

## Standardized Test Results

We use standardized tests as one measure of the effectiveness of the Phonic Engine Reading Method. The Method has significantly impacted the lives of children with a broad range of literacy issues. The results you see below are typical of the results of children whose parents are supportive of their efforts, by ensuring consistency of attendance and completion of assigned homework. What do we mean by “typical?” We don’t mean that every bar graph looks like the ones below, though many/most do. What we mean by “typical,” is that the degree of gains, in one skill area, or a combination of skill areas, usually consists of gains such as those below: several years to many years over the course of 4 – 12 months, with attendance at our center of 1 - 2 hours per week, plus the use of KidsVoyager Online at home, for assigned homework, school homework, end enjoyment. Of course, there are some gains that are not measured, such as writing. If you are a parent interested in services for your child, we will gladly accommodate you by reviewing all our results to date.

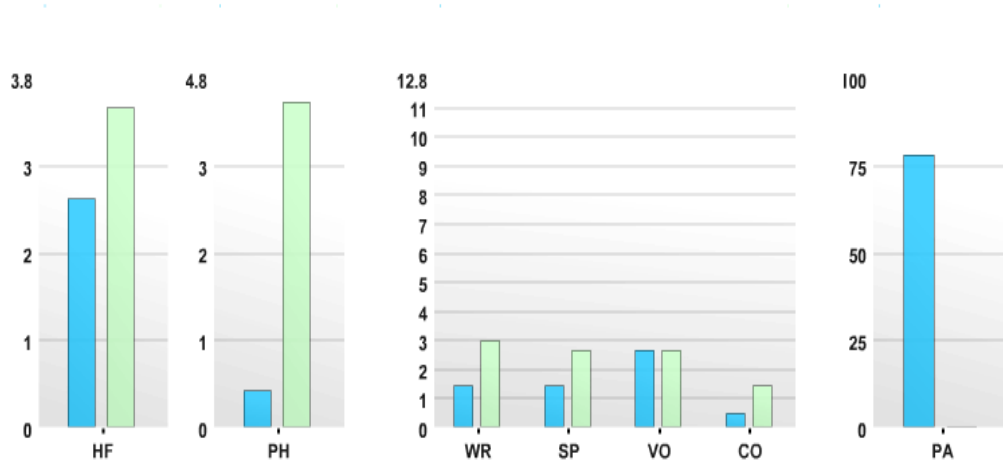
Michael had a language delay, and had been experiencing difficulties in school. Michael used KidsVoyager Online at our reading center for about a year and a half. During the last 6 months (not shown on this graph) he advanced across the entire spectrum, particularly in vocabulary and comprehension, gaining one year, and one and a half years, respectively. He became an extremely prolific and enthusiastic writer, creating stories and essays up to 8 pages long, using KidsVoyager Animated StoryWriter. Michael came to our center approximately once or twice a week, for a one hour session.

## Standardized Test Results

Name: Michael

DOB: 04/18/2000

■ Test 1   ■ Test 2



	High-Freq. Words	Word Rec.	Phonics	Phonemic Awareness	Spelling	Vocabulary	Comprehension
Test 1: 01/08/2008	2.5	1.5	0.5	78%	1.5	2.83	0.5
Test 2: 12/23/2008	3.5	3.17	4.5	0	2.83	2.83	1.5

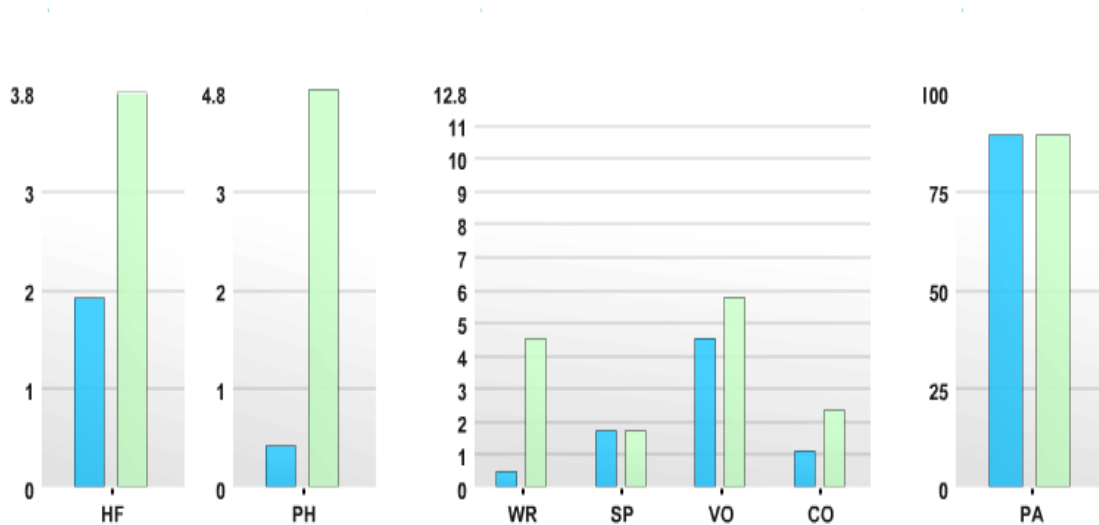
Gabi was a bright second grader, who was reading well below grade level. She had a history of speech and language issues, which we had previously treated her for. Prior to working with the Phonic Engine Method, she had received substantial tutoring to address her literacy problems, but was not making progress. However, by third grade, she had moved from the lowest reading group in her class, to the highest, with test scores well above grade level. She was also one of two children who, when they first started with us, stated "I hate to read!" After several months, she stated, "I love to read!" She came back for a visit in fourth grade.

## Standardized Test Results

Name: Gabi

DOB: 07/29/2000

■ Test 1     ■ Test 2



	High-Freq. Words	Word Rec.	Phonics	Phonemic Awareness	Spelling	Vocabulary	Comprehension
<b>Test 1: 05/30/2007</b>	1.83	0.5	0.5	89%	1.83	4.83	1.17
<b>Test 2: 05/16/2008</b>	3.83	4.83	4.5	89%	1.83	6.17	2.5

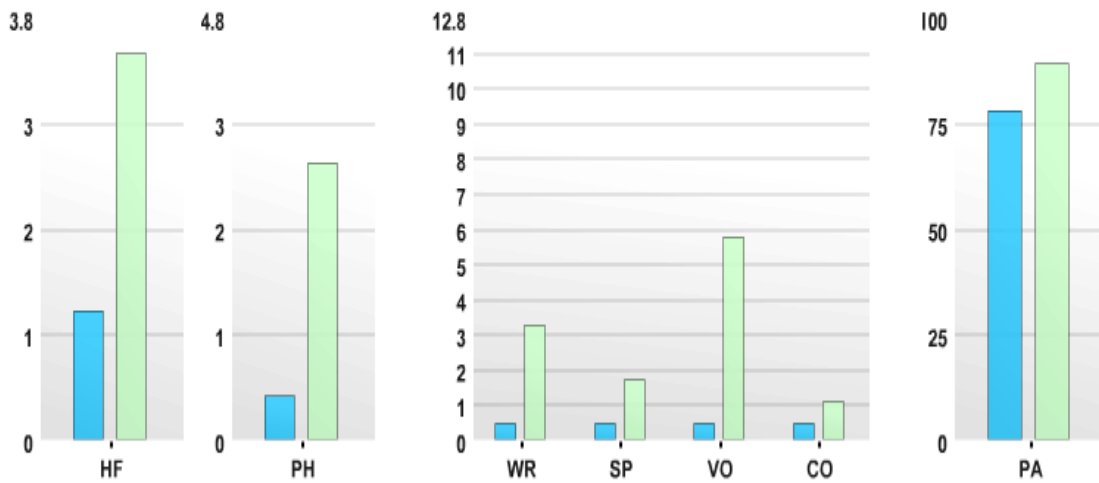
James came to us because he was having difficulties in school, both with respect to reading and class participation. His teachers came to believe he had word finding problems. He enrolled in our reading program, where his literacy needs (as well as underlying language issues) were addressed. As you can see, he made rapid progress in a relatively short period of time.

## Standardized Test Results

Name: James

DOB: 06/08/2002

■ Test 1    ■ Test 2



	High-Freq. Words	Word Rec.	Phonics	Phonemic Awareness	Spelling	Vocabulary	Comprehension
<b>Test 1: 01/29/2009</b>	1.17	0.5	0.5	78%	0.5	0.5	0.5
<b>Test 2: 06/10/2009</b>	3.5	3.5	3.17	89%	1.83	6.17	1.17