

Augustine Literacy Project®
Student Information Form

Name: _____

Birthdate: _____ Age: _____ Grade: _____

School: _____ Teacher's Name: _____

Siblings (names, ages): _____

Pets: _____

Favorite subject in school: _____

Least favorite subject: _____

After school, I like to: _____

Other interests: _____

Tutor/tester: _____ Date: _____

Name: _____

Alphabet:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Ask the student to write his/her full name and then the alphabet in order, starting with the first letter. Do not prompt (do not say "start with a" or "you missed a letter"). If your student gets stuck, suggest singing the alphabet song, which often helps. Only lower case letters, unless the student only knows upper case.

Augustine Literacy Project® Phoneme Evaluation

Visual (with sound cards)			Auditory (student writes on paper)		
Show student sound cards, one at a time. “Tell me the name of the letter and the sound it makes.”			“Repeat the sound I make, and write the letter that makes that sound.” Tutor pronounces the sound, student repeats it then writes the letter on paper provided.		
<u>Note:</u> c makes hard /k/ sound, and g makes hard /g/ sound. If student makes soft /s/ and /j/ sounds for these, say, “Yes, and can you think of another sound c (or g) makes?”			<u>Note:</u> For c, k, & ck, give the /k/ sound 3 times. Check any of the 3 the student can write. All vowels are short.		
Card shown	Says name of the letter(s)?	Makes the sound?	Sound	Repeats the sound?	Writes the letter(s)?
a			ă		
s			s		
m			m		
r			r		
d			d		
g			g		
p			p		
t			t		
f			f		
l			l		
n			n		
i			ï		
o			ö		
b			b		
sh			sh		
u			ü		
h			h		
j			j		
c			c		
k			k		
ck			ck		
e			ě		
v			v		
w			w		
x			x		
y			y		
z			z		
ch			ch		
th			th		
qu			qu		
wh			wh		

Phoneme Evaluation (Auditory)

Auditory Deletion Analysis

This analysis evaluates the student's ability to identify the separate sounds in spoken words and their sequence. This skill typically first appears at age 4 and develops from there. This is a basic skill needed for decoding words and for spelling.

Demonstrate with the first two items: Ask the child to "say cowboy." Allow the child to repeat the word, then say: "Now say it again, but this time don't say boy." Demonstrate again with the second word. The remainder of the list is for evaluation.

Item	First say:	Then say:	Correct Response	Answer
A	Say cowboy	Now say it again, but don't say boy	cow	
B	Say steamboat	Now say it again, but don't say steam	boat	
1	Say sunshine	Now say it again, but don't say shine	sun	
2	Say picnic	Now say it again, but don't say pic	nic	
3	Say cucumber	Now say it again, but don't say /kū/	cumber	
4	Say coat	Now say it again, but don't say /k/	oat	
5	Say meat	Now say it again, but don't say /m/	eat	
6	Say take	Now say it again, but don't say /t/	ache	
7	Say nose	Now say it again, but don't say /z/	no	
8	Say wrote	Now say it again, but don't say /t/	row	
9	Say please	Now say it again, but don't say /z/	plea	
10	Say clap	Now say it again, but don't say /k/	lap	
11	Say play	Now say it again, but don't say /p/	lay	
12	Say stale	Now say it again, but don't say /t/	sale	
13	Say smack	Now say it again, but don't say /m/	sack	

Scoring:

Continue testing until the child has failed two consecutive items. The score is the number of the last item correct. For example, if the child passes 1, 2, and 3, misses 4, passes 5 and 6, then fails 7 and 8, stop the test, and the child's score is 6.

Skill evaluation score	Grade Equivalent
1-3	Kindergarten
4-9	Grade 1
10-11	Grade 2
12-13	Grade 3

Yopp-Singer Test of Phoneme Segmentation

Directions: “Today we’re going to play a word game. I’m going to say a word and I want you to break the word apart. You are going to tell me each sound of the word in order, and tap the sounds with your fingers. For example, if I say **map**, you should say /m/ /ă/ /p/, and tap each sound separately. **Map** has three sounds.” (Demonstrate segmenting and tapping.) “Be sure to say the sounds, not the letters. Let’s try a few together.”

Practice: Teach how to segment and tap sounds, if needed. Younger children with small hands may do better tapping the table. Emphasize “sounds, not letters.”

Practice words: **fish** (/f/ /ī/ /sh/), **go** (/g/ /ō/), **stop** (/s/ /t/ /ō/ /p/).

Test items: Say the word, ask the student to repeat the word and then say and tap the sounds. If segmented and tapped correctly (as given beside each blank), put a check mark. **If the child segments the word incorrectly, you model the correct response, then do it again and have the child tap and say the sounds with you.** Record incorrect responses on the line (this is for diagnostic purposes only). Count the number of correct responses. Divide correct responses by 22 for percent correct.

- | | | | |
|---------|--------------------|-----------|--------------------|
| 1. dog | _____ /d/ /ō/ g/ | 12. lay | _____ /l/ /ā/ |
| 2. keep | _____ /k/ /ē/ /p/ | 13. race | _____ /r/ /ā/ /s/ |
| 3. fine | _____ /f/ /ī/ /n/ | 14. zoo | _____ /z/ /ü/ |
| 4. no | _____ /n/ /ō/ | 15. three | _____ /th/ /r/ /ē/ |
| 5. she | _____ /sh/ /ē/ | 16. job | _____ /j/ /ō/ /b/ |
| 6. wave | _____ /w/ /ā/ /v/ | 17. in | _____ /ī/ /n/ |
| 7. grew | _____ /g/ /r/ /ü/ | 18. ice | _____ /ī/ /s/ |
| 8. that | _____ /th/ /ă/ /t/ | 19. at | _____ /ă/ /t/ |
| 9. red | _____ /r/ /ě/ /d/ | 20. top | _____ /t/ /ō/ /p/ |
| 10. me | _____ /m/ /ē/ | 21. by | _____ /b/ /ī/ |
| 11. sat | _____ /s/ /ă/ /t/ | 22. do | _____ /d/ /ü/ |

Number of correct responses: _____/22 = _____%

(Hallie Kay Yopp grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.)

IOTA Word Test

Show the student the IOTA (1) page.

Say: "Here are some words. Do your best to read them. If you don't know a word, you can say 'skip' and go to the next word." Point to "dig" and say: "What is this word?" The student can read rows from left to right, or in columns from top to bottom. Continue to the second and third pages.

If read correctly, put a check beside the word. If incorrect, write exactly what the student says. If the student does not attempt to read a word (says 'skip'), put a dash beside the word. Do not give the student any help other than encouragement.

Note that the words on the second page are much harder. If the student is overwhelmed, say, "These words are harder, but do you see any words on this page that you know? The last page has easy words."

Spontaneous corrections are allowed in counting total words right. (E.g., Student says, "Big. I mean dig!") If the student reads the word correctly but then immediately says an incorrect word, count the word as incorrect. (E.g., Student says, "Jack. I mean Jake!")

IOTA (1)	_____ dig	_____ on	_____ Jack
	_____ dog	_____ saw	_____ tack
	_____ dug	_____ of	_____ sack
	_____ card	_____ for	_____ wend
	_____ cart	_____ who	_____ tend
	_____ Carl	_____ how	_____ send

IOTA (2)	_____ blind	_____ done	_____ mare
	_____ blond	_____ bone	_____ fare
	_____ choke	_____ tar	_____ care
	_____ chuck	_____ nip	_____ pardon
	_____ spurt	_____ ton	_____ parlor
	_____ squirt	_____ tap	_____ target
	_____ repast	_____ gray	_____ tarnish
	_____ request	_____ chew	

IOTA (3)	_____ as	_____ form	_____ pig
	_____ it	_____ ball	_____ bed
	_____ to	_____ pod	_____ sung
	_____ left	_____ balk	_____ plea

IOTA (1)

dig

on

Jack

dog

saw

tack

dug

of

sack

card

for

wend

cart

who

tend

Carl

how

send

IOTA (2)

blind

done

mare

blond

bone

fare

choke

tar

care

chuck

nip

pardon

spurt

ton

parlor

squirt

tap

target

repast

gray

tarnish

request

chew

IOTA (3)

as

form

pig

it

ball

bed

to

pod

sung

left

balk

plea

Morrison-McCall Spelling Scale

Give the student the lined paper and a pencil.

Say: "I am going to dictate some spelling words. It's not a test. This tells me what I need to teach you. I will say a word, use it in a sentence, and say the word again. Then you write the word. If you don't know how to spell it, do your best."

Once the student misses 6 consecutive words, stop the test.

Scoring:

To avoid subjective scoring, the standard of correctness is absolute accuracy. Consider the following as errors:

- Letter reversals
- The letters **i** or **j** if they do not have a dot
- The letter **t** if it is not crossed
- Words not written as pronounced (e.g., "tops" for "top," "men" for "man," etc.)

If in doubt, consider the spelling wrong. On the pre-test, pay no attention to capitalization.

Count the number of words spelled *correctly* and circle that number in the table below. Record the corresponding Grade Status on the ALP Score Sheet.

Words Correct	Grade Status		Words Correct	Grade Status		Words Correct	Grade Status
0	0.0		17	3.4		34	6.4
1	1.3		18	3.5		35	6.6
2	1.3		19	3.7		36	6.8
3	1.7		20	3.9		37	7.0
4	1.8		21	4.1		38	7.3
5	1.9		22	4.2		39	7.5
6	2.0		23	4.3		40	7.7
7	2.1		24	4.5		41	8.0
8	2.2		25	4.7		42	8.4
9	2.3		26	4.9		43	8.8
10	2.4		27	5.1		44	9.3
11	2.5		28	5.2		45	9.8
12	2.6		29	5.4		46	10.5
13	2.7		30	5.6		47	11.2
14	2.9		31	5.8		48	11.7
15	3.1		32	6.0		49	12.5
16	3.3		33	6.2		50	13

Morrison McCall Spelling Scale

1.	run	The boy can <i>run</i> .	run
2.	top	The <i>top</i> will spin.	top
3.	red	My apple is <i>red</i> .	red
4.	book	I lost my <i>book</i> .	book
5.	sea	The <i>sea</i> is rough.	sea
6.	play	I will <i>play</i> with you.	play
7.	lay	<i>Lay</i> the book down.	lay
8.	led	He <i>led</i> the horse to the barn.	led
9.	add	<i>Add</i> these figures.	add
10.	alike	These books are <i>alike</i> .	alike
11.	mine	That bicycle is <i>mine</i> .	mine
12.	with	Mary will go <i>with</i> you.	with
13.	easy	Our lessons are not <i>easy</i> .	easy
14.	shut	Please <i>shut</i> the door.	shut
15.	done	Has he <i>done</i> the work?	done
16.	body	The chest is a part of the <i>body</i> .	body
17.	anyway	I shall go <i>anyway</i> .	anyway
18.	omit	Please <i>omit</i> the next verse.	omit
19.	fifth	This is my <i>fifth</i> trip.	fifth
20.	reason	Give a <i>reason</i> for being late.	reason
21.	perfect	This is a <i>perfect</i> day.	perfect
22.	friend	She is my <i>friend</i> .	friend
23.	getting	I am <i>getting</i> tired.	getting
24.	nearly	<i>Nearly</i> all of the candy is gone.	nearly
25.	desire	I have no <i>desire</i> to go.	desire
26.	arrange	Please <i>arrange</i> a meeting for me.	arrange
27.	written	I have <i>written</i> four letters.	written
28.	search	<i>Search</i> for your book.	search
29.	popular	He is a <i>popular</i> boy.	popular
30.	interest	Show some <i>interest</i> in your work.	interest
31.	pleasant	She is very <i>pleasant</i> .	pleasant
32.	therefore	<i>Therefore</i> I cannot go.	therefore
33.	folks	My <i>folks</i> have gone away.	folks
34.	celebration	There will be a <i>celebration</i> today.	celebration
35.	minute	Wait a <i>minute</i> .	minute
36.	divide	<i>Divide</i> this number by ten.	divide
37.	necessary	It is <i>necessary</i> for you to study.	necessary
38.	height	What is your <i>height</i> ?	height
39.	reference	He made <i>reference</i> to the lesson.	reference
40.	career	The future holds a bright <i>career</i> for you.	career
41.	character	He has a good <i>character</i> .	character
42.	separate	<i>Separate</i> these papers.	separate
43.	committee	The <i>committee</i> is small.	committee
44.	annual	This is the <i>annual</i> meeting.	annual
45.	principle	The theory is wrong in <i>principle</i> .	principle
46.	immense	The man is carrying an <i>immense</i> load.	immense
47.	judgment	The teacher's <i>judgment</i> is good.	judgment
48.	acquaintance	He is an <i>acquaintance</i> of mine.	acquaintance

Morrison-McCall Spelling Scale. Stop after 6 consecutive errors.

1. _____

16. _____

2. _____

17. _____

3. _____

18. _____

4. _____

19. _____

5. _____

20. _____

6. _____

21. _____

7. _____

22. _____

8. _____

23. _____

9. _____

24. _____

10. _____

25. _____

11. _____

26. _____

12. _____

27. _____

13. _____

28. _____

14. _____

29. _____

15. _____

30. _____

Sight Words / High Frequency Words Student Copy

- | | | | |
|------------|-------------|-------------|---------------|
| 1. the | 24. none | 47. down | 70. every |
| 2. to | 25. one | 48. sure | 71. other |
| 3. was | 26. some | 49. their | 72. very |
| 4. has | 27. good | 50. were | 73. again |
| 5. is | 28. my | 51. both | 74. always |
| 6. of | 29. saw | 52. two | 75. said |
| 7. do | 30. new | 53. also | 76. today |
| 8. about | 31. word | 54. put | 77. against |
| 9. what | 32. right | 55. often | 78. been |
| 10. who | 33. where | 56. become | 79. together |
| 11. away | 34. now | 57. nothing | 80. says |
| 12. from | 35. how | 58. month | 81. they |
| 13. want | 36. our | 59. height | 82. does |
| 14. your | 37. work | 60. many | 83. different |
| 15. any | 38. write | 61. only | 84. laugh |
| 16. friend | 39. follow | 62. busy | 85. could |
| 17. into | 40. look | 63. above | 86. goes |
| 18. almost | 41. know | 64. people | 87. should |
| 19. are | 42. first | 65. once | 88. though |
| 20. there | 43. because | 66. color | 89. hour |
| 21. come | 44. same | 67. answer | 90. thought |
| 22. done | 45. water | 68. mother | 91. already |
| 23. gone | 46. three | 69. father | 92. through |

Sight Words/High Frequency Words: Ask the student to read the words from the Student Copy of this list. Check words read correctly. Do not assist or correct. Score = Number of words read correctly divided by 92.

- | | | | |
|------------|-------------|-------------|---------------|
| 1. the | 24. none | 47. down | 70. every |
| 2. to | 25. one | 48. sure | 71. other |
| 3. was | 26. some | 49. their | 72. very |
| 4. has | 27. good | 50. were | 73. again |
| 5. is | 28. my | 51. both | 74. always |
| 6. of | 29. saw | 52. two | 75. said |
| 7. do | 30. new | 53. also | 76. today |
| 8. about | 31. word | 54. put | 77. against |
| 9. what | 32. right | 55. often | 78. been |
| 10. who | 33. where | 56. become | 79. together |
| 11. away | 34. now | 57. nothing | 80. says |
| 12. from | 35. how | 58. month | 81. they |
| 13. want | 36. our | 59. height | 82. does |
| 14. your | 37. work | 60. many | 83. different |
| 15. any | 38. write | 61. only | 84. laugh |
| 16. friend | 39. follow | 62. busy | 85. could |
| 17. into | 40. look | 63. above | 86. goes |
| 18. almost | 41. know | 64. people | 87. should |
| 19. are | 42. first | 65. once | 88. though |
| 20. there | 43. because | 66. color | 89. hour |
| 21. come | 44. same | 67. answer | 90. thought |
| 22. done | 45. water | 68. mother | 91. already |
| 23. gone | 46. three | 69. father | 92. through |

Augustine Literacy Project®

Student Assessment

Score Sheet

Student: _____ School: _____

ALP Tutor: _____ Number of ALP lessons prior to post-testing: _____

Date of Pre-Test: _____ Grade of student on pre-testing: _____

Date of Post-Test: _____ Grade of student on post-testing: _____

	Pre-Test	Post-Test
Auditory Deletion Analysis Grade:		
Yopp-Singer Number correct / 22 = %		
IOTA Grade:		
Morrison-McCall Grade:		
Sight Words Number correct / 92 = %		

Enter pre-test scores and keep this sheet in a safe place until post-testing.

Return this sheet with all pre- and post-test scores to Lori Easterlin. You may scan or take a photo of this sheet and email it to Lori, at lori.easterlin.alp@gmail.com, or send it by regular mail to her: Augustine Literacy Project, 200 Hayes Rd., Chapel Hill, NC 27517.

Thank you!