



Early Literacy Phonemic Awareness Tool - Surrey

Inner City Early Learning
June 2023 Results

Table of Contents

Overview of the ELPATS	2
Inner City Learning Initiative & ELPATS Participation	3
Results	4
Part 1: Isolation and Segmentation	4
Section 1: Initial Phoneme Isolation	4
Section 2: Final Phoneme Isolation	5
Section 3: Two-Phoneme Segmentation	6
Section 4: Three-Phoneme Segmentation	7
Section 5: Medial Phoneme Isolation	8
Section 6: Four-Phoneme Segmentation	9
Part 2: Blending Phonemes	10
Section 7: Two-Phoneme Blending	10
Section 8: Three-Phoneme Blending	11
Section 9: Four-Phoneme Blending	12
Section Mastery	13



Overview of the ELPATS

The Early Literacy Phonemic Awareness Tool-Surrey (ELPATS) is a formative assessment tool designed for classroom teachers to monitor learners' development of phoneme-level phonological awareness skills. The skills included in the ELPATS are informed by research to be the most critical phonemic awareness skills for reading and writing success. Assessment commences in January of students' Kindergarten year with periodic monitoring through the primary years until mastery of each skill is achieved.

The ELPATS consists of 9 domains across across 2 Parts: (1) Isolation and Segmentation of Phonemes; and (2) Blending of Phonemes. Children who master at least 4 out of the 5 items in each section will proceed to the next section. Mastery is demonstrated by responses which are both accurate and fluent. If the child is not yet demonstrating mastery on a domain, the assessment stops and is revisited after further targeted instruction and practice. The only exception to this is that children who do not master any of the sections in Part 1 will be re-directed to Part 2 (starting with Section 7), ensuring that all students at least attempt both Parts 1 and 2.

ELPATS Domains

1 INITIAL PHONEME ISOLATION

The awareness of and ability to separate and identify the first speech sound in a word

2 FINAL PHONEME ISOLATION

The awareness of and ability to separate and identify the last speech sound in a word

3 TWO-PHONEME SEGMENTATION

The ability to separate and identify all speech sounds in a word with two phonemes

4 THREE-PHONEME SEGMENTATION

The ability to separate and identify all speech sounds in a word with three phonemes

5 MEDIAL PHONEME ISOLATION

The awareness of and ability to separate and identify the medial vowel sound in a one-syllable word

6 FOUR-PHONEME SEGMENTATION

The ability to separate and identify all speech sounds in a word with four phonemes

7 TWO-PHONEME BLENDING

The ability to hear individual two-speech sounds, combine the sounds, and say the full word

8 THREE-PHONEME BLENDING

The ability to hear individual three-speech sounds, combine the sounds, and say the full word

9 FOUR-PHONEME BLENDING

The ability to hear individual four-speech sounds (including an adjacent consonant pair in either the initial or final position), combine the sounds, and say the full word

Inner City Early Learning Initiative

To facilitate the success of our youngest learners, Surrey provides 25 inner-city schools with targeted early literacy staffing. Through our Inner-City Early Learning Initiative (ICEL), Early Literacy Teachers work collaboratively with Kindergarten and Grade 1 classroom teachers to provide in-class, strategic, and flexible support throughout the year for at-risk learners. Specifically, this support focuses on oral language development and emergent reading development, including phonemic awareness.



ELPATS Participation

The ELPATS was administered to **1,099 Kindergarten students** from **25 schools** involved in the ICEL Initiative between January and June, 2023 (see below for a list of participating ICEL schools). Students could complete the assessment by mastering all 9 sections, or ended the ELPATS assessment when they could no longer master a section in either Part 1 or Part 2 of the assessment. After further targeted instruction and practice throughout the remainder of the school year, the ELPATS assessment was revisited. Student's growth in phonemic awareness could be observed from the January administration period to the end of the school year in late June, 2023.

AHP Matthew
Bear Creek
Beaver Creek
Betty Huff
Bridgeview
Cedar Hills
Cougar Creek
Ellendale
Forsyth Road

Georges Vanier
Harold Bishop
Hjorth Road
Holly
James Ardiel
KB Woodward
Kirkbride
Lena Shaw

Mary Jane Shannon
MB Sanford
Newton
Old Yale Road
Prince Charles
Royal Heights
Senator Reid
WE Kinvig

ELPATS Participation

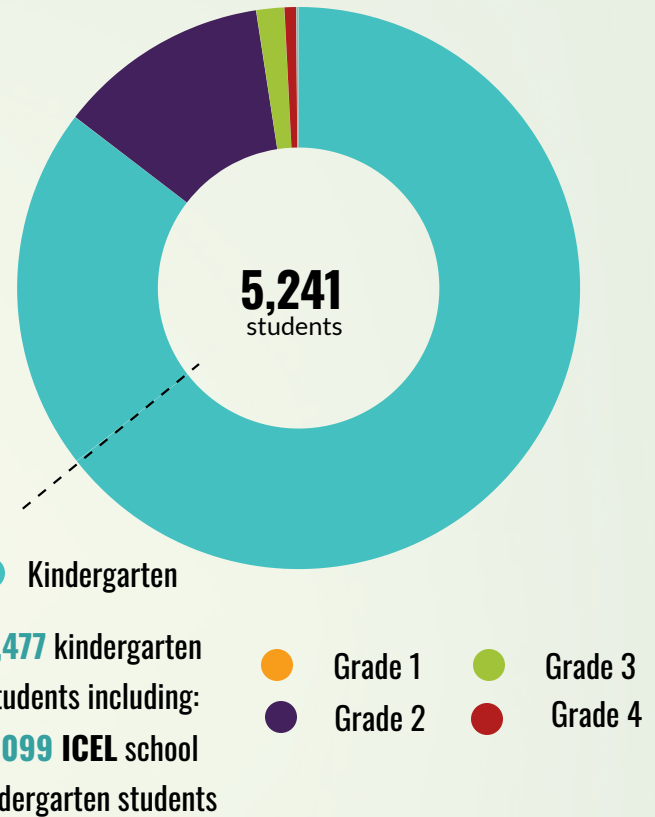
January and June 2023

Across both January and June of the 2022-2023 school year the ELPATS was administered to **5,241 students** across **102 schools** and of those, **4,477** were kindergarten students.

To facilitate the success of our youngest learners, Surrey provides **25 inner-city schools** with targeted early literacy staffing. Across both January and June, **1,099 Inner City Early Learning (ICEL) kindergarten students** where enrolled within one of theses schools and participated in ELPATS.

If the participating student was not yet demonstrating mastery on a domain within a section of the ELPATS (in either Parts 1 or Part 2) the assessment was stopped, and was revisited after further targeted instruction and practice throughout the remainder of the school year.

Through-out January and June of the 2022-2023 school year, our **1,099 Inner City Early Learning (ICEL) kindergarten students** show **gains** in attempt and mastery on **all sections** of the ELPATS.



On average, within a section of the ELPATS, **24% more ICEL kindergarten students** have obtained mastery **within the section** of the ELPATS by the end of the school year.

By the end of June, **948 ICEL kindergarten students (86%)** have mastery **in one or more sections of the ELPATS**.

The number of ICEL kindergarten students that have obtained mastery within all sections of the ELPATS has **quadrupled** by the end of June.



**SECTION
1**

INITIAL PHONEME ISOLATION

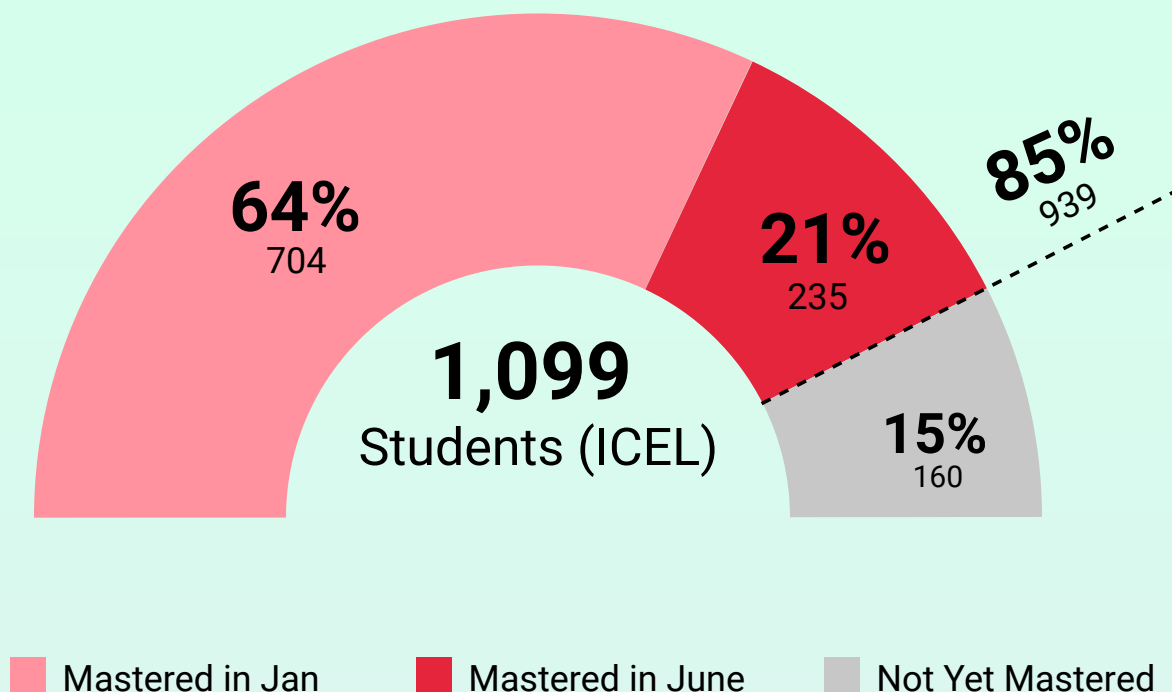
The awareness of and ability to separate and identify the first speech sound in a word

In January, within an Inner City Early Learning Initiative (ICEL) **1,099 kindergarten students** attempted Section 1 of the ELPATS, and in June those students have shown growth in their mastery of Section 1.

- In January, **704** participating students (**64%**) mastered Section 1.
- In June, an additional **235** students (**21%**) have mastered Section 1.

Of the 395 students who did not master Section 1 in January, over half of those students, 235, have mastered Section 1 in June. This represents 21% of all students who attempted the ELPATS in both January and June.

Across both January and June, **939** of participating cohort students (**85%**) mastered Section 1.



**SECTION
2****FINAL PHONEME ISOLATION**

The awareness of and ability to separate and identify the last speech sound in a word

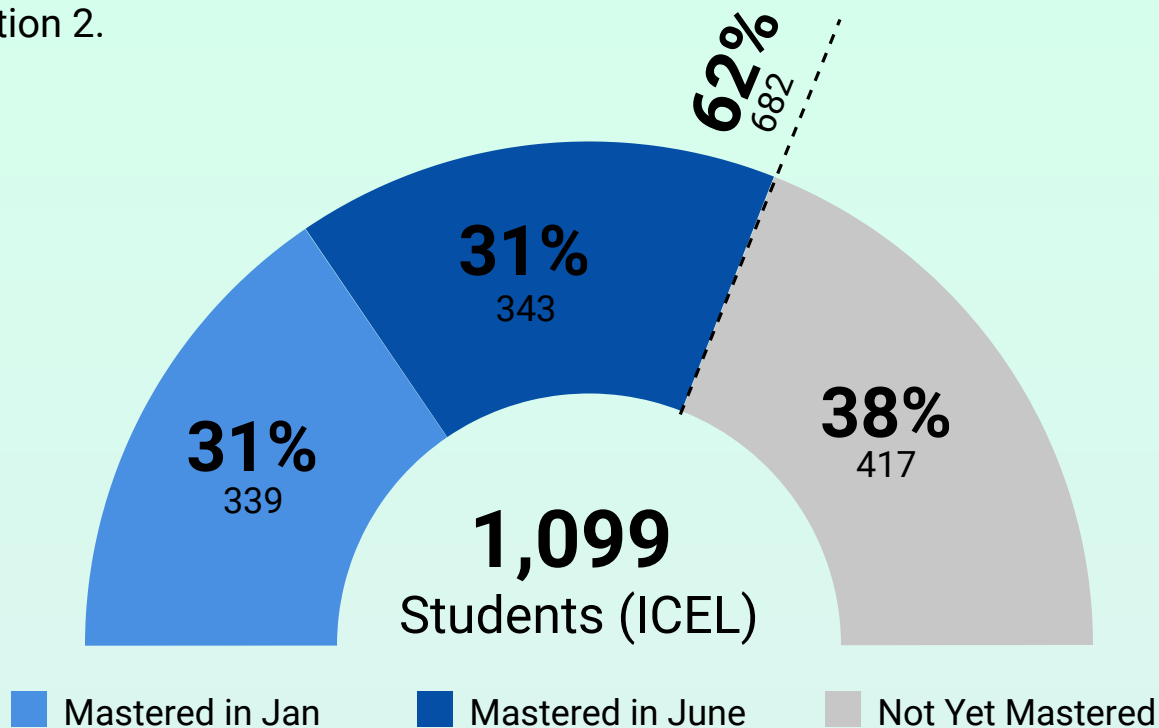
In January **1,099** Inner City Early Learning (ICEL) kindergarten students attempted Section 1 of the ELPATS, and of those **699** students attempted Section 2 of the ELPATS. In June **936** students had attempted Section 2, an increase of **237** students had proceeded to Section 2 of the ELPATS by the end of the school year.

Participating students have shown growth in their mastery of Section 2 over this period of time.

- In January, **339** participating students (**31%**) mastered Section 2.
- In June, an additional **343** students (**31%**) have mastered Section 2.

Of the 760 students who did not master Section 2 in January, about half of the students, 343, have mastered Section 2 in June. This represents 31% of all students who attempted the ELPATS in both January and June.

Across both January and June **682** of participating students (**62%**) mastered Section 2.



**SECTION
3**

TWO-PHONEME SEGMENTATION

The ability to separate and identify all speech sounds in a word with two phonemes

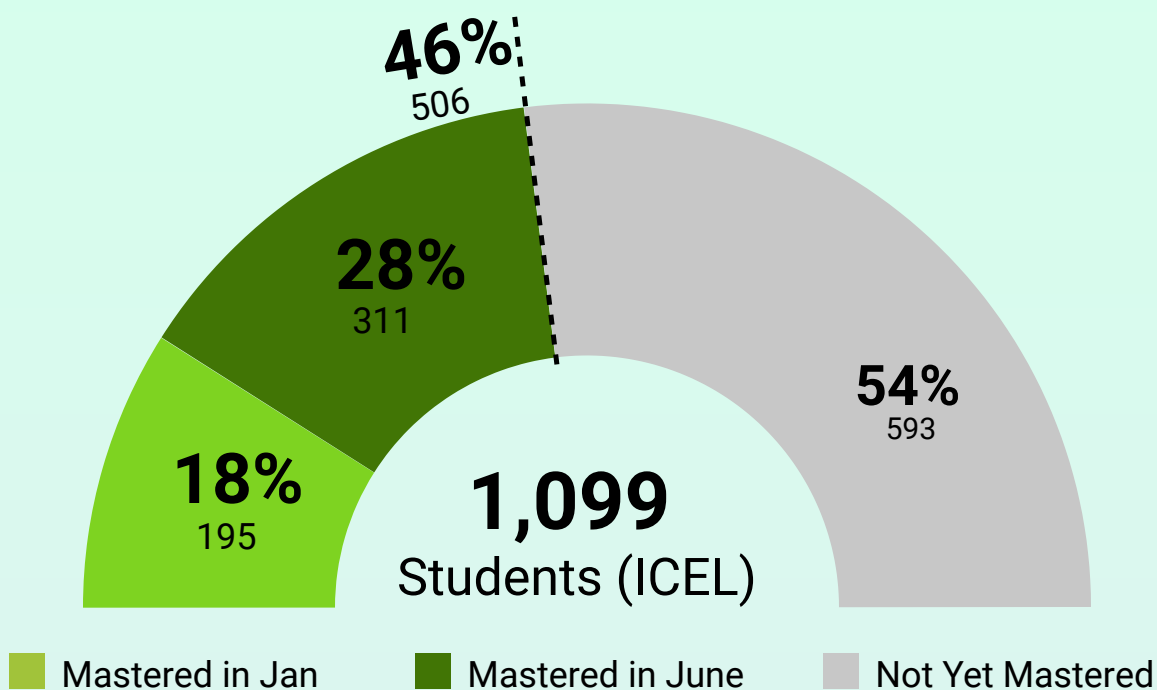
In January **1,099** Inner City Early Learning (ICEL) kindergarten students attempted Section 1 of the ELPATS, and of those **338** students attempted Section 3 of the ELPATS. By the end of June, almost triple as many students, **926** kindergarteners had attempted Section 3, an increase of **588** students had proceeded to Section 3 of the ELPATS by the end of the school year.

Participating students have shown growth in their mastery of Section 3 over this period of time.

- In January, **195** participating students (**18%**) mastered Section 3.
- In June, an additional **311** students (**28%**) have mastered Section 3.

Of the 904 students who did not master Section 3 in January, almost a third of those students, 311, have mastered Section 3 in June. This represents 28% of all students who attempted the ELPATS in both January and June.

Across both January and June, **506** of participating students (**46%**) mastered Section 3.



**SECTION
4****THREE-PHONEME SEGMENTATION**

The ability to separate and identify all speech sounds in a word with three phonemes

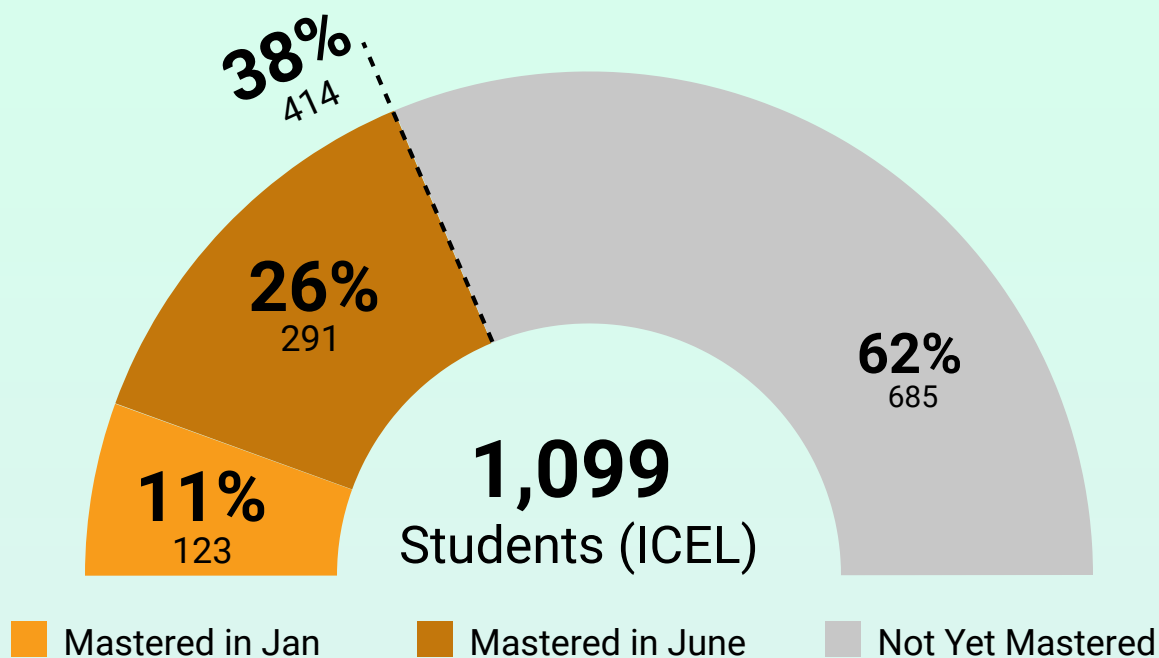
In January **1,099** Inner City Early Learning (ICEL) kindergarten students attempted Section 1 of the ELPATS, and of those **194** students attempted Section 4 of the ELPATS. By the end of June, over twice as many students, **501** students had attempted Section 4, an increase of **307** students had proceeded to Section 4 of the ELPATS by the end of the school year.

Participating students have shown growth in their mastery of Section 4 over this period of time.

- In January, **123** participating students (**11%**) mastered Section 4.
- In June, an additional **291** students (**26%**) have mastered Section 4.

Of the 976 students who did not master Section 4 in January, a third of those students, 291, have mastered Section 4 in June. This represents 26% of all students who attempted the ELPATS in both January and June.

Across both January and June, **414** of participating students (**38%**) mastered Section 4.



**SECTION
5****MEDIAL PHONEME ISOLATION**

The awareness of the ability to separate and identify the medial vowel sound in a one-syllable word

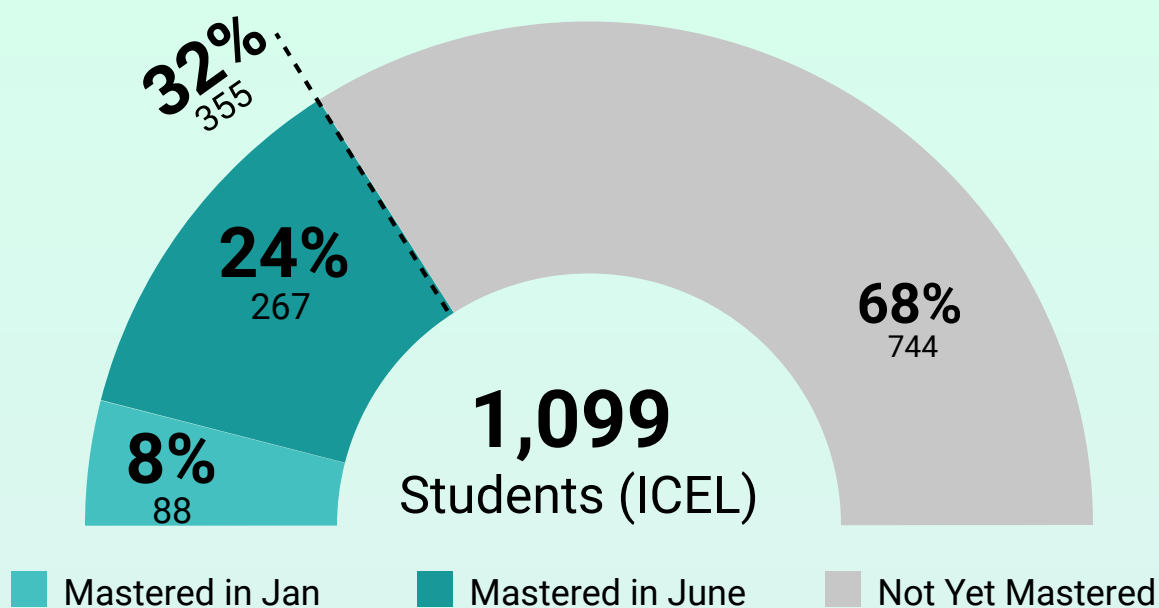
In January **1,099** Inner City Early Learning (ICEL) kindergarten students attempted Section 1 of the ELPATS, and of those **124** students attempted Section 5 of the ELPATS. By the end of June, over triple as many students, **415** students, had attempted Section 5, an increase of **291** students had proceeded to Section 5 of the ELPATS by the end of the school year.

Participating students have shown growth in their mastery of Section 5 over this period of time.

- In January, **88** participating students (**8%**) mastered Section 5.
- In June, an additional **267** students (**24%**) have mastered Section 5.

Of the 1,011 students who did not master Section 5 in January, almost a third of those students, 267, have mastered Section 5 in June. This represents 24% of all students who attempted the ELPATS in both January and June.

Across both January and June, **355** of participating students (**32%**) mastered Section 5.



**SECTION
6****FOUR PHONEME SEGMENTATION**

The ability to separate and identify all speech sounds in a word with four phonemes

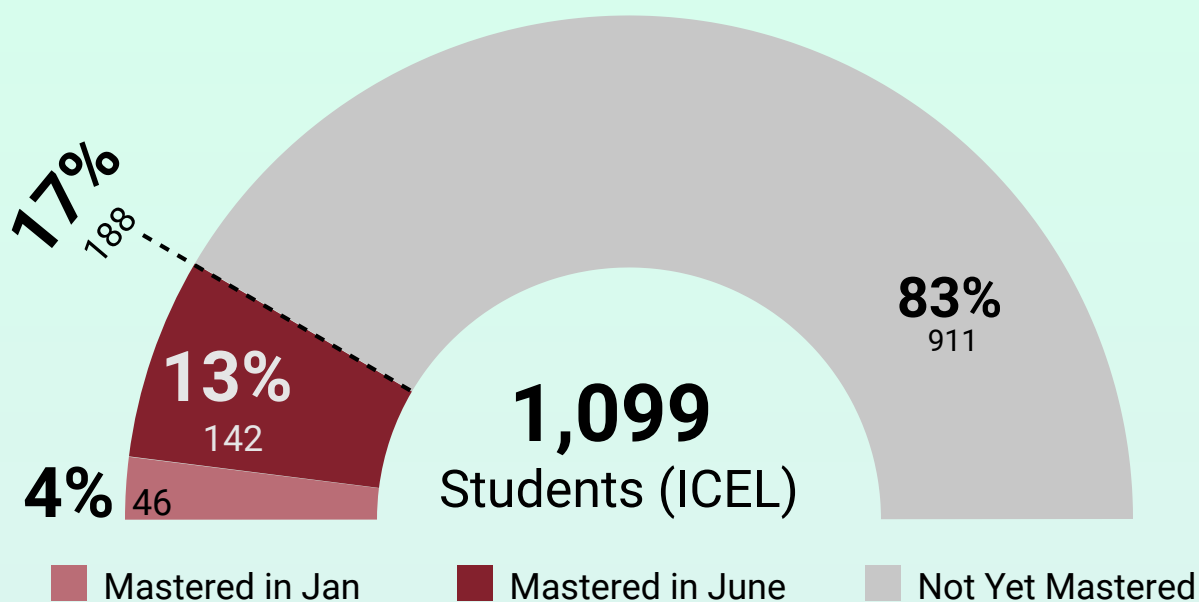
In January **1,099** Inner City Early Learning (ICEL) kindergarten students attempted Section 1 of the ELPATS, and of those **90** students attempted Section 6 of the ELPATS. By the end of June, over triple as many students, **355** students, had attempted Section 6, an increase of **265** students had proceeded to Section 6 of the ELPATS by the end of the school year.

Participating students have shown growth in their mastery of Section 6 over this period of time.

- In January, **46** participating students (**4%**) mastered Section 6.
- In June, an additional **143** students (**13%**) have mastered Section 6.

Of the 1,053 students who did not master Section 6 in January, a tenth of those students, 142, have mastered Section 6 in June. This represents 13% of all students who attempted the ELPATS in both January and June.

Across both January and June, **188** of participating students (**17%**) mastered Section 6.



**SECTION
7**

TWO PHONEME BLENDING

The ability to hear individual two-speech sounds, combine the sounds, and say the full word

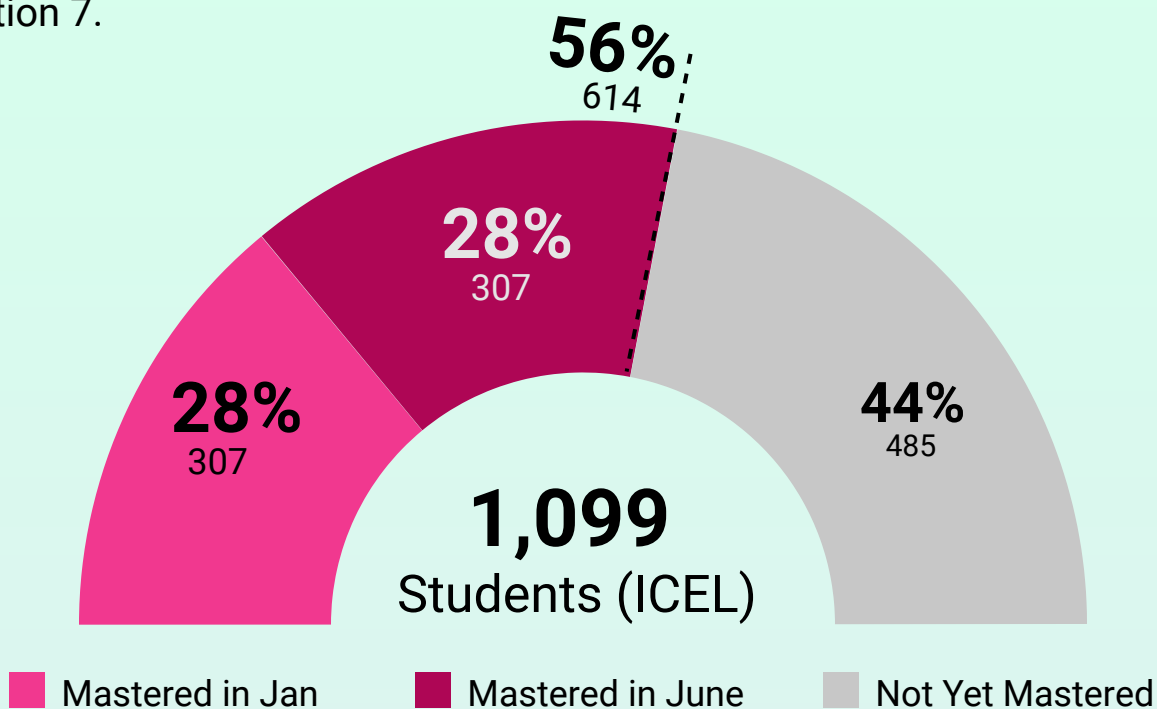
To ensure that all students attempt both Parts 1 and 2 of the ELPATS, students who do not master one of the previous sections in Part 1 are re-directed to Section 7, the beginning of Part 2. In January **1,049 ICEL kindergarten students** attempted Section 7, of the 1,099 students that attempted Section 1 of the ELPATS. In June an additional 26 students, **1,075** kindergarten students, attempted Section 7 of the ELPATS.

Participating students have shown growth in their mastery of Section 7 over this period of time.

- In January, **307** participating students (**28%**) mastered Section 7.
- In June, an additional **307** students (**28%**) have mastered Section 7.

Of the 792 students who did not master Section 7 in January, almost half of those students, 307, have mastered Section 7 in June. This represents 28% of all students who attempted the ELPATS in both January and June.

Across both January and June, **614** of participating students (**56%**) mastered Section 7.



**SECTION
8**

THREE PHONEME BLENDING

The ability to hear individual three-speech sounds, combine the sounds, and say the full word

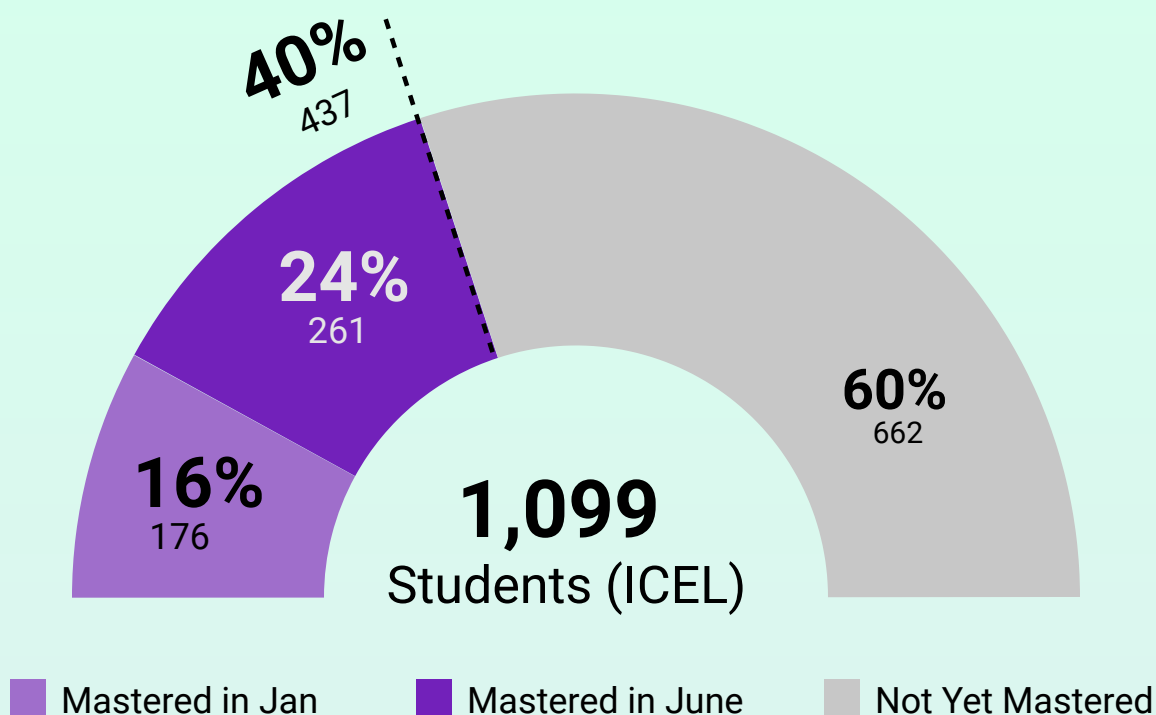
In January **1,099** Inner City Early Learning (ICEL) kindergarten students attempted Section 1 of the ELPATS, and of those **306** students attempted Section 8 of the ELPATS. In June **615** students had attempted Section 8, an increase of **309** students had proceeded to Section 8 of the ELPATS by the end of the school year.

Participating students have shown growth in their mastery of Section 8 over this period of time.

- In January, **176** participating students (**16%**) mastered Section 8.
- In June, an additional **261** students (**24%**) have mastered Section 8.

Of the 923 students who did not master Section 8 in January, over a third of those students, 261, have mastered Section 8 in June. This represents 24% of all students who attempted the ELPATS in both January and June.

Across both January and June, **437** of participating students (**40%**) mastered Section 8.



**SECTION
9**

FOUR PHONEME BLENDING

The ability to hear individual four-speech sounds (including an adjacent consonant pair in either the initial or final position), combine the sounds, and say the full word

In January **1,099** Inner City Early Learning (ICEL) kindergarten students attempted Section 1 of the ELPATS, and of those **176** students attempted Section 9 of the ELPATS. In June **433** students had attempted Section 9, an increase of **257** students had proceeded to Section 9 of the ELPATS by the end of the school year.

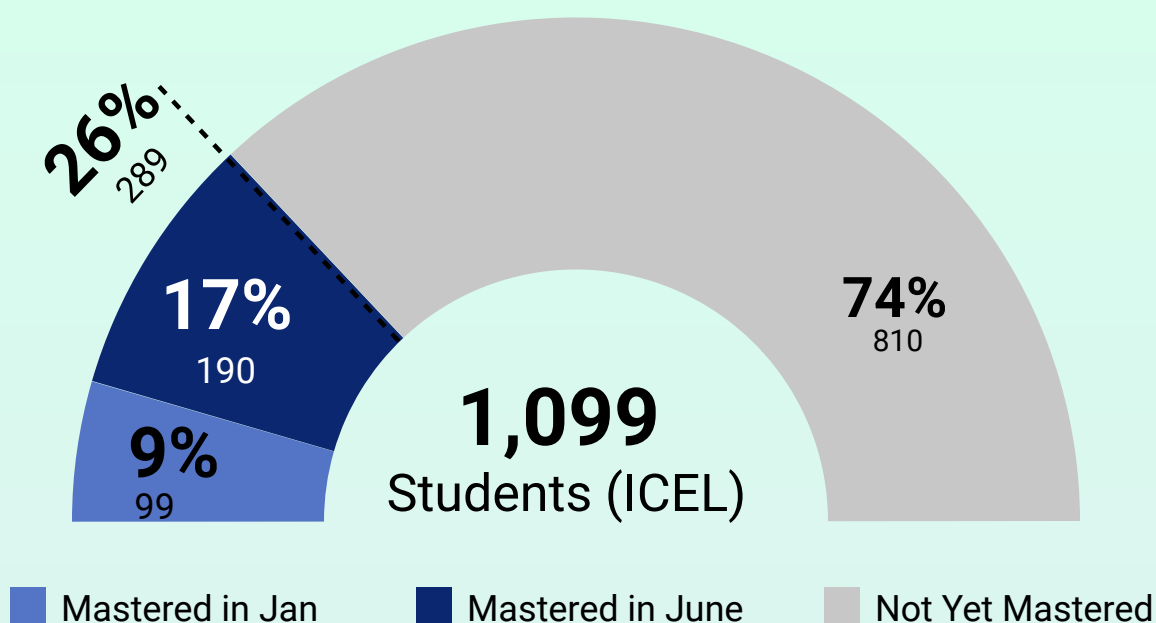
Participating students have shown growth in their mastery of Section 8 over this period of time.

- In January, **99** participating students (**9%**) mastered Section 9.
- In June, an additional **190** students (**17%**) have mastered Section 9.

Of the 1,000 students who did not master Section 9 in January, almost a quarter of those students, 190, have mastered Section 9 in June.

This represents 17% of all students who attempted the ELPATS in both January and June.

Across both January and June, **289** of participating students (**26%**) mastered Section 9.



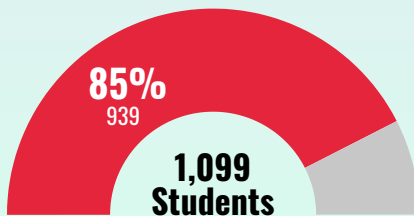
SECTION MASTERY (ICEL)

Below is a breakdown of the percentage of students who mastered each section of the ELPATS out of the **1,099 ICEL kindergarten students** who participated in the January through June cohort of the 2023 administration of the ELPATS.

PART 1: ISOLATION AND SEGMENTATION

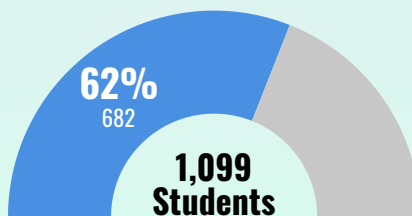
MASTERED SECTION 1

INITIAL PHONEME ISOLATION



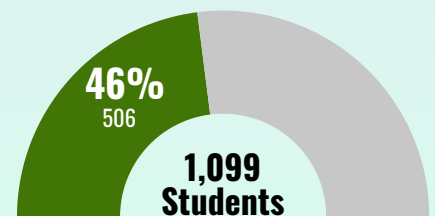
MASTERED SECTION 2

FINAL PHONEME ISOLATION



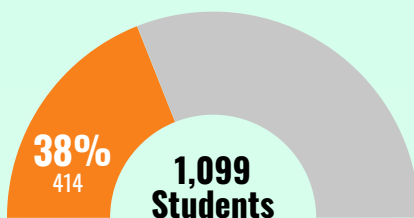
MASTERED SECTION 3

TWO-PHONEME SEGMENTATION



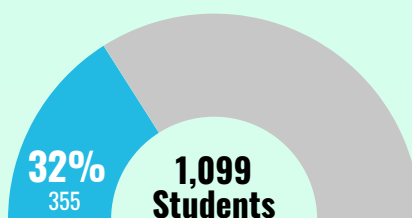
MASTERED SECTION 4

THREE-PHONEME SEGMENTATION



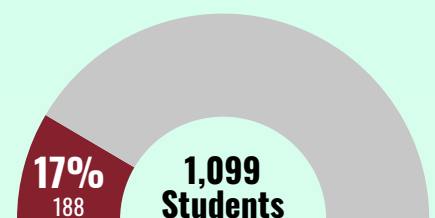
MASTERED SECTION 5

MEDIAL PHONEME ISOLATION



MASTERED SECTION 6

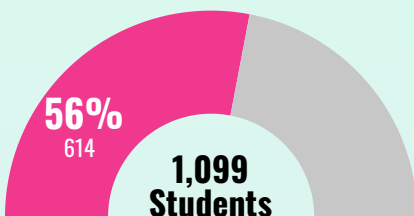
FOUR-PHONEME SEGMENTATION



PART 2: BLENDING PHONEMES

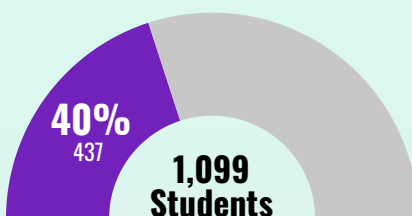
MASTERED SECTION 7

TWO-PHONEME BLENDING



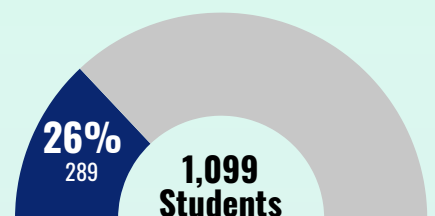
MASTERED SECTION 8

THREE-PHONEME BLENDING



MASTERED SECTION 9

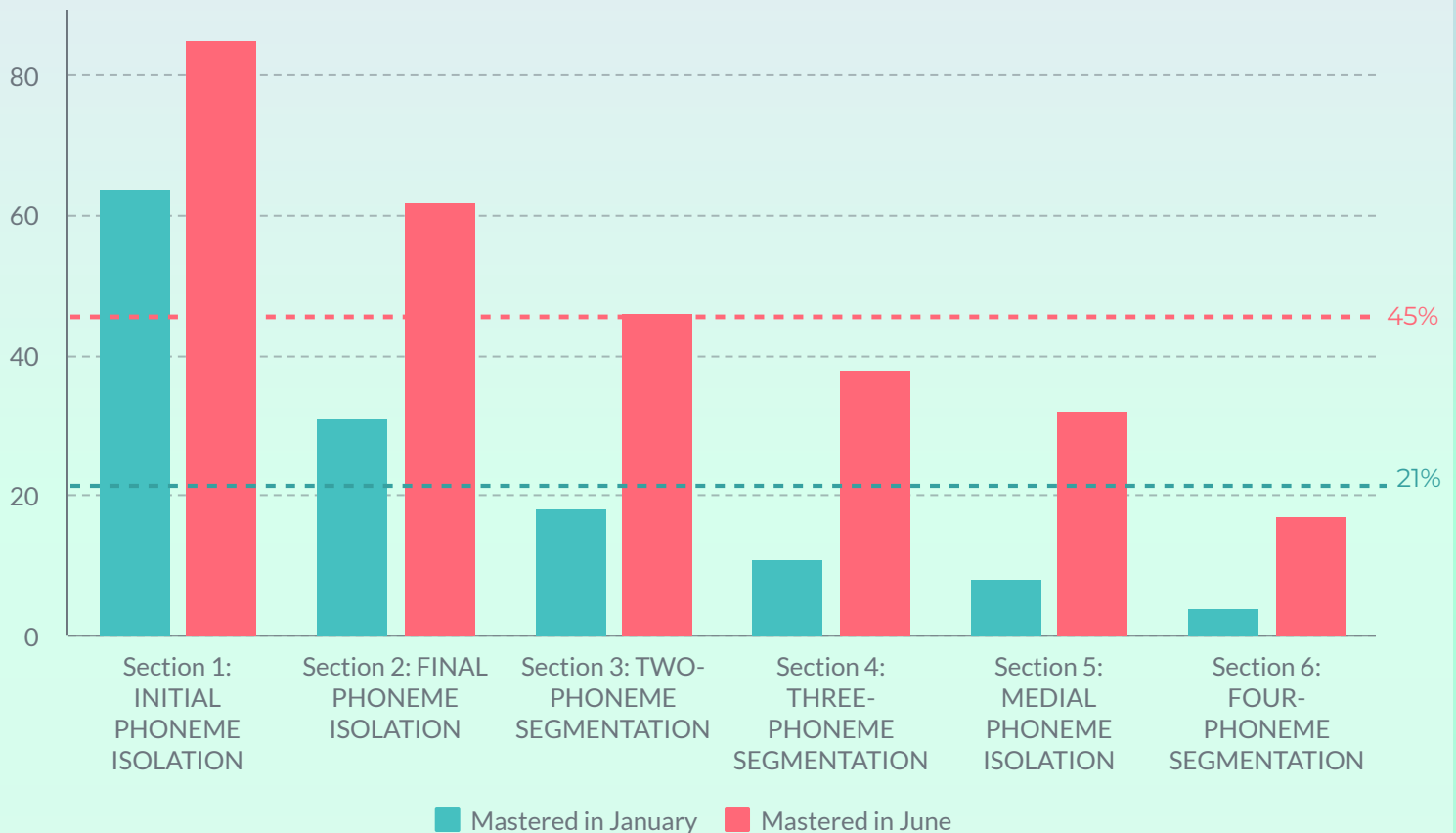
FOUR-PHONEME BLENDING



SECTION MASTERY (ICEL)

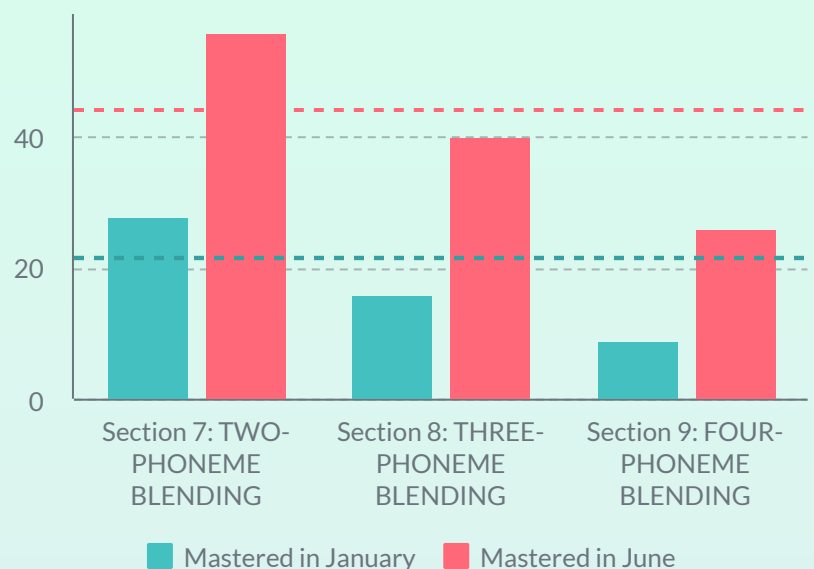
Of the **1,099 ICEL kindergarten students** that participated through-out January and June, we can see the **growth** in the students mastery **within each section**. In January an average of **21%** of participating students have mastered a section of the ELPATS, while in June the average rises to **45%**. Students mastery has increased **24%** on average per section. The most change was observed in sections 2 (final phoneme isolation) of the ELPATS, with 31% more students obtaining mastery within these section of the ELPATS.

PART 1: ISOLATION AND SEGMENTATION



PART 2: BLENDING PHONEMES

The growth in the students' mastery of each section within Part 2 of the ELPATS can be seen at right. On average 24% more students have obtained mastery of a section by the end of the school year.



SECTION MASTERY (ICEL)

Of the **1,099 Inner City Early Learning (ICEL) kindergarten students** that participated through-out January and June, we can see **gains** in student's mastery of **one or more sections** of the ELPATS. Over this time period, **217 more** students have gained mastery in **one or more sections** of the **ELPATS** by the end of June than they had at the start of the assessment period in January. In January, **67%** of students attending an inner-city elementary school mastered one or more sections of the ELPATS, by June this percentage increased to **86%**.

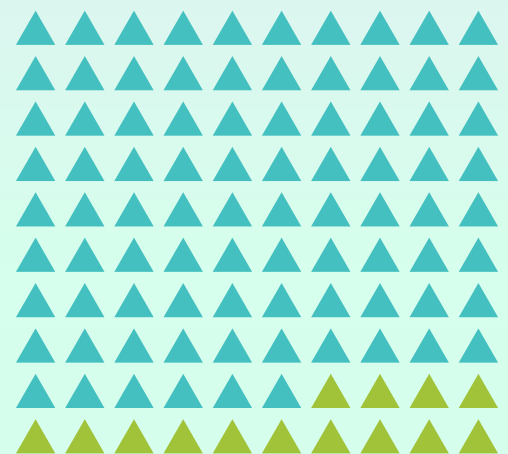


ELPATS Mastery of one or more Sections

Mastery in January



Mastery in June



▲ Mastered a section of ELPATS

▲ Not Yet Mastered a section of ELPATS

ELPATS Mastery of all Sections

The number of ICEL kindergarten students that have obtained mastery within all sections of the ELPATS has **quadrupled** by the end of June. In January, **1%** of students have demonstrated mastery in all sections, while by the end of June, **4%** of ICEL kindergarten students have obtained mastery of each section within the ELPATS.



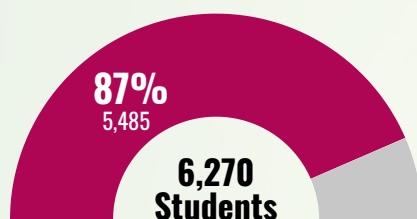
SECTION MASTERY - ALL STUDENTS

By the end of the 2023-2023 school year, 6,270 students participated in the ELPATS. Below is a breakdown of the percentage of students who mastered each section of the ELPATS out of **all 6,270 students** who participated in the 2023 administration of the ELPATS.

PART 1: ISOLATION AND SEGMENTATION

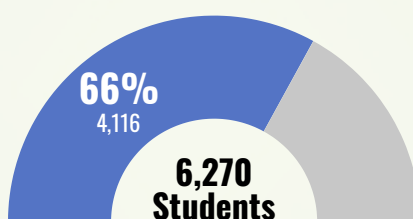
MASTERED SECTION 1

INITIAL PHONEME ISOLATION



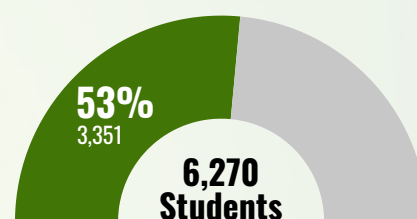
MASTERED SECTION 2

FINAL PHONEME ISOLATION



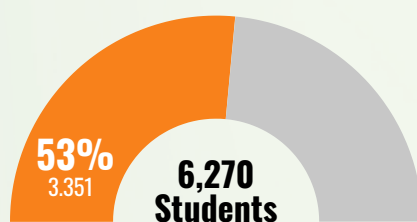
MASTERED SECTION 3

TWO-PHONEME SEGMENTATION



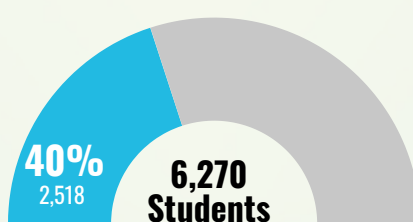
MASTERED SECTION 4

THREE-PHONEME SEGMENTATION



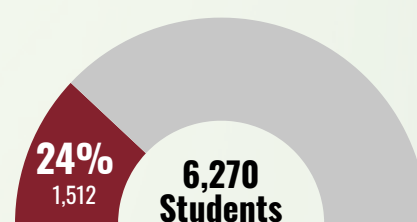
MASTERED SECTION 5

MEDIAL PHONEME ISOLATION



MASTERED SECTION 6

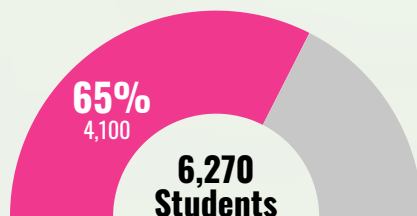
FOUR-PHONEME SEGMENTATION



PART 2: BLENDING PHONEMES

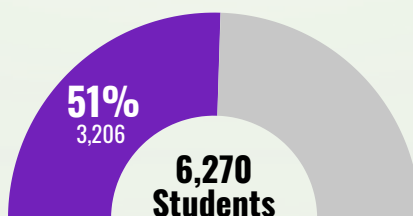
MASTERED SECTION 7

TWO-PHONEME BLENDING



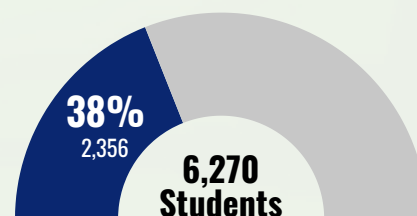
MASTERED SECTION 8

THREE-PHONEME BLENDING



MASTERED SECTION 9

FOUR-PHONEME BLENDING



This work would be impossible without the commitment of the classroom teachers who complete the ELPATS assessments annually to support the development of students' early literacy skills. Courtney Jones (Inner-City Early Learning Helping Teacher), Ginny Tambre and Kerri Hutchinson (Early Learning and Literacy Helping Teachers) developed the revised version of the ELPATS, provided teacher training and support, and contributed to data analysis to inform professional learning.

This work would also be impossible without the contributions of Bjorn Wullum (Programmer/Analyst) who developed the application used to digitally administer the ELPATS.

FOR MORE INFORMATION:

For general inquiries about the ELPATS results or report, contact the
Research and Evaluation Department:

Department Email: RESE-Office@surreyschools.ca

For general inquiries about the ELPATS tool or administration, contact
an **Early Learning and Literacy Helping Teacher:**

Ginny Tambre: tambre_v@surreyschools.ca
Courtney Jones: jones_courtney@surreyschools.ca
Kerri Hutchinson: hutchinson_k@surreyschools.ca

Learn more about the ELPATS at the **ELPATS website:**

<https://surreyschoolsone.ca/teachers/literacy/all-literacy-resources/post.php?permalink=elpats-phonemic-awareness-assessment-tool>