

# Student Information and Pretest Form

To be obtained from child at initial evaluation.

## Diagnostic Information

Correct pencil grip: Y/N

Right or Left Handed: R/L

Can spell first and last name: Y/N

TUTOR NAME \_\_\_\_\_

Name: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

School ID #/Lunch # \_\_\_\_\_

Siblings names and ages \_\_\_\_\_

Pets: \_\_\_\_\_ Allergies: \_\_\_\_\_

Favorite subject in school: \_\_\_\_\_ Least favorite: \_\_\_\_\_

After school activities: \_\_\_\_\_ Special Interests: \_\_\_\_\_

DATE \_\_\_\_\_

**# Known Phonemes** (number correct / 47 = %)

**Auditory Deletion** (grade level)

**Yopp Singer** (number correct / 22 = %)

**IOTA** (grade equivalent)

**Morrison-McCall** (grade equivalent)

**Sight Words** (number correct / 92 = %)

# Evaluating a 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.*

*As you assess, really watch your student. Get a sense of what is easy or hard. Is writing the alphabet easy and fluid, or difficult with lots of pauses, thinking required, or erasures? Is handwriting easy or hard? All are clues!!*

## 1. Complete the **Student Information Form**

2. Ask the student to **write his/her full name, then the LOWERCASE alphabet** in order, in cursive if possible. (Many do NOT know cursive, so just have them print.)
- \*3. a) Using your sound cards arranged in the order of the Augustine 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 / /. Student repeats each sound and then writes the letter that represents 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. **As you assess, notice: Right-handed or left? (or ambidextrous)? Decent pencil grip?**

*\* Turn in the scores for these 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**
- \_\_\_\_\_ 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.)

Please take note of the following:

Pencil grip (needs correction or good?)

Right handed, left-handed or ambidextrous?

# Augustine Literacy Project Phoneme Evaluation

## Visual (with sound cards)

“Tell me the name of the letter and the sound it makes.”

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		

## Auditory (with paper)

“What says /\_/? Repeat the sound. Write it.”

Pre-Test		Post-Test
Letter		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	



# 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 A and B, model and explain, then continue.)  
Discontinue if the test is extremely frustrating. Speak clearly.

	<b>Question</b>	<b>Correct Response</b>	<b>Child's Response</b>
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 /t/.	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	_____

<u>Scoring</u>	<u>Task Expected for Children</u>
Subtotal 1-3 = _____	Syllable deletion- Kindergarten
Subtotal 4-9 = _____	Initial and final phoneme deletion- Grade 1
Subtotal 10-11 = _____	Initial sound deletion from an initial blend- Grade 2
Subtotal 12-13 = _____	Medial sound deletion from an initial blend-Grade 3
Subtotal 14-15 = _____	Medial sound deletion from a final blend-Grade unknown
<b>Total Score = _____</b>	

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.

# Yopp-Singer Test of Phoneme Segmentation (Teach Tapping)

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Score: Total Correct \_\_\_\_/22

**Directions:** Today we are going to play a word game. I am 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 "big", you should say "/b/-/i/-/g/."

(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.)

**ride** /r//i//d/, **go** /g//o/, **man** /m//a//n/

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

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

# Morrison-McCall Spelling Scale (Grades 2 to 8)

Student writes the word on notebook paper.

(STOP AFTER SIX CONSECUTIVE ERRORS.)

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 for 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 bird's 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 the 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

Grades 2 to 8

Words Correct	Spelling Age	Grade Equivalent		Words Correct	Spelling Age	Grade Equivalent
0	84	1.0		26	132	4.9
1	85	1.3		27	135	5.1
2	87	1.5		28	137	5.2
3	89	1.7		29	139	5.4
4	90	1.8		30	142	5.6
5	92	1.9		31	144	5.8
6	94	2.0		32	146	6.0
7	96	2.1		33	149	6.2
8	98	2.2		34	152	6.4
9	99	2.3		35	154	6.8
10	101	2.4		36	156	6.9
11	103	2.5		37	159	7.0
12	104	2.6		38	162	7.3
13	106	2.7		39	165	7.5
14	108	2.9		40	168	7.7
15	110	3.1		41	171	8.0
16	112	3.3		42	174	8.4
17	114	3.4		43	177	8.8
18	116	3.5		44	180	9.3
19	118	3.7		45	184	9.8
20	120	3.9		46	188	10.5
21	122	4.1		47	192	11.2
22	124	4.2		48	196	11.7
23	126	4.3		49	200	12.5
24	128	4.5		50	204	13.0
25	130	4.7				

# IOTA

Card 1

dig

on

Jack

dog

saw

tack

dug

of

sack

card

for

wend

cart

who

tend

Carl

how

send

# IOTA

Card 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

Card 3

as

form

pig

it

ball

bed

to

pod

sung

left

balk

plea

# IOTA WORD TEST

Materials: Three cards (Card 1, 2, 3 of the test materials) containing 53 words.

Procedure: Begin with Card 1, then Card 2, and then Card 3. Say "Here are some words. What is the 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 1

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

### List 2

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

### List 3

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

## 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