

## Evaluating Your Student (Pre and Post Testing)

*(If a practicum student 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**
- \_\_\_2. Ask the student to write his/her full name, then the alphabet in order.
- \_\_\_3. **Augustine Literacy Project Phoneme Evaluation** a) Using your sound cards arranged in the order of the Wilson Sequence, administer the **Visual Phoneme Assessment**. ("Tell me the name of the letter and the sound that it makes."). Record errors in both letter recognition and sounds.  
b) Administer the **Auditory Drill** ("Repeat the sound I say and write the letter that makes that sound."). Record errors in both sound/letter recognition and handwriting (letters written backwards are considered errors.)
- \_\_\_4. Administer the **Auditory Deletion Analysis**. Tell your student this is a chance to see how well he/she hears and remembers 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 his/her responses in the blanks. Do not correct responses; this is for diagnostic, not teaching, purposes. Scoring is explained on the form.
- \_\_\_5. Administer the **Yopp-Singer Test of Phoneme Segmentation**. Detailed instructions are on the form. Teach your student how to tap. Ask him to tap the sounds as he says 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.
- \_\_\_8. Administer the **Sight Words Test**. Record only number of words read correctly.
- \_\_\_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. (This is optional; time dependent.)
- \_\_\_10. Record all scores on the **Student Evaluation Summary Sheet**, either pre-test or post-test.

## Student Information Form

*To be obtained from child at initial evaluation.*

Name: \_\_\_\_\_

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

Teacher's Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Siblings names (older or younger) \_\_\_\_\_

\_\_\_\_\_

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

Favorite subject in school: \_\_\_\_\_

Least favorite: \_\_\_\_\_

After school I like to: \_\_\_\_\_

\_\_\_\_\_

## Augustine Literacy Project® Phoneme Evaluation

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

pre-test			post-test	
name			name	
sound			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		

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

pre-test			post-test	
sound			sound	
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		

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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 = \_\_\_\_\_

Total Score = \_\_\_\_\_

#### 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

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 \_\_\_\_\_  
Date \_\_\_\_\_

Number correct of 2 phoneme words \_\_\_\_\_ /10  
Number correct of 3 phoneme words \_\_\_\_\_ /12  
Total correct \_\_\_\_\_ /22

Percentage: \_\_\_\_\_  
Percentage: \_\_\_\_\_  
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. lay	/l/-a/-y/	
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/-h/-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 "t/-e/-d/" instead of "t/-e/-d/-t/," 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 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 this 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 I*

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	

# **The Augustine Literacy Project- Charlotte**

## **Student Evaluation Summary: Pre and Post Testing Scores**

Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

School: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Number of Lessons: \_\_\_\_\_

Date: \_\_\_\_\_

**Pre Testing**

**Post Testing**

**Letter & Digraph Names (# correct out of 31)**

**Sounds (# correct out of 31)**

**Letters Written (# correct out of 31)**

**Auditory Deletion (grade level)**

**Yopp Singer (# correct / 22)**

**IOTA (grade equivalent)**

**Morrison-McCall (grade equivalent)**

**Sight Words (# correct / 92)**