



Phonological-Orthographic Substitution Evaluation ©

CLASS SUMMARY BASELINE

ctrl-q clears data										Class Vowel Intervention Priority Levels										Page 1 of 3 v.13.10									
School:		Turtle Avenue				Teacher:				Grade:		# Students Tested:		Date of Spelling:				9/13/2012											
District:		Pretoria U.F.S.D.				Billingsgate				3		19		Date of Reading:				9/25/2012											
CLASS #	P-O-S-E #	Last Name <i>IF NAME IS OMITTED, SCORE IS VOID.</i>	First name	Short Vowels: Spelling (S) & Reading (S) Intervention Priority Levels (Sum H+M+L+N/A=10)				Silent /e/ Rule Spelling & Reading Intervention Priority Levels (Sum H+M+L+N/A=40 items)					# P-O-S-E TEST ITEMS IN ERROR S=SPELLING R=READING																
				HIGH 5-8 errors per vowel	MID- 3-4 errors per vowel	LOW 2 errors per vowel	N/A 0-1 errors per vowel	HIGH >20 errors	MID- 10-19 errors	LOW 5-9 errors	N/A <5 errors			ă	ě	ĩ	ö	ů	Silent /e/ Rule	TOTAL ERROR % N / 120									
1	1	Ablatta	Mahfouz	0	1	1	8		10					S	0	1	0	2	3		3	13.3%							
														R	0	0	0	0	0		7								
2	2	Alik	Mishke	0	0	0	10					0		S	0	0	0	0	0		0	0.8%							
														R	0	0	1	0	0		0								
3	3	Budoin	Luke	0	0	0	10					0		S	0	0	0	1	0		0	0.8%							
														R	0	0	0	0	0		0								
4	4	Cyrus	Miley	0	2	2	6		13					S	0	1	1	0	0		4	21.7%							
														R	4	2	0	3	2		9								
5	5	Clibots	Hillary	0	0	0	10					4		S	0	0	0	0	1		1	6.7%							
														R	0	1	1	0	1		3								
6	6	Cannoli	Morgan	0	1	3	6		11					S	0	3	2	0	2		3	19.2%							
														R	1	2	0	1	1		8								
7	7	Donit	Antoin											S															
														R															
8	8	Daly	Thomas											S															
														R															
9	9	Floem	George											S															
														R															
10	10	Gomes	Raynard	0	0	0	10					3		S	0	0	0	1	0		2	5.0%							
														R	1	0	0	1	0		1								
11	11	Gorbia	Julia	0	0	0	10					0		S	0	0	0	0	0		0	0.0%							
														R	0	0	0	0	0		0								
12	12	McLooper	Condon	0	4	2	4	23						S	0	4	3	1	2		13	36.7%							
														R	1	2	4	3	1		10								
13	13	McMurdock	Mollie	0	0	2	8				9			S	1	1	1	2	2		5	14.2%							
														R	0	1	0	0	0		4								
14	14	Lovetti	Guso	1	0	3	6		18					S	0	2	2	0	5		16	25.0%							
														R	2	1	0	0	0		2								
15	15	Peluso	Marie	0	0	0	10				5			S	0	0	0	0	0		3	5.0%							
														R	0	0	1	0	0		2								



#	P-O-S-E #	Last Name <i>IF NAME IS OMITTED, SCORE IS VOID.</i>	First name	Short Vowels: Spelling (5) & Reading (5) Intervention Priority Levels (Sum H+M+L+N/A=10)				Silent /e/ Rule Spell & Read Intervention Priority Levels (Sum H+M+L+N/A=40 items)				# P-O-S-E TEST ITEMS IN ERROR S=SPELLING R=READING							
				HIGH 5-8 errors per vowel	MID- 3-4 errors per vowel	LOW 2 errors per vowel	N/A 0-1 errors per vowel	HIGH >20 errors	MID- 10-19 errors	LOW 5-9 errors	N/A <5		ă	ě	ĩ	õ	ů	Silent /e/ Rule	POSE TOTAL ERROR %
16	16	Scafuto	Neil	0	0	1	9		12			S	0	0	0	0	1	5	12.5%
												R	0	2	0	0	0	7	
17	17	Stein	Ariel	0	0	0	10				2	S	0	0	0	0	0	0	1.7%
												R	0	0	0	0	0	2	
18	18	Solomon	Kenny	0	0	0	10	28				S	0	0	0	0	0	12	24.2%
												R	0	0	1	0	0	16	
19	19	Urquhart	Miquel	0	0	0	10				1	S	0	0	0	1	0	1	1.7%
												R	0	0	0	0	0	0	
20	20	Walmart	Gail	0	0	0	10		16			S	0	0	0	1	1	9	15.8%
												R	0	0	0	1	0	7	
21	21	Walton	Sam	0	2	3	5		12			S	1	3	0	1	0	7	23.3%
												R	2	4	1	2	2	5	
22	22	Wobbulo	Candace	0	0	0	10			5		S	0	0	0	0	1	0	5.0%
												R	0	0	0	0	0	5	
23												S							
												R							
24												S							
												R							
25												S							
												R							
26												S							
												R							
27												S							
												R							
28												S							
												R							
29												S							
												R							
30												S							
												R							



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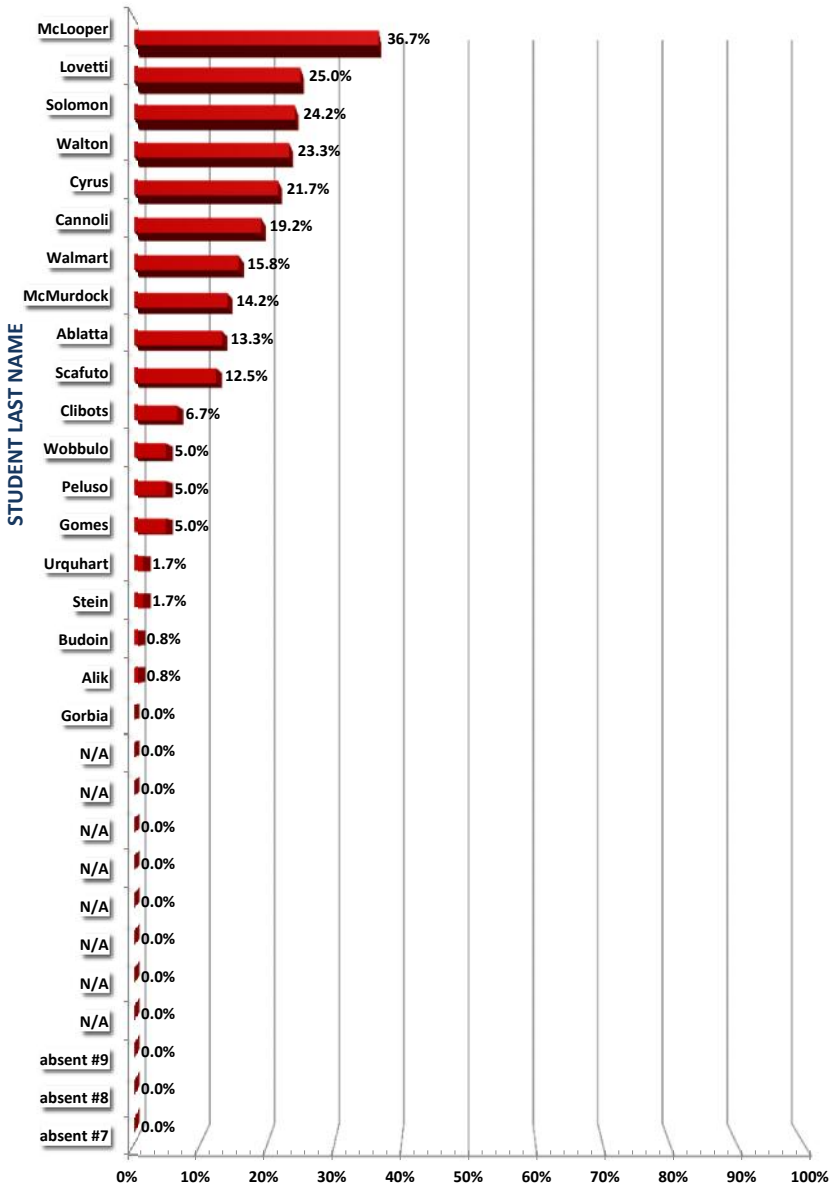
CLASS SUMMARY: BASELINE

Class Vowel Intervention Priority Levels

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School:	Turtle Avenue	Teacher:	Grade:	# Students Tested:	Date of Spelling:	9/13/2012
District:	Pretoria U.F.S.D.	Billingsgate	3	19	Date of Reading:	9/25/2012

P-O-S-E PERCENT BASELINE ERRORS



A.	Number of Student Scores	19
B.	Mean P-O-S-E Error Score	12.2%
C.	Median P-O-S-E Error Score	9.6%
D.	Semi-Interquartile Range	15.0%
E.	Maximum P-O-S-E Error Score	36.7%
F.	Minimum P-O-S-E Error Score	0.0%
G.	Students w/ High Intervention Priority short vowels	1
H.	Students with Mid- Intervention Priority short vowels	5
I.	Students with High AND Mid-intervention priority short vowels.	0
J.	Students w/ Mid- (no High) intervention priority short vowels.	5
K.	Students w/ High- (no Mid-) intervention priority short vowels.	1
L.	Students w/ High OR Mid-intervention priority short vowels.	5
M.	Students w/ High Intervention Silent /e/ rule vowels	2
N.	Students w/ Mid- Intervention Silent /e/ rule vowels	7
O.	Students w/ High OR Mid- Intervention Priority Silent /e/ rule vowels	9
P.	Students w/ High OR Mid- Intervention Priority Short Vowels AND Silent /e/ rule vowels	6