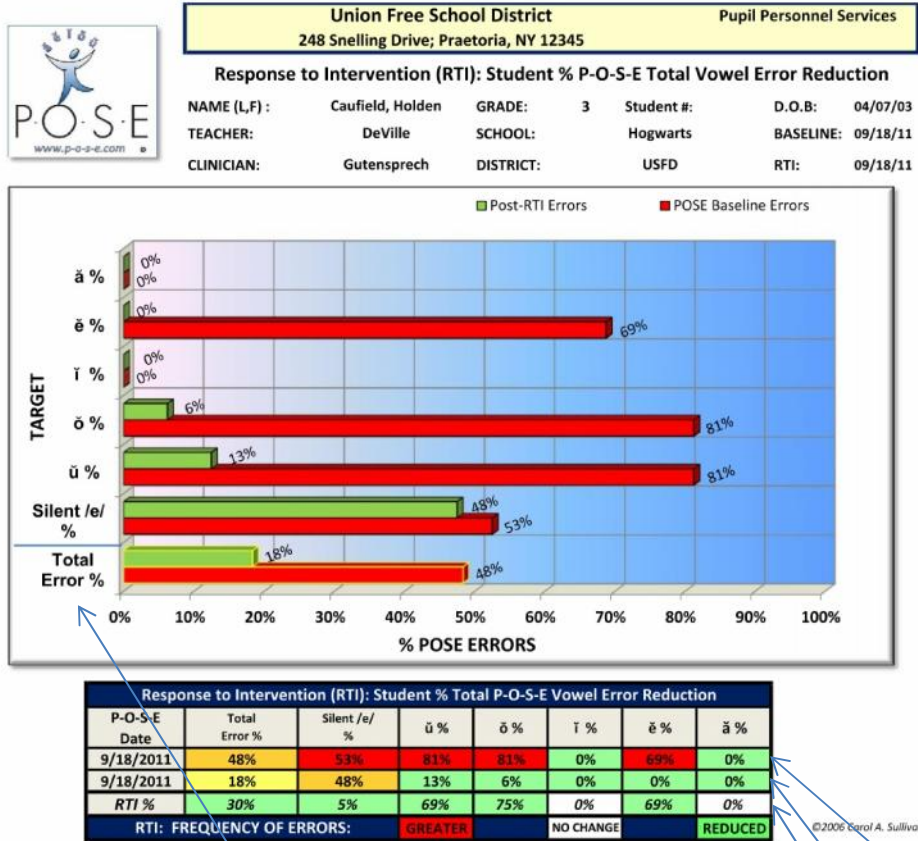
SPELLING ERRORS	11
READING ERRORS	11
TOTAL ERRORS	22

P-O-S-E Error %

18.3%
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The RTI Data page is identical in structure to the Baseline Data page (C1-C3, above). After intervention, P-O-S-E<sup>®</sup> retest scores are entered here, automatically generating an RTI chart, adding post-treatment scores (green bars) to the baseline data bar (red bars) chart for comparison. Percent vowel error and vowel error reduction is automatically calculated for each short vowel, for the silent /e/ rule and for the total test.

**C6. UNDERSTANDING THE P-O-S-E<sup>®</sup> SCORING APPLICATION RTI CHART PAGE**



The RTI chart page integrates student scores from the P-O-S-E<sup>®</sup> Baseline test and the post-intervention P-O-S-E<sup>®</sup> test. Findings for the five short vowels, silent /e/ rule and total score are calculated and displayed in tabular and graphic formats in the form of percentage error scores. In the chart, Baseline percent error scores are shown as red bars, RTI percent error scores are displayed in green.

The first tabular line presents P-O-S-E<sup>®</sup> Baseline scores as percentage of errors with color-coded interventional priorities. The second tabular line similarly displays P-O-S-E<sup>®</sup> RTI scores. The third line shows the relative change in P-O-S-E<sup>®</sup> score. Percentage error reduction is coded in green, no change in white and increased errors noted in red.