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IMSE CERTIFICATION APPLICATION MANUAL

2024-2025

WHY EDUCATORS AND DISTRICTS CHOOSE THE IMSE PRACTICUM

- The IMSE practicum provides support in implementing IMSE Orton-Gillingham (OG) strategies with fidelity. With consistency throughout the practicum, educators will work directly with a Practicum Supervisor who will provide feedback, additional resources, and answers to questions to ensure participants implement IMSE OG strategies most effectively with their students.
- Graduates will be listed on the IMSE website as IMSE OG-certified educators.
- Graduates can be listed on the Learning Ally website as OG-certified educators or tutors.
- Educators who complete one practicum may apply for the Center for Effective Reading Instruction (CERI) Structured Literacy Dyslexia Interventionist certification.
- Graduates can apply to become an IMSE Instructor, IMSE District Instructor, Practicum Supervisor, or District Practicum Supervisor.

OVERVIEW OF THE TWO IMSE CERTIFICATION OPTIONS

- **The IMSE Comprehensive OG Plus Certification:** Those who complete the IMSE Comprehensive OG Plus practicum will receive their IMSE Comprehensive OG Plus certification and be eligible to apply for the CERI Structured Literacy Dyslexia Interventionist certificate.
- **The IMSE Specialist Certification:** Those who complete the IMSE Comprehensive OG Plus certification may work towards a Specialist certification by completing the Morphology Plus course and practicum. Those who receive the IMSE Specialist certification can apply for the CERI Structured Literacy Dyslexia Specialist certificate.

ELIGIBILITY AND SELECTION PROCEDURES

The IMSE certification application window will be open from **May 1 until August 30**. **All applications received within this window will receive equal consideration**. An IMSE panel will review applications using an internal rubric to evaluate qualified applicants.

The following application documents are required and must be uploaded to submit your application. It is best to gather these documents before enrollment opening:

1. A valid education license (see exceptions in FAQs below).
2. Original transcripts or copies from your college/university. The transcripts must reflect the completion of a Bachelor's degree or higher.
3. Two letters of recommendation. One must come from an administrator or supervisor. The other can be from a co-worker or the parent of a student. Letters must include contact information and should speak to your strengths as an educator.
4. Certificate of completion from the IMSE Phonological Awareness (PA) course or the approved PA waiver form (required for Comprehensive/Comprehensive OG Plus applicants only).
5. Certificate of completion from the Asynchronous Fluency, Vocabulary, and Comprehension (FVC) course. Participants were provided with a 3-hour video of FVC components as part of the Comprehensive OG Plus course. Comprehensive OG Plus practicum applicants must complete these components and pass the final mini-assessment. If you completed the Comprehensive OG course before June 6, 2022, you will upload your certificate of completion from the Fidelity Certificate course in the location designated for the FVC certificate.

Beyond eligibility requirements, a rubric-based evaluation of the following assignments is part of the IMSE selection criteria:

6. Applicants will write two paragraphs responding to the following prompt: **Why do I wish to participate in the IMSE Practicum, and how will my students benefit?** This document must be uploaded in PDF format to a designated location within the application.
7. Applicants will record a 10-15 minute video of the Three-Part Drill implementation. Applicants must be seen leading a student through all the steps of the Three-Part Drill, including the Vowel Intensive component. For this video, you may work with a student or an adult. You are advised to keep in mind the following:

- Set a timer and keep each drill to a maximum of three minutes.
 - Ensure that you and your student both can be seen and heard.
 - Use your IMSE flipchart so that you do not miss the required steps.
8. Upload your video to Google Drive, YouTube, or Dropbox, ensuring anyone with the link can view the video. Please refer to this link for help: [Tips for Recording and Uploading your Application Video](#).

IMSE Practicum FAQs

Am I eligible to apply?

All applicants must adhere to the eligibility requirements described below. **Some** applicants may be required to take an IMSE Fidelity Certificate course or the IMSE Phonological Awareness course. Please carefully read the information below to determine the category of requirements that apply to you and to apply for waivers if applicable.

Applicants must possess a valid teaching certificate or educational licensure. Alternatively, we will consider applicants with a Bachelor's degree or higher in education (teaching, speech and language therapy, occupational therapy, social work, or psychology). In place of a valid teaching license, applicants will upload a letter on school letterhead stating that the applicant is currently employed and has passed a background check. Applicants with a Bachelor's degree with a major other than those listed above may contact certification@imse.com and request a waiver form.

Applicants must apply for the practicum within 24 months of completing the required course. If it has been over 24 months, Comprehensive/Comprehensive OG Plus practicum applicants are required to complete the IMSE OG+ Fidelity course; Specialist/Morphology Plus practicum applicants are required to complete the IMSE Morphology+ Fidelity course.

Each IMSE Fidelity course is 15 hours and asynchronous. The fee for each course is \$375. Applicants may apply these hours and the fee to the IMSE practicum if they are accepted within two years of completing the IMSE Fidelity course.

Fidelity Course Information

All applicants must have taken the IMSE Phonological Awareness course or been approved for a PA course waiver. The PA course ensures applicants without specific training in this essential pillar of reading instruction are equipped to implement best practices. Those trained in PA and who can pass a

brief assessment may apply for a course waiver (see parameters below). This approved waiver form will be uploaded to your application in place of your PA course certificate of completion.

- **IMSE Phonological Awareness Course description**

The IMSE Phonological Awareness course is offered as a live virtual or asynchronous course. If the course is taken asynchronously, there is no Q&A included, and the participant must pass a course quiz to receive a certificate of completion. Participants are given two attempts to pass the asynchronous course quiz. Without the certificate of completion, participants are not eligible to apply for the practicum. Please check the current training schedule for the live virtual PA course offerings: <https://imse.com/training/>. The asynchronous PA course can be purchased under the *Products* section of the IMSE website: <https://imse.com/products/asynchronous-phonological-awareness-course/>

- **IMSE Phonological Awareness Course Waiver**

Applicants who have completed at least 12.5 hours of phonological awareness instruction through a college-level course or a different program may apply for a waiver of the IMSE PA course requirement. Waiver applicants are required to pass a phonological awareness quiz by 80% or higher on the first attempt. The link to the waiver form is below, and the quiz link is located inside the form. If the waiver applicant passes the quiz, a completed copy of the waiver form must be sent to certification@imse.com for approval. Waiver applicants who do not pass the quiz must complete the IMSE PA course should they wish to proceed with a practicum application.

[PA Waiver Request form](#)

Am I eligible to apply for the Specialist Certification?

Applicants who have completed the IMSE Comprehensive/Comprehensive OG Plus practicum **and** the IMSE Intermediate/Morphology Plus course have met the course requirements to be eligible to apply for the IMSE Specialist/Morphology Plus practicum. Those who complete both the IMSE Comprehensive/Comprehensive OG Plus practicum and the Morphology Plus practicum will receive an IMSE Specialist certification and are eligible to apply to CERI for the Structured Literacy Dyslexia Specialist Certification.

Morphology Plus practicum candidates are required to work with two students at separate times and with heterogeneous needs. Candidates must work with a total of three students during the two practicums. During the second practicum, candidates must work with a focus student and at least

one additional student who has a different learning profile and who is at a different starting point within the Morphology Plus scope and sequence.

As stated above, those who complete the IMSE Specialist practicum are eligible to apply for CERI's Structured Literacy Dyslexia Specialist certification. Those who complete the IMSE Specialist certification in 2022 or after may use CERI's standard application to apply. Those who completed the IMSE Specialist certification prior to 2022 must use the CERI alternate route application to apply for this CERI certification.

Where do I go to apply?

To access the online application, log into your IMSE account and click on *OG Certification Program*. Expand the box for the appropriate practicum type. The application will only be available during the open enrollment period between May 1 and August 30.

When will I find out if I am accepted into the practicum?

Applicants will receive an approval or denial letter via email by October 1, 2024. Please check your spam email if you have yet to receive an email by this date.

What credits are available for completing the practicum?

IMSE's practicums are approved for graduate credits through Ashland University in Ohio. You must complete all of the practicum requirements to be eligible to purchase these credits (this includes passing the KPEERI exam). Application directions will be sent with your certification exit documents.

How long will the practicum take?

The practicum will take a minimum of six months and must be completed within 12 months. Participants should have access to their practicum students for 12 months without interruption other than standard school vacation weeks and holidays.

How much time will I spend on the practicum each week?

This will vary depending on several factors. On average, participants can expect to spend five hours per week on the IMSE practicum. You may consider this process similar to a rigorous graduate-level course.

Do I have to wait for acceptance notification to work with my students?

No, please begin working with your students as soon as you can. We never want to withhold academic support. The assessment report and consent forms must be completed prior to notification of acceptance. Otherwise, any work completed with your student prior to acceptance cannot be submitted for the practicum.

May I use IMSE OG strategies without being certified?

The practicum and certification requirements do not need to be completed to implement IMSE OG strategies with students. Educators are encouraged to use the skills and materials acquired from IMSE courses as they provide reading instruction. However, while certification is not a requirement, many educators prefer the confidence that comes with supervised practice and additional academic content to meet their professional or personal goals. Many educators also opt to begin with the Fidelity Certificate course to ensure they are following IMSE lessons correctly to improve student outcomes. Often, they go on to apply for the practicum, having one requirement – the Fidelity Course/Practicum modules – completed.

Can I work with students virtually?

Yes, IMSE practicum participants can work with students in person or virtually.

How much does the practicum cost?

Total cost \$2350

- A nonrefundable **\$100** fee will be assessed for the application fee (regardless of acceptance).
- After payment of the application fee, the practicum cost is **\$2250**. This must be paid before the first lesson is submitted. There may also be an option of breaking the practicum cost into payments through PayPal. Finally, for those who cannot proceed with the practicum before any lessons have been uploaded, a portion of the cost will be refunded. Please contact certification@imse.com for more information.
- You will need to obtain the following books necessary for completing some of the coursework requirements:

Comprehensive Practicum:

- *Overcoming Dyslexia* by Sally Shaywitz
- *Speech to Print: Language Essentials for Teachers* by Louisa Moats
- *Speech to Print Workbook: Language Exercises for Teachers* by Louisa Moats

Morphology Plus Practicum:

- *Equipped for Reading Success* by David Kilpatrick
- *Reciprocal Teaching at Work* by Lori Oczkus

PRACTICUM REQUIREMENTS, IMSE COMPREHENSIVE/COMPREHENSIVE OG PLUS

After completing the online practicum application process and upon acceptance into the practicum, successful practicum completion and certification require that participants must:

- Complete and implement 25 weekly lesson plans. Each lesson must include two hours of direct instruction to be delivered in a minimum of two sessions. Lessons may involve small groups, whole classes, or individual student instruction. The lessons must be done with the same student, group of students, or class throughout the entire practicum. Within a classroom or small group, you will select a focus student for whom you will submit work samples and assessment data. It is **highly** recommended that you choose at least two students for the Comprehensive OG Plus practicum – a focus student and a backup student. This protects your ability to complete your practicum in the event that your original focus student discontinues.
- Submit weekly lesson plans, including all completed steps, reflections, student work samples, and assessment data.
- Submit a minimum of 15 videos demonstrating each component of the IMSE OG routines. These submissions are explicitly outlined in the practicum documents you will receive upon acceptance.
- Work with student(s) for a minimum of six months but finish within 12 months. In rare instances, the practicum may continue for a longer period.
- Be able to access a focus student and backup student for a full year. While typically, the practicum begins and ends within one school year, there are situations when students will require further instruction during the summer months or early in the following school year.
- Incorporate Practicum Supervisor feedback through action or reflection each week.
- Demonstrate mastery using the IMSE digital planning tool, IOG 2.0, which every participant will automatically receive for one year.
- Administer ongoing Curriculum Based Measures (CBMs). Preferred measures include:
 - Acadience Reading K-6 Benchmark composites and Progress Monitoring
[/http://www.acadiencelearning.org/acadience-reading-materials-download/](http://www.acadiencelearning.org/acadience-reading-materials-download/)
 - DIBELS 8th Edition Benchmark composites and Progress Monitoring (fluency):
https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibels_eight
 - Alternative CBMs required by participants' districts may be approved by contacting certification@imse.com.


- Collect required data and write Initial and Final Assessment reports. The Initial Assessment Report is required to be uploaded **before** acceptance to the practicum so that those accepted may begin instruction without delay. Assigned Practicum Supervisors will evaluate the assessment report(s) and may ask for modifications before lessons are submitted.
- Complete assignments including but not limited to reading reflections, text-based exercises, quiz completion, and course modules. Evidence of assignment completion must be uploaded to the participants' practicum tracker portal.
- Pass the KPEERI exam after completing all other practicum requirements and within six months of submitting a Final Assessment/Exit Report.
- Possess a working understanding of the use of technology, including uploading PDF lessons, recording lessons, and uploading links to videos.
- Read and abide by all IMSE Practicum Expectations and recommendations from the assigned Practicum Supervisor.


SELECTING STUDENTS

- Participants may work with one student or a group of students. The students must be seen at the same time and must be working from the same lesson plan. Students may be seen virtually or in person. Participants must see their student at least two hours per week and have access to their student for up to 12 months. The practicum usually takes 6-12 months.
- Those applying for the IMSE Specialist certification must work with two students during their second practicum (minimum of three students across both practicums). The students should have heterogeneous needs (students must differ in their intervention needs). Participants will focus lessons and observations on one focus student, but they must complete assessment reports and obtain consent for both students (consent forms linked below).
- Students must be at least five years of age by 9/1/2024.
- Participants may use family members for the practicum but must still provide the IMSE parent consent form to participate in the practicum.
- Comprehensive/Comprehensive OG Plus students should demonstrate a need for instruction in concepts from the Comprehensive/Comprehensive OG Plus sequence and a need for at least 25 weeks' worth of instruction.

- Morphology Plus students should have mastered basic phonics sound/symbol correspondences. These students should be able to participate in lessons focusing on advanced spelling rules and morphology.
- The Practicum Supervisor will review the parent consent form(s) and initial student assessment report(s) and will let the participant know if they feel the student(s) will be appropriate for the practicum. If it is determined that a student is not suitable, the participant must select another student.

Links to Consent Forms

 Parent Consent Form.pdf

 Spanish IMSE Consent Form.pdf

ASSESSMENT REPORT

Participants should complete the assessment report before acceptance into the practicum as soon as the participant can access the student. Once the participant is accepted into the practicum, the Practicum Supervisor will review the assessment report and may request additional assessments or provide feedback on the report. Participants should assess their focus student(s) and the backup student. Refer to the *IMSE Assessment Manual* (training manual) for information on how to conduct the IMSE assessments. Also, a Sample Assessment Report can be found at the end of this document.

In addition to giving the IMSE Assessments, participants must administer a Curriculum Based Measure (CBM) to assess fluency benchmarks and progress. Participants must administer the three-times per year benchmark assessment at the student's grade level and instructional level progress monitoring more frequently. Additional details include the following:

- Acadience Reading K-8 Benchmark Assessment and Progress Monitoring measures are preferred. Here is a link to download the manual and student forms for free.
<http://www.acadiencelarning.org/acadience-reading-materials-download/>
- We can also accept DIBELS 8th Edition. Here is a link to free downloads of materials:
<https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibelseight>
- If you wish to use a different option for benchmark assessment and progress monitoring, this must be approved through the IMSE Certification Department. Please email certification@imse.com for approval.

- In addition to IMSE Assessment and CBM Benchmark data, reports must also include a Phonological Awareness Skills Test (PAST) available in *Interventions for All: Phonological Awareness* by Yvette Zgonc data or David Kilpatrick's PAST, multiple forms of which can be found free of charge online.
- Assessment results should be presented in tables and graphs and also evaluated in written summary format.

If you have any further questions about certification or the practicum process, please contact the IMSE Certification Department at certification@imse.com or 800-646-9788.

Sample
Initial Assessment Report
IMSE O-G Comprehensive Plus

Jane Sample
4000 IMSE Drive, Springfield, IL
(123)456-7891

Date: June 18, 2020
Student Name: Harriott
DOB: Removed for privacy

Harriott is a 7-year, 11-month-old child assessed to identify developmental delays in literacy. She completed first grade in a public elementary school and did not receive direct instruction in phonics or reading intervention services. Harriott's mom indicates that Harriott is challenged with tasks that involve auditory processing, comprehension, fluency, and irregular words. She feels this relates to the lack of phonics taught in kindergarten and first grade and wishes for Harriott to have access to this foundation before and throughout grade two.

In June 2020, assessments were administered to identify areas of concern with Harriot's early reading development and appropriate interventions to assist with her continued development prior to her beginning grade 2 and through the school year. Harriott was cooperative and engaged throughout the testing. The following assessments were given:

IMSE ASSESSMENTS

IMSE Level 1 Initial Assessment

Test Description:

This test assesses mastery of the foundational phoneme-grapheme correspondences through digraphs and comprises the following subtests:

The writing sounds subtest assesses phonics knowledge and letter formation. The teacher presented Harriott with 36 sounds auditorially. Harriott wrote the letter or letters that spell each sound.

The phonetic encoding subtest assesses knowledge of phonics and spelling rules as well as letter formation. 15 words and nonsense words were presented auditorially for Harriott to write.

The phonetic decoding subtest assesses a student's ability to decode phonetic words automatically. Harriott was given a list of words and nonsense words to read aloud.

The irregular word recognition subtest assesses the student's ability to read irregular or temporarily irregular words. Harriott was given a list of 10 words to read.

The irregular word spelling subtest assesses the student's ability to spell irregular or temporarily irregular words. Ten such words were dictated for Harriott to spell

The sentence dictation subtest assesses the student's ability to write using proper capitalization, spacing, punctuation, and spelling in a sentence. Harriott wrote two sentences presented auditorially.

Subtest:	Score	Percentage
Writing Sounds:	31/36	86%
Phonetic Decoding:	10/15	67%
Phonetic Encoding:	7/15	47%
Irregular Word Recognition:	9/10	90%
Irregular Word Spelling:	3/10	30%
Sentence Dictation 1		
CUPS:	7/8	88%
Red words correct:	2/2	100%
Phonetic words correct:	3/3	100%
Sentence Decoding 1	5/5	100%
Sentence Dictation 2		
CUPS:	6/10	60%
Red words correct:	1/1	100%
Phonetic words correct:	4/5	80%
Sentence Decoding 2	6/6	100%

IMSE Level 1 Summary:

The Level 1 Initial Assessment was given to determine whether Harriott should proceed with grade-level reading instruction. Results of these subtests indicate that Harriott requires re-instruction and review of foundational concepts.

Given the writing sounds subtest, Harriott demonstrated mastery of 31 phonemes/graphemes. There were miscues on letter formation with *j*. She had miscues on *qu* (q) and *wh* (w). She wrote *v* for the voiced /th/ and *f* for the unvoiced /th/.

In decoding phonetic words, Harriott correctly read 10/15 words. She read *yet*, *bed*, *ran*, *she*, *go*, *hi*, *cup*, *keb*, *zox*, and *vud*. She was challenged by digraphs in *chap* and *with*. She had short vowels miscues on *som* and *jat*.

In encoding phonetic words, Harriott wrote 7/15 words correctly. One miscue was due to incorrect letter formation. The *j* in *jat* was reversed. She had seven miscues due to incorrect phonemes/graphemes: chap spelled *cap*; ran spelled *rhan*; quit spelled *qit*; with spelled *wiht*; som spelled *somom*; keb spelled *ceb*; and zox spelled *zos*.

In reading Red Words, Harriott accurately read 9/10. She missed *said*.

In spelling irregular/high-frequency words, Harriott scored 3/10. She correctly spelled *the*, *is*, and, *a*. She made the following errors: was (*wuz*), want (*wot*), to (*tu*), for (*fur*), and like (*lik*).

Harriott was asked to write two sentences using correct capitalization, understanding, punctuation, and spelling. The first sentence was: The lid is so hot. She spelled the irregular words and phonetic words accurately. She missed the capital letter at the beginning of the sentence. In the second sentence, she scored 6/10. The sentence was: Did Sam get the rug wet? She wrote: *did sam git the rug wet* (no punctuation). She was missing two capital letters, punctuation, and one phonetic word. She also flipped her *s* to be mirrored.

In reading the sentences, Harriott was accurate in reading: “The lid is so hot.” and “Did Sam get the rug wet?”

Harriott demonstrated some strengths in letter-sound correspondences and phonic decoding; however, since she scored below 80% in many areas, Harriott was not given the next level of testing.

Acadience Reading, Oral Reading Fluency Grade 1 Benchmark, EOY

Test Description:

The Acadience Reading, Oral Reading Benchmark Assessment is administered at grade level three times per year and measures the student’s ability to read quickly and accurately. The assessment at this grade level includes both Nonsense Word Fluency and Oral Reading Fluency. A composite score is calculated on a grade-level worksheet in the digital Administration Manual (Appendix B, p. 145).

Nonsense Word Fluency (NWF): Harriott was given one minute to read nonsense words. Students are scored both on Correct Letter Sounds (CLS) and Whole Words Read (WWR). This measures phoneme-grapheme correspondence and phonic decoding fluency. WWR data is included in the composite score calculation.

Oral Reading Fluency (ORF): Harriott was given one minute to read each of three passages. Students are scored on both accuracy and rate, and the score is derived from

the number of Words Correct Per Minute (WCPM). For calculating composite scores, the median of the three WCPM scores is used.

Retell: Harriott was asked to tell as much as she remembered from one-minute of passage reading. The retell score is not part of the composite score at this grade level; however, this retell task provides extra information to consider during data analysis.

Subtest	Score	Benchmark
Nonsense Word Fluency, Whole Words Read	10	Below Benchmark (range: 13-24)
Oral Reading Fluency Rate	39 WCPM	Below Benchmark (range: 47-66)
Oral Reading Fluency Accuracy	90%	Benchmark (range 90-96)
Composite		134 (range: 155-207)

Summary:

Given the Grade 1 end-of-year (EOY) Acadience Reading Oral Reading Fluency benchmark, Harriott scored below the grade level benchmark in all subtests with the exception of her ORF accuracy. She correctly read 10 nonsense words without segmenting before blending. She was slowed down by *zux*, *fif*, and *haj*, segmenting all three correctly not blending the sounds to read. On the three passages read for accuracy and rate, she had one read (the first) that she would have scored at benchmark had it been used (48 WCPM). Her median read, used for scoring, was an informational passage about birds. She retold what she had read and included some details (13 retell points, just below benchmark). In each of the passages read, her miscues included: confusing visually similar words without self-correcting (went/want; stick/sick); short vowel miscues (bat/bet); irregular word miscues (of/for; does/dues; any/an); and skipping or waiting for help with multisyllabic words.

Phonological Awareness Screening Test (PAST), D. Kilpatrick

Test Description

On June 14, 2020, the Phonological Awareness Screening Test (PAST), Form A (Kilpatrick, *Equipped for Reading Success*) was administered to Harriott. The purpose of this test is to identify students who may be at risk for difficulty in acquiring beginning reading skills and to regularly monitor the progress of students who are receiving instruction in phonological awareness.

Basic Syllable Levels D and E: The student was given a word with 2 or 3 syllables. The student was asked to state the word again without one of the syllables (e.g., Say bookcase. Now say bookcase, but don't say book).

Onset Rime Levels F and G: The student was given a word. The student was asked to remove the onset (e.g., Say feet. Now say feet, but don't say /f/).

Basic Phoneme Levels H and I: The student was given a word. The student was asked to remove or change the initial or final sound (e.g., Say sleep. Now say sleep, but don't say /s/. Say grew. Now say grew, but instead of /g/ say /t/. Say went. Now say went, but don't say /t/).

Advanced Phoneme Levels J, K, L, and M: The student was given a word. The student was asked to substitute or delete the medial sound, the second sound in a blend, the final sound, or the next-to-final sound in a blend (e.g., Say ran. Now say ran, but instead of /ă/ say /ŭ/. Say bread. Now say bread, but don't say /r/. Say crew. Now say crew, but instead of /r/ say //). Say some. Now say some, but instead of /m/ say /n/. Say ghost. Now say ghost, but don't say /s/. Say craft. Now say craft, but instead of /f/ say /k/).

PAST

Subtest	Correct	Automatic
Basic Syllable:	10/12	10/12
Onset-Rime:	9/10	7/10
Basic Phoneme:	0/10	0/10 (<i>discontinued</i>)
Advanced Phoneme:	0/20	0/20
Test Total:	19/52	17/52
Highest Correct Level:	G	
(Levels not passed below the highest correct level)	E3	
Highest Automatic Level:	G	
(Non-automatic levels below highest automatic level)	F, E3	
Approximate Grade Level:	Late K/Early 1st	

Summary:

Harriott did very well at the Basic Syllable Levels D1, D2, and E2, scoring 3/3 with automaticity. Level E3 was harder for her. She missed (al)phabet, saying *labet* and (Sat)urday, saying *turday*. She got (tri)cycle right and was automatic for a total of 10/12 at the Basic Syllable Level. She would benefit from review of 3-syllable words starting with Level E3 drills.

Harriott received 4/5 correct and 3/5 automatic on Onset-Rime Level F. She missed (c)ough and was not automatic on (t)ime, taking slightly longer to respond. For cough,

she kept saying *eat* (which was the first answer). For Level G, she did very well, getting 5/5 correct and 4/5 automatic. The first one, (g)uide to /r/ ride, was not automatic, as she took slightly longer to process. The total for Onset-Rime Level was 9/10 correct and 7/10 automatic. It would be beneficial to do one-minute drills for Level F.

Harriott was given the Basic Phoneme Levels H1 and H2. She did not get any correct. Therefore, the test was discontinued.

Recommendations/Starting Points:

1. Harriott should receive intensive, multi-sensory instruction to address phonics and phonological processing abilities. Instructional approaches, as appropriate to meet her needs, should include:

- Explicit, direct instruction that is systematic (structured), sequential, and cumulative (instruction is organized and presented in a way that follows a logical, sequential plan, fits the nature of language [alphabetic principle] with no assumption of prior skills or language knowledge, and maximizes student engagement. This instruction proceeds at a rate commensurate with the student's needs, ability level, and demonstration of progress);
- Intensive, highly-concentrated instruction that maximizes student engagement uses specialized methods and materials, and measures for outcomes; and
- Multi-sensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.

2. Harriott should be provided phonological awareness activities that include a review of syllables and onset-rime. Explicit instruction on deleting and substituting phonemes at the basic level (Levels H and I) should be provided, along with guided practice to independence.

3. Phonics instruction should begin with mini-lessons on missed phonemes/graphemes. Specifically, in IMSE's sequence, the instructor will begin with a mini-lesson on letter formation for *j*, *b*, and *d* and new concept lessons beginning with digraph *ch*. The instructor will also review short vowels using the Vowel Intensive drill twice a week before moving to long vowels. Then, a lesson on -ss, -ll, -ff, and -zz will be taught, followed by an open/closed syllable lesson. From there, the instructor will follow the IMSE sequence as Harriott is ready to move forward.

4. Harriott requires practice blending phonemes so that she may improve word-level fluency. When she is ready, she will benefit from explicit instruction in phrasing and prosody while reading sentences and connected text.

Instructional Goals:

1. At the completion of the school year, Harriott will spell one- and two-syllable phonetic words using the IMSE sequence (m-Magic E syllable type) with 80% accuracy in 4/5 trials.
2. At the completion of the school year, Harriott will read one and two-syllable phonetic words using the IMSE sequence (m-Magic E syllable type) with 80% accuracy in 4/5 trials.
3. At the completion of the school year, Harriott will spell irregular or temporarily irregular words from the IMSE K and Grade 1 lists with 80% accuracy in 4/5 trials.
4. At the completion of the school year, Harriott will read irregular or temporarily irregular words from the IMSE K and Grade 1 lists with 90% accuracy in 4/5 trials.
5. At the completion of the school year, Harriott will write and read complete sentences with correct capitalization, understanding, punctuation, and spelling at a first-grade level with 90% accuracy in 4/5 trials.
6. At the completion of the school year, Harriott will pass the Basic Phoneme Levels (H and I) on the PAST assessment with 90% accuracy.

Harriott's ORF accuracy is low enough to justify progress monitoring off-grade level. It is recommended that the Nonsense Word Fluency and informal IMSE assessments (spelling tests, fluency drills) be the measures used throughout the first months of instruction. Teacher discretion in analyzing growth will dictate when level 1 ORF progress monitoring is appropriate. Results of the Acadience Reading BOY ORF Benchmark, Grade 2, will be one indicator as to whether progress monitoring should continue at level 1.

Sample
Initial Assessment Report
IMSE O-G Morphology Plus

Examiner Name: Anna Sample

School Address: 4900 Middleton St., Columbus, OH 43212

School Phone Number: (123)345-6789

Student Name: Micah Sample

Date: August 15, 2023

Student DOB:

Micah is a 10-year, 1-month-old student who is being assessed to identify specific skill gaps in the area of reading. He completed Kindergarten through grade 4 and is currently in grade 5 at Baldwin School in IMSE, FL. While most of his literacy instruction takes place in the general education setting, he currently is in a Tier 2 support group for fluency and vocabulary support.

Micah's knowledge of phonetic concepts is relatively strong due to O-G-based instruction in the earlier grades, but his weakness in fluency and vocabulary impedes him from reaching grade-level proficiency. He is focused on and cares about his academics and, therefore, can be expected to respond positively to lessons in morphology. This instruction will support his vocabulary development as well as reading and spelling accuracy and fluency.

As a fifth-grade student, Micah will continue to develop and apply phonological awareness and phonics skills such that instruction in these areas is justifiable. Also, due to his pending exposure to more complex content vocabulary, instruction in morphology will allow him to access grade-level texts with greater comprehension.

In late summer 2023, at the beginning of his 5th-grade year, Micah was administered the following assessments:

IMSE ASSESSMENTS

IMSE 3rd Grade Spelling Inventory

Test Description:

This test assesses mastery of phonics skills and basic spelling rules. Students are given 20 words to spell. The students' spellings are analyzed to assess phonics concepts that are mastered and determine starting points for instruction.

Score **Percentage**
 18/20 90%

Concepts Mastered	Errors/Instructional Points
Short vowels c/k spelling rule Consonant blends (initial and final) Double ss, ll, ff, zz spelling rule 1-1-1 rules: particularly -dge - concept 9 1-1-1 rules: particularly -ck and -tch Open syllables ng/nk vowel units Y as a vowel -ic Magic E Three Great Rules Bossy R Consonant le Suffix -ed Diphthongs - oi Soft c/g - concept 15	Vowel Teams - aw Old word family - concept 10

Summary:

Micah worked very hard on this assessment. He was confident in his responses throughout the exam and was able to write 18/20 words correctly. His two errors included his spellings of *dawdle* (*dottle*) and *scold* (*scolde*).

Orton Gillingham Level 2 Initial Assessment

Test Description:

The writing sounds subtest assesses phonics knowledge and letter formation. Micah was given 36 sounds and was asked to write the letter or letters that spell the sound.

The phonetic encoding subtest assesses knowledge of phonics and spelling rules as well as letter formation. Micah was asked to spell 15 phonetic words.

The phonetic decoding subtest assesses a student’s ability to decode 15 phonetic words automatically.

The irregular word spelling subtest assesses the student’s ability to spell 10 irregular or temporarily irregular words.

The irregular word reading subtest assesses the student’s ability to read 10 irregular or temporarily irregular words.

The sentence dictation subtest assesses the student’s ability to write using proper capitalization, spacing, punctuation, and spelling in a sentence.

<u>Subtest</u>	<u>Score</u>	<u>Percentage</u>
<u>Writing Sounds</u>	35/36	97%
<u>Phonetic Decoding</u>	14/15	93%
<u>Phonetic Encoding</u>	15/15	100%
<u>Irregular Word Recognition</u>	10/10	100%
<u>Irregular Word Spelling</u>	10/10	100%
<u>Sentence Dictation #1</u>		
• <u>CUPS</u>	10/12	83%
• <u>Irregular Words</u>	3/3	100%
• <u>Phonetic Words</u>	4/6	67%
<u>Sentence Dictation #2</u>		
• <u>CUPS</u>	12/13	92%
• <u>Irregular Words</u>	3/3	100%
• <u>Phonetic Words</u>	6/7	85%

Summary:

The Level 2 initial assessment was given to determine whether Micah should proceed with instruction in morphology. The data collected provides evidence that the morphology sequence is an appropriate next step for Micah. O-G-based instruction in his earlier grades has provided a phonics foundation from which to build.

In the writing sounds assessment, Micah has only one miscue. He wrote *-is* for the suffix *-es* spelling for /iz/. In the phonetic decoding portion, only one spelling error was noted. He spelled “bombastic” as *bombasstick*, failing to follow the 1-1-1 spelling rules for *-ss* and *-ck*. This is considered an error in orthography. He will benefit from a mini-lesson with the 1-1-1 rules before proceeding. On the sentence writing subtest, he misspelled the word hotel (*howtell*) and

raven (*raiven*). The misspelling for hotel reflects an error with the 1-1-1 rule as well as an error with open vowels. The word raven represents an error in using the incorrect syllable type to guide his spelling.

IMSE Morphology Assessments

Test Description:

Prefix Subtest: Micah was given 15 prefixes and asked to find the matching meaning. There were also 17 multiple-choice questions that provided the student with a word containing a prefix (the prefix was underlined in the word). The student was asked to choose the correct meaning of the prefix from the four choices provided.

Suffix Subtest: Micah was given 16 suffixes and asked to find the matching meaning. There were also 17 multiple-choice questions that provided the student with a word containing a suffix (the suffix was underlined in the word). The student was asked to choose the correct meaning of the suffix from the four choices provided.

Latin Base Subtest: Micah was given 43 multiple-choice questions that provided the student with a Latin base. The student was asked to choose the correct meaning from the four choices provided.

Greek Base Subtest: Not administered at this time.

<u>Assessment</u>	<u>Total</u>	<u>Percentage</u>
Prefix	10/32	31%
Suffix	4/33	12%
Latin Base	22/43	51%

<u>Assessment</u>	<u>Errors</u>
Prefixes	a, ad, anti, bi, con, contra, de, dis, ex, en, em, fore, in, inter, mal, mid, non, over, pro, trans, un, under, ob
Suffixes	age, al, ial, dom, ate, ed, ee, en, ish, ent, er, or, ess, est, ful fy, ify, ic, ile, ism, ist, ty, ive, ant, ment, ous, ure, y, ing, s, es, ion hood
Latin	aud, clas, clud, clus, cred, dic(t), frater, miss,

	mit, pater, patr, pel, puls, pend, pens, pond, pli(c), ply, script, struct, vis, vid, ven(t), tri, bi, oct(o), dec, ped, vit(a), viv(i), duc(t)
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Summary:

During each assessment, Micah tried to use prior knowledge of words to help him answer the questions. For example, with the word *submarine* on the prefix assessment, he said, “I know submarines go below the water, so sub must mean below.” While taking the assessment, he even drew pictures next to some questions. For example, when looking at the Latin base “rupt” he drew a picture of a volcano and then concluded that “rupt” was part of the word “erupt” and when a volcano erupts, it bursts or breaks. Micah will begin instruction with Latin bases, prefixes, and suffixes. The Greek assessment will be given at a later date.

Red Words Assessment

Irregular Word Recognition Subtest: Micah was asked to identify a set of irregular words.

Irregular Word Spelling Subtest: Micah was asked to spell a set of irregular and/or high-frequency words.

Reading Words (Red Word List 2)	40/42
Spelling Words (Red Word List 2)	34/42

Summary:

Micah confidently read 18 of 20 words. He missed: though (*thou*); and watch (*w-atch*). Micah had more difficulty spelling irregular words. He misspelled: because (*becase*); buy (*by*); enough (*enogh*); heard (*herd*); hour (*our*); often (*offen*); through (*threw*); and though (*thou*.)

Acadience Reading, Oral Reading Fluency/MAZE Benchmark, Fall Grade 5

Test Description:

The Acadience Reading Oral Reading Fluency (ORF) Benchmark Assessment is administered at grade level three times per year and measures the student’s ability to read quickly and accurately. Micah read each of three passages for one minute. Of the three, the passage with the middle number of correct words read is the one used for scoring.

The MAZE benchmark measures a student’s word recognition and comprehension ability. Micah was given three minutes to read a passage silently and tasked with providing the correct

word in the passage (every seventh) from a choice of three words, choosing the word that best fits the sentence. The score is adjusted per the administration manual instructions.

Oral Reading Fluency	108 WCPM (Words Correct per Minute)	96% Accuracy	Below benchmark (111 / 98%)
MAZE (adjusted)	12.5		Below benchmark

Summary:

Given the Fall Acadience Reading Oral Reading Fluency (ORF) benchmark (grade 5), Micah scored just below the grade-level benchmark, 111 WCPM with 98% accuracy, both in rate and accuracy. This indicates that fluency should be an area of instructional focus, and ORF progress monitoring at grade level will ensure he continues to make gains.

Phonological Awareness Screening Test (PAST), Kilpatrick

Test Description:

On August 18, 2023, the PAST, Form B, (David Kilpatrick, *Equipped for Reading Success*) was administered to Micah. He worked hard throughout the assessment and seemed to enjoy the challenge as the levels increased in complexity.

Basic Syllable Levels D and E: Micah was given a word with two or three syllables. He was asked to state the word again without one of the syllables (e.g., Say *bookcase*. Now say *bookcase*, but don't say *book*).

Onset Rime Levels F and G: Micah was given a word. He was asked to remove the onset (e.g., Say *feet*. Now say *feet*, but don't say /f/).

Basic Phoneme Levels H and I: Micah was given a word. He was asked to remove or change the initial and final sound (e.g., Say *sleep*. Now say *sleep*, but don't say /s/. Say *grew*. Now say *grew*, but instead of /g say /t/. Say *went*. Now say *went*, but don't say /t/).

Advanced Phoneme Levels J, K, L, and M: Micah was given a word. He was asked to substitute or delete the medial sound, the second sound in a blend, the final sound, or the next-to-final sound in a blend (e.g., Say *ran*. Now say *ran*, but instead of /ă/ say /ü/. Say *bread*. Now say *bread*, but don't say /r/. Say *crew*. Now say *crew*, but instead of /r/ say /l/. Say *some*.

Now say *some*, but instead of /m/ say /n/. Say *ghost*. Now say *ghost*, but don't say /s/. Say *craft*. Now say *craft*, but instead of /f/ say /k/).

<u>Level</u>	<u>Correct</u>	<u>Automatic</u>
Basic Syllable	10/12	10/12
Onset/Rime	12/12	11/12
Basic Phoneme	9/10	6/10
Advanced Phoneme	12/20	9/20

Summary:

Results of the PAST assessment indicate that Micah would benefit from instruction and practice at the basic and advanced phoneme levels. At the basic phoneme levels, Micah worked with a high degree of accuracy but not yet with automaticity. He will benefit from additional practice to automaticity at Level H, which requires him to substitute the first sound of an initial blend. He also needs instruction at all advanced phoneme levels.

RECOMMENDATIONS FOR INSTRUCTION

- Instruction should continue to be systematic, explicit, and purposeful. Instruction should be cumulative with regular progress monitoring to ensure mastery of taught concepts.
- Instruction should continue to be multi-sensory, incorporating simultaneous use of two or more sensory modalities during instruction and practice.
- Specifically, Micah should receive the following foundational instruction:
 - explicit mini-lesson (or review) on 1-1-1 rules and open vowels using IMSE’s 3rd Grade and Beyond spelling guide.
 - explicit mini-lessons (or review) of selected homophones and red words.
 - Advanced Level phonological awareness lessons using Dr. Kilpatrick’s book *Equipped for Reading Success*, focusing on building automaticity at the phoneme levels.
- Micah should receive instruction in morphology as follows:
 - Begin instruction with Latin bases, prefixes, and suffixes using IMSE’s Morphology Plus methodology.
 - Greek combined forms should be taught in conjunction with the content-area vocabulary he will be responsible for in his general education classroom.

Progress monitoring will be administered weekly using Acadience Reading ORF at grade level, supplemented by informal assessment.

INSTRUCTIONAL GOALS

- By the end of grade 5, Micah will decode and encode words, sentences, and paragraphs through the grade 3 IMSE sequence with 95% accuracy.
- By the end of grade 5, Micah will achieve automaticity in PA through the Basic phoneme levels and accuracy through the Advanced levels (Kilpatrick).
- By the end of grade 5, Micah will demonstrate knowledge of learned prefixes, suffixes, and Latin bases, achieving at least 80% accuracy on informal assessments.
- By the end of grade 5 and given the EOY ORF benchmark, Micah will achieve accuracy of at least 98% and a rate of 130 Words Correct per Minute.

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