



**P-O-S-E<sup>©</sup>**

**Phonologic-Orthographic  
Substitution Evaluation**

**Pretoria U.F.S.D.**

School: Turtle Avenue  
Grade: 3  
Teacher: Billingsgate

**P-O-S-E<sup>©</sup> RTI Outcome Analysis\***

Baseline Spelling Date: 9/13/2012 N= 19

RTI Spelling Date: 6/14/2013 N= 19

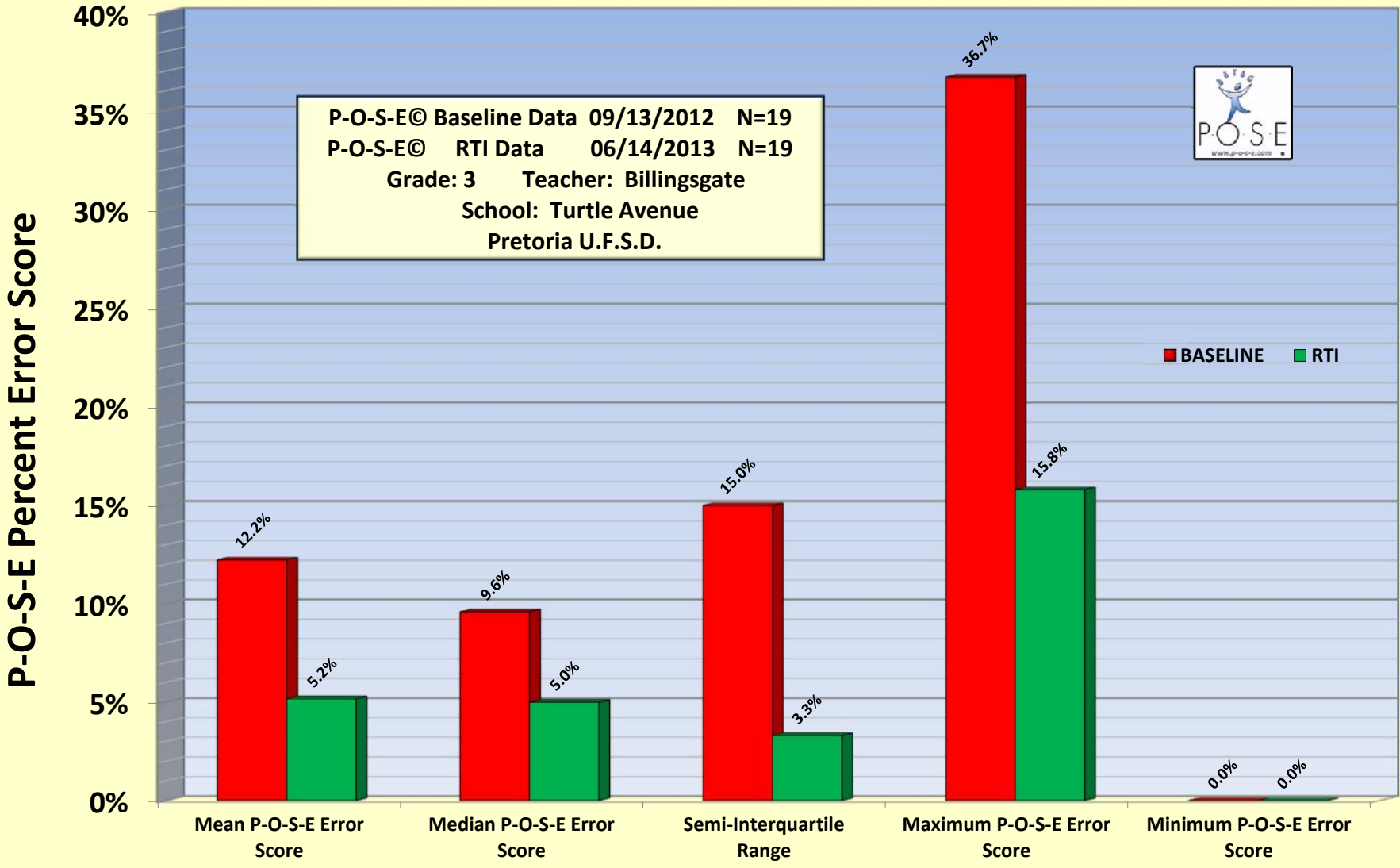
*\*Non-paired scores are eliminated from this analysis.*

***P-O-S-E<sup>©</sup> Baseline vs. RTI Report Index:***

- 1. Summary Table: Class Baseline vs. RTI***
- 2. Summary Chart: Intervention Priority Student Profiles***
- 3. Summary Chart: Percent ERROR Student Profiles***
- 4. Baseline Summary Table: Individual Student Outcomes (1-15)***
- 5. Baseline Summary Table: Individual Student Outcomes (16-30)***
- 6. Baseline Summary Chart: Individual Student Outcomes + Class Statistics***
- 7. Baseline Summary Table: Individual Student Outcomes (1-15)***
- 8. Baseline Summary Table: Individual Student Outcomes (16-30)***
- 9. Baseline Summary Chart: Individual Student Outcomes + Class Statistics***
- 10. Glossary***



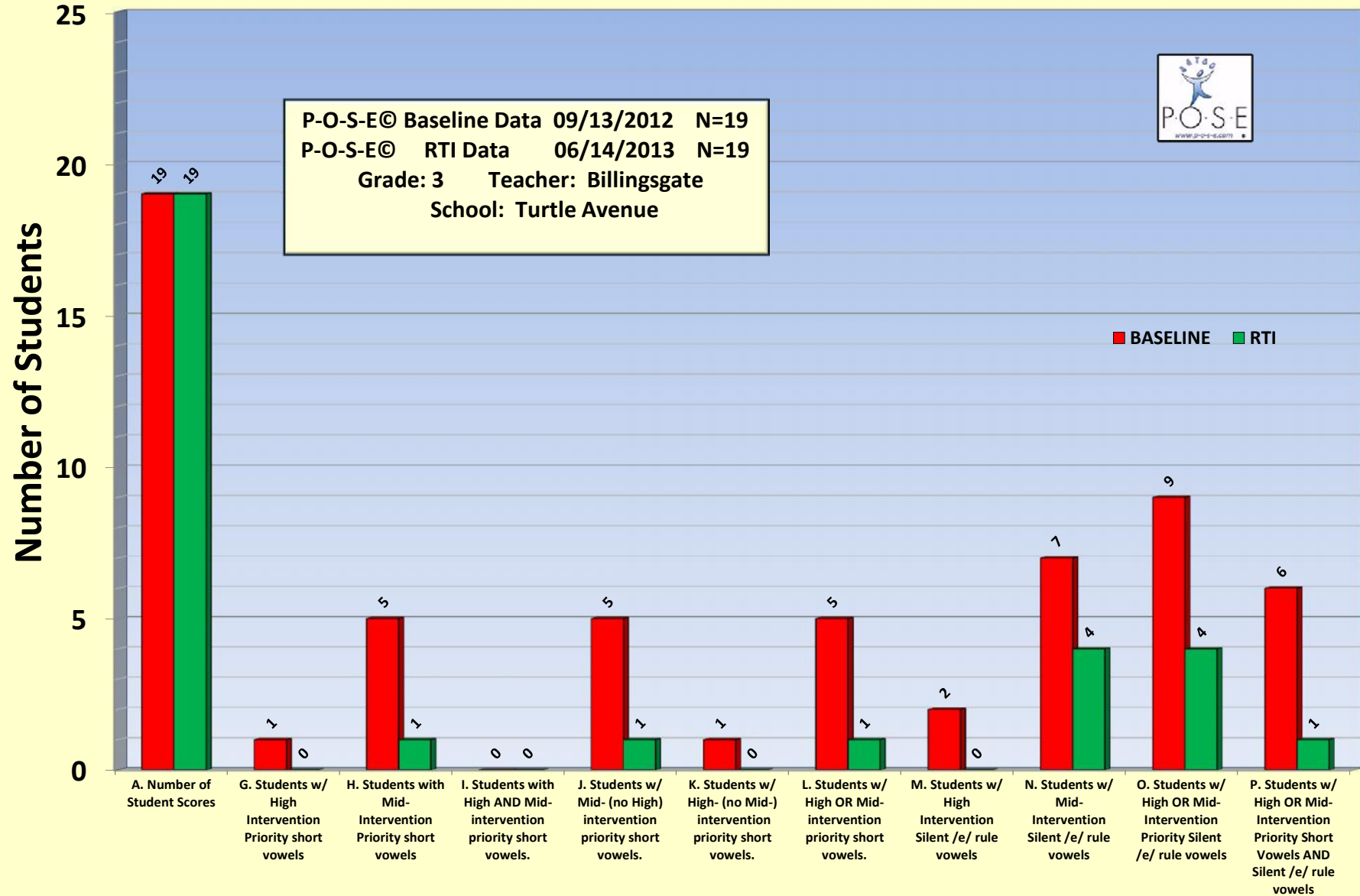
P-O-S-E© Baseline Data 09/13/2012 N=19  
P-O-S-E© RTI Data 06/14/2013 N=19  
Grade: 3 Teacher: Billingsgate  
School: Turtle Avenue  
Pretoria U.F.S.D.



**P-O-S-E© Percent Error Student Profiles**



P-O-S-E© Baseline Data 09/13/2012 N=19  
 P-O-S-E© RTI Data 06/14/2013 N=19  
 Grade: 3 Teacher: Billingsgate  
 School: Turtle Avenue



## P-O-S-E© Intervention Priority Student Profiles



**CLASS SUMMARY BASELINE v. RTI**

CLASS SUMMARY DATA BASELINE						
School:	Turtle Avenue	Teacher:	Grade:	# Tested:	Date Base Spelling:	9/13/2012
District:	Pretoria U.F.S.D.	Billingsgate	3	19	Date Base Reading:	9/25/2012

CLASS SUMMARY DATA RTI						
School:	Turtle Avenue	Teacher:	Grade:	# Tested:	Date RTI Spelling:	6/14/2013
District:	Pretoria U.F.S.D.	Billingsgate	3	19	Date RTI Reading:	6/21/2013

CLASS SUMMARY DATA: BASELINE			CLASS SUMMARY DATA: RTI			CLASS SUMMARY DATA: BASELINE-RTI DIFFERENCE		
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CLASS SUMMARY DATA: BASELINE			CLASS SUMMARY DATA: RTI			CLASS SUMMARY DATA: BASELINE-RTI DIFFERENCE		
A.	Number of Student Scores	19	A.	Number of Student Scores	19	A.	Number of Paired Student Scores	19/19
B.	Mean P-O-S-E Error Score	12.2%	B.	Mean P-O-S-E Error Score	5.2%	B.	Mean P-O-S-E Error Score	-7.1%
C.	Median P-O-S-E Error Score	15.0%	C.	Median P-O-S-E Error Score	3.3%	C.	Median P-O-S-E Error Score	-11.7%
D.	Semi-Interquartile Range	9.6%	D.	Semi-Interquartile Range	5.0%	D.	Sample Standard Deviation	-4.6%
E.	Maximum P-O-S-E Error Score	36.7%	E.	Maximum P-O-S-E Error Score	15.8%	E.	Maximum P-O-S-E Error Score	-20.9%
F.	Minimum P-O-S-E Error Score	0.0%	F.	Minimum P-O-S-E Error Score	0.0%	F.	Minimum P-O-S-E Error Score	0.0%
G.	Students w/ High Intervention Priority short vowels	1	G.	Students w/ High Intervention Priority short vowels	0	G.	Students w/ High Intervention Priority short vowels	-1
H.	Students with Mid- Intervention Priority short vowels	5	H.	Students with Mid- Intervention Priority short vowels	1	H.	Students with Mid- Intervention Priority short vowels	-4
I.	Students with High AND Mid-intervention priority short vowels.	0	I.	Students with High AND Mid-intervention priority short vowels.	0	I.	Students with High AND Mid-intervention priority short vowels.	0
J.	Students w/ Mid- (no High) intervention priority short vowels.	5	J.	Students w/ Mid- (no High) intervention priority short vowels.	1	J.	Students w/ Mid- (no High) intervention priority short vowels.	-4
K.	Students w/ High- (no Mid-) intervention priority short vowels.	1	K.	Students w/ High- (no Mid-) intervention priority short vowels.	0	K.	Students w/ High- (no Mid-) intervention priority short vowels.	-1
L.	Students w/ High OR Mid-intervention priority short vowels.	5	L.	Students w/ High OR Mid-intervention priority short vowels.	1	L.	Students w/ High OR Mid-intervention priority short vowels.	-4
M.	Students w/ High Intervention Silent /e/ rule vowels	2	M.	Students w/ High Intervention Silent /e/ rule vowels	0	M.	Students w/ High Intervention Silent /e/ rule vowels	-2
N.	Students w/ Mid- Intervention Silent /e/ rule vowels	7	N.	Students w/ Mid- Intervention Silent /e/ rule vowels	4	N.	Students w/ Mid- Intervention Silent /e/ rule vowels	-3
O.	Students w/ High OR Mid- Intervention Priority Silent /e/ rule vowels	9	O.	Students w/ High OR Mid- Intervention Priority Silent /e/ rule vowels	4	O.	Students w/ High OR Mid- Intervention Priority Silent /e/ rule vowels	-5
P.	Students w/ High OR Mid- Intervention Priority Short Vowels AND Silent /e/ rule vowels	6	P.	Students w/ High OR Mid- Intervention Priority Short Vowels AND Silent /e/ rule vowels	1	P.	Students w/ High OR Mid- Intervention Priority Short Vowels AND Silent /e/ rule vowels	-5



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**CLASS SUMMARY BASELINE**

ctrl-q clears data		<b>Class Vowel Intervention Priority Levels</b>				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 (5) & Reading (5) 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							TOTAL ERROR % N / 120	
				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	ř	ö	ů	Silent /e/ Rule			
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	Budoïn	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	



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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 #	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							POSE TOTAL ERROR %	
				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	õ	ũ	Silent /e/ Rule			
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							

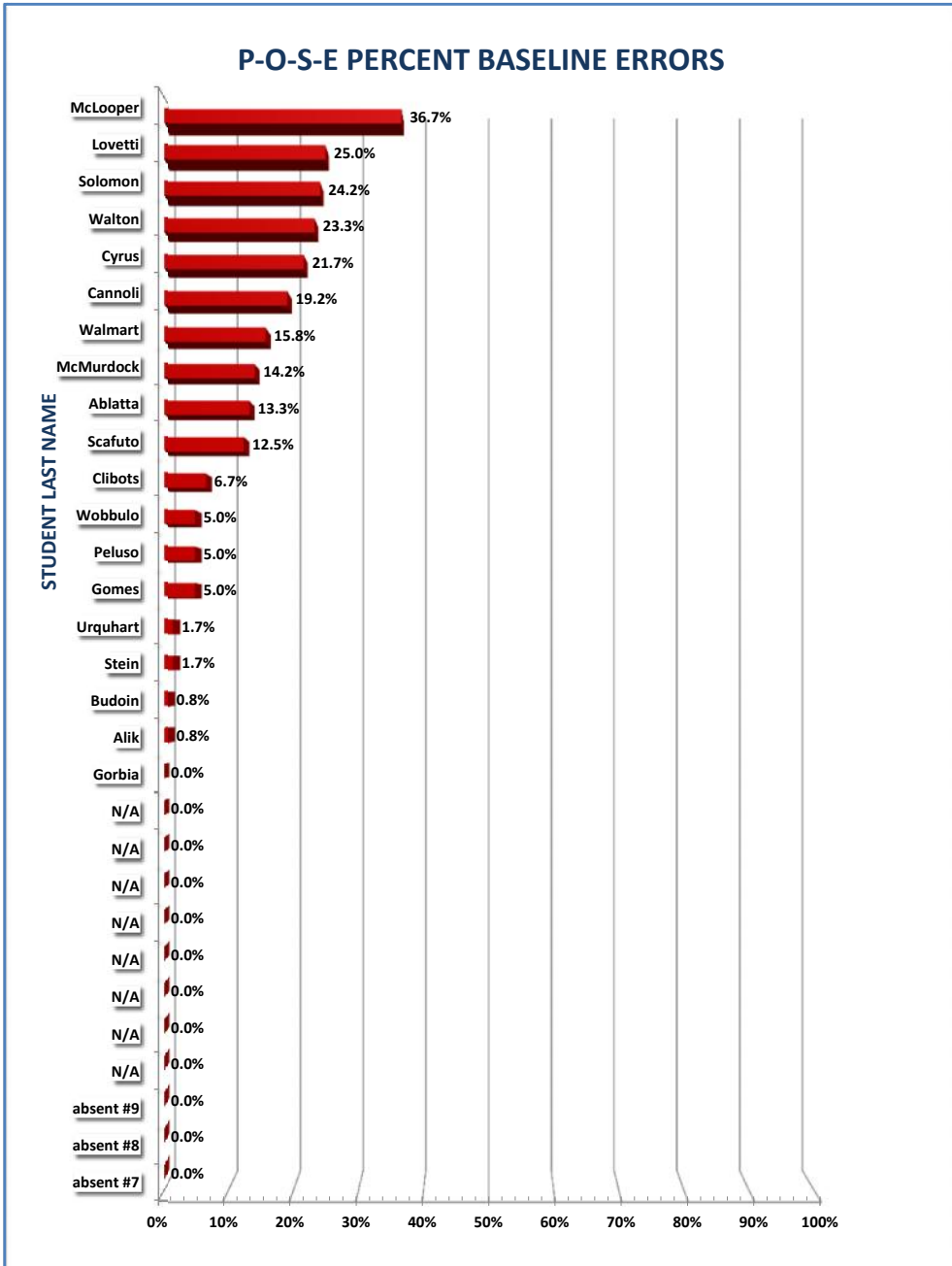


### CLASS SUMMARY: BASELINE

**Class Vowel Intervention Priority Levels**

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



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



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**CLASS SUMMARY RTI**

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:		6/14/2013												
District:		Praetoria U.F.S.D.			Billingsgate			3		19		Date of Reading:		6/21/2013												
CLASS #	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 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							TOTAL ERROR % N / 120							
				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									
1	1	Ablatta	Mahfouz	0	0	1	9				4	S	0	0	0	2	0	4	5.0%							
												R	0	0	0	0	0	0								
2	2	Alik	Mishke	0	0	0	10				1	S	0	0	0	0	0	0	0.8%							
												R	0	0	0	0	0	1								
3	3	Budoin	Luke	0	0	0	10				1	S	0	0	0	0	0	1	0.8%							
												R	0	0	0	0	0	0								
4	4	Cyrus	Miley	0	0	0	10				1	S	0	0	0	0	0	0	1.7%							
												R	0	1	0	0	0	1								
5	1	Clibots	Hillary	0	0	0	10				2	S	0	0	0	0	0	1	1.7%							
												R	0	0	0	0	0	1								
6	6	Cannoli	Morgan	0	0	0	10				3	S	0	0	0	0	0	3	2.5%							
												R	0	0	0	0	0	0								
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		10			S	0	0	0	0	0	7	8.3%							
												R	0	0	0	0	0	3								
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	0	0	10		18			S	0	0	0	0	0	12	15.0%							
												R	0	0	0	0	0	6								
13	13	McMurdock	Mollie	0	0	0	10				4	S	0	0	0	0	0	2	3.3%							
												R	0	0	0	0	0	2								
14	14	Lovetti	Guso	0	1	0	9		14			S	0	0	1	1	3	9	15.8%							
												R	0	0	0	0	0	5								
15	15	Peluso	Marie	0	0	0	10				4	S	0	0	0	0	0	2	3.3%							
												R	0	0	0	0	0	2								





**CLASS SUMMARY RTI**

Class Vowel Intervention Priority Levels							Page 2 of 3 v.13.10
School:	Turtle Avenue	Teacher	Grade	# Students Tested	Date of Spelling:	6/14/2013	
District:	Praetoria U.F.S.D.	Billingsgate	3	19	Date of Reading:	6/21/2013	

#	P-O-S-E #	Last Name <i>IF NAME IS OMITTED, SCORE IS VOID.</i>	First name	Short Vowels: Spelling (S) & Reading (R) 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							POSE TOTAL ERROR %	
				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	õ	ů	Silent /e/ Rule			
16	16	Scafuto	Neil	0	0	0	10					4	S	0	0	0	0	0	1	3.3%
													R	0	0	0	0	0	3	
17	17	Stein	Ariel	0	0	0	10					4	S	0	0	0	0	0	3	4.2%
													R	0	1	0	0	0	1	
18	18	Solomon	Kenny	0	0	0	10		11				S	0	0	0	0	0	2	9.2%
													R	0	0	0	0	0	9	
19	19	Urquhart	Miquel	0	0	0	10					3	S	1	0	0	0	0	3	3.3%
													R	0	0	0	0	0	0	
20	20	Walmart	Gail	0	0	1	9			6			S	0	1	0	0	0	4	8.3%
													R	0	2	0	1	0	2	
21	21	Walton	Sam	0	0	0	10			7			S	1	0	0	0	0	2	6.7%
													R	0	0	0	0	0	5	
22	22	Wobbulo	Candace	0	0	1	9					4	S	0	0	2	0	0	4	5.0%
													R	0	0	0	0	0	0	
23													S							
													R							
24													S							
													R							
25													S							
													R							
26													S							
													R							
27													S							
													R							
28													S							
													R							
29													S							
													R							
30													S							
													R							

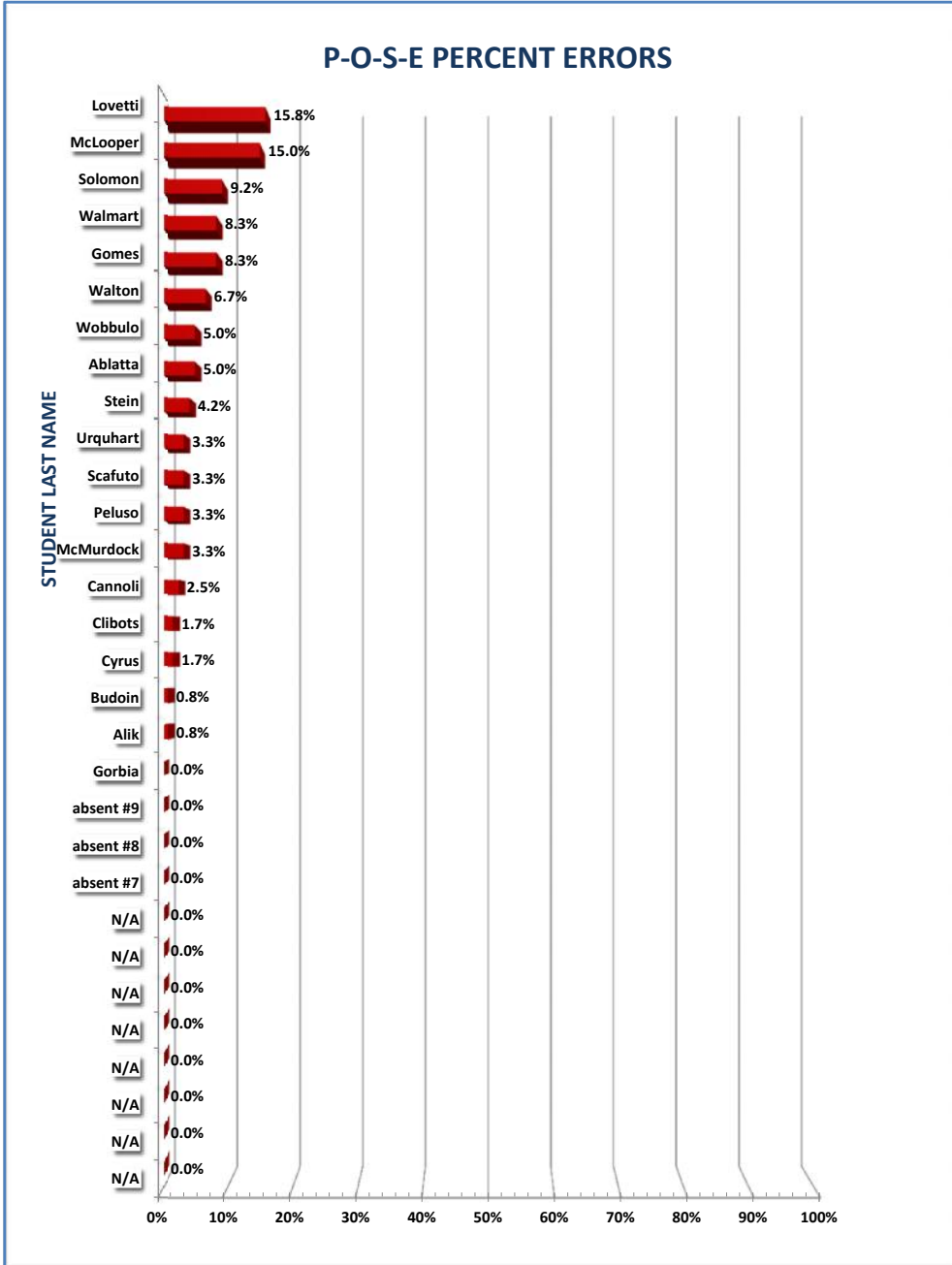


**CLASS SUMMARY RTI**

**Class Vowel Intervention Priority Levels**

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School:	Turtle Avenue	Teacher:	Grade:	# Students Tested:	Date of Spelling:	6/14/2013
District:	Praetoria U.F.S.D.	Billingsgate	3	19	Date of Reading:	6/21/2013



A.	Number of Student Scores	19
B.	Mean P-O-S-E Error Score	5.2%
C.	Median P-O-S-E Error Score	3.3%
D.	Semi-Interquartile Range	5.0%
E.	Maximum P-O-S-E Error Score	15.8%
F.	Minimum P-O-S-E Error Score	0.0%
G.	Students w/ High Intervention Priority short vowels	0
H.	Students with Mid- Intervention Priority short vowels	1
I.	Students with High AND Mid-intervention priority short vowels.	0
J.	Students w/ Mid- (no High) intervention priority short vowels.	1
K.	Students w/ High- (no Mid-) intervention priority short vowels.	0
L.	Students w/ High OR Mid-intervention priority short vowels.	1
M.	Students w/ High Intervention Silent /e/ rule vowels	0
N.	Students w/ Mid- Intervention Silent /e/ rule vowels	4
O.	Students w/ High OR Mid- Intervention Priority Silent /e/ rule vowels	4
P.	Students w/ High OR Mid- Intervention Priority Short Vowels AND Silent /e/ rule vowels	1

# P-O-S-E<sup>©</sup> GLOSSARY

## P-O-S-E<sup>©</sup> CLASS REPORT DEFINITIONS

A.

### Number of Student Scores

Number of students who have completed BOTH the P-O-S-E Baseline Test and the P-O-S-E RTI Test. Students absent from either P-O-S-E test have been extracted from the comparison data report (balanced). The number of students is then the same for both Baseline and RTI data.

B.

### Mean P-O-S-E Error Score

This is the AVERAGE P-O-S-E Percent Error score for the edited class data. Half the SUM of the scores is above the mean and half the SUM of the scores is below the mean. The mean can be elevated by relatively large numbers of extreme scores

C.

### Median P-O-S-E Error Score

The median is a practical measure of central tendency that describes the MIDDLE SCORE in a class. One-half of the STUDENTS had P-O-S-E error scores above the median and one-half of the STUDENTS had P-O-S-E scores below the median. This is a more practical descriptor for school settings.

D.

### Semi-Interquartile Range

This measure of data dispersion describes the difference between the P-O-S-E error scores of students at the 25th percentile and at the 75th percentile.

E.

### Maximum P-O-S-E Error Score

This is the highest P-O-S-E percent error score obtained by any student in the class. More than one student can achieve maximum P-O-S-E error scores.

F.

**Minimum P-O-S-E Error Score**

This is the lowest P-O-S-E percent error score obtained by any student in the class. More than one student can achieve minimum P-O-S-E error scores.

G.

**Students w/ High Intervention  
Priority short vowels**

The number of students with one or more short vowels in reading or in spelling in the HIGH intervention priority level category.

H.

**Students with Mid- Intervention  
Priority short vowels**

The number of students with one or more short vowels in reading or in spelling in the MID- intervention priority level category.

I.

**Students with High AND Mid-  
intervention priority short vowels.**

The number of students with one or more short vowels in reading or in spelling in BOTH the MID- AND in the HIGH intervention priority level category.

J.

**Students w/ Mid- (no High)  
intervention priority short vowels.**

The number of students with one or more short vowels in reading or in spelling in the MID- intervention priority level category with NO HIGH intervention priority level category errors.

K.

**Students w/ High- (no Mid-) intervention priority short vowels.**

The number of students with one or more short vowels in reading or in spelling in the HIGH intervention priority level category with NO MID- intervention priority level category errors.

L.

**Students w/ High OR Mid- intervention priority short vowels. \***

The number of students with one or more short vowels in reading or in spelling in EITHER the MID- OR in the HIGH intervention priority level category.

M.

**Students w/ High Intervention Silent /e/ rule vowels**

The number of students with one or more Silent /e/ rule vowels in reading or in spelling in the HIGH intervention priority level category.

N.

**Students w/ Mid- Intervention Silent /e/ rule vowels**

The number of students with one or more Silent /e/ rule vowels in reading or in spelling in the MID- intervention priority level category.

O.

**Students w/ High OR Mid- Intervention Priority Silent /e/ rule vowels. \***

The number of students with one or more Silent /e/ rule vowels in reading or in spelling in EITHER the MID- OR in the HIGH intervention priority level category.

P.

**Students w/ High OR Mid- Intervention Priority Short Vowels AND Silent /e/ rule vowels \***

The number of students with one or more BOTH Short Vowel AND Silent /e/ rule vowels in reading or in spelling in EITHER the MID- OR in the HIGH intervention priority level category

**\* Students in significant need of attention.**