



# Phonological-Orthographic Substitution Evaluation <sup>©</sup>

## P-O-S-E <sup>®</sup> STUDENT TEST RTI RESULTS SUMMARY: SPELLING / READING

### STUDENT INFORMATION

Last Name:		First Name:	Falana	Grade:	3	Date of Birth:	
Teacher:	Ka	Clinician:	0	Examiner(s):	S: cs R: cs	Date Spelling:	5/14/2013
School:	Jackson Avenue	District :	MINEOLA U.F.S.D.	Student #:	149	Date Reading:	5/28/2013

### SHORT VOWEL ERROR SUMMARY ( CVC, CVCC )

Short Vowel Error Count CVC + CVCC		1 n=4+4	2 n=4+4	3 n=4+4	4 n=4+4	5 n=4+4	Short Vowel Errors	
Sum Spelling Errors	1. non-word (Sn)	0	0	2	0	0	B 1-5	2 /20
	2. real word (Sr)	0	0	0	0	0	C 1-5	0 /20
	Sub-Totals n/8	0	0	2	0	0	D 1-5	2 /40
Enter Substitution Phonemes (max=3)				ě pet				+
Sum Reading Errors	3. non-word (Rn)	1	4	0	1	0	F 1-5	6 /20
	4. real word (Rr)	0	1	0	0	0	G 1-5	1 /20
	Sub-Totals n/8	1	5	0	1	0	H 1-5	7 /40
Enter Substitution Phonemes (max=3)			ĩ pit		ũ oo/yoo			=
Short Vowel Errors n/16 Spelling + Reading		1 P /16	5 Q /16	2 R	1 S /16	0 T /16	J 1-5	9 Short Vowel TOTAL /80

SHORT VOWEL ERROR TOTALS	
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SPELLING	READING
2	7
D /40	H /40

TOTAL ERRORS
9
J /80

NON-WORD	REAL WORD
8	1
B+F /40	C+G /40

TOTAL ERRORS
9
J /80

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)	
Number of Vowels per Priority Level Spelling & Reading	1		1	8	Actual Number	Expected Number
					10	10

SILENT /e/ RULE ERROR TOTALS	
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SPELLING	READING
0	2
K /20	L /20

TOTAL ERRORS
2
M /40

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

Silent /e/ Rule Error Count CVCe		6 N=2+2	7 N=3+3	8 N=3+3	9 N=2+2	Silent /e/ Rule Errors	
Sum Spelling Errors	1. non-word (Sn)	0		0	0	0	/10
	2. real word (Sr)	0		0	0	0	/10
	Sub-Totals	0		0	0	0	K 6-9 /20
Sum Reading Errors	3. non-word (Rn)	0		1	1	0	2 /10
	4. real word (Rr)	0		0	0	0	/10
	Sub-Totals	0		1	1	0	L 6-9 /20

P-O-S-E Error Totals	
Short Vowels + Silent /e/	

SPELLING ERRORS	
D+K	2 /60
READING ERRORS	
H+L	9 /60
SPELLING + READING	
D+K+H+L	11 /120

Silent /e/ Rule Intervention Priority Levels	Priority Level is based on total # of silent /e/ rule errors.			
	20+=HIGH	10-19=MID	5-9=LOW	< 5=N/A
	0	0	0	2

Silent /e/ TOTAL
2
M /40

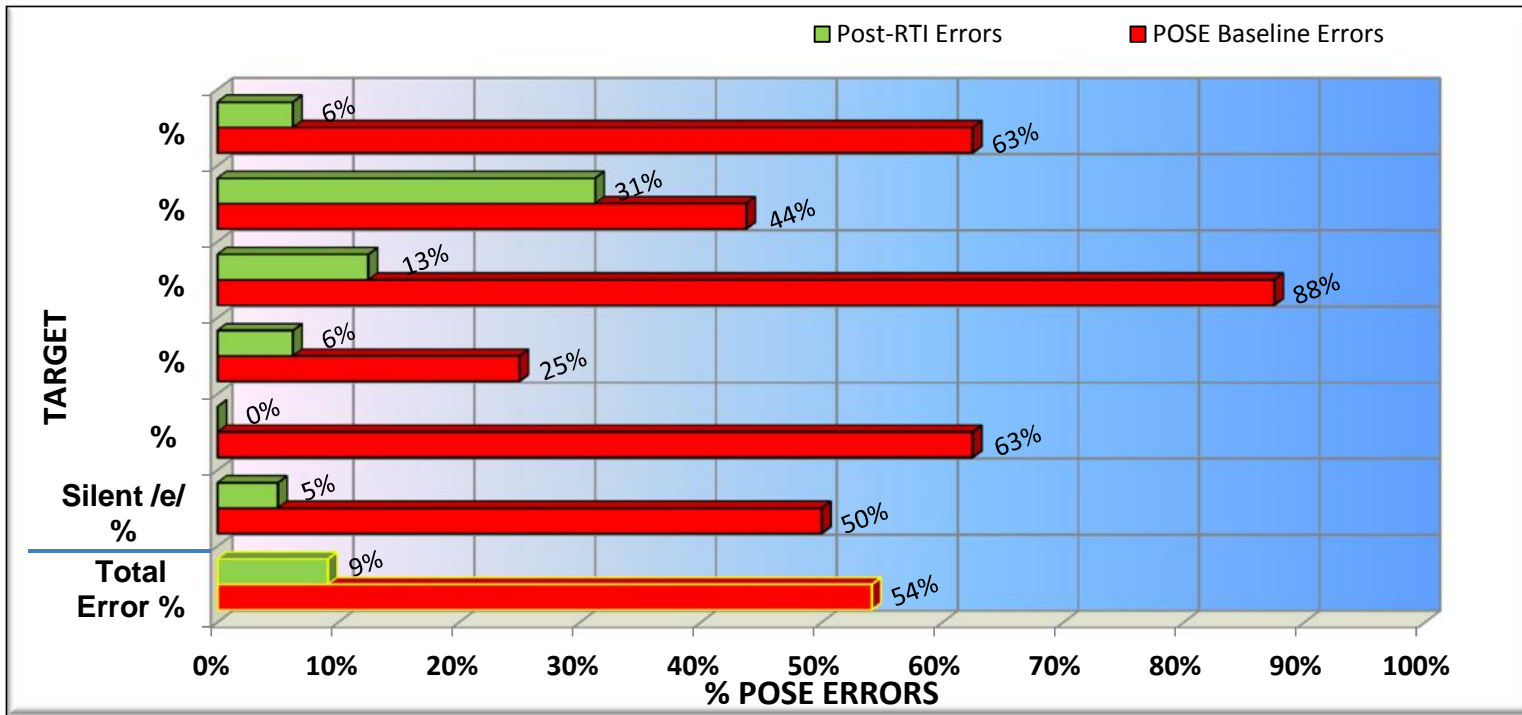
P-O-S-E Error %	
9%	
((D+K+H+L) /120) x 100	



**Mineola Union Free School District** **Pupil Personnel Services**  
 121 Jackson Avenue; Mineola, NY 11501 Phone: (516) 237-2040

**Response to Intervention (RTI): Student % P-O-S-E Total Vowel Error Reduction**

<b>NAME (L,F) :</b>	<b>GRADE:</b> 3	<b>Student #:</b> 149	<b>D.O.B:</b>
<b>TEACHER:</b>	<b>SCHOOL:</b> Jackson Avenue	<b>BASE SP:</b> 09/13/12	
<b>REMEDIATION:</b> Shields	<b>DISTRICT:</b> MINEOLA U.F.S.D.	<b>RTI SP:</b> 05/14/13	



Response to Intervention (RTI): Student % Total P-O-S-E Vowel Error Reduction							
P-O-S-E SP Date	Total Error %	Silent /e/ %	ü %	ö %	ı %	ě %	ă %
9/13/2012	54%	50%	63%	25%	88%	44%	63%
5/14/2013	9%	5%	0%	6%	13%	31%	6%
<b>RTI %</b>	<b>45%</b>	<b>45%</b>	<b>63%</b>	<b>19%</b>	<b>75%</b>	<b>13%</b>	<b>56%</b>
<b>RTI: FREQUENCY OF ERRORS:</b>			<b>GREATER</b>	<b>NO CHANGE</b>		<b>REDUCED</b>	

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