

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.

*** 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.)

Student Evaluation Quick Check List

Heather Hille for The Augustine 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 | |
| Thank you! | | | |

Student Information Form

To be obtained from child at initial evaluation:

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 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 | | | post | |
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| | | wh | | |

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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.

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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 "old," you should say "o/-l/-d/." (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/
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/-o/-g/ | _____ | 12. leg | /l/-a/-g/ | _____ |
| 2. keep | /k/-e/-p/ | _____ | 13. race | /r/-a/-s/ | _____ |
| 3. fine | /f/-i/-n/ | _____ | 14. zoo | /z/-o/-o/ | _____ |
| 4. no | /n/-o/ | _____ | 15. three | /t/-r/-e/ | _____ |
| 5. she | /s/-h/-e/ | _____ | 16. job | /j/-o/-b/ | _____ |
| 6. wave | /w/-a/-v/ | _____ | 17. in | /i/-n/ | _____ |
| 7. grew | /g/-r/-o/ | _____ | 18. ice | /i/-s/ | _____ |
| 8. that | /t/-h/-a/-t/ | _____ | 19. at | /a/-t/ | _____ |
| 9. red | /r/-e/-d/ | _____ | 20. top | /t/-o/-p/ | _____ |
| 10. me | /m/-e/ | _____ | 21. by | /b/-y/ | _____ |
| 11. sat | /s/-a/-t/ | _____ | 22. do | /d/-o/ | _____ |

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 "te/d/a/w" instead of "t/-e/-d/-a/-w/," 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 articulation 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 list.
 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 phonograms. 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 | 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 | |

Student Evaluation: Pre and Post Testing Scores

Student's name: _____

Grade: _____

School: _____

Tutor's name: _____

Date: _____

Pre Testing

Post Testing

Auditory Deletion (grade level)

Yopp Singer (number correct / 22 = %)

IOTA (grade equivalent)

Morrison-McCall (grade equivalent)

Sight Words (number correct / 92 = %)