

# Early Literacy Phonemic Awareness Tool - Surrey

June 2023 Results



## A collage of children's books, including 'What Does It Mean To Be Kind?', 'I'm Happy-Sad Today', 'Words', 'Except When They Don't', and 'M', all published by Scholastic. The books are arranged in a layered, overlapping fashion. 'What Does It Mean To Be Kind?' features a group of diverse children holding large blue flowers. 'I'm Happy-Sad Today' shows a girl with a sad face and a rainbow. 'Words' is a word cloud with 'WORDS' in the center. 'Except When They Don't' depicts children playing. 'M' shows a red character with a lightbulb. The Scholastic logo is visible on several books.

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# Overview of the ELPATS

The Early Literacy Phonemic Awareness Tool-Survey (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 domain will proceed to the next domain. 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 domains in Part 1 will be re-directed to Part 2 (starting with Domain 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

# ELPATS Participation

January and June 2023

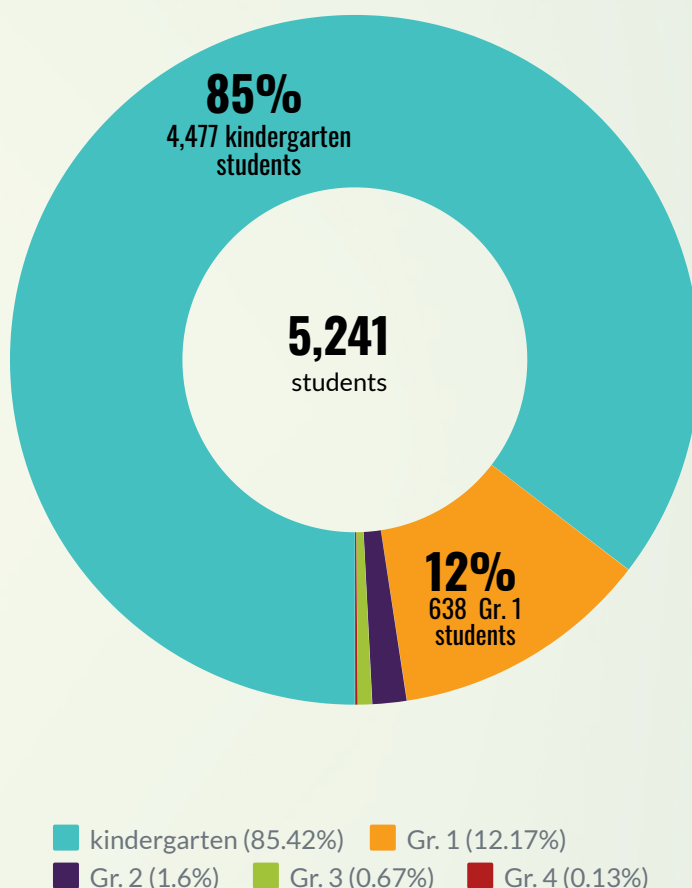
Across both January and June of the 2022-2023 school year the ELPATS was administered to **5,241 students** across **102 schools** where the majority of participants, **4,477 (85%)** were kindergarten students.

If the participating student was not yet demonstrating mastery on a domain within a domain 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.

The kindergarten students' ELPATS assessments were observed from their January administration period to their assessments at the end of the school year in late June 2023.

Throughout January and June of the 2022-2023 school year, the ELPATS assessment entries show growth in mastery on all domains of the ELPATS.

On average, within a domain of the ELPATS, 22% more kindergarten students have obtained mastery by the end of the school year.



By the end of June, 3,963 (89%) kindergarten students have mastery in one or more domains of the ELPATS and the number of students that mastered all domains has tripled by the end of June.

# Results of the ELPATS

## PART 1: ISOLATION AND SEGMENTATION

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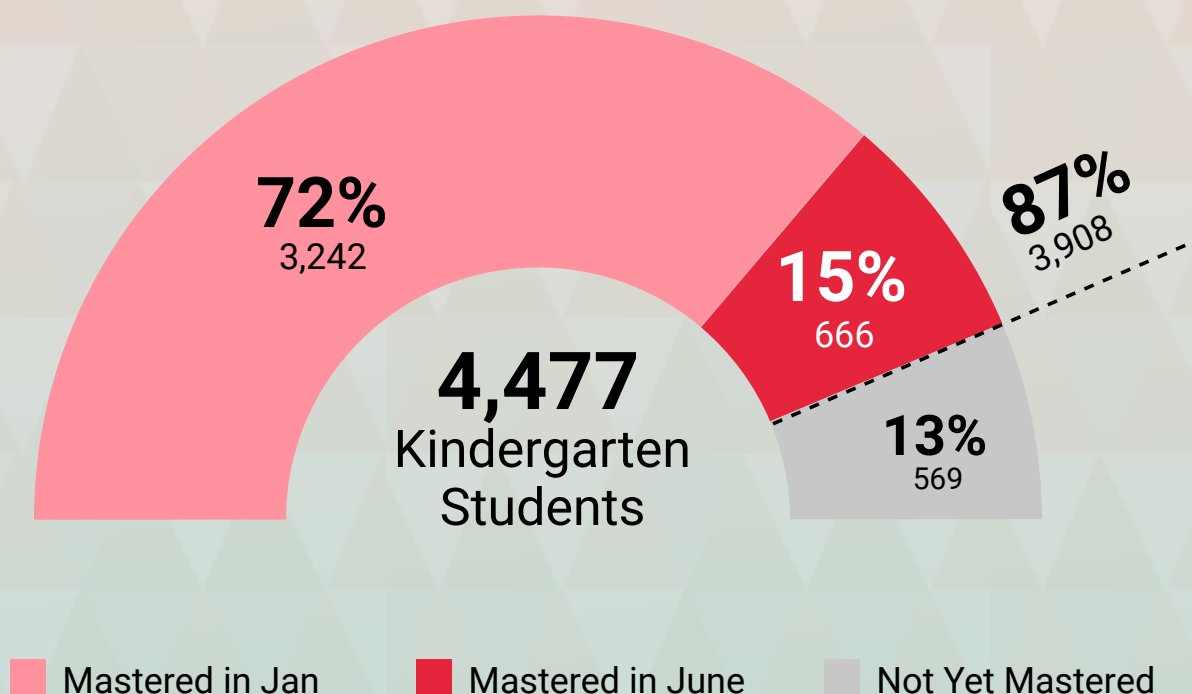


**DOMAIN****1****INITIAL PHONEME ISOLATION**

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

Between January and June, 4,477 kindergarten students attempted Domain 1 of the ELPATS of which 3,908 (87%) mastered Domain 1.

- In January, 3,242 (72%) kindergarten students mastered Domain 1.
- By June, an additional 666 (15%) kindergarten students mastered Domain 1.
- Between January and June, a total of 3,908 (87%) of kindergarten students mastered Domain 1.



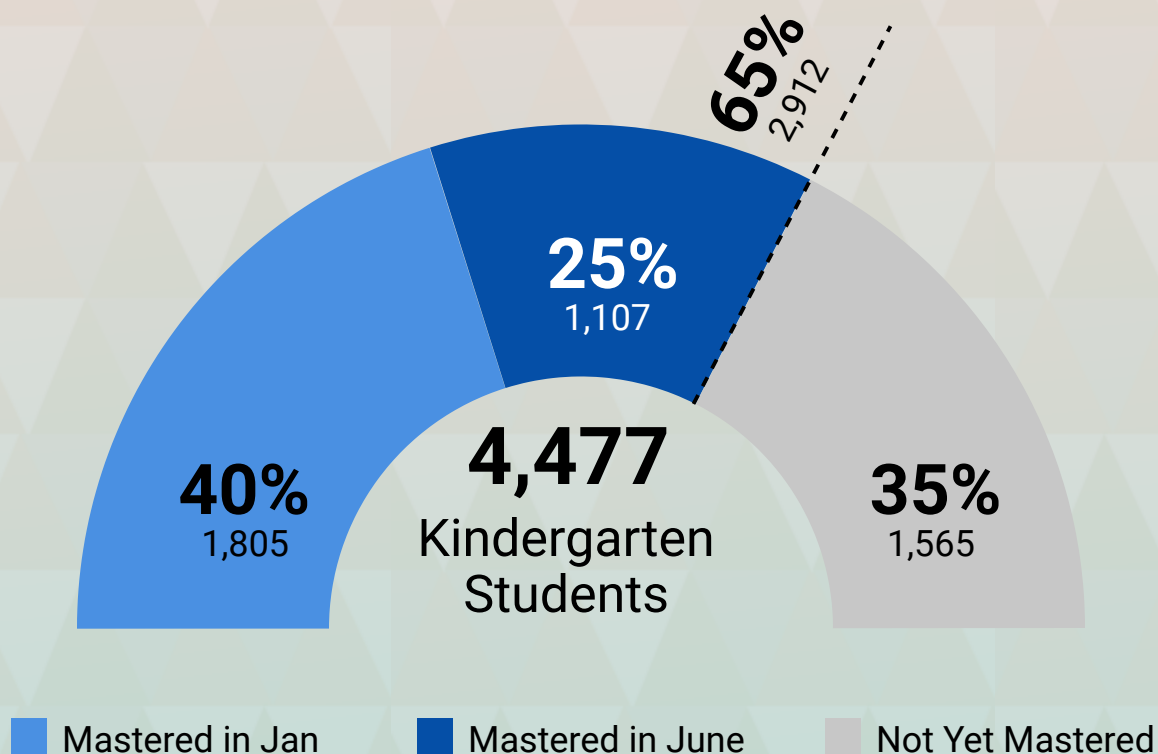


**DOMAIN  
2****FINAL PHONEME ISOLATION**

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

Among the 4,477 kindergarten students who attempted Domain 1 of the ELPATS in January, 3,232 students attempted Domain 2 of the ELPATS. By June an additional 254 kindergarten students attempted Domain 2, bringing the total number of students who attempted this domain to 3,486 students.

- In January, 1,805 (40%) kindergarten students mastered Domain 2.
- By June, an additional 1,107 (25%) kindergarten students mastered Domain 2.
- Between January and June, a total of 2,912 (65%) kindergarten students mastered Domain 2.

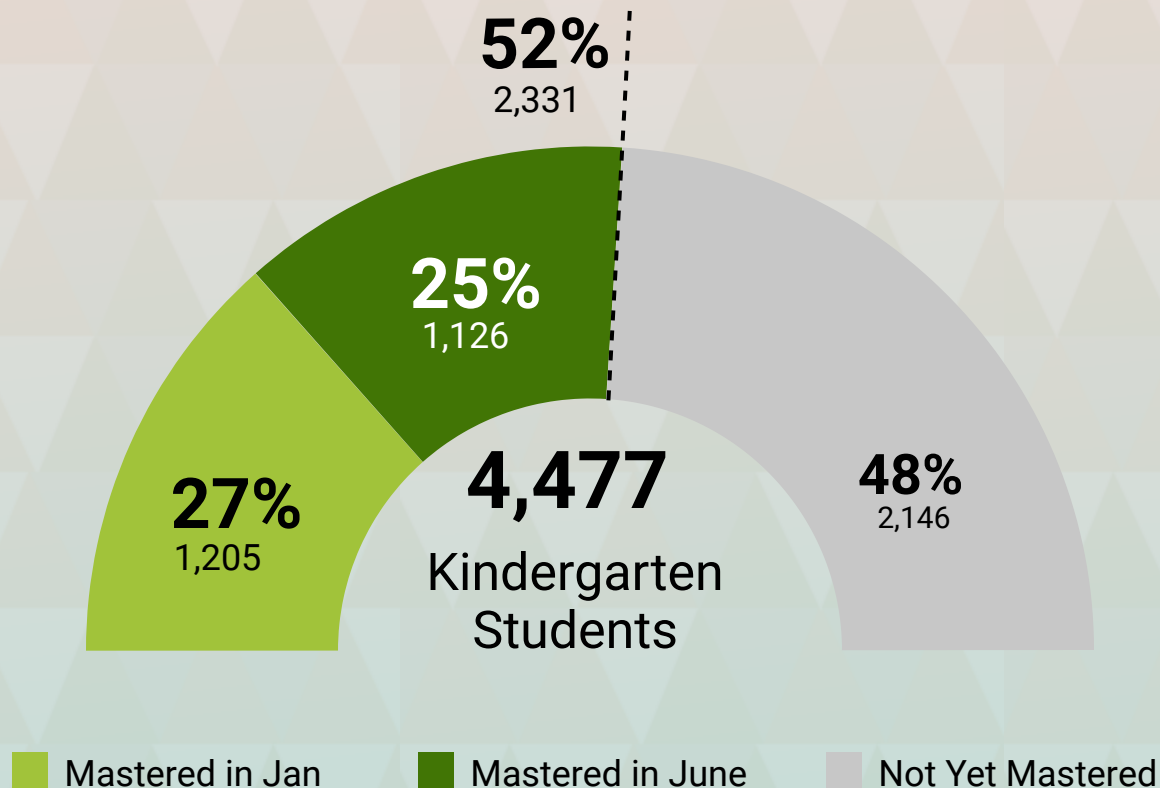


**DOMAIN****3****TWO-PHONEME SEGMENTATION**

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

Among the 4,477 kindergarten students who attempted Domain 1 of the ELPATS in January, 1,798 students attempted Domain 3 of the ELPATS. By June an additional 2,104 kindergarten students attempted Domain 3, bringing the total number of students who attempted this domain to 3,902 students.

- In January, 1,205 (27%) kindergarten students mastered Domain 3.
- By June, an additional 1,126 (25%) kindergarten students mastered Domain 3.
- Between January and June, a total of 2,331 (52%) kindergarten students mastered Domain 3.



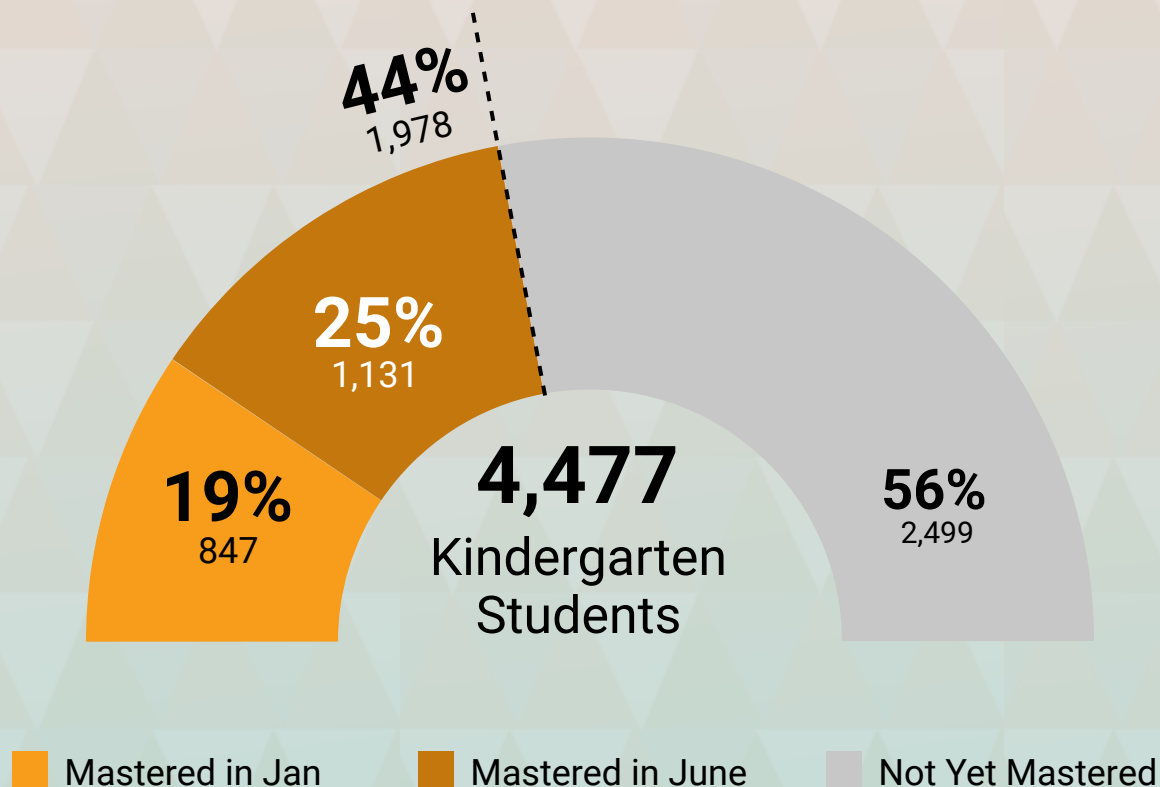


**DOMAIN****4****THREE-PHONEME SEGMENTATION**

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

Among the 4,477 kindergarten students who attempted Domain 1 of the ELPATS in January, 1,200 students attempted Domain 3 of the ELPATS. By June an additional 1,123 kindergarten students attempted Domain 4, bringing the total number of students who attempted this domain to 2,323 students.

- In January, 847 (19%) kindergarten students mastered Domain 4.
- By June, an additional 1,131 (25%) kindergarten students mastered Domain 4.
- Between January and June, a total of 1,978 (44%) kindergarten students mastered Domain 4.



## DOMAIN

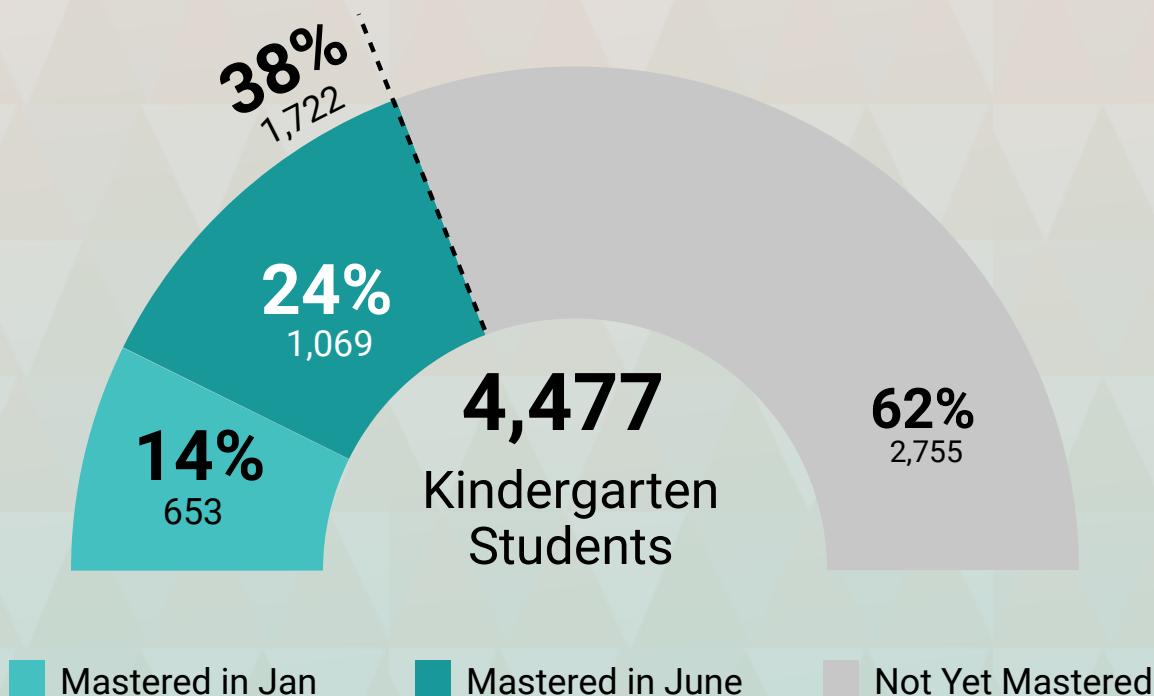
## 5

## MEDIAL PHONEME ISOLATION

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

Among the 4,477 kindergarten students who attempted Domain 1 of the ELPATS in January, 844 students attempted Domain 5 of the ELPATS. By June an additional 1,135 kindergarten students attempted Domain 5, bringing the total number of students who attempted this domain to 1,979 students.

- In January, 653 (14%) kindergarten students mastered Domain 5.
- By June, an additional 1,069 (24%) kindergarten students mastered Domain 5.
- Between January and June, a total of 1,722 (38%) kindergarten students mastered Domain 5.



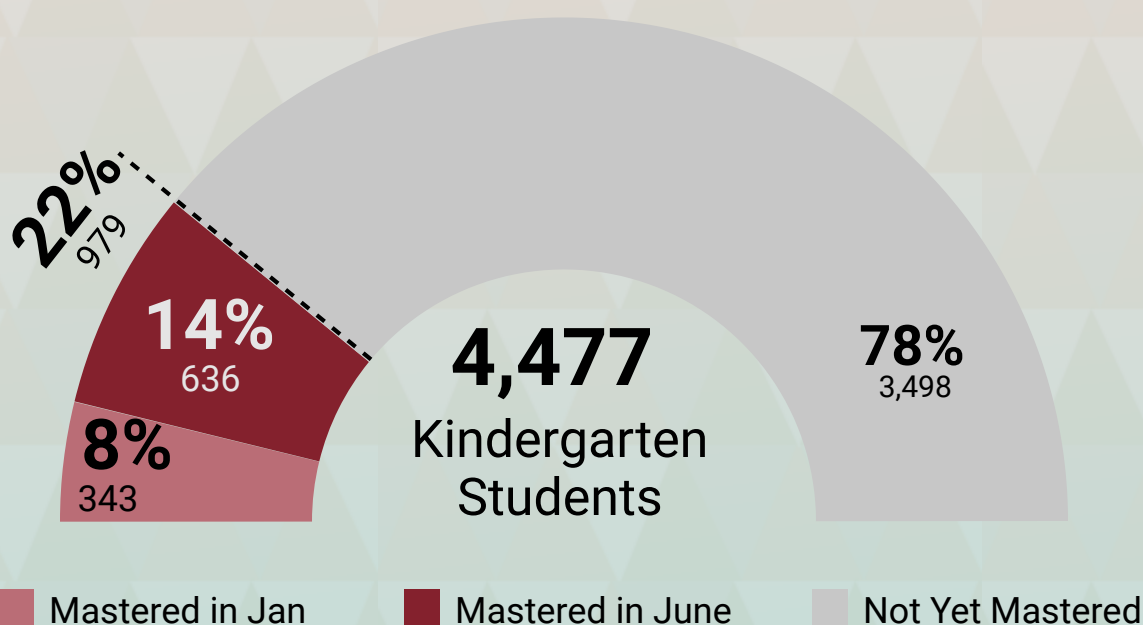
**DOMAIN****6**

## FOUR PHONEME SEGMENTATION

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

Among the 4,477 kindergarten students who attempted Domain 1 of the ELPATS in January, 659 students attempted Domain 6 of the ELPATS. By June an additional 1,067 kindergarten students attempted Domain 6, bringing the total number of students who attempted this domain to 1,726 students.

- In January, 343 (8%) kindergarten students mastered Domain 6.
- By June, an additional 636 (14%) kindergarten students mastered Domain 6.
- Between January and June, a total of 979 (22%) kindergarten students mastered Domain 6.

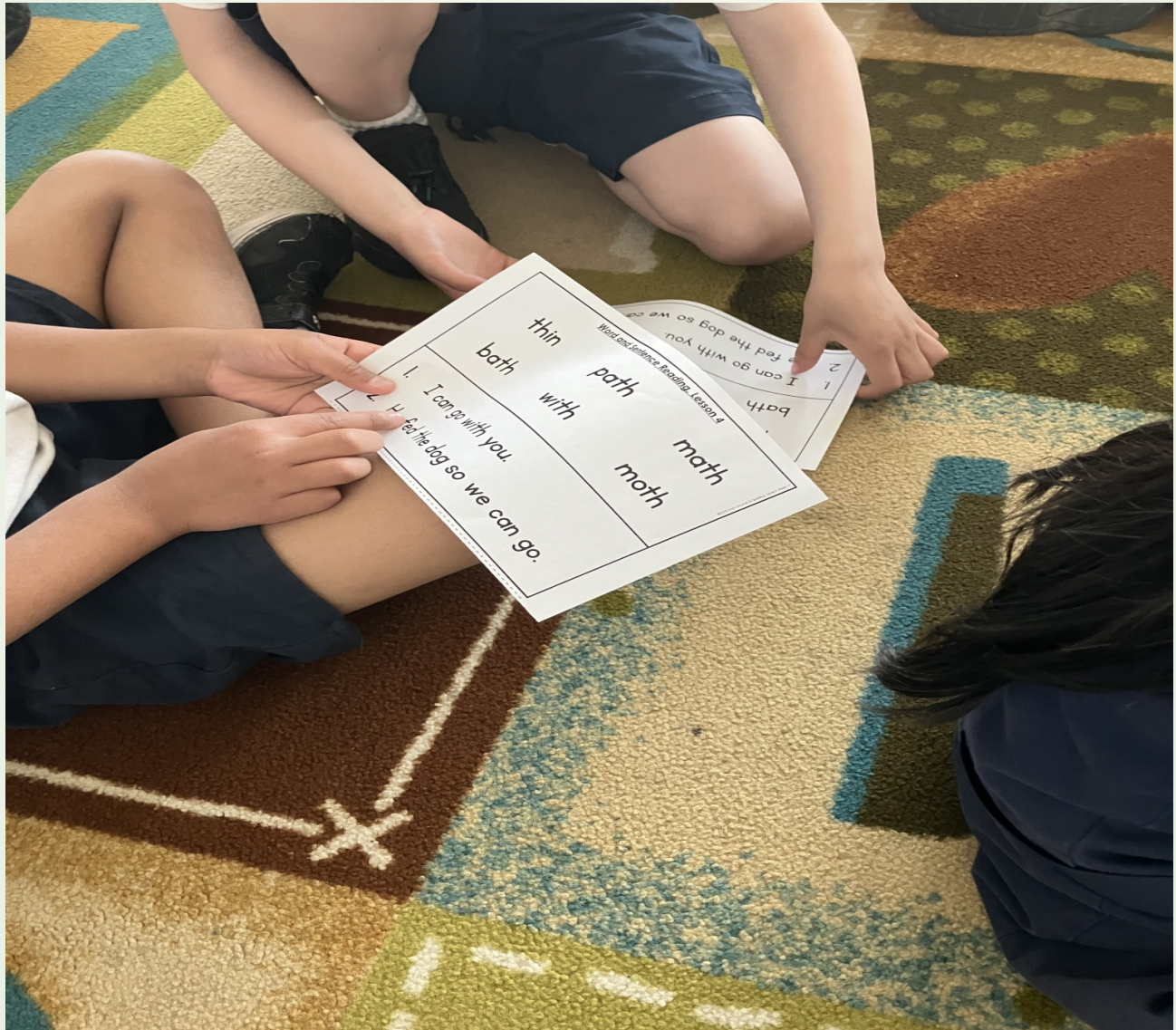




# Results of the ELPATS

## PART 2: BLENDING PHONEMES

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## DOMAIN

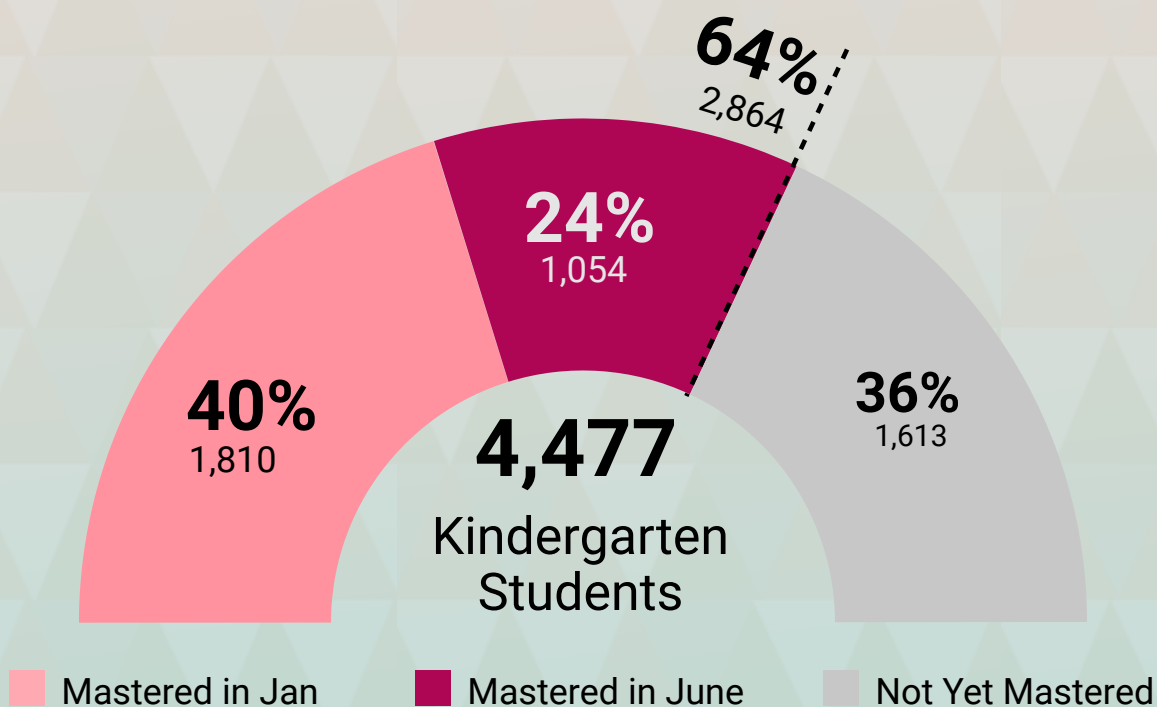
## 7

## 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 domains in Part 1 are re-directed to Domain 7, the beginning of Part 2. Among the 4,477 kindergarten students who attempted Domain 1 of the ELPATS in January, 4,295 students attempted Domain 7 of the ELPATS. By June an additional 121 kindergarten students attempted Domain 7, bringing the total number of students who attempted this domain to 4,416 students.

- In January, 1,810 (40%) kindergarten students mastered Domain 7.
- By June, an additional 1,054 (24%) kindergarten students mastered Domain 7.
- Between January and June, a total of 2,864 (64%) kindergarten students mastered Domain 7.



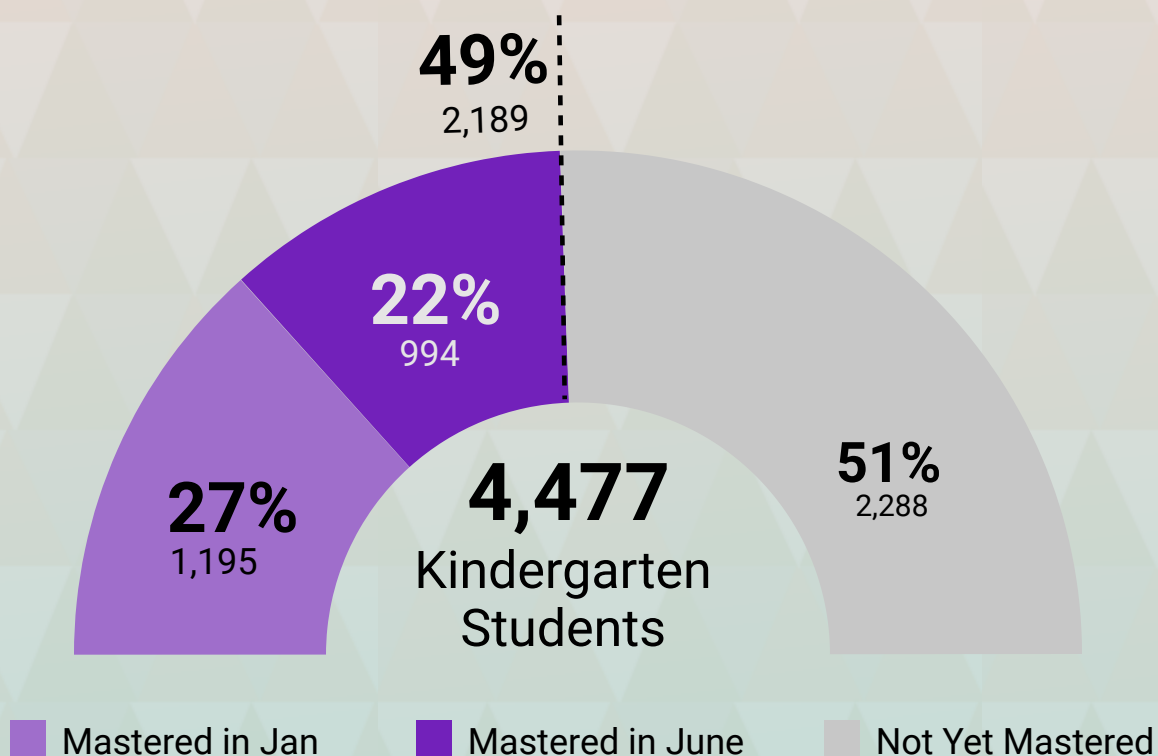
**DOMAIN****8**

## THREE PHONEME BLENDING

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

Among the 4,477 kindergarten students who attempted Domain 1 of the ELPATS in January, 1,804 students attempted Domain 8 of the ELPATS. By June an additional 1,060 kindergarten students attempted Domain 8, bringing the total number of students who attempted this domain to 2,864 students.

- In January, 1,195 (27%) kindergarten students mastered Domain 8.
- By June, an additional 994 (22%) kindergarten students mastered Domain 8.
- Between January and June, a total of 2,189 (49%) kindergarten students mastered Domain 8.



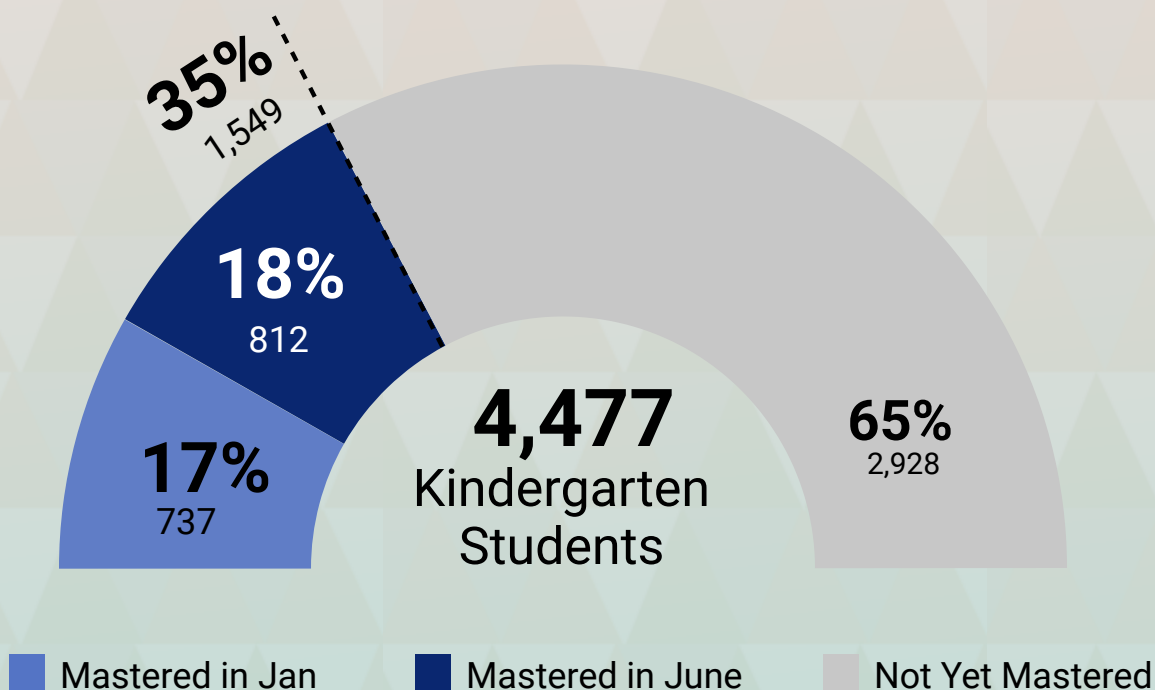


**DOMAIN****9****FOUR PHONEME BLENDING**

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

Among the 4,477 kindergarten students who attempted Domain 1 of the ELPATS in January, 1,193 students attempted Domain 9 of the ELPATS. By June an additional 987 kindergarten students attempted Domain 9, bringing the total number of students who attempted this domain to 2,180 students.

- In January, 737 (16.5%) kindergarten students mastered Domain 9.
- By June, an additional 812 (18%) kindergarten students mastered Domain 9.
- Between January and June, a total of 1,549 (35%) kindergarten students mastered Domain 9.



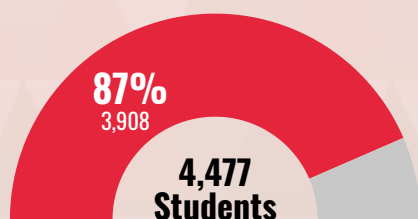
# DOMAIN MASTERY

Below is a breakdown of the percentage of students who mastered each domain of the ELPATS out of the **4,477 kindergarten students** who participated in January through June of the 2023 administration of the ELPATS.

## PART 1: ISOLATION AND SEGMENTATION

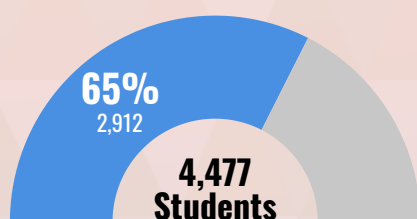
### MASTERED DOMAIN 1

INITIAL PHONEME ISOLATION



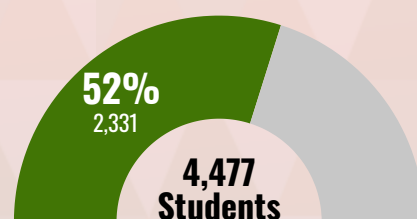
### MASTERED DOMAIN 2

FINAL PHONEME ISOLATION



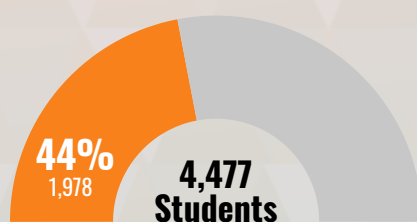
### MASTERED DOMAIN 3

TWO-PHONEME SEGMENTATION



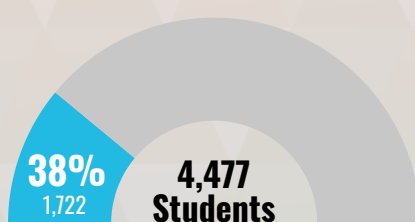
### MASTERED DOMAIN 4

THREE-PHONEME SEGMENTATION



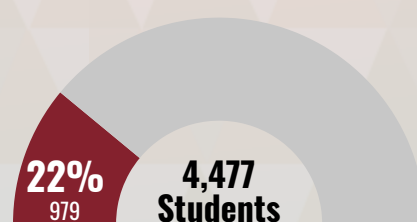
### MASTERED DOMAIN 5

MEDIAL PHONEME ISOLATION



### MASTERED DOMAIN 6

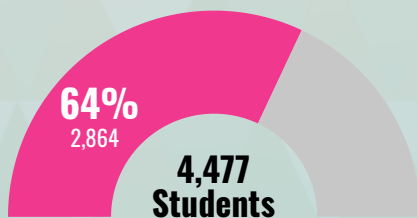
FOUR-PHONEME SEGMENTATION



## PART 2: BLENDING PHONEMES

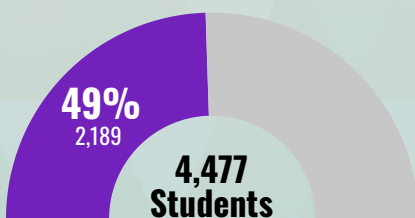
### MASTERED DOMAIN 7

TWO-PHONEME BLENDING



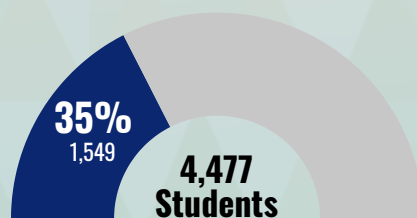
### MASTERED DOMAIN 8

THREE-PHONEME BLENDING



### MASTERED DOMAIN 9

FOUR-PHONEME BLENDING

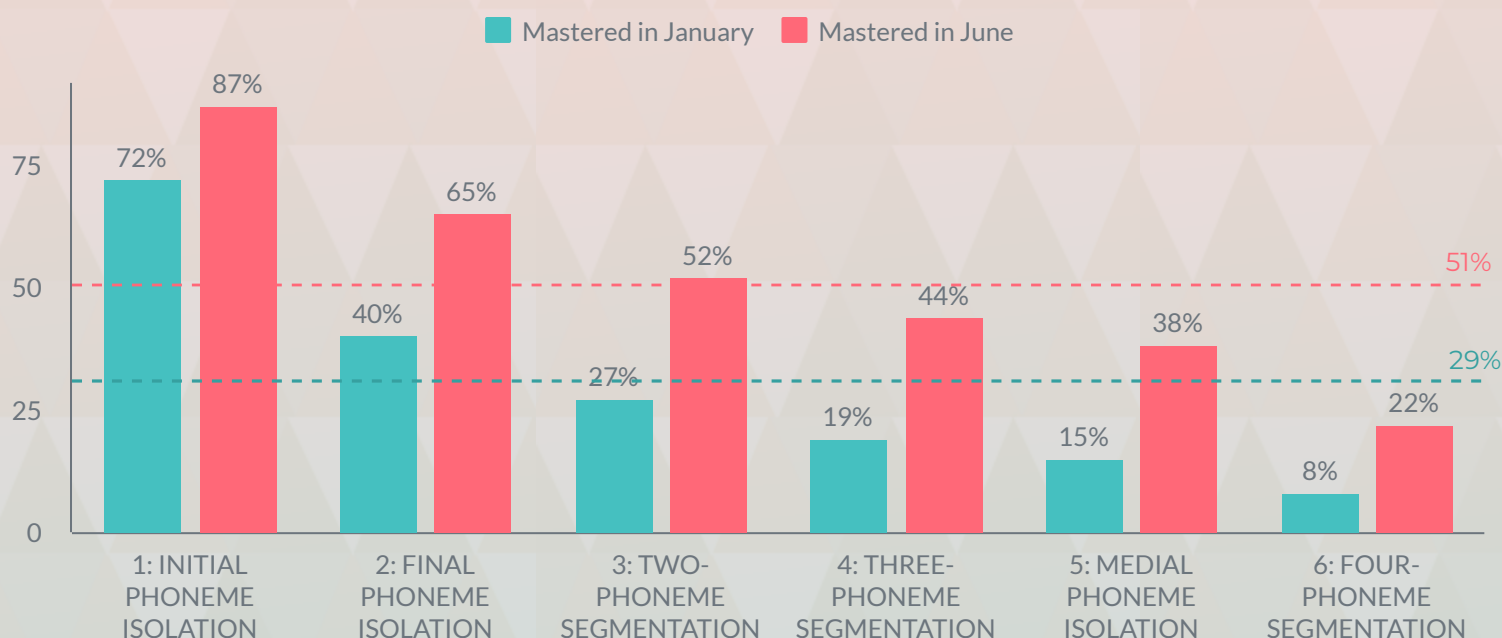


# DOMAIN MASTERY

There was growth in the number the number of kindergarten students mastering domains in Part 1 and 2 of the ELPATS between January and June. In January, the average number of kindergarten students mastering an ELPATS domain was 29%. By June, the average mastery of an ELPATS domain increased, with an average of 51% of kindergarten students mastering an ELPATS domain.

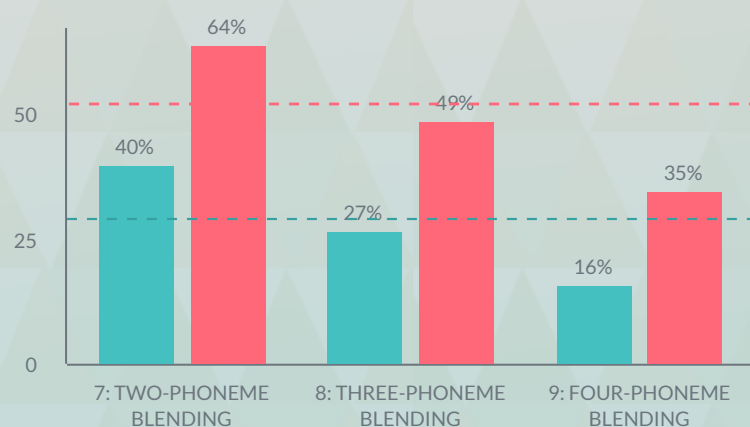
- The average mastery of an ELPATS domain increased by 22%.
- The greatest improvement in mastery was observed between Domains 2 and 3, with 25% more students obtaining mastery within these domains by the end of the school year.

## PART 1: ISOLATION AND SEGMENTATION



## PART 2: BLENDING PHONEMES

There was growth in the number of kindergarten students mastering domains in Part 2 of the ELPATS between January and June. On average, 22% more students have obtained mastery of a domain by the end of the school year.



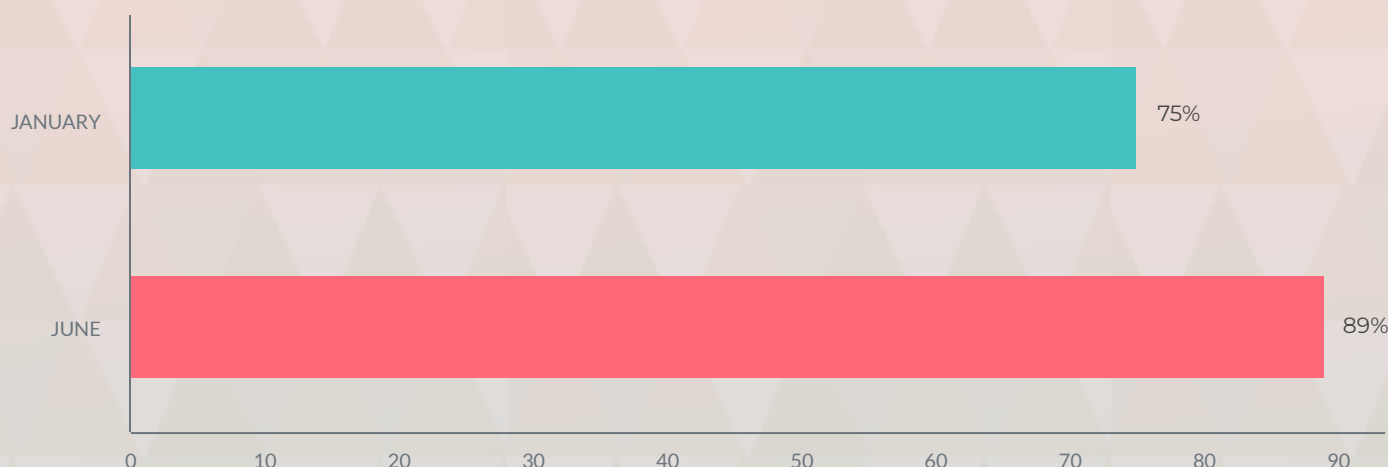


# ELPATS MASTERY - MULTIPLE DOMAINS

Of the 4,477 kindergarten students that participated through-out January and June, we can see the gains in the students' mastery of one or more domains of the ELPATS. Over this time period, 613 more students have gained mastery in one or more domains of the ELPATS by the end of June than they had at the start of the assessment period in January.

- In January, 75% of kindergarten students mastered one or more domains.
- By June, 89% of kindergarten students mastered one or more domains.

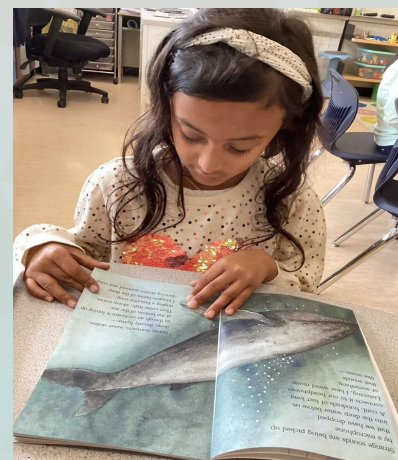
## ELPATS MASTERY - ONE OR MORE DOMAINS



## ELPATS MASTERY - ALL DOMAINS

The number of kindergarten students that have mastered all ELPATS domains more than tripled by the end of June.

- In January, 6% of kindergarten students mastered all domains.
- In June, 19% of kindergarten students mastered all ELPATS domains.



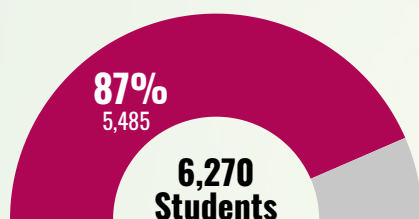
# DOMAIN MASTERY - ALL STUDENTS

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 domain of the ELPATS out of all 6,270 students who participated in the 2023 administration of the ELPATS.

## PART 1: ISOLATION AND SEGMENTATION

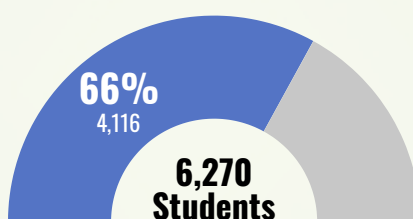
### MASTERED DOMAIN 1

INITIAL PHONEME ISOLATION



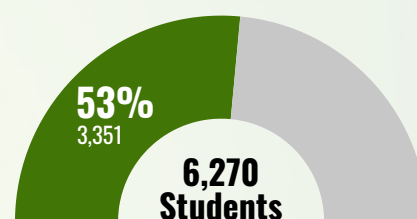
### MASTERED DOMAIN 2

FINAL PHONEME ISOLATION



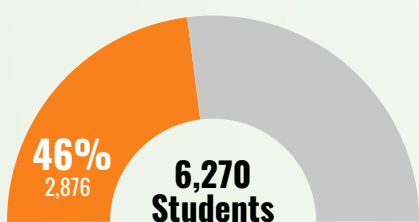
### MASTERED DOMAIN 3

TWO-PHONEME SEGMENTATION



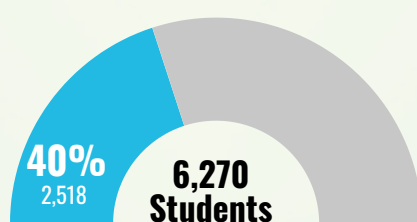
### MASTERED DOMAIN 4

THREE-PHONEME SEGMENTATION



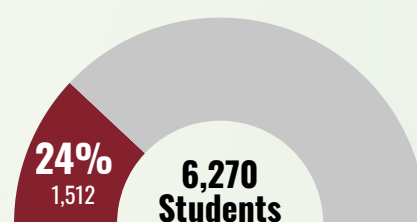
### MASTERED DOMAIN 5

MEDIAL PHONEME ISOLATION



### MASTERED DOMAIN 6

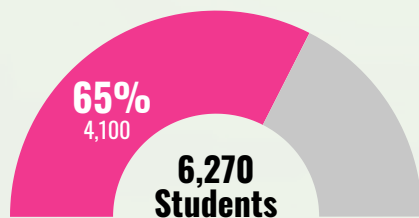
FOUR-PHONEME SEGMENTATION



## PART 2: BLENDING PHONEMES

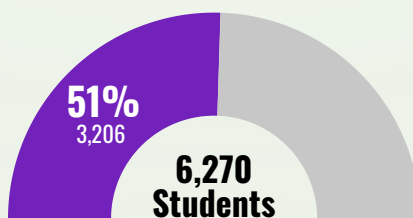
### MASTERED DOMAIN 7

TWO-PHONEME BLENDING



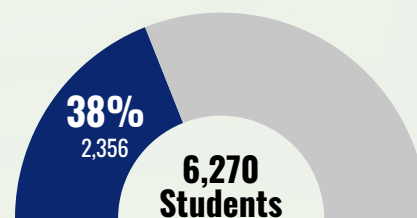
### MASTERED DOMAIN 8

THREE-PHONEME BLENDING



### MASTERED DOMAIN 9

FOUR-PHONEME BLENDING



This work would not be possible without the commitment of classroom teachers across the school district who administer the ELPATS annually as part of their support of students' development of early literacy skills.

This work would also not be possible without Courtney Jones (Inner-City Early Learning Helping Teacher), Ginny Tambre and Kerri Hutchinson (Early Learning and Literacy Helping Teachers) who developed the revised version of the ELPATS, provided teacher training and support, and contributed to data analysis to inform professional learning. We wish to thank Bjorn Wullum (Programmer/Analyst) for developing the application used by classroom teachers to digitally administer the ELPATS.

## FOR MORE INFORMATION:

For general inquiries about the ELPATS results or report, contact the  
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For general inquiries about the ELPATS administration or the tool itself, please contact one of our district's **Early Learning and Literacy Helping Teachers:**

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Learn more about the ELPATS by clicking on the following link:

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