

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*

Student Evaluation Quick Check List

Heather Hille for the Augustine Literacy Project, 2008.

	Tutor	Student	X
Student Information	Form		
Student writes full name		Paper	
Student writes alphabet		Paper	
Visual Drill	Sound list	Cards	
Auditory Drill	Sound list	Paper	
Auditory Deletion	ADA sheet		
Segmenting Sounds	Yopp-Singer sheet		
Word Attack	IOTA list	IOTA cards 1, 2 & 3	
Spelling	Morrison-McCall	Paper	
Sight Words	Wilson list	Wilson list	
Student Writing Sample		Paper	
Roe & Burns Reading Passage	Stop Watch Score Sheet	Passage	

Student Information Form

To be obtained from child at initial evaluation:

→ Please note that there is a student form for the parent to fill out, sign, & return. That form needs sent to Becca at the beginning of your tutoring relationship. This form is for you.

Name: _____ Birthdate: _____ Age: _____

Address: _____

Phone Number: _____

Parent or guardian: _____

Siblings and ages: _____

School: _____ Grade: _____

Teacher: _____ Principal: _____

Other schools attended: _____

Favorite subjects: _____ Least favorite: _____

After school activities: _____

Other helpful information that could be provided later by a parent or teacher: (THIS IS NOT INFORMATION GATHERED DURING YOUR INITIAL MEETING WITH THE STUDENT)

Language spoken in home: _____

LD in family: _____

Physical handicaps, health problems, medications? _____

Testing on file? Results: _____

School history:
(retention?) _____

Strengths / special interests: _____

Augustine Literacy Project Phoneme Evaluation

With sound cards: "Tell me the name of the letter and the sound it makes." (visual)

With a piece of paper: "Repeat the sound I say and write the letter that makes that sound." (auditory)

pre-test			post-test	
name	sound		name	sound
		a		
		s		
		m		
		r		
		d		
		g		
		p		
		t		
		f		
		l		
		n		
		i		
		o		
		b		
		sh		
		u		
		h		
		j		
		c		
		k		
		ck		
		e		
		v		
		w		
		x		
		y		
		z		
		ch		
		th		
		qu		
		wh		

pre-test			post-test	
sound	letter		sound	letter
		a		
		s		
		m		
		r		
		d		
		g		
		p		
		t		
		f		
		l		
		n		
		i		
		o		
		b		
		sh		
		u		
		h		
		j		
		c		
		k		
		ck		
		e		
		v		
		w		
		x		
		y		
		z		
		ch		
		th		
		qu		
		wh		

Jill Slee, PhD. Reprinted with permission.

Auditory Deletion Analysis

Directions: Say to student, "I am going to say a word and I want you to repeat it. Then I will ask you to say the word with a part missing. Ready?" (If the student misses items A and B, model and explain, then continue. Discontinue if the test is extremely frustrating. Speak clearly.

Item	Question	Correct Response	Child's Response
A. Say popcorn.	Now say it again, but don't say 'corn.'	pop	_____
B. Say football.	Now say it again, but don't say 'foot.'	ball	_____
1. Say mailman.	Now say it again, but don't say 'man.'	mail	_____
2. Say napkin.	Now say it again, but don't say 'nap.'	kin	_____
3. Say potato.	Now say it again, but don't say 'po.'	tato	_____
4. Say cat.	Now say it again, but don't say /k/.	at	_____
5. Say seat.	Now say it again, but don't say /s/.	eat	_____
6. Say heart.	Now say it again, but don't say /h/.	art	_____
7. Say rake.	Now say it again, but don't say /k/.	ray	_____
8. Say nose.	Now say it again, but don't say /z/.	no	_____
9. Say flight.	Now say it again, but don't say /f/.	fly	_____
10. Say slip.	Now say it again, but don't say /s/.	lip	_____
11. Say blow.	Now say it again, but don't say /b/.	low	_____
12. Say stack.	Now say it again, but don't say /t/.	sack	_____
13. Say smoke.	Now say it again, but don't say /m/.	soak	_____
14. Say left.	Now say it again, but don't say /f/.	let	_____
15. Say silk	Now say it again, but don't say /l/.	sick	_____

SCORING

Subtotal 1-3 = _____
 Subtotal 4-9 = _____
 Subtotal 10-11 = _____
 Subtotal 12-13 = _____
 Subtotal 14-15 = _____

TASK EXPECTED FOR CHILDREN IN

Syllable deletion - Kindergarten
 Initial and final phoneme deletion - Grade 1
 Initial sound deletion from an initial blend - Grade 2
 Medial sound deletion from an initial blend - Grade 3
 Medial sound deletion from a final blend - Grade unknown

Total Score = _____

Adapted from Felton (2003) and Rosner, J. (1979). *Test of auditory analysis (TAAS) in Helping children overcome learning difficulties: A step-by-step guide for parents and teachers* (pp. 77-80). New York: Academic Therapy.

The author, Hallie Kay Yopp, California State University, Fullerton, grants permission for this test to be reproduced.

Teach Tapping

Yopp-Singer Test of Phoneme Segmentation

Student's Name _____ Number correct of 2 phoneme words _____ /10 Percentage: _____
 Date _____ Number correct of 3 phoneme words _____ /12 Percentage: _____
 Total correct _____ /22 Percentage: _____

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 in the word in order. For example, if I say "oid," you should say "yōi-hi-ŋd" (Administrator: Be sure to say the sounds, not the letters, in the word). Let's try a few together.
 Practice items: (Assist the child in segmenting these items as necessary.) rīde=hī-hi-ŋd/ go=ŋ-ŋ-ŋd/ trān=ŋ-ŋ-ŋd/ mīn=ŋ-ŋ-ŋd/ mīn=ŋ-ŋ-ŋd/ mīn=ŋ-ŋ-ŋd
 Feedback is given to the child as he or she progresses through the list. If the child responds correctly, the examiner nods or says, "That's right." If the child gives an incorrect response, he or she is corrected. The examiner provides the appropriate response.

Test Items: (Circle those items that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

Teacher says	Correct response	Actual response	Teacher says	Correct response	Actual response
1. dog	/d/-ŋ-ŋd/	_____	12. lay	/l/-ŋ-ŋd/	_____
2. keep	/k/-ŋ-ŋd/-p/	_____	13. race	/r/-ŋ-ŋd/-s/	_____
3. fine	/f/-ŋ-ŋd/-n/	_____	14. zoo	/z/-ŋ-ŋd/	_____
4. no	/n/-ŋ-ŋd/	_____	15. three	/θ/-ŋ-ŋd/-e/	_____
5. she	/ʃ/-ŋ-ŋd/	_____	16. job	/j/-ŋ-ŋd/-ŋ/	_____
6. wave	/v/-ŋ-ŋd/-v/	_____	17. in	/ɪ/-ŋ-ŋd/	_____
7. grew	/g/-ŋ-ŋd/-ŋ/	_____	18. ice	/i/-ŋ-ŋd/	_____
8. that	/θ/-ŋ-ŋd/-θ/	_____	19. at	/æ/-ŋ-ŋd/	_____
9. red	/r/-ŋ-ŋd/-d/	_____	20. top	/t/-ŋ-ŋd/-p/	_____
10. me	/m/-ŋ-ŋd/	_____	21. by	/b/-ŋ-ŋd/	_____
11. sat	/s/-ŋ-ŋd/-t/	_____	22. no	/n/-ŋ-ŋd/	_____

A child's score is the number of items correctly segmented into all constituent phonemes. No partial credit is given. For instance, if a child says "ŋd/ŋd/ŋd" the response may be noted on the blank line following the item but is considered incorrect for purposes of scoring. Correct responses are only those that involve identification of each phoneme in the target word. If a child responds with letter names instead of sounds, the response is coded as incorrect, and the type of error is noted on the test.
 Students who obtain high scores (segmenting all or nearly all of the items correctly) may be considered phonemically aware. Students who correctly segment some items are displaying emerging phonemic awareness. Students who are able to segment only a few items or none at all lack appropriate levels of phonemic awareness. Without intervention, those students scoring very low on the test are likely to experience difficulty with reading and spelling.

Note: Only the 2 underlined words above (grew and three) require dividing a blend into its component phonemes. This is a more difficult skill. The author, Hallie Kay Yopp, California State University, Fullerton, 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

Card 1

dig

on

Jack

dog

saw

tack

dug

of

sack

card

for

wend

cart

who

tend

Carl

how

send

IOTA

Card II

blind

done

mare

blond

bone

fare

choke

tar

care

chuck

nip

pardon

spurt

ton

parlor

squirt

tap

target

repast

gray

tarnish

request

chew

IOTA

Card III

as

form

pig

it

ball

bed

to

pod

sung

left

balk

plea

IOTA WORD TEST

Materials: Three cards (Card I, II, III of the test materials), containing 53 words.

Procedure: Begin with Card I, then give Card II and then Card III. Say "Here are some words. What is this word?" Record the child's response exactly. If he gives a jumble of sound for the word, take down the sounds phonetically (as blind read "brap"). If the child says that he does not know a word, encourage him to try it anyway. "It doesn't matter whether you get them all right; just try them any way. You are doing fine". If the child still insists that he cannot read the word, mark it as refused and proceed to the next word. Spontaneous corrections are allowed in counting total words right, but the first response given counts as an error in the analysis of errors. Do not give the child any aid in the test other than encouragement.

Scoring—Grade equivalent scores: Record the grade score in the proper blank on the face sheet of the record blank. Raw Score is the number of words correct.

Raw Score	Grade Score	Raw Score	Grade Score	Raw Score	Grade Score
0	1.0	22	2.2	39	3.5
3	1.1	24	2.3	40	3.6
5	1.2	25	2.4	41	3.7
7	1.3	26	2.5	42	3.8
9	1.4	28	2.6	43	3.9
11	1.5	29	2.7	44	4.0
12	1.6	31	2.8	45	4.2
15	1.7	32	2.9	46	4.4
16	1.8	33	3.0	47	4.5
18	1.9	34	3.1	48	4.7
20	2.0	36	3.2	49	4.9
21	2.1	37	3.3	50	5.0
		38	3.4	51	5.5
				52	5.8

LIST I

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

LIST II

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

LIST III

as _____	form _____	pig _____
it _____	ball _____	bed _____
to _____	pod _____	sung _____
left _____	balk _____	plea _____

(Stop after six consecutive errors.)

MORRISON - McCALL SPELLING SCALE:

Grades 2 to 8

1) it	It is time to go.....it
2) the	The snow is falling.....the
3) will	Will you go with me?.....will
4) your	Your paper is soiled.....your
5) make	Make up your mind now.....make
6) hand	Give me your hand.....hand-
7) yes	Yes, I will go.....yes
8) bring	Bring me another book.....bring
9) north	I expect to go up north.....north
10) block	We live on the same block.....block
11) card	Did you leave your card?.....card
12) post	The post has fallen.....post
13) glass	Do not break that glass.....glass
14) would	Would you like some cake?.....would
15) gone	They have been gone an hour.....gone
16) fell	He fell and hurt himself.....fell
17) collect	Please collect the papers.....collect
18) fix	The men will fix the chair.....fix
19) suffer	She did not suffer any.....suffer
20) carry	Carry this package for me.....carry
21) jail	He is in jail.....jail
22) restrain	He could not restrain his anger.....restrain
23) fourth	This is the fourth period.....fourth
24) flight	The birds' flight was rapid.....flight
25) entrance	The entrance is closed.....entrance
26) addition	The addition is correct.....addition
27) firm	The firm is bankrupt.....firm
28) entertain	I will entertain your mother.....entertain
29) toward	We went toward the north.....toward
30) honor	Have you no honor?.....honor
31) mention	Do not mention my name.....mention
32) examination	The examination was difficult.....examination
33) victim	He is a victim of circumstances.....victim
34) impossible	It is impossible to hear.....impossible
35) decide	Decide for yourself.....decide
36) relief	My relief was sincere.....relief
37) responsible	Who is responsible for this?.....responsible
38) principal	He is principal of the school.....principal
39) columns	How many columns have you?.....columns
40) individual	Who is this individual?.....individual
41) sincerely	He spoke sincerely.....sincerely
42) calendar	Where is the calendar?.....calendar
43) artificial	Those flowers are artificial.....artificial
44) familiar	Those sounds are familiar.....familiar
45) perceived	I perceived the answer.....perceived
46) surgeon	He is a great surgeon.....surgeon
47) enthusiasm	This enthusiasm is wonderful.....enthusiasm
48) extraordinary	He is an extraordinary person.....extraordinary
49) immediately	I left immediately after you.....immediately
50) lieutenant	He is first lieutenant.....lieutenant

Morrison/McCall Spelling Test Scoring

Words Correct	Spelling Age	GE	Words Correct	Spelling Age	GE	Words Correct	Spelling Age	GE
0	84	1.0	18	116	3.5	36	156	6.8
1	85	1.3	19	118	3.7	37	159	7.0
2	87	1.5	20	120	3.9	38	162	7.3
3	89	1.7	21	122	4.1	39	165	7.5
4	90	1.8	22	124	4.2	40	168	7.7
5	92	1.9	23	126	4.3	41	171	8.0
6	94	2.0	24	128	4.5	42	174	8.4
7	96	2.1	25	130	4.7	43	177	8.8
8	98	2.2	26	132	4.9	44	180	9.3
9	99	2.3	27	135	5.1	45	184	9.8
10	101	2.4	28	137	5.2	46	188	10.5
11	103	2.5	29	139	5.4	47	192	11.2
12	104	2.6	30	142	5.6	48	196	11.7
13	106	2.7	31	144	5.8	49	200	12.5
14	108	2.9	32	146	6.0	50	204	13.0
15	110	3.1	33	149	6.2			
16	112	3.3	34	152	6.4			
17	114	3.4	35	154	6.8			

Sight Words

the
and
on
to
do
my
of
are
ask
has
good
was
were
off
saw
her
let
call
new
now
how
our
any
goes
need
does
said
here
there
where
which

what
want
who
when
why
have
been
some
they
run
you
your
says
from
both
then
than
gone
new
none
done
word
work
could
would
should
mother
other
father
today
number

once
only
again
also
almost
always
already
shoe
away
these
though
old
bear
know
water
because
become
around
above
write
every
walk
often
much
friend
answer
people
busy
laugh
through

Sight Words

the	what	once
and	want	only
on	who	again
to	when	also
do	why	almost
my	have	always
of	been	already
are	some	shoe
ask	they	away
has	run	these
good	you	though
was	your	old
were	says	bear
off	from	know
saw	both	water
her	then	because
let	than	become
call	gone	around
new	new	above
now	none	write
how	done	every
our	word	walk
any	work	often
goes	could	much
need	would	friend
does	should	answer
said	mother	people
here	other	busy
there	father	laugh
where	today	through
which	number	

Augustine Project

Student Evaluation: Pre and Post-Testing Scores

Please return to Becca Loli by mail or email. 31 College Pl. B-221 Asheville, NC 28801 or becca@litcouncil.com

Student's name: _____

Grade: _____ Approximate # of lessons completed: _____

School: _____

Tutor's primary school contact person (usually a teacher): _____

Tutor's name: _____

Date: _____

Pre-Testing

Post-Testing

Auditory Deletion (grade level)

Yopp-Singer (number correct / 22 = %)

IOTA Reading (grade equivalent)

Morrison-McCall Spelling (grade equivalent)

Sight Words (number correct / 92 = %)

Known Sounds / Phoneme Evaluation (number)



Please include separate sheet for the Roe & Burns Informal Reading Inventory to report gains in comprehension and fluency.