

MAXSCHOLAR PROGRAM- TESTIMONIAL

My name is Karine Stephenson-Griffiths, I've been servicing in the field of education since 1995. At that time, I was a paraprofessional at an elementary school in Queens, N.Y. Since 2002, I've been a general education and special education teacher who has experienced teaching numerous grade levels and have experienced the implementation of many literacy programs and curriculums. This school term, I was presented with the opportunity to implement Maxscholar, the Orton Gillingham approach to learning literacy. I must say, no other program has impressed me more.

Maxscholar ensures the exposure of phonics and reading comprehension activities that will assist students of all grade levels, on their quest to learn to read. First, students will engage in benchmark testing to assess their phonemic awareness, reading comprehension and vocabulary. The results reveal their true academic levels despite the grade they're in. Maxscholar's benchmark testing results tell the program to provide instruction to students starting at their entry point. This process is an educational dream!

The fact that students are met at their entry point allows for students to work independently on the program at school and at home. It allows for teachers to work one to one or in small groups with chosen students, while the remaining few continue with Maxscholar. In other words the program allows room for all teachers to maximize and differentiate their instructional approach and students are benefitting. Personally, I feel like I have another teacher assisting me because my students are so engaged and they are learning. Additionally, my students feel successful because they are understanding the work that they are doing, they aren't receiving assistance, the program gives immediate feedback and acknowledges students' success, saying "That's Great!"; in a celebratory tone. Parents are also ecstatic about the growth they see in their children. Recently, during parent teacher conferencing, one parent told me that she sees a difference in her son's ability to understand what he's read, this student has moved from a level 2 in November to now a level 4 in March. So, within a five month span this student's reading level has jumped two

grades up. Parents are able to monitor their child's reports at any time, allowing them to be constantly informed of their child's academic levels and not have to wait for quarterly meeting with teachers.

Another great gift from Maxscholar is that it aids in helping teachers keep current data on every student. The data is presented in easy to read charts and grids that display the breakdown of each student's levels, grades, accomplishments and time spent on the computer based program. This data is placed in my data binder and can be presented to my administration or parent upon request at any time. The data provided by Maxscholar also helps drive my instruction. I'm able plan my lessons based on the needs of every student. When I am conferencing one to one with a student, I know what needs to be addressed. I also allow my students to look at their own data; it's posted on a bulletin board in our room and routinely checked to see where they stand and who is being celebrated for the greatest accomplishment(s) of the week. This also promotes a little healthy competition; they all want to have the most time spent or brag about moving up a reading level. The exposure to data allows students to take ownership of their own progress and overall education.

In conclusion, Maxscholar is an educators', students' and parents', dream because it truly TEACHES students and growth definitely occurs.

Listed below is some of the student data that my students and I are proud of:

All growth is based on the benchmark assessment results compared to the most current interim assessment results and teacher observations.

Hemchand (Grade 8): In Maxreading his benchmark revealed that he was reading on a pre-k level and he now comprehends on a fifth grade level. In Maxphonics, he has received a grade of 100% in every letter set and is one set away from completion and moving up a level. Because Hemchand has a very strong accent, I've noticed that he is now speaking clearer and is continuously working to improve his pronunciation ability; this is mainly due to the word per minute drills.

Joshua (Grade 7): Started on a kindergarten level and is now reading on a fourth grade level. In Orton Gillingham he mastered all consonants and short vowels. He learned to decode multi syllabic words and learned the syllable types in Maxword's Clover. Every day, the first thing Josh asks is "Are we doing Maxscholar today?"

Kevin (Grade 7): In Maxphonics he has completed the Alphabet component with 100% accuracy and is now advancing to Blends. In Maxreading, he's grown from first grade to second grade in reading comprehension. This is a great accomplishment because Kevin is a student who receives ENL and Max helps him communicate and comprehend what he's read.

Chanelly (Grade 7): Chanelly is my newest edition, she started the program recently, on January 12; She comprehends on a fifth grade level. Chanelly loves the program so much that she has accumulated 47 hours and has surpassed some of her peers who have had access to the software since November. Based on her Benchmark assessment she was placed on Blends in Maxphonics and has been receiving 100% accuracy so far.

Iris (Grade 6): Started on a fourth grade reading level and has grown to a fifth grade comprehension level. In Maxphonics she has mastered short vowels and consonants and is now working on Clover. Iris is a student who works slowly and is usually unorganized, she sees an occupational therapist to address her needs. However, she is very motivated by Max, she enjoys it! She benefits from the routine usage of the computer, practices her motor skills through the typing and the repetitiveness of the structure of the program. She knows what to expect and does it independently.

So as you can see Maxscholar is definitely working !

