

Evaluating Your Practicum Student (Pre & Post Testing)

Introduce yourself, thank the student for participating, tell him / her you're looking forward to working together as you train to become a reading, writing and spelling tutor.

1. Complete the **Student Information Form (top half only)**
 2. Ask the student to **write his/her full name, then the alphabet** in order, in cursive if possible.
 3. a) Using your sound cards arranged in the order of the Wilson® Sequence, administer a visual **phoneme assessment** ("Tell me the letter name and the sound it makes".) The student can draw successive cards off the deck as you mark their answers on your Phoneme Assessment sheet. **Most of our practicum students should stop at the bottom of the first column (consonants, vowels and digraphs).** If they zip through those, let them go on to welded sounds and blends. This assessment is extremely important diagnostically; it reveals the student's trouble spots and lets you know where to begin in the sequence.
 - b) Administer an auditory drill. Keeping the cards in order, ask the student to **write the letter** that makes the sound //. Check student's responses against the phoneme assessment sheet.
 - * 4. Administer the **Auditory Deletion Analysis**. Tell your student this is a chance to see how well they hear and remember words, parts of words and specific sounds in words. Ask the student to watch your mouth as you say each word, to listen carefully and say back to you exactly what the instructions ask for. Record their responses in the blanks on the form. Do not correct incorrect responses; again this is for diagnostic and not for teaching purposes. Scoring is explained on the form.
 - * 5. Administer the **Yopp-Singer Test of Phoneme Segmentation**. Detailed instructions are on the form. This is an ideal opportunity to teach your student how to tap (pointer to thumb, tall man to thumb, ring man to thumb.) Ask them to tap the sounds as they say them. **If the student answers incorrectly, model the correct response, tapping the sounds yourself.** Scoring instructions are on the form.
 - * 6. Administer the **IOTA Word Test**. Instructions are on the form.
 - * 7. Administer the **Morrison-McCall Spelling Scale**. **Stop after 6 consecutive errors.** Scoring is explained on a separate sheet in your notebook.
 - * 8. Administer the **Sight Words Test**. Score is the number correct.
 9. Get a writing sample: Ask the student to write two or three sentences about his or her pet, favorite after school activity, or any other subject of interest.
 10. *Roe & Burns Reading Passage*
- * Turn in the scores for these 6 pre-tests to the director. At the conclusion of your 60 sessions of Augustine tutoring, repeat the evaluation and turn in the post test results. This is vital accountability information for the project and for donors!*

Evaluation Checklist

- _____ complete **Student Information Form (top half only)**
- _____ Student writes **full name**, then **alphabet** (lined paper; cursive if possible)
- _____ Phoneme assessment: **visual drill** (Student looks at sound cards; record student's spoken response in pre-test blank on form)
- _____ Phoneme assessment: **auditory drill** (Remove cards from student's view...ask "What says / /?" Student echoes sound and writes letter on lined paper)
- _____ **Auditory Deletion Analysis** ("This will show how well you remember words, parts of words and specific sounds in words. Watch my mouth as I say the word, then listen to my instruction." Record student responses in blanks on form)
- _____ **Yopp-Singer** (Teach tapping...use /m/ /a/ /p/, /f/ /i/ /sh/ ; /s/ /oa/ /p/ as examples. Read script on test. **If student response is wrong, give them the right answer, showing how the word is tapped.** Record student responses on form.)
- _____ **IOTA Word Test** (Record student responses on form. **On this test, a self correction counts as a correct answer.** Tell them the words on page 2 are very hard...it will get easier on page 3.)
- _____ **Morrison-McCall Spelling** (Student writes words on lined paper; stop after **6 consecutive errors**)
- _____ **Sight Words** (Student reads list; score = number correct...If they are struggling, "Do you see any words you know in this column?...how about this column?")
- _____ **Writing Sample** (Ask student to write two or three sentences about his or her pet or about a favorite activity outside of school.)
- _____ *Roe & Burns Reading Passage*