



# PHONOLOGICAL-ORTHOGRAPHIC SUBSTITUTION EVALUATION P-O-S-E

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Mineola Union Free Public School District

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# What is the P-O-S-E?

- The P-O-S-E is a test that measures students' knowledge of phonics, specifically their mastery of vowel sounds.
- The test detects error patterns that are responsible for reading and writing difficulties.
- Once these problems are found on the testing, the instrument helps teachers group students together with similar needs and offers specific intervention strategies to remediate the problems.

# Common Core State Standards

- A student by the Second Grade should be able to apply sounds to letters in order to read simple words (CVC words)
- This is basic knowledge that leads to fluent reading and writing



# LEARNING TO READ VS. READING TO LEARN

- Students from K through 3<sup>rd</sup> grade are learning to read.
- Students from 4<sup>th</sup> grade and higher are reading to learn.

# HOW IS THE P-O-S-E ADMINISTERED

- Spelling test
  - Group administration
  - Time: 30 minutes
  - Two tests
  - non-words –"vip"
  - Low frequency of occurrence real words- "mute"
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- Reading test
  - Individual administration
  - Time: 5 minutes per student
  - Two tests
  - Words are identical to spelling words

# DATA ANALYSIS OF P-O-S-E RESPONSES

- Student responses are entered into a computer program that analyzes the results.
- An individual report is produced for each teacher.
- The data becomes a prescriptive template for classroom teachers, speech-language pathologists, reading teachers and ESL teachers.
- Targeted interventions

# FACTORS CONTRIBUTING TO HIGH ERROR PATTERNS

- Bilingual speaking students
  - Portuguese language uses long vowels only
  - Spanish language has different pronunciations for short vowels
- Learning Disabilities
- Speech and Language Disorders
- Hearing Loss
- Developmental issues requiring protracted and redundant teaching of basic phonics

# How do short vowel errors affect reading comprehension ?

- An example of a student reading a sentence who has significant errors on short vowels /u/ and /o/.
- “Snip the tup of the plant”
  - tup/ top
- “ The drom is in the mosic room”
  - drom/drum, mosic/music
- “The dug did a flip as his stont”
  - dug/dog , stont/stunt



# Time efficient teaching

- Most reading programs take a global approach to teaching all the rules of phonics in a strategic order
- The POSE identifies the specific vowels that the student has difficulty with which allows remediation to be more targeted and efficient.

