



Dyslexia Institute
of Indiana

Ready, Set READ!

Student Achievement Results
and Assessment Rationale

Spring 2010

August 16th, 2010

DII anticipated a formalized partnership with the Indianapolis Public School System during the 2009-2010 school year. Due to state wide funding cuts in education and other priorities, IPS was unable to collaborate with DII to continue services.

A generous gift from the Ruth Lilly Philanthropic Foundation allowed DII to begin services during the second semester of the 2009-2010 school year. DII maintained a positive relationship with eight IPS school partners who demonstrated their commitment to the learning disabled students.

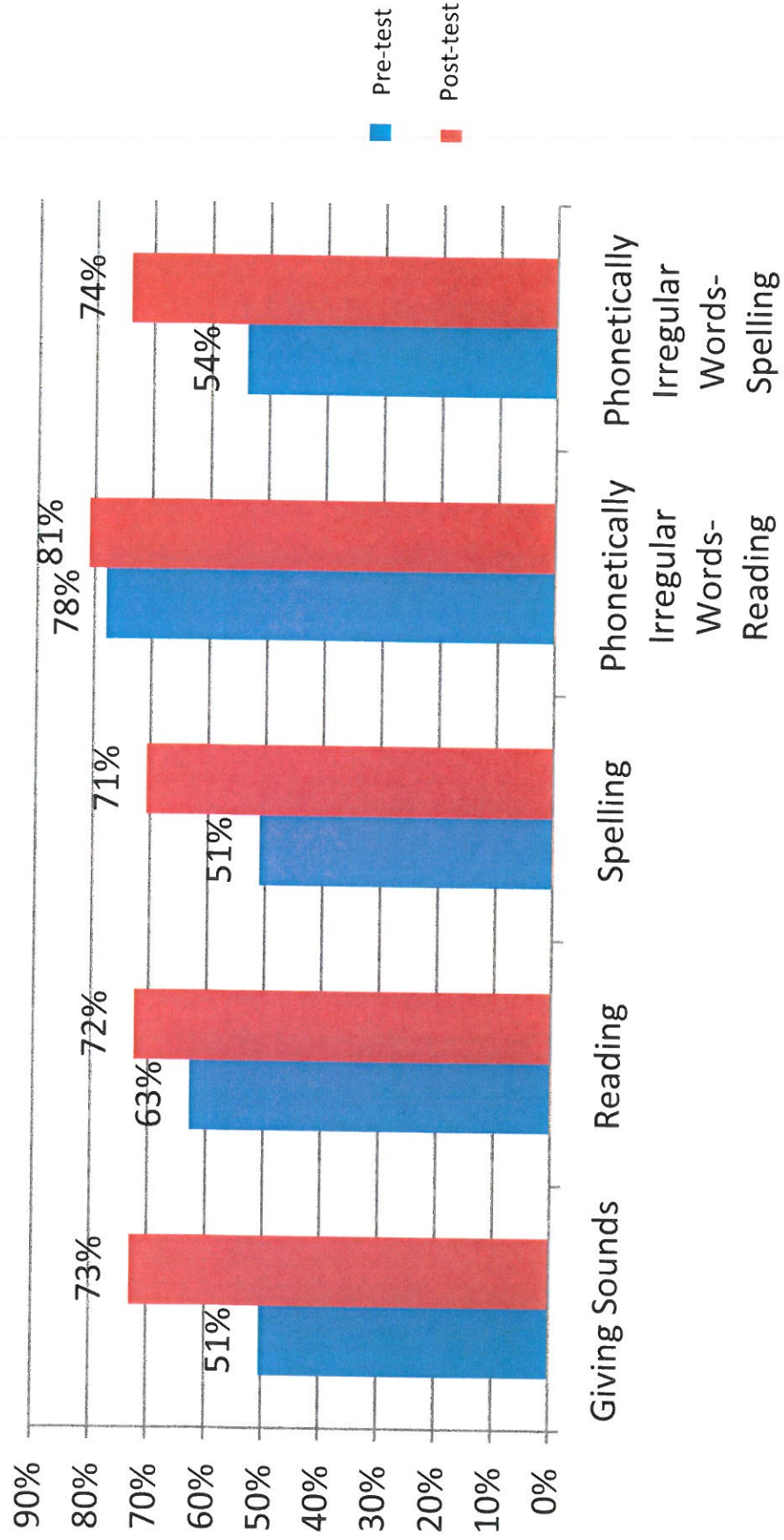
Eleven total schools participated in the 2010 RSR! Program, including:

Christel House Academy
Holy Angels Catholic Schools
Imagine Life Sciences Academy West Charter School
Orchard
The Indianapolis Project School
&

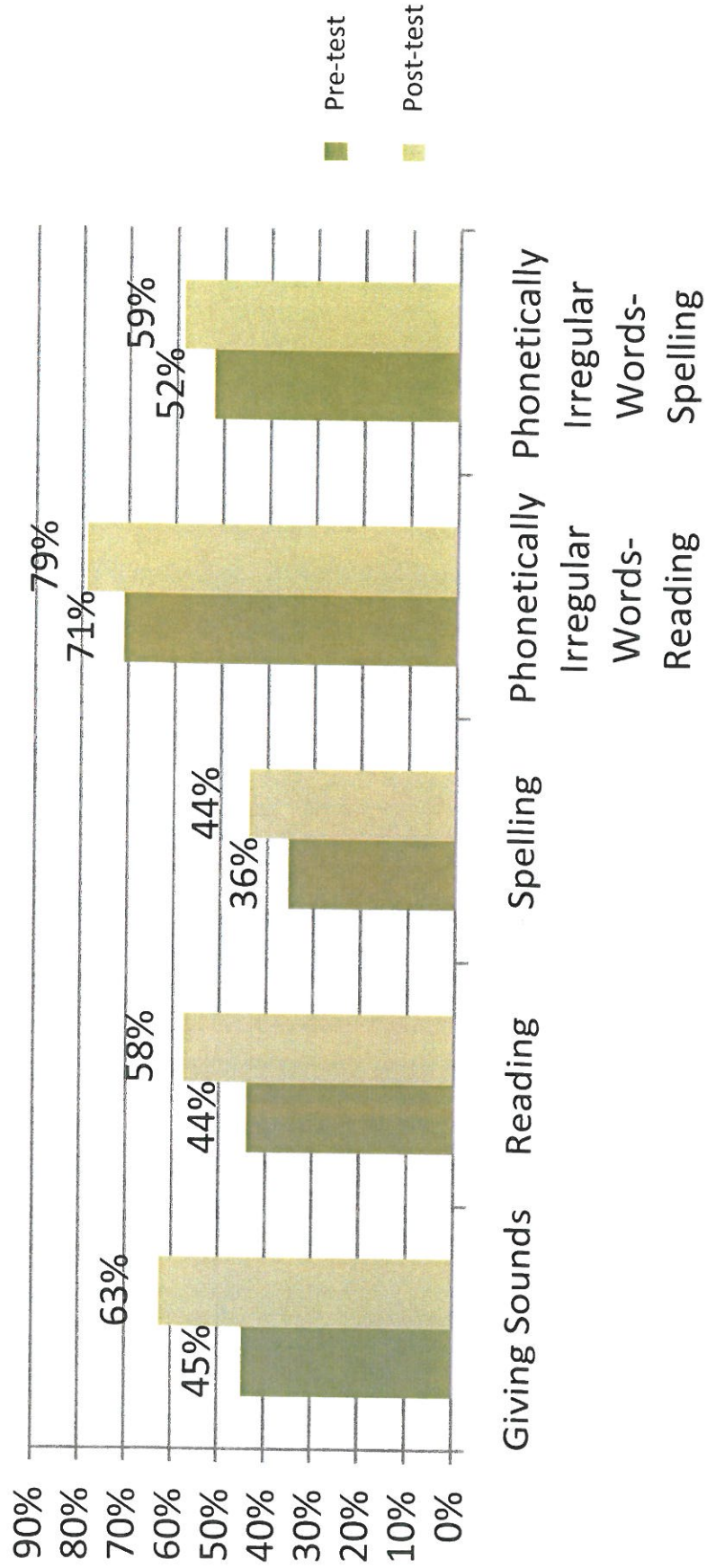
The following IPS schools:
Center for Inquiry at School #2
Ralph Waldo Emerson School #58
Center for Inquiry at School #84
Rousseau McClellan School # 91
Meredith Nicholson #96
Harshman Middle School

A total of 128 students received 25 sessions of direct services, ranging from one-on-one Orton Gillingham Therapy, to Phonology small group instruction, to Phonemic Awareness small group instruction. Please see the attached graphs to observe measured skill gains.

One-on-One



Phonology





Dyslexia Institute
of Indiana

**Gallistel Ellis Test of Coding Skills:
Phonology Assessment Rationale**

Description:

The Gallistel Ellis Test of Coding Skills is used to determine student's specific skill deficits. The test measures whether the student can give the sounds for the various letters and units or clusters. More importantly it measures whether the student can recognize and spell words made up of these sounds. The test covers all categories of phonic structure and is divided into three subtests: Giving Sounds for Letters, Reading, and Spelling. DII uses the Gallistel Ellis test because it provides instructors an immediate learner profile, revealing all core language skills that are known, as well as those that still need to be learned. From this initial assessment, the instructor is then able to use the Suggested Order of Presentation to present phonemes/graphemes, syllable patterns, syllable division rules, and spelling rules, to the student beginning with the simplest, moving to more complex materials as each skill is mastered. Using the Gallistel Ellis assessment allows the instructor to not only establish a student baseline, but chart measurable progress and achievement at the end of tutoring.

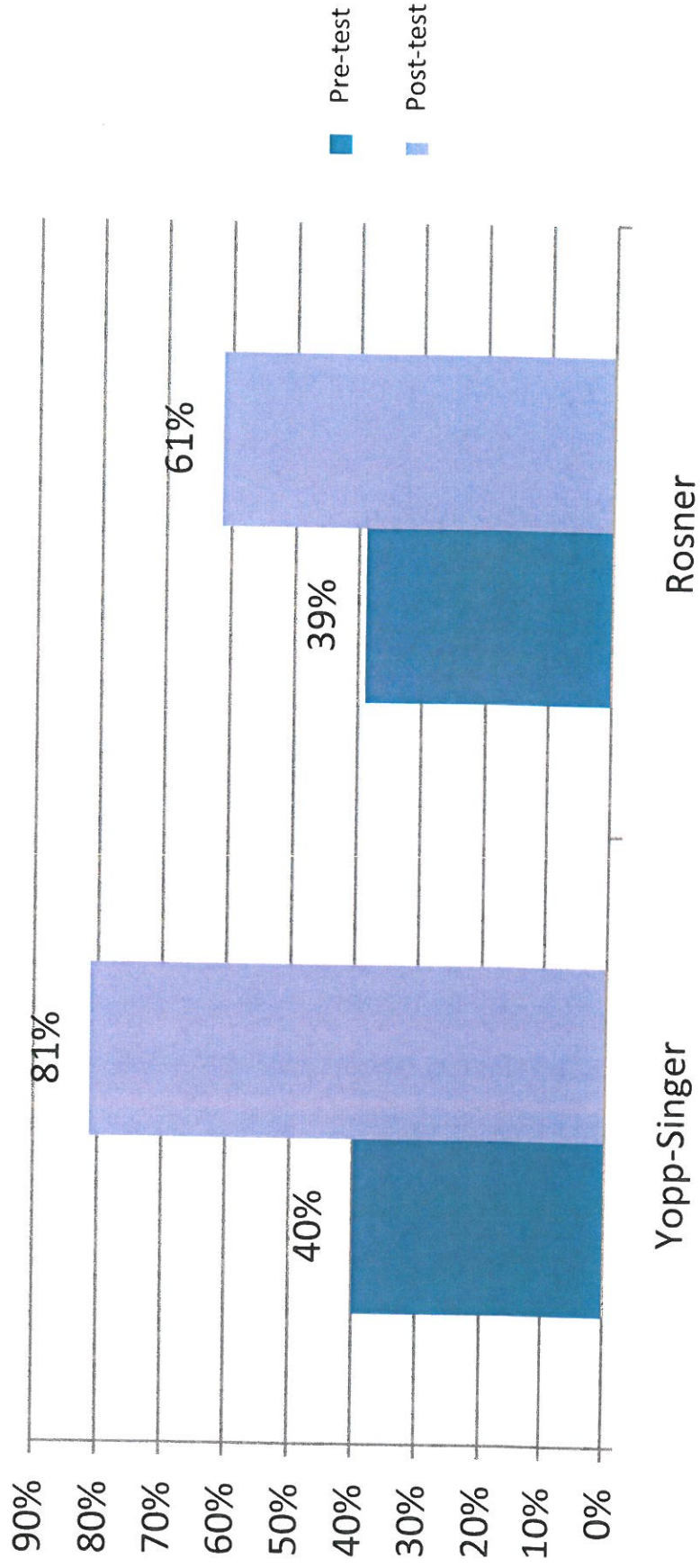
Administration:

- **Reading:** Students read lists of words on ten cards (levels 1-10). When a student misses 5 consecutively on a card, the next card is attempted. Card ten (non-phonetic/site words) is always read.
- **Giving Sounds for Letters:** Student gives the phoneme/sound(s) for each grapheme/letter(s) on a list. Once several are missed or student becomes frustrated, this portion of the test ends.
- **Spelling:** The examiner dictates words while the student spells the words on a recording form. The examiner begins with a list of irregular words and moved to 9 additional lists of regular words. Words marked with an * need to e used in a sentence. The examiner stops when the student misspells 5 consecutive words in a section, or if they become very frustrated.

Scoring:

All student scores are recorded as percentages correct in each of the three test areas, broken down by each skill category. Total phonetic and non-phonetic scores are included in the student results.

Phonemic Awareness



Phonemic Awareness Assessment Rationale

Yopp-Singer Test of Phoneme Segmentation

Description

- The Yopp-Singer Test of Phoneme Segmentation is a list of 22 common words. This assessment tool has proven to be a strong indicator of future proficiency in reading and spelling.

Administration

- Students are given the words and asked to break each word apart (segmentation).
- Individually administered by teacher, instructional assistant, paraprofessional
- Timeframe: 5 – 10 minutes per child
- It was originally designed for English speaking kindergarteners; however , it has also proven useful with first grade students and older children.

Scoring/ Results

Proficiency Levels

- Phonemically Aware:
 - 17-22 items segmented correctly
 - Score Range: 77-100%
- Emerging:
 - 7-16 items segmented correctly
 - Score Range: 32-73%
- Intervention Required (likely to experience difficulty with reading/ spelling):
 - 0-6 items segmented correctly
 - Score Range: 0-27%

Rosner Test of Auditory Analysis

Description

The purpose of the test is to determine the child's ability to identify separate sounds in spoken words and the sequencing of those sounds. It does this by having the students delete sounds and to voice what is left after the deletion.

Administration

- Students are read a word and asked to say the word with a deletion "Say [word] but don't say [portion of the word]."

- Student continues with the test until two successive errors are made.

Scoring/ Results

The following expected scores can be used as an initial guide to expected performance at various age levels. The test is most accurately used to identify students with phonological awareness delays if supplemented with local norms.

Expected Scores:

- Mid Kindergarten:
 - 1-3
 - 8-23%
- 1st Grade:
 - 4-9
 - 31-69%

- 2nd Grade:
 - 10-13
 - 77-100%