

IMSE CERTIFICATION APPLICATION MANUAL

2023-2024

WHY EDUCATORS AND DISTRICTS CHOOSE THE IMSE PRACTICUM

- The IMSE practicum provides support in implementing IMSE OG strategies with fidelity. Educators will be able to ask questions, receive resources, and receive feedback as they implement Orton-Gillingham strategies with their students.
- Graduates will be listed on the IMSE website as a certified IMSE OG educator/tutor.
- Graduates have the opportunity to be listed on the Learning Ally website as an OG certified educator/tutor.
- Educators who complete one practicum may use their practicum to apply for the CERI Structured Literacy Dyslexia Interventionist certification.
- Graduates may have opportunities to apply to be an IMSE instructor, IMSE district instructor, practicum supervisor, or district practicum supervisor.

IMSE Practicum FAQ

Am I eligible to apply?

Candidates must possess either a current and valid teaching certificate or another educational licensure; **or** a minimum of a Bachelor's degree in education (teaching, speech and language therapy, occupational therapy, social work, psychology) and proof of current employment in an education setting with a background check. A letter from the school on letterhead stating that the applicant is currently employed and has passed the background check will be uploaded in place of the valid license. If a candidate has a Bachelor's degree but it does not meet the requirements above, they may contact certification@imse.com and request a waiver form.

Candidates must apply for the practicum within 24 months of completing the required training. If it has been over 24 months, Comprehensive/Comprehensive OG Plus practicum candidates are required to complete the IMSE Fidelity course. This is a 15-hour asynchronous course. The fee for the course is \$375. Candidates may apply these hours and the \$375 fee to the IMSE practicum if they are accepted within two years of completing the IMSE Fidelity course. The Fidelity course may be purchased by

anyone that has completed the 30 hour Comprehensive/Comprehensive OG Plus course. [Fidelity Course Information](#)

Comprehensive/Comprehensive Orton-Gillingham Plus practicum

Candidates who have completed the IMSE Comprehensive or Comprehensive Orton-Gillingham Plus course and the IMSE Phonological Awareness course have met the training requirements to be eligible for this practicum.

Candidates who have completed a minimum of 12.5 hours of phonological awareness instruction through a college-level course or a different program may apply for a waiver to 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 needs to be sent to certification@imse.com for approval. Waiver applicants that do not pass the quiz by 80% or higher on the first attempt, are required to complete the IMSE PA course if they want to proceed with certification.

The IMSE Phonological Awareness course is offered as a live virtual course or as an asynchronous course. If the course is taken asynchronously, there is no Q&A included and the participant is required to pass a course quiz in order 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/>

[PA Waiver Request form](#)

Intermediate practicum

Candidates who have completed the Intermediate course within the last 24 months have met the training requirements for this practicum. 2023 will be the last year the Intermediate practicum is available. If it has been over 24 months since the candidate completed the Intermediate course, they are not eligible to apply for the Intermediate practicum.

Candidates who have ONLY taken the Morphology Plus course are not eligible to apply for an IMSE practicum unless they have already completed Comprehensive OG certification.

Specialist Certification

Candidates who have completed the IMSE Comprehensive/Comprehensive OG Plus practicum and the Morphology Plus course have met the training requirements to be eligible to apply for the IMSE Specialist/Morphology Plus practicum. Candidates who complete both the IMSE Comprehensive/Comprehensive OG Plus practicum and the Intermediate/Morphology Plus practicum will receive an IMSE Specialist certification.

Candidates must work with at least three students with heterogeneous needs (three total during the two practicums). During their second practicum, educators are required to work with a focus student and at least one back up student. These students must have heterogeneous needs.

Candidates that complete the IMSE Specialist practicum are eligible to apply for the Center for Effective Reading Instruction's Structured Literacy Dyslexia Specialist certification. Those that complete the IMSE Specialist certification in 2022 or after, may use CERI's standard application for the Structured Literacy Dyslexia Specialist certification. Those that completed the IMSE Specialist certification prior to 2022, must use the CERI alternate route application to apply for this CERI certification.

****The Specialist application is for participants that have already completed one practicum and are ready to complete their second practicum.**

What do I need to have to apply?

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

1. A valid education license **or** proof of a background check (confirmation from your school on letterhead or an FBI level background check).
2. Transcripts from your college/university (these may be copies). The transcripts must reflect the completion of a Bachelor's degree or higher.
3. Two letters of recommendation. One should 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.
4. Certificate of completion from the IMSE Phonological Awareness course or the approved PA waiver form (this is required for Comprehensive/Comprehensive OG Plus applicants only).

Candidates must pass a Literacy Knowledge quiz prior to submitting an application. The literacy knowledge quiz is untimed and open-book. Candidates are only permitted one attempt to pass and must score at least 80% or higher to be eligible to apply for the IMSE practicum. If the candidate does not receive 80% or higher on the quiz, they are required to complete a coaching session in order to be eligible to apply. You may email certification@imse.com to purchase and schedule a certification coaching session. Each coaching session is \$250.

To access the Literacy Knowledge quiz, candidates need to log into their IMSE account and click on 'OG Certification Program'. There is a box for each practicum type at the bottom of the page. Please expand the appropriate certification box to access the button to take the literacy knowledge quiz. This is also where the button to begin the online application will be located when enrollment opens.

When can I apply?

Candidates may apply for the IMSE practicum when the annual enrollment window opens at 9 a.m. EST on 8/1. Practicum enrollment will remain open until it becomes full. The literacy knowledge quiz and the online application will not be available until enrollment opens on 8/1, but applicants should gather the required application documents ahead of time for this highly competitive program.

How do I apply?

To access the literacy knowledge quiz and the online application, log into your IMSE account and click on 'OG Certification Program' in the left margin. At the bottom of the page, there is a box for each practicum type. Please expand the appropriate certification box to access the literacy knowledge quiz and the online application. You will be notified of acceptance on 10/13. You will be assigned a Practicum Supervisor at the time of acceptance.

Open Application Period:

- The application window opens at 9 a.m. EST on August 1st. It will remain open until all the available spots are full.

****IMSE accepts a limited number of applications per enrollment period. Please try to submit your application as soon as possible. Once the maximum number of submitted applications is reached, applicants will be placed on a waitlist. If all submitted applications get approved, the waitlist will be cleared and no more candidates will be accepted. Those individuals not accepted will need to reapply during the next enrollment period. Candidates will not be charged an application fee while on the waitlist.**

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

Candidates will receive an approval or denial letter via email on 10/13. Please check your spam email if you don't receive an email by this date.

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 student for 12 months without interruption.

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. Also, any work completed with your student prior to acceptance cannot be submitted for the practicum.

Can I use IMSE OG strategies without being certified?

The practicum/certification is not required to implement IMSE OG strategies with students. Teachers may implement these strategies with students after completing an IMSE course. Although certification is not a requirement, some educators wish to pursue certification to meet their professional or personal goals.

Can I work with students virtually?

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

If a district pays ahead of time, can IMSE hold slots for their educators?

IMSE has limited space in this competitive program; therefore, spaces can't be held for applicants. Each applicant must apply for the practicum and their application will be reviewed. If all available spaces are filled by the time the applicant applies, IMSE will provide a full refund.

How much does the practicum cost?

Total cost \$2350

- A nonrefundable **\$100** fee will be assessed for the application fee (regardless of acceptance).
- In addition to the application fee, if paid in full, the practicum cost is **\$2250** which includes video observations. 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. If a practicum participant quits before any observations, a portion of the cost can be refunded. Contact Heather Manley at heather.manley@imse.com for more information.
- If an applicant does not pass the literacy knowledge quiz and requires an Online Coaching session, each session is \$250.
- If an accepted participant receives an "ineffective rating" twice on the same strategy, the participant must complete a practicum tutorial which will cost an additional \$175 in order to continue with the practicum.

- More than two ineffective scores may result in removal from the practicum.
- In addition to reading all IMSE materials and books included in your training, there are three required readings due over the course of the practicum. IMSE will provide the expectations packet upon acceptance, but participants must purchase or borrow the two books listed below.

Comprehensive Practicum:

- *Overcoming Dyslexia* by Sally Shaywitz
- *Uncovering the Logic of English* by Denise Eide

Intermediate/Morphology Plus Practicum:

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

PRACTICUM REQUIREMENTS

(Failure to follow any of the below requirements could result in an incomplete practicum.)

After completing the online practicum application process and upon acceptance into the practicum, participants must:

- Complete 25 weekly lesson plans (that represent two hours of instruction). Lessons may involve a small group, whole class or individual student. The lessons should be done with the same student, group of students, or class throughout the entire practicum. It is HIGHLY recommended that you choose at least two students (near the same ability) for the practicum in case one student moves or discontinues. Participants will be required to submit a minimum of 15 videos of their work with the student(s).
 - The practicum is a minimum of six months and a maximum of 12 months (or longer if mastery is not shown.)
 - You should have access to the same student(s) for a full year in order to complete the practicum. Summer break should not interfere with the practicum. Keep this in mind when choosing a student(s) for the practicum.
 - You may need to tutor over the summer months to fulfill your requirements. Failure to meet this requirement could result in an incomplete practicum.
 - Participants must complete all lessons within 12 months of the approval date.
 - Lessons are submitted one at a time with feedback given for each.


- Participants must submit one plan per week without gaps in submissions.
 - Participants will be given a one-year subscription to Interactive OG free of charge for use with the practicum. Participants will read and abide by all IMSE Practicum Expectations, as well as recommendations from the assigned Practicum Supervisor.
- Administer ongoing progress monitoring. Acadience Reading K-6 is preferred for progress monitoring and benchmark assessments for fluency. Here is a link to download the manual and student forms for free:
<http://www.acadiencelearning.org/acadience-reading-materials-download/>
 - If you are currently using DIBELS 8th Edition, you may choose to use this for progress monitoring and benchmark assessments for fluency. Here is a link to download DIBELS 8th edition materials:
<https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibelseight>
 - If your district uses a different fluency benchmark, email certification@imse.com for approval.
 - Write and submit an assessment report(s) on your student(s). This is part of the application process and must be completed prior to notification of acceptance. This will allow participants to begin as soon as they are notified.
 - Complete Learning Outcomes as well as required readings.
 - Pass the KPEERI exam.
 - Participants should plan on taking the KPEERI exam as soon as possible after they complete their other practicum requirements.
 - They must pass the KPEERI exam within six months of submitting their final assessment report.
 - This practicum requires knowledge of the use of technology including uploading PDF lessons, recording lessons, and uploading links to videos.

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 off 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). One will be a focus student and the other a backup student. The students should have heterogeneous needs (students must differ in their intervention needs).
- Students must be at least five years of age by 9/1/2023.
- 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; they should demonstrate a need for at least 25 weeks worth of instruction..
- Intermediate/Morph Plus students should have mastered basic phonics sound/symbol correspondences. These students should be able to participate in lessons that focus 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 appropriate, the participant must select another student.

CONSENT:

Participants must obtain signed parental consent for any student that will be followed for the practicum or will appear on camera during observation videos.

 Parent Consent Form.pdf

ASSESSMENT REPORT

Participants should not wait until acceptance into the practicum to complete the assessment report. It should be completed as soon as the participant has access to the student. Once the participant is accepted into the practicum, the 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.

In Addition to giving the IMSE Assessments, teachers should assess fluency using one of the following assessment tools. Teachers should assess using the benchmark assessment at the student's grade level.

- Acadience fluency benchmark is preferred. Here is a link to download the manual and student forms for free. <http://www.acadiencelearning.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 progress monitoring, this must be approved through the IMSE certification department. Please email certification@imse.com for approval.
 - Based on the results of the appropriate Instructor Recording Sheet(s), complete the Assessment Analysis.
 - Be sure to include your recommended starting point as well as Fluency Benchmark score. This will be used to help guide you in writing an Initial Assessment Report.
- Write all assessment results in report form for each student (see example below).
- All Comprehensive/Comprehensive OG Plus practicum participants should also assess phonological awareness using the PAST assessment from: Interventions for All: Phonological Awareness by Yvette Zgonc or David Kilpatrick.

Sample Report for Comprehensive/Comprehensive OG Plus

SAMPLE REPORT
IMSE Initial Assessment
Teacher Name
Address
Phone Number

Date:

Student Name:

DOB:

Student is a 5 year, 11 month old child who is being assessed to identify developmental delays in literacy. She completed kindergarten in a public elementary school, but did not receive direct instruction in phonics. She currently does not receive services. Student's mom indicates that she is challenged with tasks that involve auditory processing, comprehension, fluency, as well as higher level sight words. She feels this is all related to the lack of phonics taught in Kindergarten this past school year. The assessment is being conducted to identify areas of concern with early reading development and to identify appropriate interventions to assist with her continued development.

On June 13, 2018 the Orton-Gillingham Level 1 Initial Assessment was administered to Student. She worked hard the entire assessment, followed instructions, and was very cooperative. She did not seem distracted during the assessment, although she did want to carry on a side conversation. Visual and auditory stimuli did not seem to have a negative effect on Student. She completed the assessment in a timely manner and without complaints.

Writing Sounds Subtest: The student was given 36 sounds. She was asked to write the letter or letters that spell that sound. This assesses phonics knowledge as well as letter formation.

Phonetic Decoding Subtest: This subtest assesses decoding fluency and phonics patterns. Student must quickly and accurately identify a mix of real and pseudo words given a list of words.

Phonetic Encoding Subtest: Student must accurately spell a set of phonetic real and pseudo words.

Sight Word Recognition Subtest: Student must accurately identify a set of irregular words.

Sight Word Spelling Subtest: Student must accurately spell a set of high frequency and/or non-phonetic words.

Sentence Dictation Subtest: Student writes with appropriate capitalization, organization, punctuation, and spelling.

ORF: DIBELS Oral Reading Fluency – The student must read aloud as much of a passage of text as possible in one minute. After reading aloud, student must also describe or retell the content of the passage

Orton-Gillingham Level 1 Initial Assessment

Subtest:	Score	Percentage
Writing Sounds:	31/36	86%
Phonetic Decoding:	10/15	67%
Phonetic Encoding:	7/15	47%
Sight Word Recognition	9/10	90%
Sight Word Spelling	3/10	30%
Sentence Dictation 1		
COPS	7/8	88%
Sight words correct	3/3	100%
Sentence Dictation 2		
COPS	6/10	60%
Sight words correct	1/1	100%
Phonetic words correct	0/5	0%

Oral Reading Fluency: Dibels 10 WCPM

Summary:

In the sounds assessment, Student had 31 phoneme/graphemes mastered. 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 encoding phonetic words, Student was able to write 7/15 words correctly. One miscue was due to incorrect letter formation. The j in jat was reversed. She had 7 miscues due to incorrect phoneme/grapheme. Chap spelled cap. Ran spelled rhan. Quit spelled qit. With spelled wiht. Som spelled somom. Ket spelled cet. Zix spelled zis.

In spelling non phonetic/high frequency words, Student scored 3/10. She was able to spell is, the, my. She made the following errors: of (uv), and (arb), from (fum), does (bus), they (tha), said (sed), what (wut).

Student was asked to write two sentences using correct capitalization, organization, punctuation, and spelling. The first sentence was: The lid is so hot. She spelled the sight words correctly. She did not have any miscues on the phonetic words. She missed the capital letter at the beginning. 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 decoding phonetic words, Student was able to read 10/15 words. She read yet, bed, hug, go , quit, cup, jat, ket, zix, vut.

In reading Red Words, Student was able to read 9/10. She missed said.

In reading the sentences, Student said: The lid is so hot. The second sentence was read: Did Sam get the rug wet? This gave her 100%.

Student shows strengths in visual and kinesthetic learning. When given a visual cue with an auditory task, she did much better. Her oral communication skills are strong. She is a sweet girl who is very willing to work and excited to learn. She did not seem to be distracted by visual stimuli. When the assessment dealt with auditory processing, Student slowed down and asked for a minute to think about her response first. Given a minute, she was able to produce the correct answer 80% of the time. She is strong at writing her sounds in isolation, but when it comes to writing/reading those words she has difficulty. Student shows reversal with the letter j and b/d. She does correct herself 80% of the time. Results indicate that student has difficulty with digraphs, non phonetic words and sight words.

Recommendations/Starting Points:

1. Student should receive intensive, multi-sensory instruction to address 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 students' needs, ability levels, and demonstration of progress;
 - Intensive, highly concentrated instruction that maximizes student engagement, uses specialized methods and materials, and measures for outcomes;
 - Meaning-based instruction that is directed toward purposeful reading and writing with an emphasis on comprehension and composition; and
 - Multisensory instruction that incorporates the simultaneous use of two or more sensory pathways (auditory, visual, kinesthetic, tactile) during teacher presentations and student practice.
2. Phonemic Awareness Activities that include counting phonemes, word length, and spelling should be explicitly taught.
3. Phonics instruction should begin with instruction in missed phonemes/graphemes including vowels, missed consonants, and digraphs. Specifically in *Recipe for Reading*,

instructor will begin with mini lesson on letter formation for j/b/d and digraphs. Instructor will also begin with vowel intensive to help with mastery of short vowel sounds before moving to long vowels. Then an open/closed lesson would be next, followed by ss,ll,ff,zz. From there, instructor will follow the sequence in *Recipe* as she moved forward.

Instructional Goals:

1. At the completion of the practicum, Student will be able to spell one syllable phonetic words using the IMSE c-qu sequence with 80% accuracy in 4/5 trials.
2. At the completion of the practicum, Student will be able to read one syllable phonetic words using the IMSE c-qu sequence with 80% accuracy in 4/5 trials.
3. At the completion of the practicum, Student will be able to spell non phonetic words: of, from, does, they, said, what, is, the, my, and with 80% accuracy in 4/5 trials.
4. At the completion of the practicum, Student will be able to read non phonetic words: of, from, does, they, said, what, is, the, my, and with 80% accuracy in 4/5 trials.
5. At the completion of the practicum, Student will be able to write and read complete sentences with correct capitalization, understanding, punctuation, and spelling at 80% accuracy in 4/5 trials.

Progress monitoring will be done once per week using DIBELS assessment on a first grade.

Morphology Plus/Intermediate Sample Report

Heather Sample
2000 Pretend St.
IMSE, FL
634532

P. Sample
3/1/14

P.S. is a 9 year old child who was assessed using IMSE's Orton Gillingham methodology in October, 2021. He is currently a 3rd grade student at _____ School. P.S. does not qualify for academic support based on school test scores or teacher recommendation. He was given IMSE's Level 2 Initial Assessment, 3rd grade Acadience ORF and MAZE benchmarks, Dr. Kilapartrick's PAST assessment, as well as IMSE's morphology assessments. It was concluded that P.S. would highly benefit from the Orton Gillingham approach in morphology.

Orton Gillingham Level 2 Initial Assessment

<u>Subtest</u>	<u>Score</u>	<u>Percentage</u>
<u>Writing Sounds</u>	<u>35/36</u>	<u>97%</u>
<u>Phonetic Decoding</u>	<u>14/15</u>	<u>93%</u>
<u>Phonetic Encoding</u>	<u>15/15</u>	<u>100%</u>
<u>Irregular Word Recognition</u>	<u>10/10</u>	<u>100%</u>
<u>Irregular Word Spelling</u>	<u>10/10</u>	<u>100%</u>
<u>Sentence Dictation #1</u> <ul style="list-style-type: none">• <u>CUPS</u>• <u>Irregular Words</u>• <u>Phonetic Words</u>	<ul style="list-style-type: none">• <u>10/12</u>• <u>3/3</u>• <u>4/6</u>	<ul style="list-style-type: none">• <u>83%</u>• <u>100%</u>• <u>67%</u>
<u>Sentence Dictation #2</u> <ul style="list-style-type: none">• <u>CUPS</u>• <u>Irregular Words</u>• <u>Phonetic Words</u>	<ul style="list-style-type: none">• <u>12/13</u>• <u>3/3</u>• <u>6/7</u>	<ul style="list-style-type: none">• <u>92%</u>• <u>100%</u>• <u>85%</u>

The writing sounds subtest assesses phonics knowledge and letter formation. P.S. 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. P.S. was asked to spell 15 phonetic words.

The phonetic decoding subtest assesses a student's ability to quickly decode 15 phonetic words.

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.

Acadience Oral Reading Fluency/MAZE Benchmark

Oral Reading Fluency	72 WCPM	95% Accuracy
MAZE Adjusted Score	12.5	

The Acadience oral reading fluency subtest assesses the students ability to read quickly and accurately. The student must read as much of a passage as possible in a one minute time frame. The MAZE benchmark measures a student's word recognition and comprehension ability. Students are asked to silently read a passage. Every seventh word in the passage is replaced by three word choices. Students must choose the correct word to fit in the sentence.

IMSE Morpheme Assessments

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

The IMSE morphology subtests assess students' knowledge of morphemes. The student is given subtests for prefixes, suffixes, and Latin and Greek bases.

PAST Assessment

<u>Level</u>	<u>Automatic</u>	<u>Correct</u>
Basic Syllable	10/12	2/12
Onset/Rime	8/12	4/12
Basic Phoneme	6/10	4/10
Advanced Phoneme	6/20	14/20

The PAST assessment is given to evaluate phonological awareness skills. The skills assessed include basic syllables, onset/rime, basic phoneme level and advanced phoneme level.

Summary

The above assessments were given over a period of two days. P.S. was happy to take the assessments. He worked extremely hard and even viewed them as a challenge.

The Level 2 initial assessment was given to determine if P.S. would be able to proceed with instruction in morphology. The results of the assessment indicate that P.S. is prepared to begin instruction in morphology. In the writing sounds assessment, only one miscue was noted. 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 may need a mini lesson with the 1-1-1 rules before proceeding. He also had a couple of misspellings when writing sentences. He spelled the word hotel "howtell" and the word raven as "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 vowel team.

Results of the PAST assessment indicate that P.S. would benefit from instruction at the onset/rime, basic phoneme and advanced phoneme levels. P.S. was able to complete all tasks on the PAST assessment, just not with automaticity. P.S. will receive instruction in all four areas to achieve automaticity.

Results of IMSE's morphology assessments indicate that P. S. would highly benefit from instruction in prefixes, suffixes, and Latin and Greek bases. P.S.'s errors in all subtests are included below:

<u>Assessment</u>	<u>Errors</u>
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)
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

During each of the assessments, P.S. did try 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 of the questions. For example, when looking at the Latin base "rupt" he drew a picture of a volcano and then came to the conclusion that "rupt" was part of the word "erupt" and when a volcano erupts, it bursts or breaks. P.S. will begin instruction with Latin bases, prefixes and suffixes. The Greek assessment will be given at a later date.

Recommendations for Student:

- Mini lesson (or review) on 1-1-1 rules, and open vowels using IMSE's 3rd Grade and beyond spelling guide
- Continue working on phonological awareness skills using Dr. Kilpatrick's book *Equipped for Reading Success*, focusing on building automaticity at all four levels
- Begin instruction with Latin bases, prefixes and suffixes using IMSE's Morphology Plus methodology
- Progress monitor weekly using Acadience ORF, MAZE passages and informal assessments

GRADUATE CREDIT

Upon completion of the practicum, participants are eligible to purchase three graduate credits through Ashland University in Ohio. Participants must wait until they receive their practicum exit documents to be eligible to purchase these credits.

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.

DISCLAIMER

The policies, regulations, procedures, and fees in this document are subject to change without prior notice, if necessary; to keep in compliance with the Institute for Multi-Sensory Education.

The Institute for Multi-Sensory Education reserves the right to change curricula, rules, fees, and other requirements, of whatever type, for the betterment of the practicum.

Nonrefundable application fee will be processed regardless of acceptance into the practicum.

Upon completion of the practicum, candidates are certified to teach students in the OG methodology. Candidates are not certified or permitted to teach other educators/instructors how to implement IMSE's OG. All materials are copyrighted and solely owned by IMSE. Unlawful use of our materials is not permitted. Anyone interested in pursuing a career as an IMSE OG Instructor can send their resumes to Kimberley.collins@imse.com and Laura.Sabido@imse.com.

Failure to comply with any of the requirements of IMSE's practicum may result in removal from the practicum. Free IOG and other provided resources are only available to those actively enrolled in the practicum.