

Early Literacy Phonemic Awareness Test – Surrey

January & May 2022 Results



A MESSAGE FROM SURREY SCHOOLS

Surrey Schools is located on the traditional, ancestral, and unceded territory of the Katzie, Kwan-tlen, Semiahmoo and other Coast Salish Peoples. It is B.C.'s largest school district where close to 12,000 employees serve almost 75,000 children in our diverse multicultural city. We have over 130 educational sites from early learning to adult education.

The District is committed to continuous improvement and success of all students through implementation of evidence-informed practices that enhance student learning, inclusivity and equity of outcomes. We welcome and honour diversity while supporting students' holistic growth —mind, body and heart—a commitment captured in our welcome video, [Éy swayel / Bienvenue / Welcome to Surrey Schools](#).



Click to watch our welcome video, [Éy swayel / Bienvenue / Welcome to Surrey Schools](#).

WELCOME FROM THE EARLY LEARNING AND LITERACY TEAM

The Early Learning and Literacy team in Surrey Schools wishes to acknowledge and express gratitude for the Kindergarten and Grade 1 classroom teachers who administer the ELPATS assessment to their students annually. Their commitment to student learning and ongoing formative assessment provide motivation for the gathering of this valuable information. The data has helped to inform Surrey Schools' next steps to best support the phonemic awareness learning of our youngest students.

The ELPATS was carefully crafted by a team of literacy and language experts in Surrey in 2009 and lightly revised in 2013. Since this time, the ELPATS assessment tool has provided valuable information to classroom teachers to inform the ongoing instruction of phonemic awareness skills.

This report was made possible through the dedicated and skilled work of the clerks in the Priority Practices department, school clerks, and the Research team. We could not do this work without their contributions across the district.

Colleagues who wish to learn more about the data represented in this report are welcome to reach out to an Early Learning and Literacy Helping Teacher.

TITLE: Early Literacy Phonemic Awareness Test - Surrey: January and May 2022 Results

CONTRIBUTORS: 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), Lillah Martin and Ginny Tambre (Early Learning & Literacy Helping Teachers) were involved in teacher training and support, clerk trouble-shooting, and analyzing of the data to inform professional learning.

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Surrey School District's Research and Evaluation Department (June, 2022). Early Literacy Phonemic Awareness Test - Surrey: January and May 2022 Results. Surrey, Canada: SD36.

Executive Summary











The Early Literacy Phonemic Awareness Test-Survey (ELPATS) is a district-based oral assessment of phonemic awareness administered twice each year (January and May) by Kindergarten teachers to identify students who are experiencing difficulty in the acquisition of phonemic awareness skills and to guide early literacy instruction.

In January, 4,643 students from 101 schools completed the ELPATS. In May, 2,271 students from 97 schools completed the ELPATS. When comparing the scores of all students who participated in January to the scores of all students who participated in May across all 9 sections of the ELPATS, there were typically slight increases between January and May scores. Additionally, the percentage of at-promise students (i.e., students who received a score of 26 or below) slightly decreased from 35% to 31%.

However, when comparing the scores of only the 2,033 students who were assessed in January and then reassessed in May, there were significant differences between their January and May scores across all sections as well as in their total scores (i.e., the differences observed between their January and May ELPATS scores were unlikely to be due to random chance). The magnitude of these differences ranged from small (between 0.20–0.49) to large (.80 and above). See the table below for a summary of these differences. Additionally, the percentage of at-promise students decreased from 66% to 28%.

		AVERAGE JAN SCORE	AVERAGE MAY SCORE	AVERAGE POINTS INCREASE	% INCREASE	EFFECT SIZE
Rhyme	Identifying Words	3.49	4.12	0.63	18%	0.47
	Generating Rhyme	1.57	2.67	1.10	70%	0.63
Syllables	Segmenting Words into Syllables	3.77	4.32	0.55	15%	0.41
	Blending Syllables into Words	4.25	4.71	0.46	11%	0.36
Segmenting Sounds	First Sounds	2.95	4.03	1.08	37%	0.65
	Last Sounds	1.63	2.97	1.34	82%	0.75
	Words with Two Sounds	1.03	2.33	1.30	126%	0.74
Blending Sounds	Blending First Sound with Rest of Word	2.59	3.62	1.03	40%	0.67
	Blending Sounds into Words	1.70	2.88	1.18	69%	0.75
TOTAL		22.90	31.46	8.56	37%	1.29

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Overview of the ELPATS

Purpose of the ELPATS

The Early Literacy Phonemic Awareness Test-Surrey (ELPATS) is a district-based oral assessment of phonemic awareness administered twice each year (January and May) by Kindergarten teachers to identify students who are experiencing difficulty in the acquisition of phonemic awareness skills and to guide early literacy instruction in Kindergarten and Grade One classrooms. The ELPATS consists of 45 items across 9 domains.

The ELPATS helps teachers identify learning gaps and plan instructional strategies to meet student needs and maximize learning. Students receive a score between 0-5 on each of the 9 sections and a total score between 0-45 on the ELPATS. Kindergarten students are identified as **at-promise** if they score 26 or below on the ELPATS.

At-promise refers to the potential that resides in every child who is demonstrating difficulties with phonemic awareness.

ELPATS Domains

1 RHYME - IDENTIFYING WORDS

Students must indicate whether two words rhyme

2 RHYME - GENERATING RHYME

Students must generate words that rhyme with the word their teacher presents

3 SYLLABLES - SEGMENTING WORDS INTO SYLLABLES

Students must break words down into their multiple syllables

4 SYLLABLES - BLENDING SYLLABLES INTO WORDS

Students must put multiple syllables together to form a word

5 SEGMENTING SOUNDS - FIRST SOUNDS

Students must identify the first sound in a word

6 SEGMENTING SOUNDS - LAST SOUNDS

Students must identify the last sound in a word

7 SEGMENTING SOUNDS - WORDS WITH TWO SOUNDS

Students must identify the two sounds in a word

8 BLENDING SOUNDS - BLENDING FIRST SOUND WITH REST OF WORD

Students must put the first sound of a word together with the rest of the word

9 BLENDING SOUNDS - BLENDING SOUNDS INTO WORDS

Students must put the sounds of a word together to form a word

OVERVIEW OF THE ELPATS



JAN 2022

MAY 2022

ELPATS ADMINISTRATION

Kindergarten teachers individually assessed each of the students in their class

Kindergarten teachers reassessed students who were considered at-promise in January

ELPATS PARTICIPATION

101 schools participated in the **Jan 2022** ELPATS*

97 schools participated in the **May 2022** ELPATS*

Scores were collected from **4,643** Kindergarten students

Scores were collected from **2,271** Kindergarten students

48.5% of participating students speak **English as an Additional Language**

56.8% of participating students speak **English as an Additional Language**

SECTION

1

Rhyme – Identifying Words

All January and May Scores

In January, a total of 4,640 students completed Section 1 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to correctly identify whether two words rhymed and 5 indicating that students were able to identify whether two words rhymed for all 5 test items.

In May, a total of 2,262 students completed Section 1 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly increased between the two timepoints (0.75%).

Additionally, over half of participating students correctly responded to all 5 test items and nearly three-quarters of students correctly responded to at least 4 test items at both timepoints (see Figure 1).

JANUARY

4,640

Students
Assessed in
January

4.02

Average
score on
Section 1

5.5%

Of students
scored between
0–1 on Section 1

71%

Of students
scored between
4–5 on Section 1

MAY

2,262

Students
Assessed in
May

4.05

Average
score on
Section 1

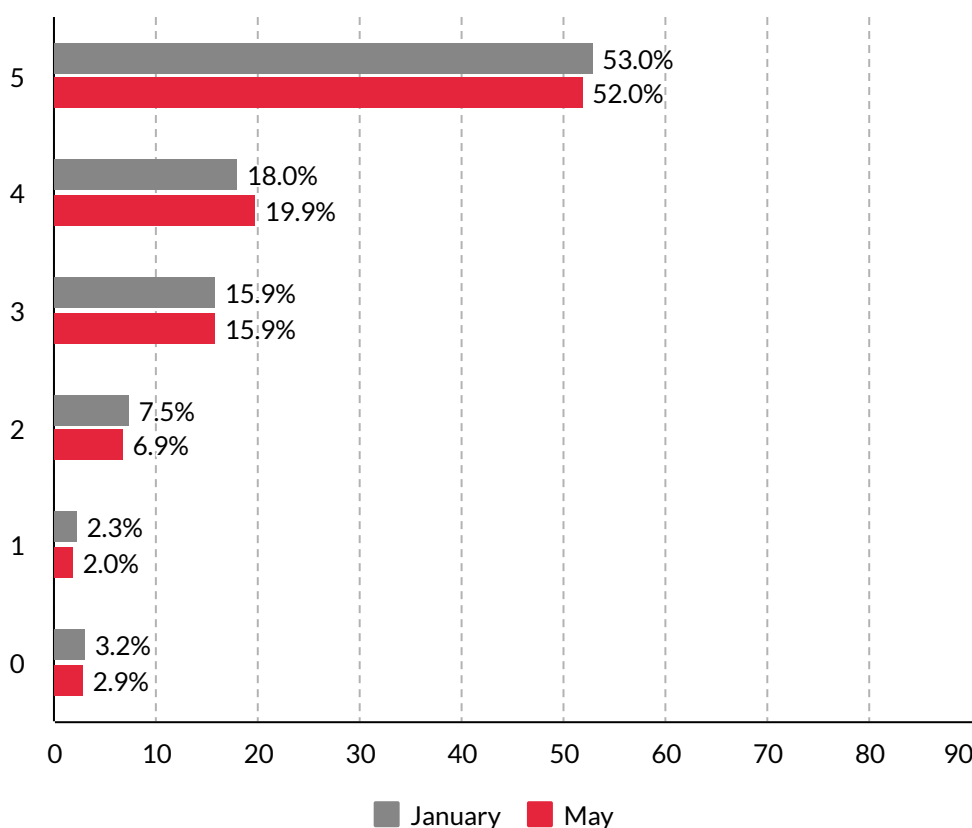
4.9%

Of students
scored between
0–1 on Section 1

71.9%

Of students
scored between
4–5 on Section 1

Figure 1. Percentage of Students who Scored Between 0–5 on Section 1



SECTION

1

Rhyme – Identifying Words

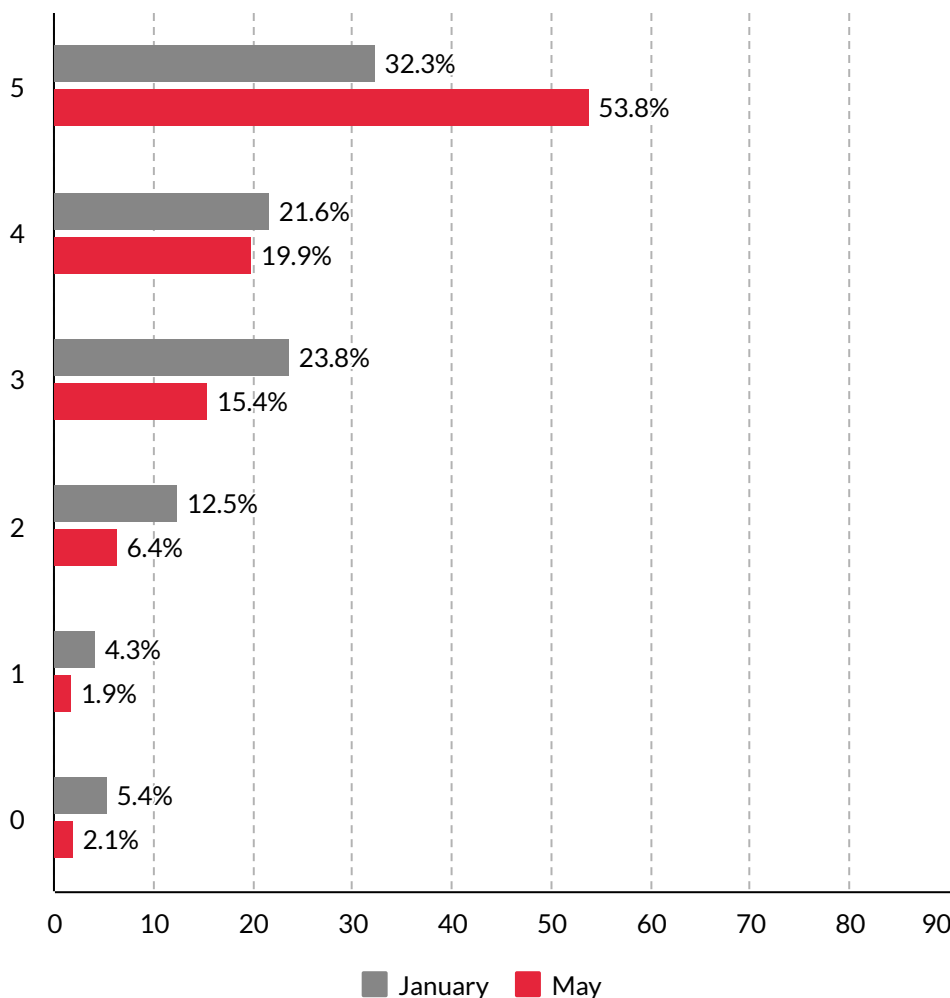
Student Growth: Changes Across Students Assessed in January and Reassessed in May

Average Jan Score (N = 2,031)	Average May Score (N = 2,024)	Average Points Increase	% Increase	P Value	Effect Size
3.49	4.12	0.63	18%	<.001 (Significant)	0.47 (Small)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,031 of these students completed Section 1 of the ELPATS. Over half of the students correctly answered at least 4 items on Section 1 (see Figure 2).

In May, 2,024 of these students completed Section 1 of the ELPATS. The average score on this section increased by 0.63 points, representing an 18% increase. A paired samples t-test revealed that this difference was significant (i.e., the difference observed between January and May ELPATS scores is unlikely to be due to random chance). Additionally, the magnitude of this difference was small (between 0.20–0.49).

Figure 2. Percentage of Students Assessed at Both Timepoints who Scored Between 0–5 on Section 1



SECTION 1

Rhyme – Identifying Words

Differences Across Surrey School Catchment Areas

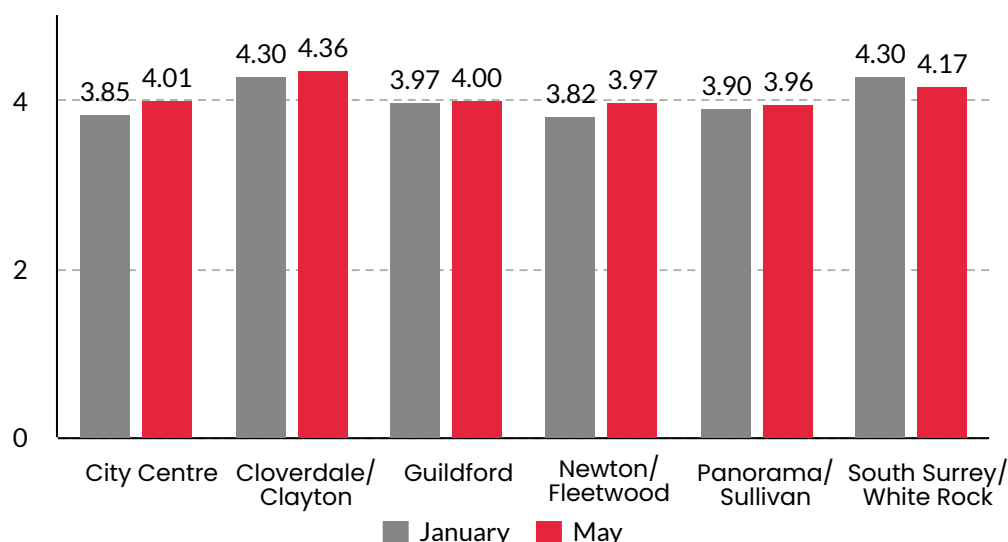
Examining all January and May scores on Section 1 of the ELPATS for each of the Surrey School catchment areas revealed that the average score typically increased between the two timepoints in each of the catchment areas (see Figure 3).

Additionally, in January, the average score was highest in the Cloverdale/Clayton and South Surrey/White Rock catchment areas and lowest in Newton/Fleetwood. In May, the average score was highest in the Cloverdale/Clayton catchment area and lowest in Panorama/Sullivan.

Examining the average scores of students who were assessed in January and then reassessed in May revealed that there was a pronounced increase in scores between the two timepoints across all catchment areas. Scores were highest in Cloverdale/Clayton and lowest in Newton/Fleetwood across both timepoints (see Figure 4).

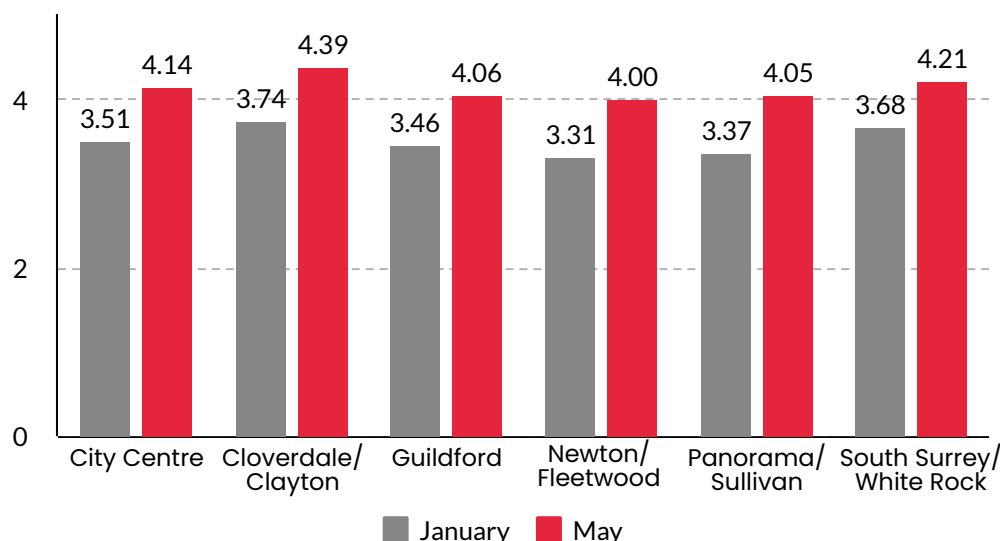
All January and May Scores

Figure 3. Average January and May Section 1 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 4. Average Section 1 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



SECTION 2

Rhyme – Generating Rhyme

All January and May Scores

In January, a total of 4,629 students completed Section 2 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to correctly generate words that rhymed with the test items and 5 indicating that students were able to generate words that rhymed with all 5 test items.

In May, a total of 2,263 students completed Section 2 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly decreased between the two timepoints (–2.64%).

Additionally, roughly half of participating students correctly responded to at least 4 test items at both timepoints (see Figure 5).

JANUARY

4,629

Students
Assessed in
January

2.65

Average
score on
Section 2

38.7%

Of students
scored between
0–1 on Section 2

46.3%

Of students
scored between
4–5 on Section 2

MAY

2,263

Students
Assessed in
May

2.58

Average
score on
Section 2

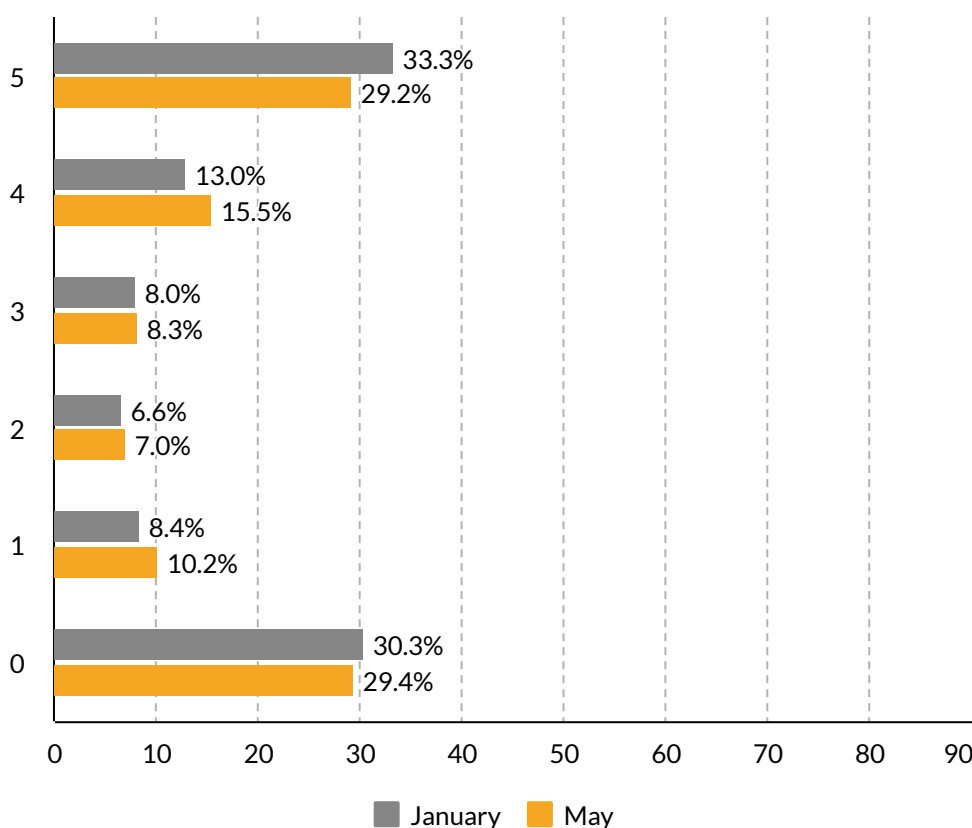
39.6%

Of students
scored between
0–1 on Section 2

44.7%

Of students
scored between
4–5 on Section 2

Figure 5. Percentage of Students who Scored Between 0–5 on Section 2



SECTION 2

Rhyme – Generating Rhyme

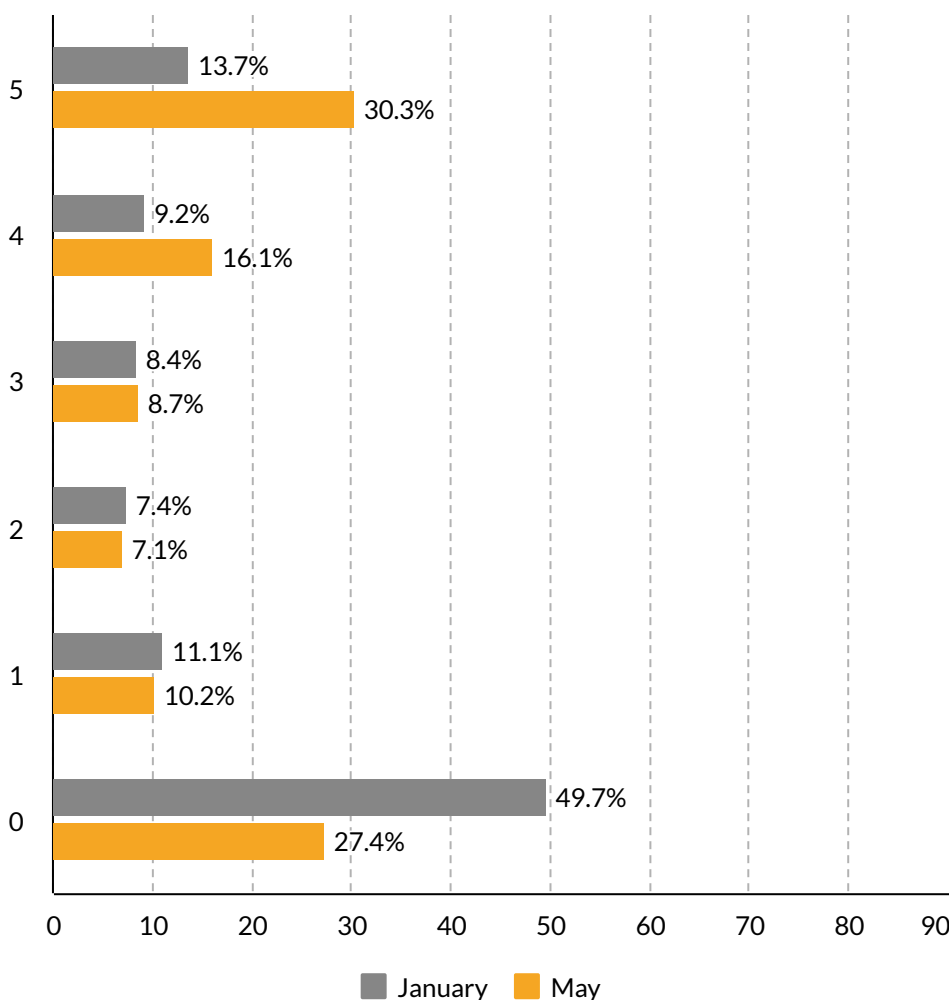
Student Growth: Changes Across Students Assessed in January and Reassessed in May

Average Jan Score (N = 2,025)	Average May Score (N = 2,028)	Average Points Increase	% Increase	P Value	Effect Size
1.57	2.67	1.10	70%	<.001 (Significant)	0.63 (Medium)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,025 of these students completed Section 2 of the ELPATS. Their average score on this section was 1.57. Additionally, less than one-quarter of students correctly answered at least 4 items on Section 2 (see Figure 6).

In May, 2,028 of these students completed Section 2 of the ELPATS. The average score on this section increased by over 1 full point, representing a 70% increase. A paired samples t-test revealed that this difference was significant. Additionally, the magnitude of this difference was medium (between 0.50-0.79).

Figure 6. Percentage of Students Assessed at Both Timepoints who Scored Between 0–5 on Section 2



SECTION 2

Rhyme – Generating Rhyme

Differences Across Surrey School Catchment Areas

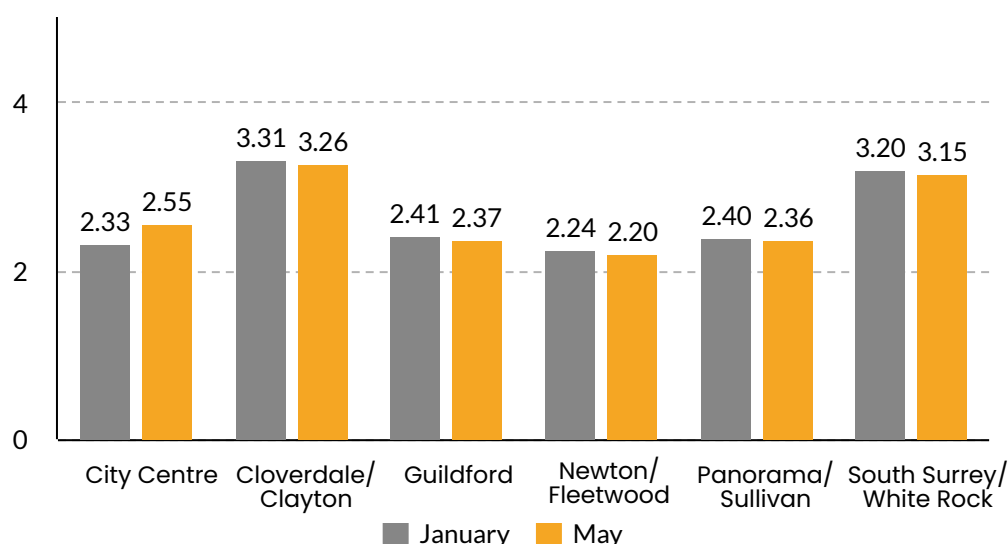
Examining all January and May scores on Section 2 of the ELPATS for each of the Surrey School catchment areas revealed that the average score typically decreased slightly between the two timepoints in each of the catchment areas (see Figure 7).

Additionally, in both January and May, the average score was highest in the Cloverdale/Clayton catchment area and lowest in Newton/Fleetwood.

Examining the average scores of students who were assessed in January and then reassessed in May revealed that there was a pronounced increase in scores between the two timepoints across all catchment areas. In January, scores were highest in South Surrey/White Rock and lowest in Newton/Fleetwood. In May, scores were highest in Cloverdale/Clayton and lowest in Newton/Fleetwood (see Figure 8).

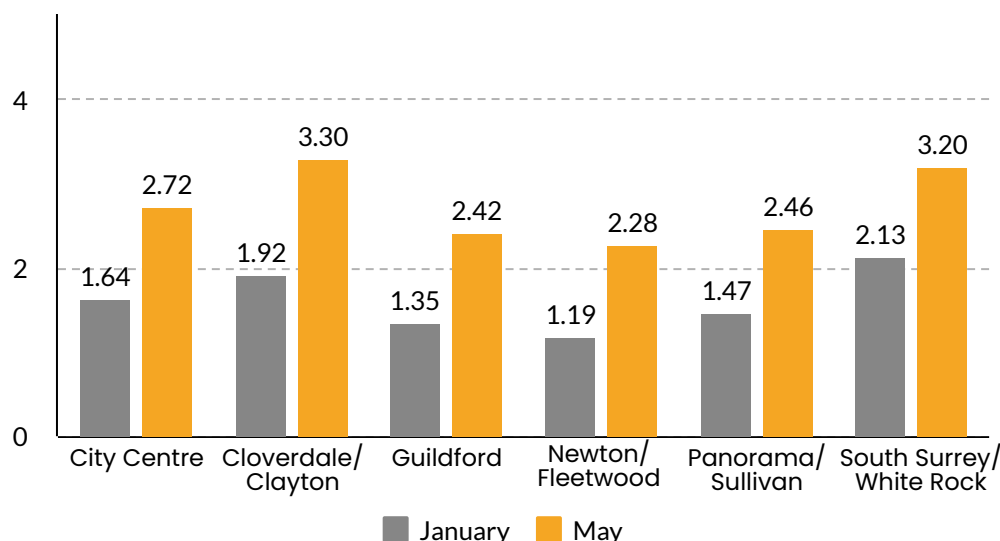
All January and May Scores

Figure 7. Average January and May Section 2 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 8. Average Section 2 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



SECTION 3

Syllables – Segmenting Words into Syllables

All January and May Scores

In January, a total of 4,638 students completed Section 3 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to segment words into syllables for any of the test items and 5 indicating that students were able to correctly segment words into syllables for all 5 test items.

In May, a total of 2,258 students completed Section 3 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly increased between the two timepoints (2.66%).

Additionally, over half of participating students correctly responded to all 5 test items at both timepoints (see Figure 9).

JANUARY

4,638

Students
Assessed in
January

4.13

Average
score on
Section 3

6.5%

Of students
scored between
0–1 on Section 3

77.1%

Of students
scored between
4–5 on Section 3

MAY

2,258

Students
Assessed in
May

4.24

Average
score on
Section 3

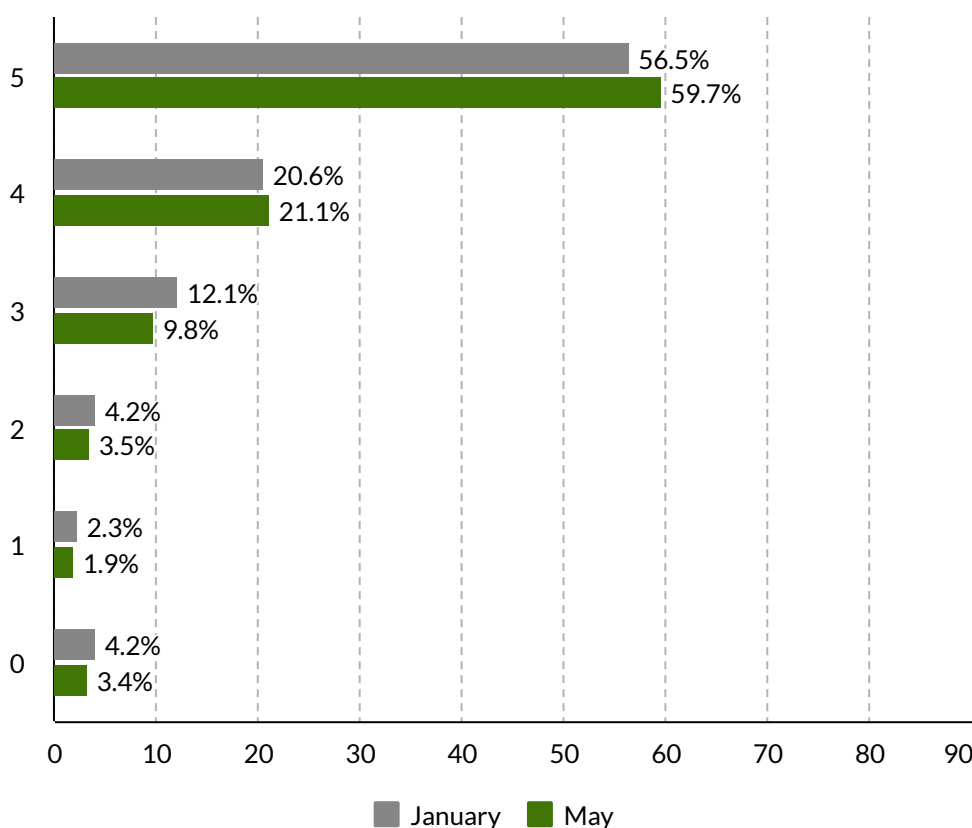
5.3%

Of students
scored between
0–1 on Section 3

80.8%

Of students
scored between
4–5 on Section 3

Figure 9. Percentage of Students who Scored Between 0–5 on Section 3



SECTION 3

Syllables – Segmenting Words into Syllables

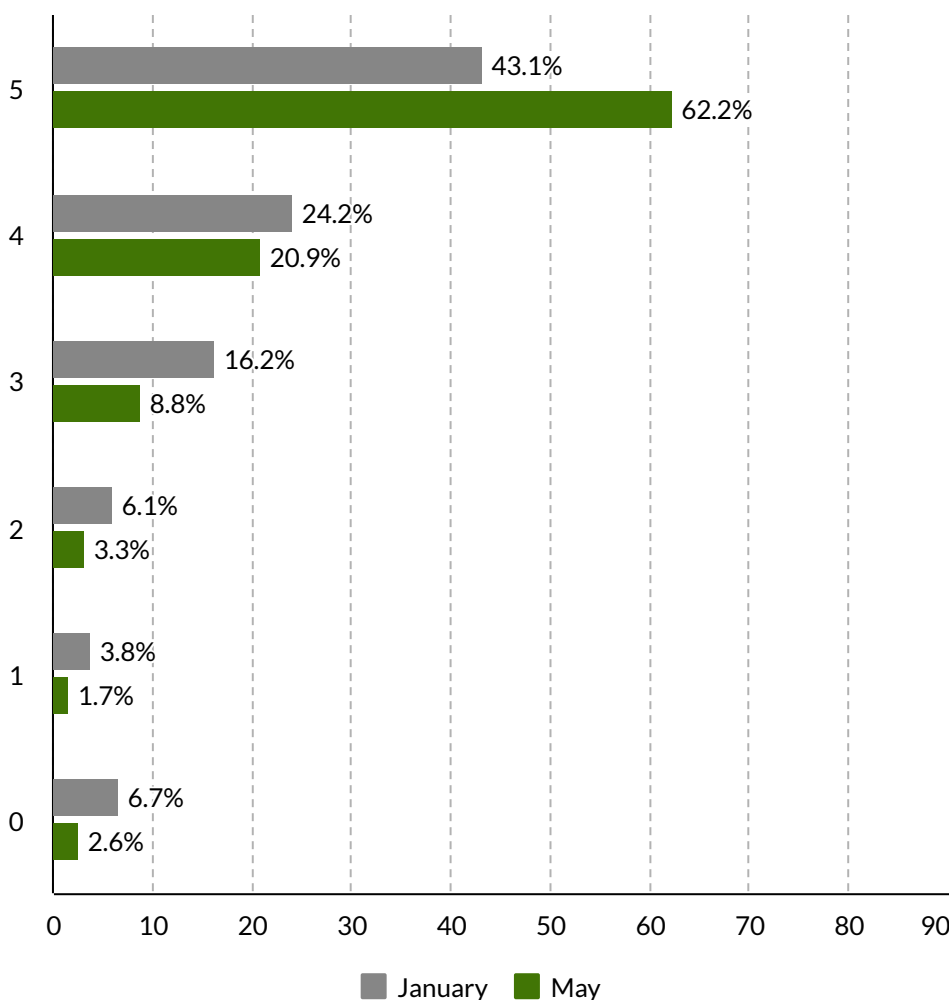
Student Growth: Changes Across Students Assessed in January and Reassessed in May

Average Jan Score (N = 2,032)	Average May Score (N = 2,021)	Average Points Increase	% Increase	P Value	Effect Size
3.77	4.32	0.55	15%	<.001 (Significant)	0.41 (Small)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,032 of these students completed Section 3 of the ELPATS. Their average score on this section was 3.77. Additionally, nearly one half of the students correctly answered all 5 items on Section 3 (see Figure 10).

In May, 2,021 of these students completed Section 3 of the ELPATS. The average score on this section increased by over half of a point, representing a 15% increase. A paired samples t-test revealed that this difference was significant. Additionally, the magnitude of this difference was small (between 0.20–0.49).

Figure 10. Percentage of Students Assessed at Both Timepoints who Scored Between 0–5 on Section 3



SECTION 3

Syllables – Segmenting Words into Syllables

Differences Across Surrey School Catchment Areas

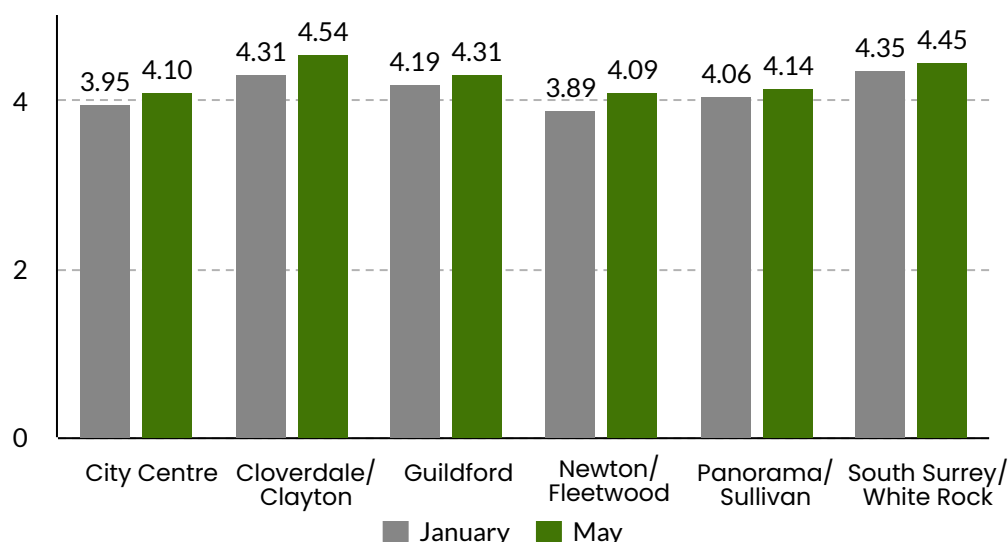
Examining all January and May scores on Section 3 of the ELPATS for each of the Surrey School catchment areas revealed that the average score increased between the two timepoints in each of the catchment areas (see Figure 11).

Additionally, in January, the average score was highest in South Surrey/White Rock and lowest in Newton/Fleetwood. In May, the average score was highest in Cloverdale/Clayton and lowest in Newton/Fleetwood.

Examining the average scores of students who were assessed in January and then reassessed in May revealed that there was a pronounced increase in scores between the two timepoints across all catchment areas. In January, scores were highest in South Surrey/White Rock and lowest in Newton/Fleetwood. In May, scores were highest in Cloverdale/Clayton and lowest in Newton/Fleetwood (see Figure 12).

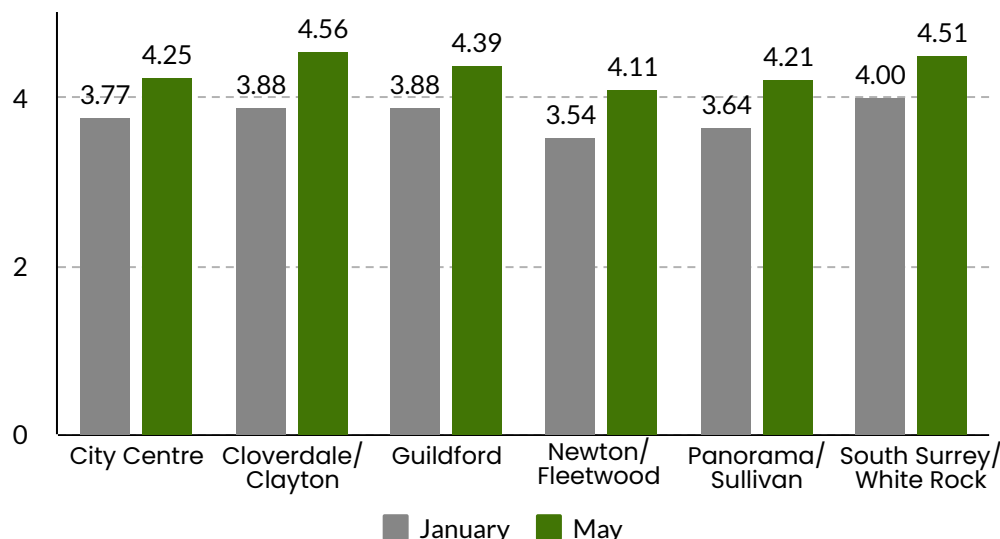
All January and May Scores

Figure 11. Average January and May Section 3 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 12. Average Section 3 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



SECTION 4

Syllables – Blending Syllables into Words

All January and May Scores

In January, a total of 4,637 students completed Section 4 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to blend syllables into words for any of the test items and 5 indicating that students were able to correctly blend syllables into words for all 5 test items.

In May, a total of 2,251 students completed Section 4 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly increased between the two timepoints (2.20%).

Additionally, over three-quarters of participating students correctly responded to all 5 test items at both timepoints (see Figure 13).

JANUARY

4,637

Students
Assessed in
January

4.55

Average
score on
Section 4

5%

Of students
scored between
0–1 on Section 4

89.9%

Of students
scored between
4–5 on Section 4

MAY

2,251

Students
Assessed in
May

4.65

Average
score on
Section 4

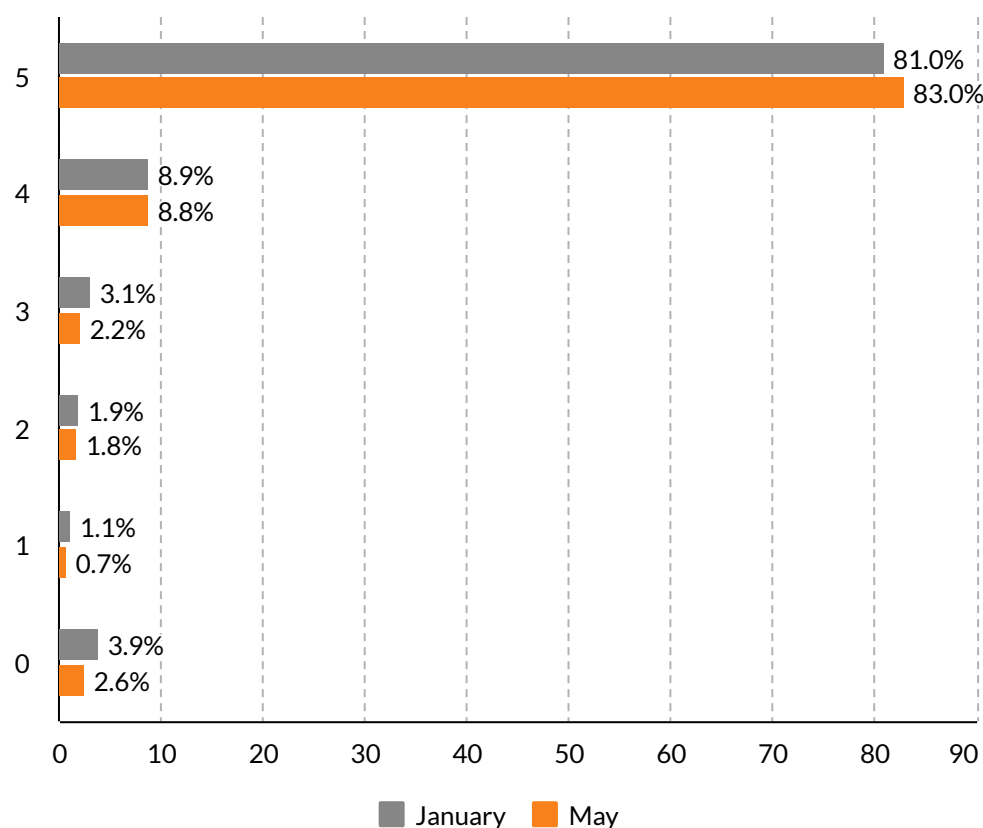
3.3%

Of students
scored between
0–1 on Section 4

91.8%

Of students
scored between
4–5 on Section 4

Figure 13. Percentage of Students who Scored Between 0–5 on Section 4



SECTION 4

Syllables – Blending Syllables into Words

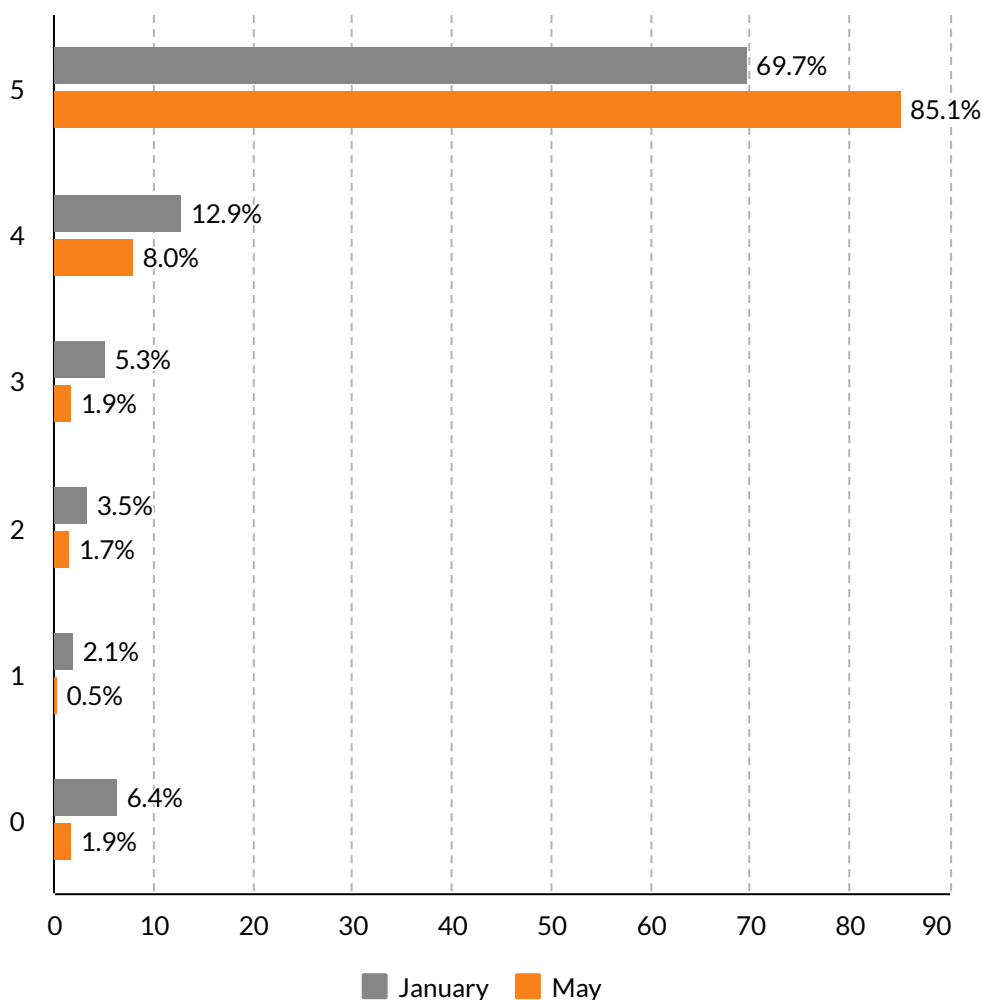
Student Growth: Changes Across Students Assessed in January and Reassessed in May

Average Jan Score (N = 2,031)	Average May Score (N = 2,014)	Average Points Increase	% Increase	P Value	Effect Size
4.25	4.71	0.46	11%	<.001 (Significant)	0.36 (Small)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,031 of these students completed Section 4 of the ELPATS. Their average score on this section was 4.25. Additionally, over two-thirds of the students correctly answered all 5 items on Section 4 (see Figure 14).

In May, 2,014 of these students completed Section 4 of the ELPATS. The average score on this section increased by nearly half of a point, representing an 11% increase. A paired samples t-test revealed that this difference was significant. Additionally, the magnitude of this difference was small (between 0.20-0.49).

Figure 14. Percentage of Students Assessed at Both Timepoints who Scored Between 0–5 on Section 4



SECTION 4

Syllables – Segmenting Words into Syllables

Differences Across Surrey School Catchment Areas

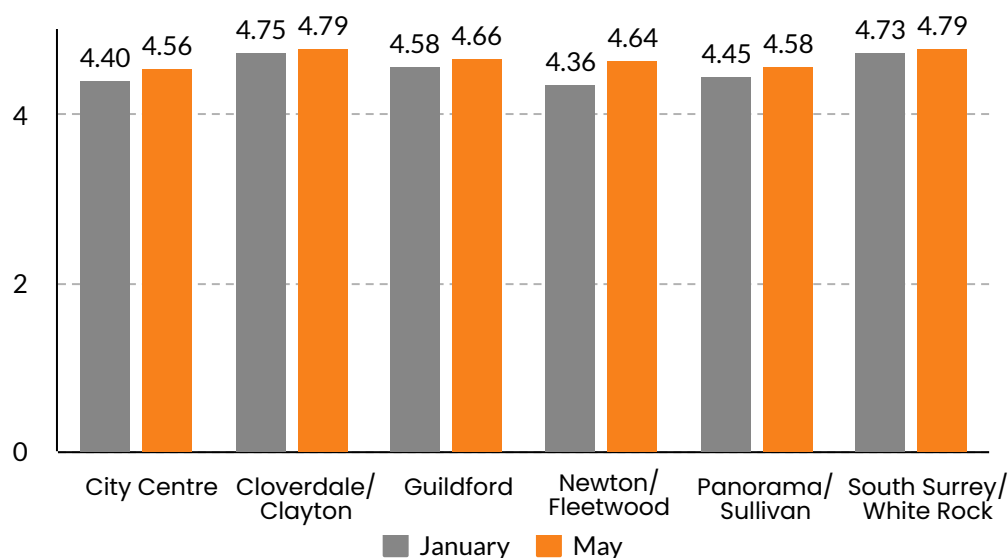
Examining all January and May scores on Section 4 of the ELPATS for each of the Surrey School catchment areas revealed that the average score increased between the two timepoints in each of the catchment areas (see Figure 15).

Additionally, in January, the average score was highest in Cloverdale/Clayton and lowest in Newton/Fleetwood. In May, the average score was highest in Cloverdale/Clayton and South Surrey/White Rock and lowest in City Centre.

Examining the average scores of students who were assessed in January and then reassessed in May revealed that there was a pronounced increase in scores between the two timepoints across all catchment areas. In January, scores were highest in South Surrey/White Rock and lowest in Newton/Fleetwood. In May, scores were highest in South Surrey/White Rock and lowest in Panorama/Sullivan (see Figure 16).

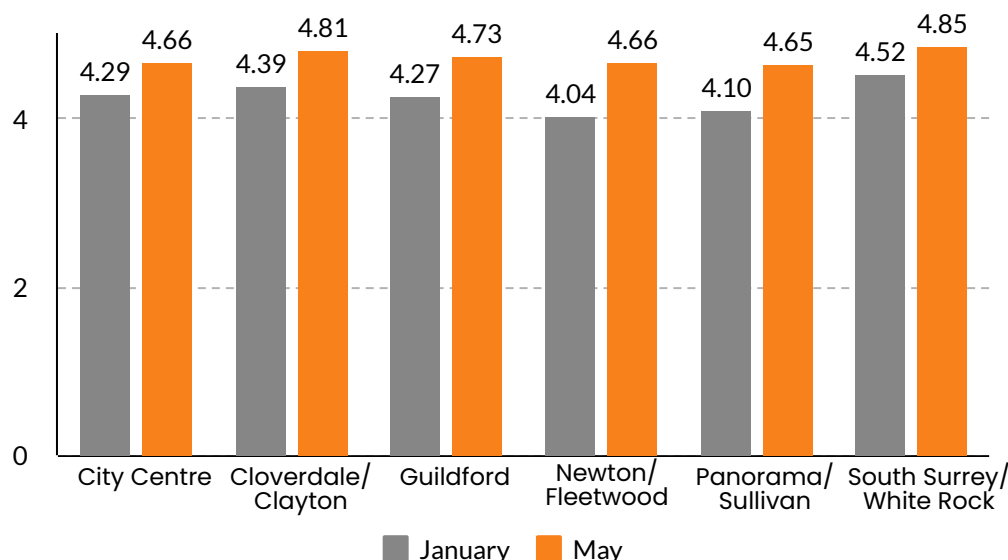
All January and May Scores

Figure 15. Average January and May Section 4 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 16. Average Section 4 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



SECTION 5

Segmenting Sounds – First Sounds

All January and May Scores

In January, a total of 4,631 students completed Section 5 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to correctly identify the first sound in any of the test items and 5 indicating that students were able to correctly identify the first sound in all 5 test items.

In May, a total of 2,261 students completed Section 5 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly increased between the two timepoints (4.76%).

Additionally, over half of participating students correctly responded to all 5 test items at both timepoints (see Figure 17).

JANUARY

4,631

Students
Assessed in
January

3.78

Average
score on
Section 5

15.8%

Of students
scored between
0–1 on Section 5

71.4%

Of students
scored between
4–5 on Section 5

MAY

2,261

Students
Assessed in
May

3.96

Average
score on
Section 5

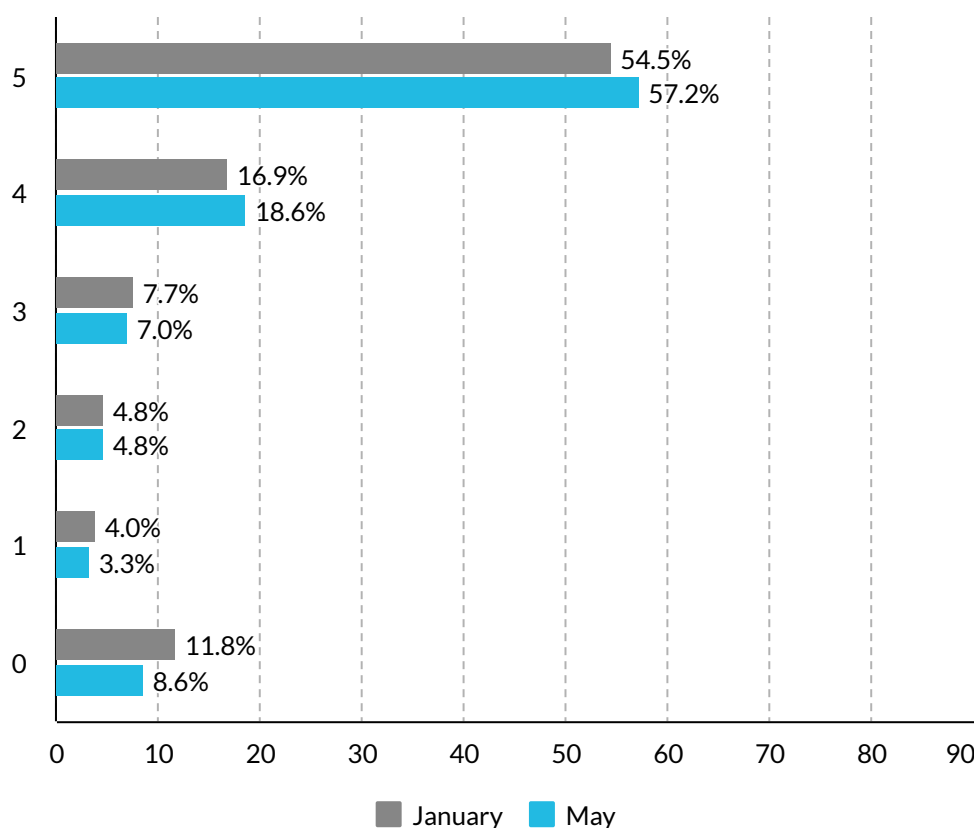
11.9%

Of students
scored between
0–1 on Section 5

75.8%

Of students
scored between
4–5 on Section 5

Figure 17. Percentage of Students who Scored Between 0–5 on Section 5



SECTION

5

Segmenting Sounds – First Sounds

Student Growth: Changes Across Students Assessed in January and Reassessed in May

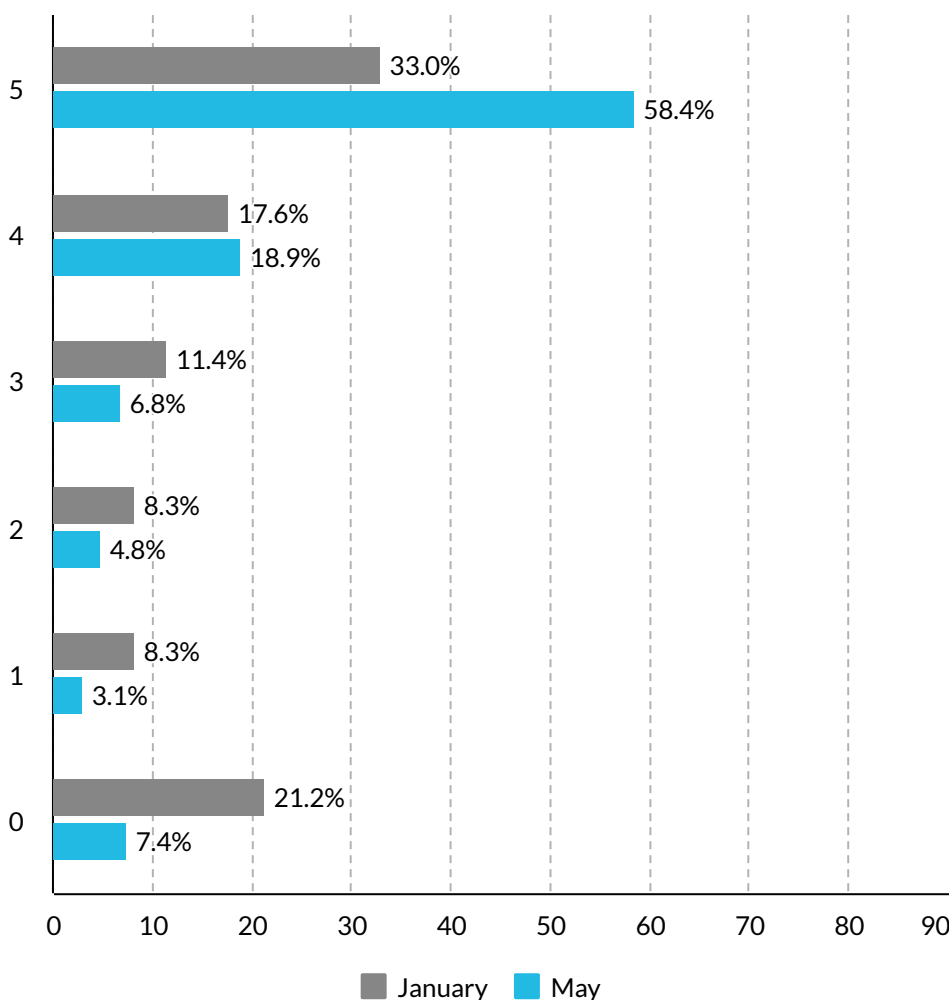
Average Jan Score (N = 2,028)	Average May Score (N = 2,024)	Average Points Increase	% Increase	P Value	Effect Size
2.95	4.03	1.08	37%	<.001 (Significant)	0.65 (Medium)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,028 of these students completed Section 5 of the ELPATS. Their average score on this section was 2.95.

Additionally, over one-half of the students correctly answered at least 4 items on Section 5 (see Figure 18).

In May, 2,024 of these students completed Section 5 of the ELPATS. The average score on this section increased by over 1 full point, representing a 37% increase. A paired samples t-test revealed that this difference was significant. Additionally, the magnitude of this difference was medium (between 0.50-0.79).

Figure 18. Percentage of Students Assessed at Both Timepoints who Scored Between 0–5 on Section 5



SECTION 5

Segmenting Sounds – First Sounds

Differences Across Surrey School Catchment Areas

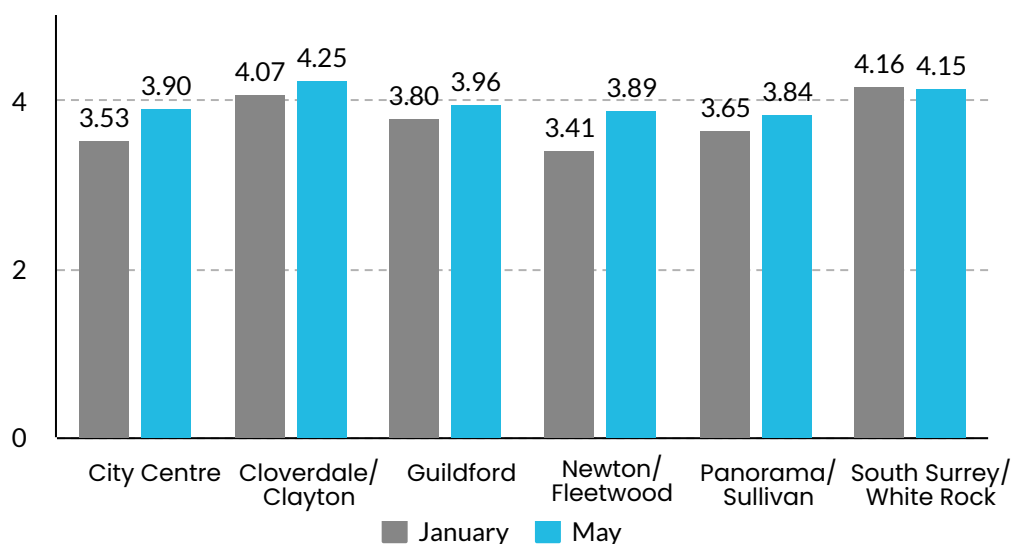
Examining all January and May scores on Section 5 of the ELPATS for each of the Surrey School catchment areas revealed that the average score typically increased between the two timepoints in each of the catchment areas (see Figure 19).

Additionally, in January, the average score was highest in South Surrey/White Rock and lowest in Newton/Fleetwood. In May, the average score was highest in Cloverdale/Clayton and lowest in Panorama/Sullivan.

Examining the average scores of students who were assessed in January and then reassessed in May revealed a pronounced increase in scores between the two timepoints across all catchment areas. In both January and May, scores were highest in South Surrey/White Rock. Scores were lowest in Newton/Fleetwood in January and in Panorama/Sullivan in May (see Figure 20).

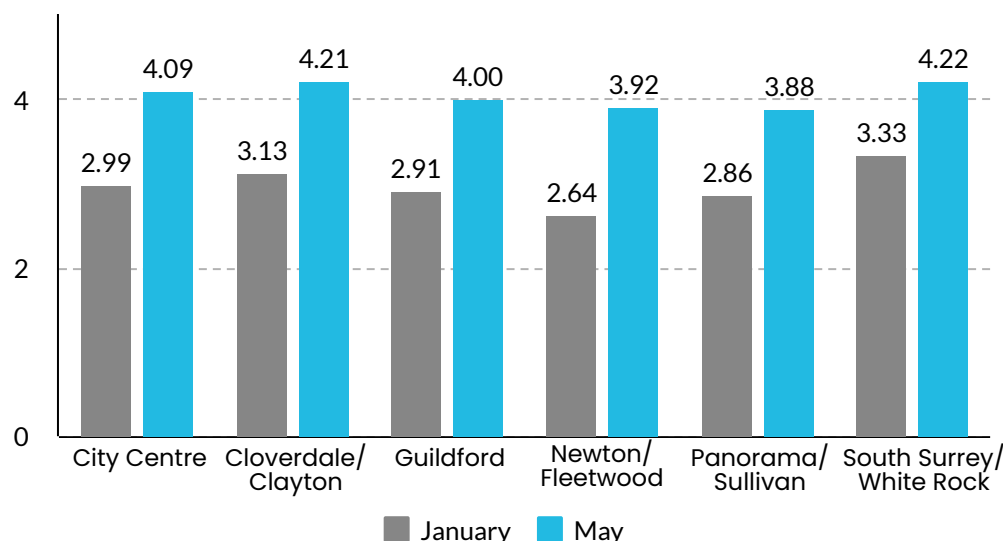
All January and May Scores

Figure 19. Average January and May Section 5 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 20. Average Section 5 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



SECTION 6

Segmenting Sounds – Last Sounds

All January and May Scores

In January, a total of 4,613 students completed Section 6 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to correctly identify the last sound in any of the test items and 5 indicating that students were able to correctly identify the last sound in all 5 test items.

In May, a total of 2,254 students completed Section 6 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly increased between the two timepoints (5.07%).

Additionally, approximately half of participating students correctly responded to between 4–5 items at both timepoints (see Figure 21).

JANUARY

4,613

Students
Assessed in
January

2.76

Average
score on
Section 6

33.4%

Of students
scored between
0–1 on Section 6

47.5%

Of students
scored between
4–5 on Section 6

MAY

2,254

Students
Assessed in
May

2.90

Average
score on
Section 6

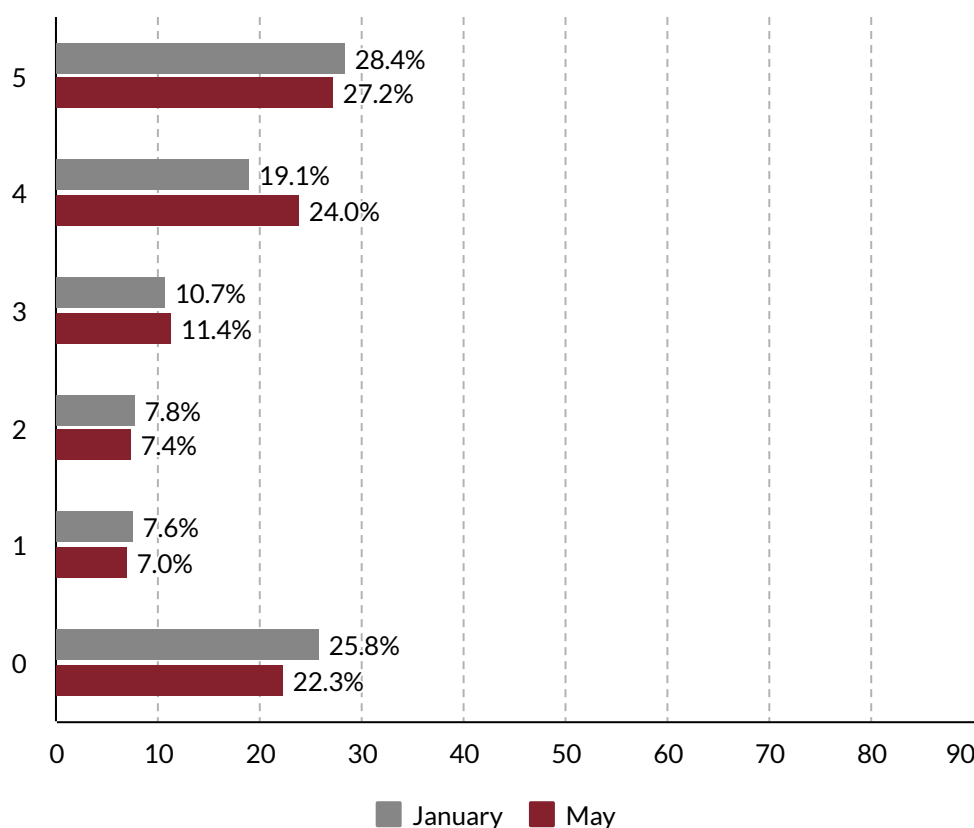
29.3%

Of students
scored between
0–1 on Section 6

51.2%

Of students
scored between
4–5 on Section 6

Figure 21. Percentage of Students who Scored Between 0–5 on Section 6



SECTION

6

Segmenting Sounds – Last Sounds

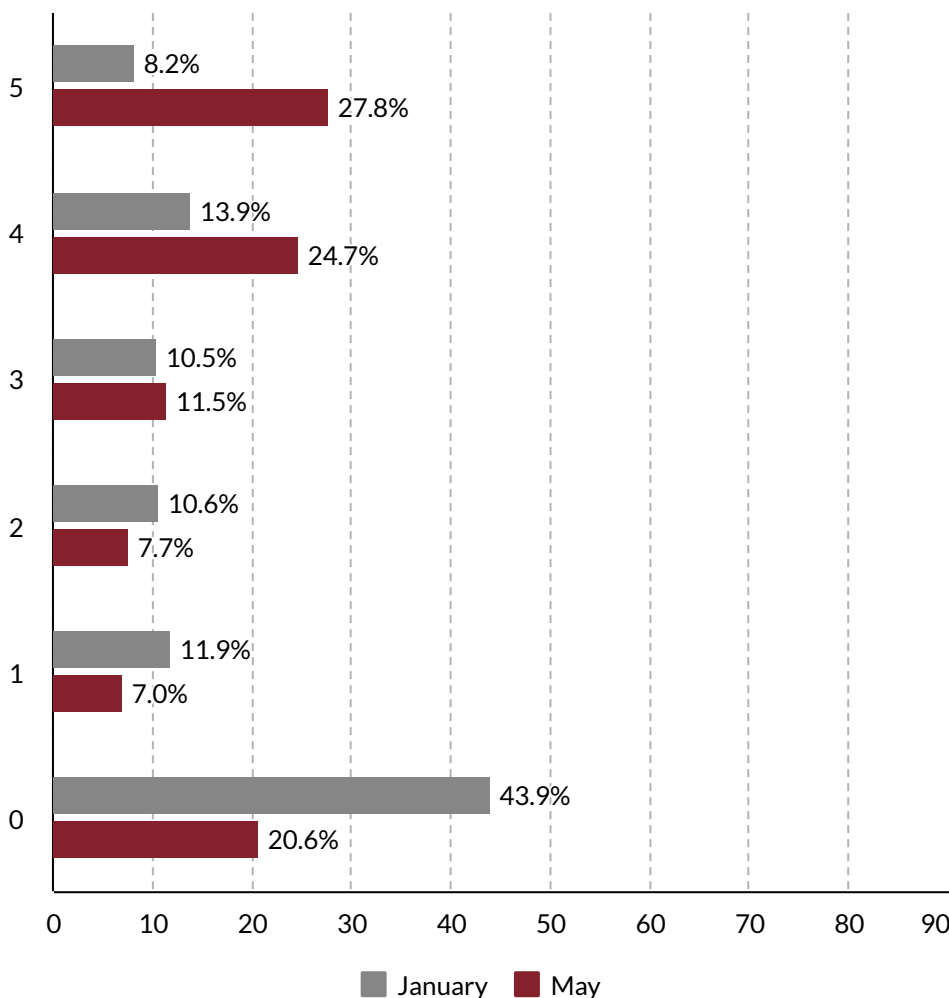
Student Growth: Changes Across Students Assessed in January and Reassessed in May

Average Jan Score (N = 2,013)	Average May Score (N = 2,020)	Average Points Increase	% Increase	P Value	Effect Size
1.63	2.97	1.34	82%	<.001 (Significant)	0.75 (Medium)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,013 of these students completed Section 6 of the ELPATS. Their average score on this section was 1.63. Additionally, less than one-quarter of the students correctly answered at least 4 items on Section 6 (see Figure 22).

In May, 2,020 of these students completed Section 6 of the ELPATS. The average score on this section increased by over 1 full point, representing an 84% increase. A paired samples t-test revealed that this difference was significant. Additionally, the magnitude of this difference was medium (between 0.50–0.79).

Figure 22. Percentage of Students Assessed at Both Timepoints who Scored Between 0–5 on Section 6



SECTION 6

Segmenting Sounds – Last Sounds

Differences Across Surrey School Catchment Areas

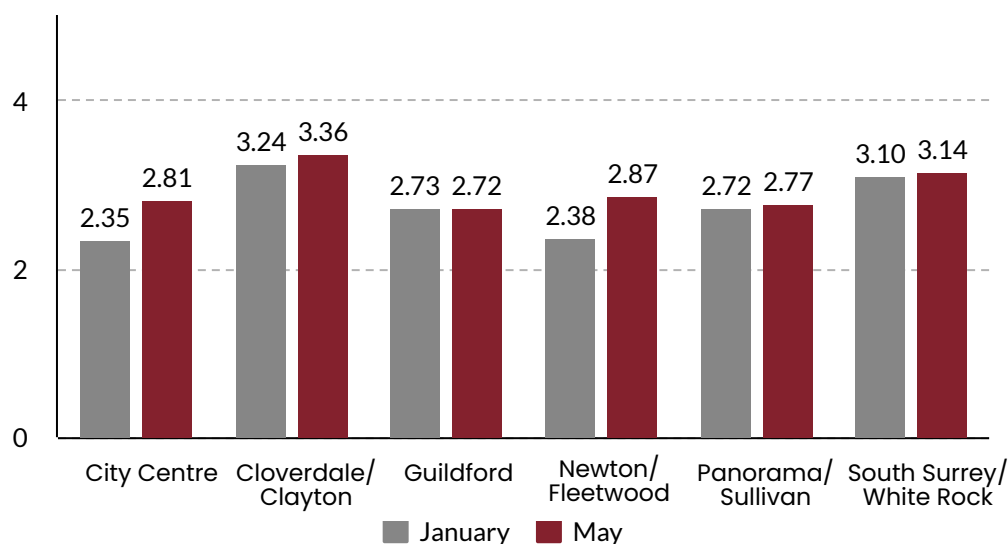
Examining all January and May scores on Section 6 of the ELPATS for each of the Surrey School catchment areas revealed that the average score typically increased between the two timepoints in each of the catchment areas (see Figure 23).

Additionally, in January, the average score was highest in Cloverdale/Clayton and lowest in City Centre. In May, the average score was highest in Cloverdale/Clayton and lowest in Guildford.

Examining the average scores of students who were assessed in January and then reassessed in May revealed that there was a pronounced increase in scores between the two timepoints across all catchment areas. In January, scores were highest in Cloverdale/Clayton and lowest in Newton/Fleetwood. In May, scores were highest in Cloverdale/Clayton and lowest in Guildford (see Figure 24).

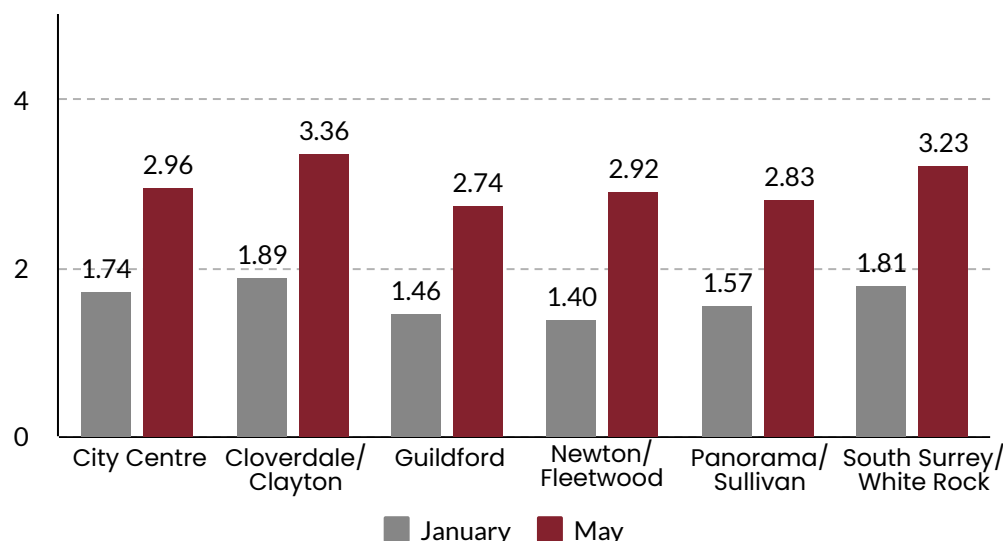
All January and May Scores

Figure 23. Average January and May Section 6 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 24. Average Section 6 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



SECTION 7

Segmenting Sounds – Words with Two Sounds

All January and May Scores

In January, a total of 4,610 students completed Section 7 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to segment words into two sounds for any of the test items and 5 indicating that students were able to correctly segment all 5 test items into two sounds.

In May, a total of 2,254 students completed Section 7 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly increased between the two timepoints (0.88%).

Additionally, over one-third of participating students correctly responded to at least 4 test items at both timepoints (see Figure 25).

JANUARY

4,610

Students
Assessed in
January

2.27

Average
score on
Section 7

43.4%

Of students
scored between
0–1 on Section 7

35.3%

Of students
scored between
4–5 on Section 7

MAY

2,254

Students
Assessed in
May

2.29

Average
score on
Section 7

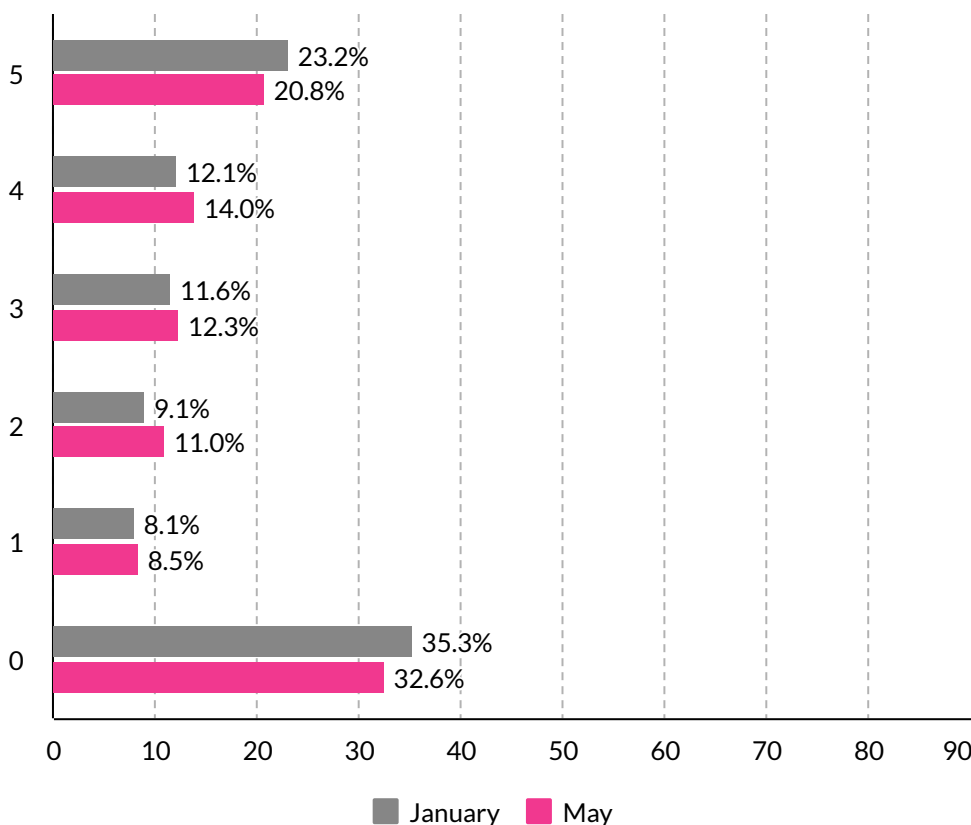
41.1%

Of students
scored between
0–1 on Section 7

34.8%

Of students
scored between
4–5 on Section 7

Figure 25. Percentage of Students who Scored Between 0–5 on Section 7



SECTION 7

Segmenting Sounds – Words with Two Sounds

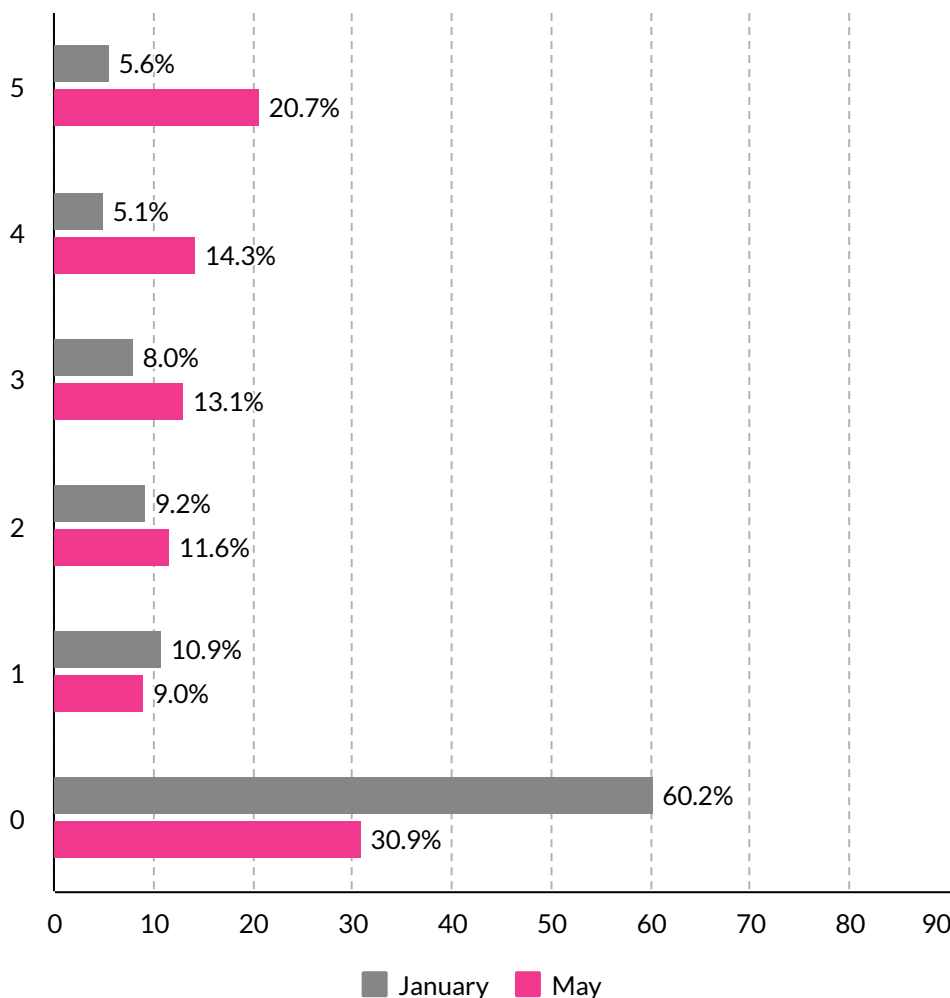
Student Growth: Changes Across Students Assessed in January and Reassessed in May

Average Jan Score (N = 2,013)	Average May Score (N = 2,021)	Average Points Increase	% Increase	P Value	Effect Size
1.03	2.33	1.30	126%	<.001 (Significant)	0.74 (Medium)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,013 of these students completed Section 7 of the ELPATS. Their average score on this section was 1.03. Additionally, nearly two-thirds of the students received a score of 0 on Section 7 (see Figure 26).

In May, 2,021 of these students completed Section 7 of the ELPATS. The average score on this section increased by over 1 full point, representing a 126% increase. A paired samples t-test revealed that this difference was significant. Additionally, the magnitude of this difference was medium (between 0.50–0.79).

Figure 26. Percentage of Students Assessed at Both Timepoints who Scored Between 0–5 on Section 7



SECTION 7

Segmenting Sounds – Words with Two Sounds

Differences Across Surrey School Catchment Areas

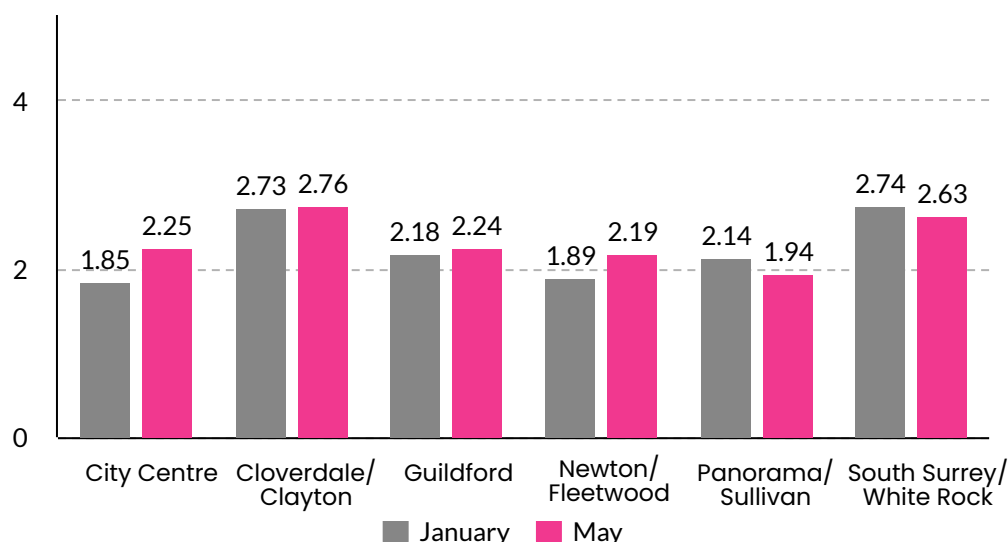
Examining all January and May scores on Section 7 of the ELPATS for each of the Surrey School catchment areas revealed that the average score typically increased between the two timepoints in each of the catchment areas (see Figure 27).

Additionally, in January, the average score was highest in South Surrey/White Rock and lowest in City Centre. In May, the average score was highest in Cloverdale/Clayton and lowest in Panorama/Sullivan.

Examining the average scores of students who were assessed in January and then reassessed in May revealed that there was a pronounced increase in scores between the two timepoints across all catchment areas. In January, scores were highest in South Surrey/White Rock and lowest in Guildford. In May, scores were highest in Cloverdale/Clayton and lowest in Panorama/Sullivan (see Figure 28).

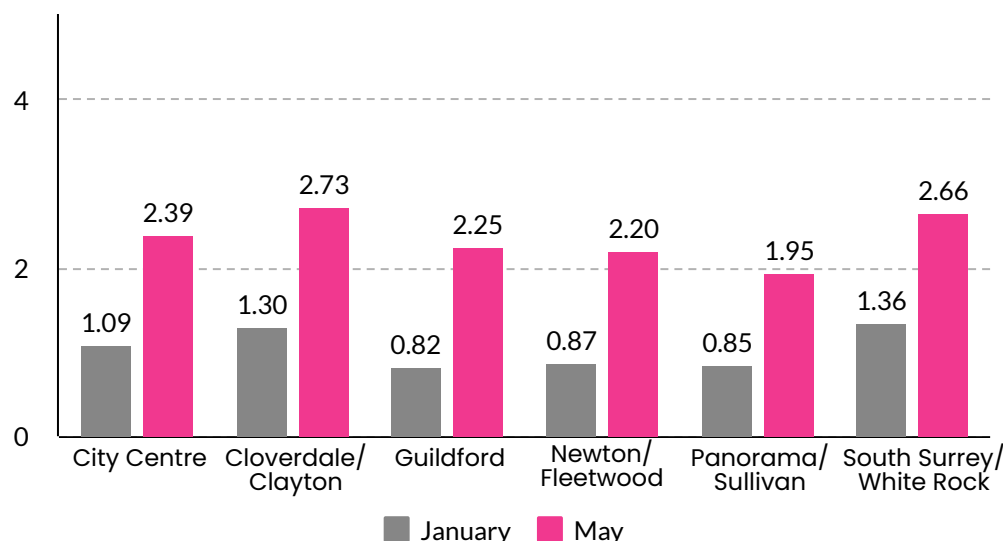
All January and May Scores

Figure 27. Average January and May Section 7 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 28. Average Section 7 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



SECTION 8

Blending Sounds – First Sound with Rest of Word

All January and May Scores

In January, a total of 4,624 students completed Section 8 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to blend the first sound of a word with the rest of the word for any of the test items and 5 indicating that students were able to correctly blend the first sound of a word with the rest of the word for all 5 test items.

In May, a total of 2,255 students completed Section 8 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly increased between the two timepoints (2.01%).

Additionally, over half of participating students correctly responded to at least 4 test items at both timepoints (see Figure 29).

JANUARY

4,624

Students
Assessed in
January

3.49

Average
score on
Section 8

16.1%

Of students
scored between
0–1 on Section 8

59.4%

Of students
scored between
4–5 on Section 8

MAY

2,255

Students
Assessed in
May

3.56

Average
score on
Section 8

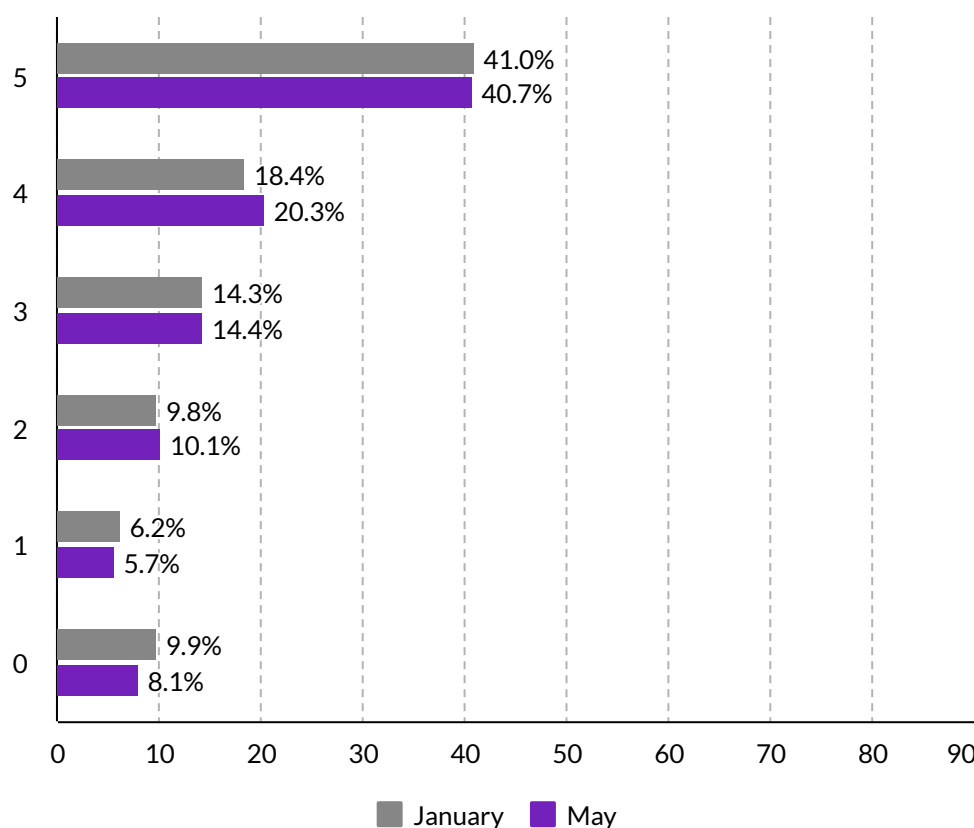
13.8%

Of students
scored between
0–1 on Section 8

61%

Of students
scored between
4–5 on Section 8

Figure 29. Percentage of Students who Scored Between 0–5 on Section 8



SECTION 8

Blending Sounds – First Sound with Rest of Word

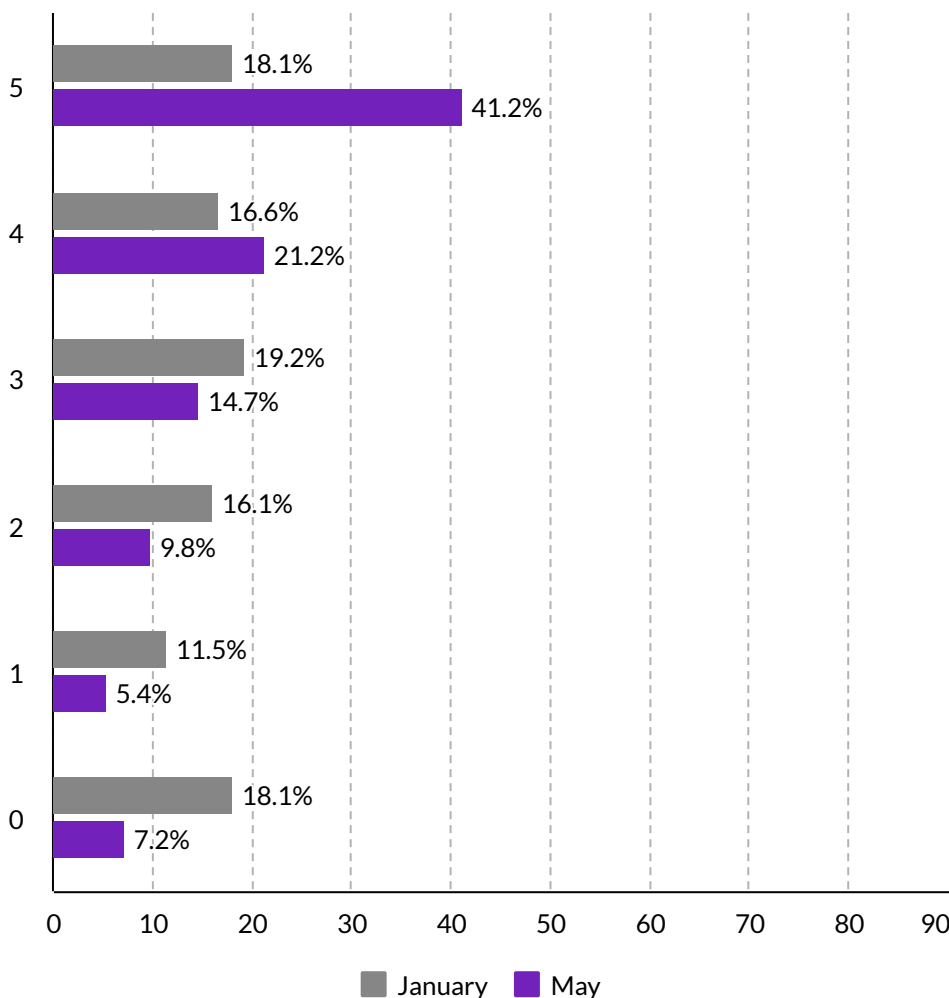
Student Growth: Changes Across Students Assessed in January and Reassessed in May

Average Jan Score (N = 2,023)	Average May Score (N = 2,021)	Average Points Increase	% Increase	P Value	Effect Size
2.59	3.62	1.03	40%	<.001 (Significant)	0.67 (Medium)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,023 of these students completed Section 8 of the ELPATS. Their average score on this section was 2.59. Additionally, over one-third of the students correctly answered between 4-5 items on Section 8 (see Figure 30).

In May, 2,021 of these students completed Section 8 of the ELPATS. The average score on this section increased by over 1 full point, representing a 40% increase. A paired samples t-test revealed that this difference was significant. Additionally, the magnitude of this difference was medium (between 0.50-0.79).

Figure 30. Percentage of Students Assessed at Both Timepoints who Scored Between 0–5 on Section 8



SECTION 8

Blending Sounds – First Sound with Rest of Word

Differences Across Surrey School Catchment Areas

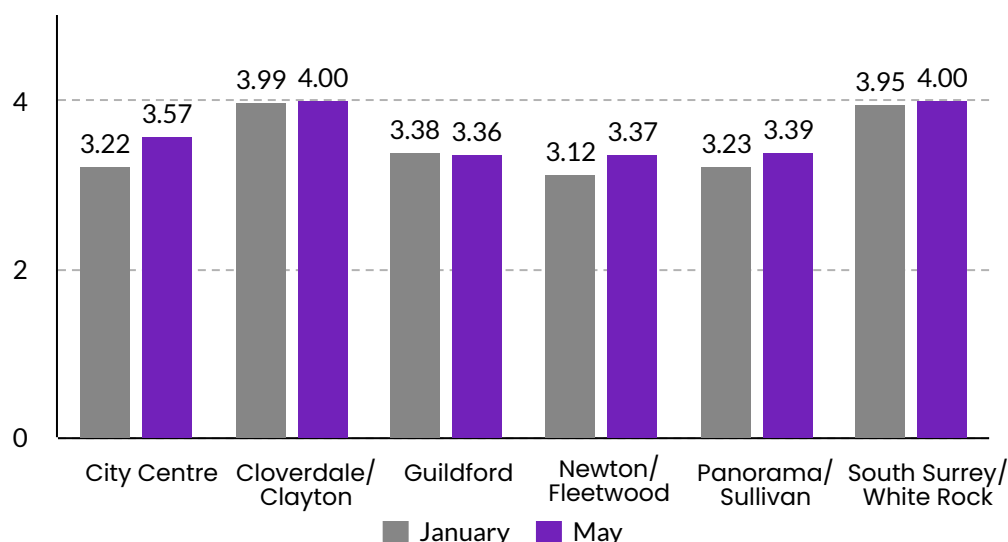
Examining all January and May scores on Section 8 of the ELPATS for each of the Surrey School catchment areas revealed that the average score typically increased between the two timepoints in each of the catchment areas (see Figure 31).

Additionally, in January, the average score was highest in Cloverdale/Clayton and lowest in Newton/Fleetwood. In May, the average score was highest in Cloverdale/Clayton and South Surrey/White Rock and lowest in Guildford.

Examining the average scores of students who were assessed in January and then reassessed in May revealed a pronounced increase in scores between the two timepoints across all catchment areas. In January, scores were highest in Cloverdale/Clayton and lowest in Newton/Fleetwood. In May, scores were highest in South Surrey/White Rock and lowest in Newton/Fleetwood (see Figure 32).

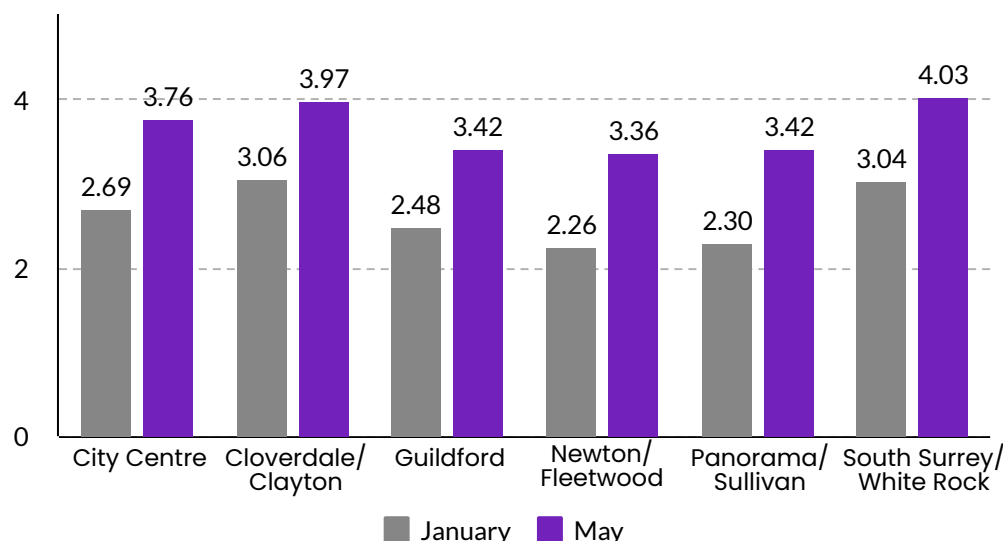
All January and May Scores

Figure 31. Average January and May Section 8 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 32. Average Section 8 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



SECTION 9

Blending Sounds – Blending Sounds into Words

All January and May Scores

In January, a total of 4,613 students completed Section 9 of the ELPATS. Scores ranged from 0–5, with 0 indicating that students were not yet able to blend sounds into words for any of the test items and 5 indicating that students were able to correctly blend sounds into words for all 5 test items.

In May, a total of 2,255 students completed Section 9 of the ELPATS. When comparing the scores of all students who participated in January to all students who participated in May, the average score slightly increased between the two timepoints (1.42%).

Additionally, nearly half of participating students correctly responded to at least 4 test items at both timepoints (see Figure 33).

JANUARY

4,613

Students
Assessed in
January

2.81

Average
score on
Section 9

32.6%

Of students
scored between
0–1 on Section 9

44.3%

Of students
scored between
4–5 on Section 9

MAY

2,255

Students
Assessed in
May

2.85

Average
score on
Section 9

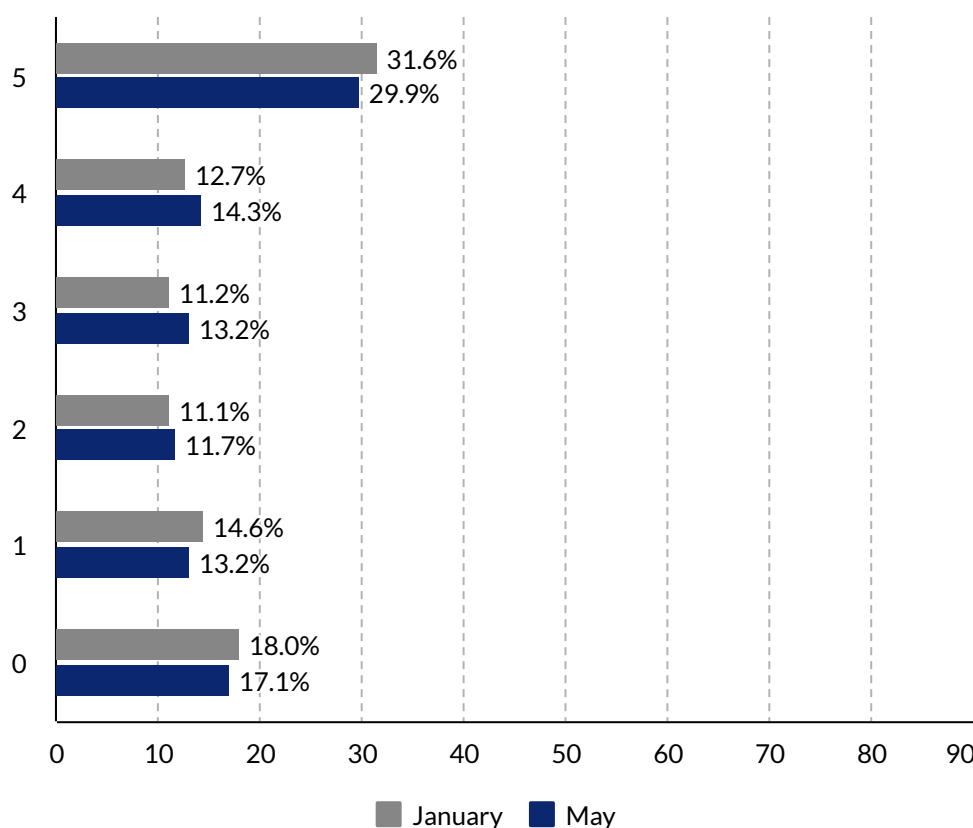
30.3%

Of students
scored between
0–1 on Section 9

44.2%

Of students
scored between
4–5 on Section 9

Figure 33. Percentage of Students who Scored Between 0–5 on Section 9



SECTION 9

Blending Sounds – Blending Sounds into Words

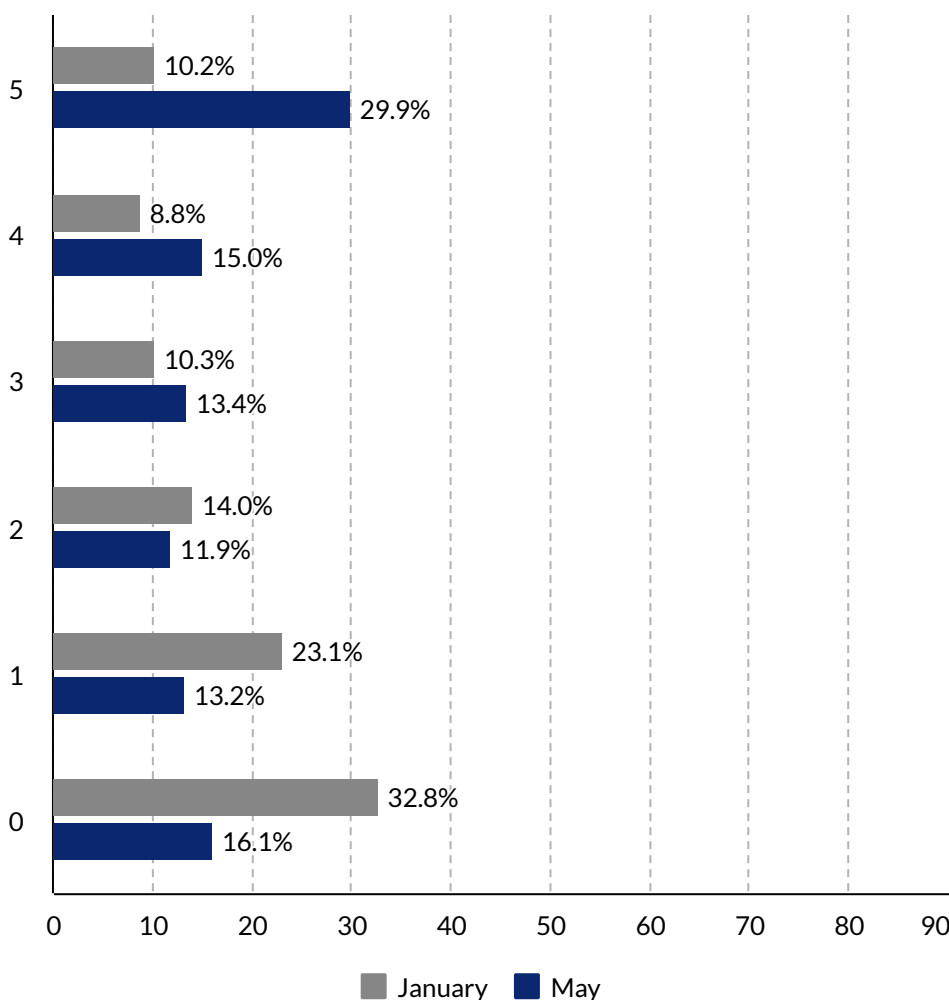
Student Growth: Changes Across Students Assessed in January and Reassessed in May

Average Jan Score (N = 2,017)	Average May Score (N = 2,022)	Average Points Increase	% Increase	P Value	Effect Size
1.70	2.88	1.18	69%	<.001 (Significant)	0.75 (Medium)

A total of 2,033 students from 96 schools were assessed in January and then reassessed in May. In January, 2,017 of these students completed Section 9 of the ELPATS. Their average score on this section was 1.70. Additionally, under one-quarter of the students correctly answered between 4-5 items on Section 9 (see Figure 34).

In May, 2,022 of these students completed Section 9 of the ELPATS. The average score on this section increased by over 1 full point, representing a 70% increase. A paired samples t-test revealed that this difference was significant. Additionally, the magnitude of this difference was medium (between 0.50-0.79).

Figure 34. Percentage of Students Assessed at Both Timepoints who Scored Between 0-5 on Section 9



SECTION 9

Blending Sounds – Blending Sounds into Words

Differences Across Surrey School Catchment Areas

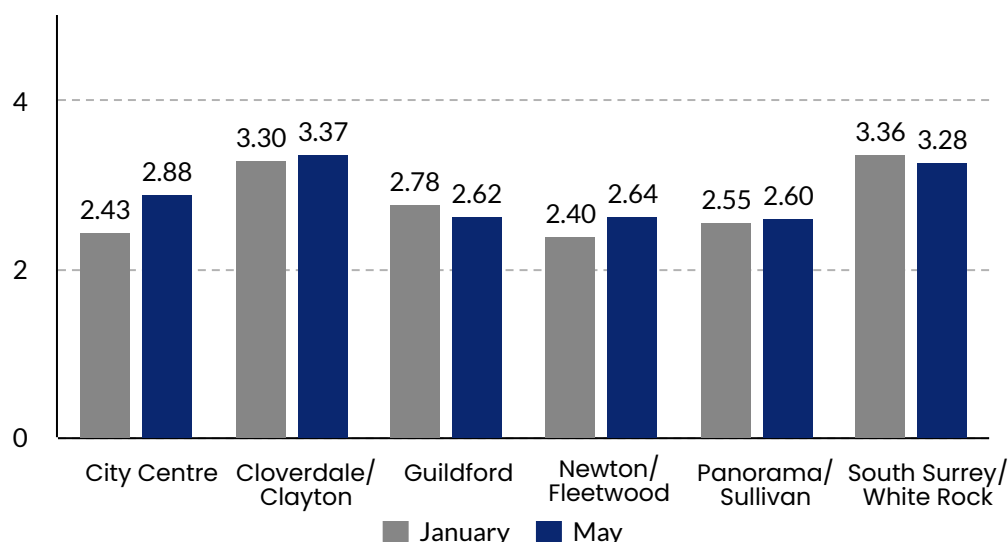
Examining all January and May scores on Section 9 of the ELPATS for each of the Surrey School catchment areas revealed that the average score typically increased between the two timepoints in each of the catchment areas (see Figure 35).

Additionally, in January, the average score was highest in South Surrey/White Rock and lowest in Newton/Fleetwood. In May, the average score was highest in Cloverdale/Clayton and lowest in Panorama/Sullivan.

Examining the average scores of students who were assessed in January and then reassessed in May revealed that there was a pronounced increase in scores between the two timepoints across all catchment areas. In January, scores were highest in South Surrey/White Rock and lowest in Panorama/Sullivan. In May, scores were highest in Cloverdale/Clayton and lowest in Panorama/Sullivan (see Figure 36).

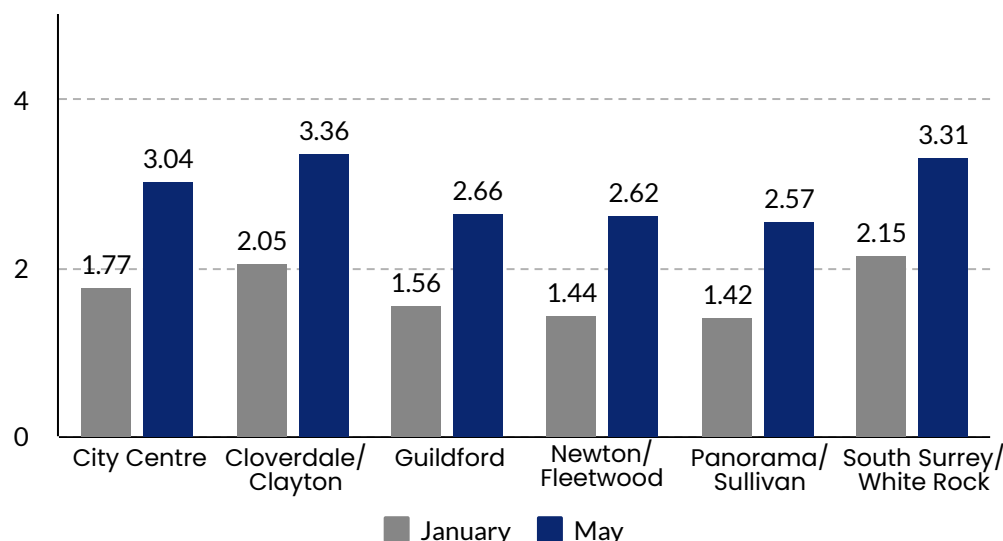
All January and May Scores

Figure 35. Average January and May Section 9 Scores Across Surrey School Catchment Areas



Students Assessed in January and Reassessed in May

Figure 36. Average Section 9 Scores for Students Assessed in January and Reassessed in May Across Surrey School Catchment Areas



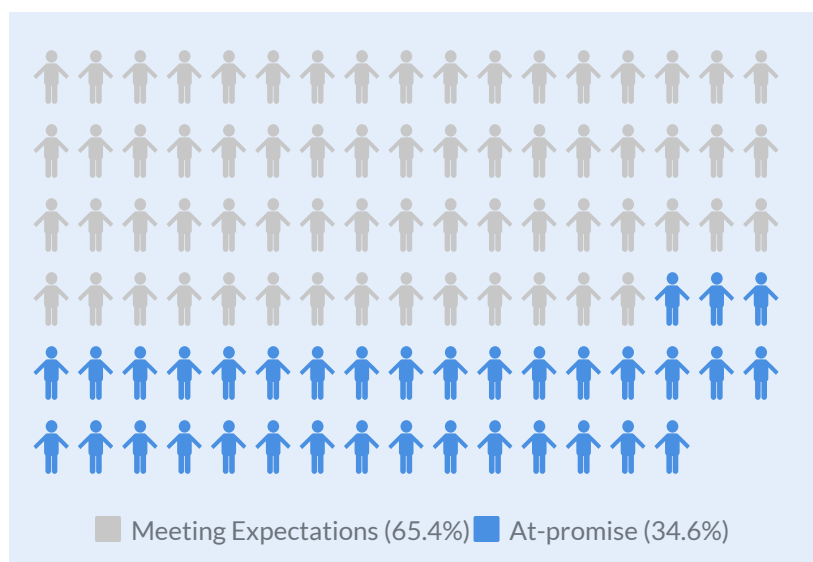
TOTAL

Total ELPATS Scores

All January and May Scores

JANUARY

Figure 37. Percentage of At-Promise Students in January



In the **January 2022** administration of the ELPATS, over **one-third (35%)** of the **4,643** Kindergarten students who participated were considered **at-promise** (i.e., they received a score of 26 or less on the ELPATS)

30.36

Was the average total score **out of 45** points that students received across the Surrey School district

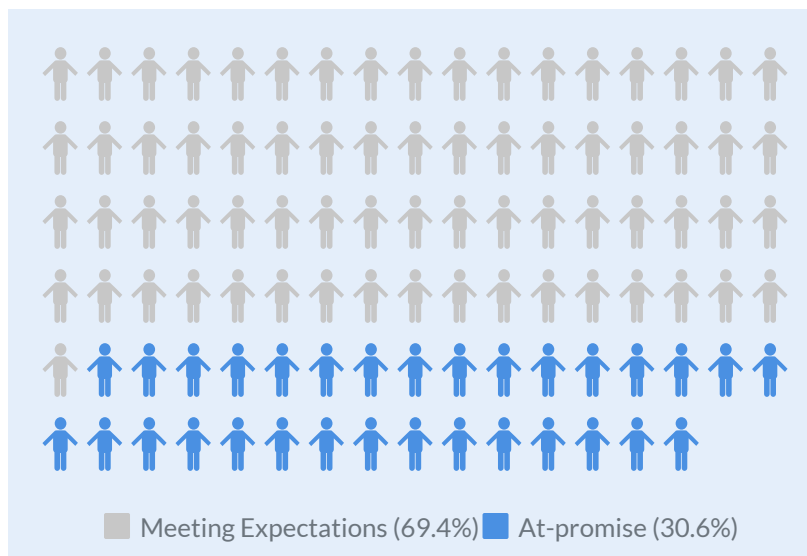
MAY

Figure 38. Percentage of At-Promise Students in May

In the **May 2022** administration of the ELPATS, under **one-third (31%)** of the **2,271** Kindergarten students who participated were considered **at-promise** (i.e., they received a score of 26 or less on the ELPATS)

30.89

Was the average total score **out of 45** points that students received across the Surrey School district



TOTAL

Total ELPATS Scores

Student Growth: Changes Across Students Assessed in January and Reassessed in May

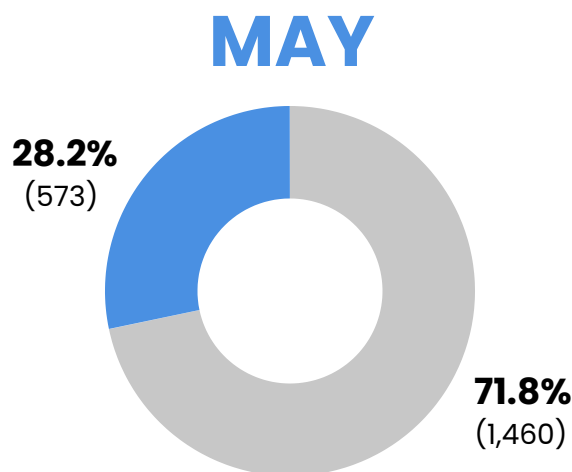
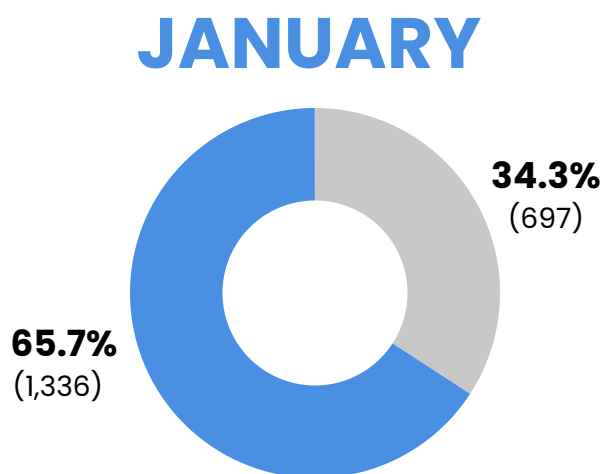
Average Jan Score (N = 2,033)	Average May Score (N = 2,033)	Average Points Increase	% Increase	P Value	Effect Size
22.90	31.46	8.56	37%	.000 (Significant)	1.29 (Large)

In January 2022, nearly two-thirds (65.7%) of the 2,033 students who were assessed in January and then reassessed in May were considered **at-promise**.

Additionally, the average score on the ELPATS was 22.90 points.

In May, the percentage of students considered **at-promise** decreased by 57%. Specifically, 28.2% of the students who completed the ELPATS assessment at both timepoints were considered **at-promise** in May (see Figure 39). Additionally, the average score increased by over 8.5 points.

Figure 39. Percentage (and Number) of At-Promise Students In January vs. May



Meeting Expectations

At-Promise



Surrey Schools

LEADERSHIP IN LEARNING

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