

Student/Tutor Introduction

Name: _____ Grade: _____

School: _____ Primary Contact: _____

These are general topics to discuss. Please feel free to use your own introduction/topics. The aim here is for students to feel *comfortable* with tutors and *safe* expressing their feelings.

Info about student's family, pets, and friends:

Info about student's hobbies, interests, and recreational activities:

Info about student's academic struggles and feelings about school:

- What subject is easy or fun for you in school? Why do you like it?

- What subject is hard for you? Can you tell me about what happens when you have trouble in this subject? (Want to quit? Get upset? Feel bad? Ask for help? Not want help?)
 - *Don't force this conversation if they seem uncomfortable*
 - *Acknowledge their feelings*
 - *Let them know that we work at their pace and we try to make lessons fun*

Phoneme Identification Part 1: Visual

Phoneme Name? Sound?

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

Materials:

- WRS Sound Cards that correspond with the assessment

Directions:

- Tutor holds up one Sound Card at a time, asks student to say the name of the letter and the sound that it makes
 - ❖ Ask one question at a time
 - ❖ Record student's responses, making note of any pronunciation issues
 - ❖ If student says a correct sound, but not the intended sound -- for example, /s/ for c or /j/ for g -- respond with:

"Good! Can you think of another sound that makes?"

Sample script:

"What is this letter?" -or- "What are these letters?"

"What sound does it make?" -or- "What sound do they make?"

Phoneme Identification Part 2: Auditory

Phoneme Answer

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

Materials:

- Student answer sheet

Directions:

- Tutor makes the sound, student repeats the sound, student writes on the blank answer sheet the letter or letters that make that sound.
 - ❖ Give student blank answer sheet to write on
 - ❖ Tell student to watch your mouth when you make the sound
 - ❖ Make sure student repeats the correct sound before writing the answer
 - ❖ Make note of any pronunciation issues
 - ❖ To prevent confusion, when students get to the phoneme /k/, you can let them know they are about to hear the same sound three times in a row, and they should try to write three different answers.

Sample Script:

"Say ____."

"Write the letter or letters that say ____."

Student Answer Sheet

Auditory Deletion Analysis

This analysis evaluates the student's ability to identify the separate sounds in spoken words and their sequence. This skill typically first appears at age 4 and develops from there. This is a basic skill needed for decoding words and for spelling.

Demonstrate with the first two items: Ask the child to "say cowboy." Allow the child to repeat the word, then say: "Now say it again, but this time don't say *boy*." Demonstrate again with the second word. The remainder of the list is for evaluation.

Item	First say:	Then say:	Correct Response	Answer
A	Say cowboy	Now say it again, but don't say boy	cow	
B	Say steamboat	Now say it again, but don't say steam	boat	
1	Say sunshine	Now say it again, but don't say shine	sun	
2	Say picnic	Now say it again, but don't say pic	nic	
3	Say cucumber	Now say it again, but don't say /kū/	cumber	
4	Say coat	Now say it again, but don't say /k/	oat	
5	Say meat	Now say it again, but don't say /m/	eat	
6	Say take	Now say it again, but don't say /t/	ache	
7	Say nose	Now say it again, but don't say /z/	no	
8	Say wrote	Now say it again, but don't say /t/	row	
9	Say please	Now say it again, but don't say /z/	plea	
10	Say clap	Now say it again, but don't say /k/	lap	
11	Say play	Now say it again, but don't say /p/	lay	
12	Say stale	Now say it again, but don't say /t/	sale	
13	Say smack	Now say it again, but don't say /m/	sack	

Scoring:

Continue testing until the child has failed two consecutive items. The score is the number of the last item correct. For example, if the child passes 1, 2, and 3, misses 4, passes 5 and 6, then fails 7 and 8, stop the test, and the child's score is 6.

Skill evaluation score	Grade Equivalent
1-3	Kindergarten
4-9	Grade 1
10-11	Grade 2
12-13	Grade 3

Yopp-Singer Test of Phoneme Segmentation

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 of the word in order, and tap the sounds with your fingers. For example, if I say **map**, you should say /m/ /ă/ /p/, and tap each sound separately. **Map** has three sounds." (Demonstrate segmenting and tapping.) "Be sure to say the sounds, not the letters. Let's try a few together."

Practice: Teach how to segment and tap sounds, if needed. Younger children with small hands may do better tapping the table. Emphasize "sounds, not letters."

Practice words: **fish** (/f/ /ī/ /sh/), **go** (/g/ /ō/), **stop** (/s/ /t/ /ō/ /p/).

Test items: Say the word, ask the student to repeat the word and then say and tap the sounds. If segmented and tapped correctly (as given beside each blank), put a check mark. **If the child segments the word incorrectly, you model the correct response, then do it again and have the child tap and say the sounds with you.** Record incorrect responses on the line (this is for diagnostic purposes only). Count the number of correct responses. Divide correct responses by 22 for percent correct.

- | | | | |
|---------|--------------------|-----------|--------------------|
| 1. dog | _____ /d/ /ō/ g/ | 12. lay | _____ /l/ /ā/ |
| 2. keep | _____ /k/ /ē/ /p/ | 13. race | _____ /r/ /ā/ /s/ |
| 3. fine | _____ /f/ /ī/ /n/ | 14. zoo | _____ /z/ /ü/ |
| 4. no | _____ /n/ /ō/ | 15. three | _____ /th/ /r/ /ē/ |
| 5. she | _____ /sh/ /ē/ | 16. job | _____ /j/ /ō/ /b/ |
| 6. wave | _____ /w/ /ā/ /v/ | 17. in | _____ /ī/ /n/ |
| 7. grew | _____ /g/ /r/ /ü/ | 18. ice | _____ /ī/ /s/ |
| 8. that | _____ /th/ /ă/ /t/ | 19. at | _____ /ă/ /t/ |
| 9. red | _____ /r/ /ě/ /d/ | 20. top | _____ /t/ /ō/ /p/ |
| 10. me | _____ /m/ /ē/ | 21. by | _____ /b/ /ī/ |
| 11. sat | _____ /s/ /ă/ /t/ | 22. do | _____ /d/ /ü/ |

Number of correct responses: _____ /22 = _____ %

(Hallie Kay Yopp grants permission for this test to be reproduced. The author acknowledges the contribution of the late Harry Singer to the development of this test.)

WADE Reading Test

Materials:

- Two copies of Lists 1-3
- Two copies of Lists 4-6

Directions:

- Student receives one word list at a time.
 - Tutor keeps both word lists.
 - Student reads as many words as possible.
 - Tutor records incorrect responses as fully as possible.
 - If student misreads **three words in a single list** (*total*, not consecutive), stop test.
-
- ❖ If reading seems laborious, frustrating, or discouraging to student, stop test.
 - ❖ Note List # in which test stopped.

List 1	List 2	List 3
cap luck bib hog pet shell fall tan quits chops	junk bang champ fresh send crunch thrill bold squash spring	suntan punish contest children chipmunk pumpkins inspect fantastic athletic distracted

List 1	List 2	List 3
cap luck bib hog pet shell fall tan quits chops	junk bang champ fresh send crunch thrill bold squash spring	suntan punish contest children chipmunk pumpkins inspect fantastic athletic distracted

List 4	List 5	List 6
lime plate chokes concrete milkshake dislike illustrate contribute captive expensive	cry flu defend remote respond grumpy regulate impolite alone president	hidden respectful silently amazement protective happened punished carelessly fable settlement

List 4	List 5	List 6
lime plate chokes concrete milkshake dislike illustrate contribute captive expensive	cry flu defend remote respond grumpy regulate impolite alone president	hidden respectful silently amazement protective happened punished carelessly fable settlement

WADE Spelling Test

Materials:

- Student answer sheet

Directions:

- Student receives the first answer sheet (14 blanks). The second answer sheet (16 blanks) is given only if the student successfully reaches the end of List 3. Tutor explains that words will be spelled down the page.
- Tutor reads from the lists below, speaking clearly, repeating words as needed.
- Student repeats the word before spelling it, spells as many words as possible on the answer sheet.
- Tutor records incorrect responses as fully as possible.
- If student misspells **three words in a single list** (*total*, not consecutive), stop test.
 - ❖ If requested by student, or if student seems confused, provide a definition of the word and/or use it a sentence.
 - ❖ If reading seems laborious, frustrating, or discouraging to student, stop test.
 - ❖ Note List # in which test stopped.

List 1	List 2	List 3
sad fox shell luck jams	link stung press blind scraps	finish dentist picnic distracted expecting
List 4	List 5	List 6
stripe costume pancake incomplete active	fly pretend crazy elastic compliment	amazement smelled destructively gobble rifles

Student Answer Sheet

Sight Words / Irregular Words Test (IWT)

John Shefelbine (1999)

Shefelbine's test is made up of 120 irregular high frequency words divided into two parts. Each part contains 60 words listed in six columns. Students should know most of the first 60 by the end of first grade and most of all 120 by the middle of second grade.

Note: The IWT chart includes multiple columns (#1-4) to the right of each word. If you use this chart, you only need to use one column per test. Tutors can keep track of their student's answers on the IWT chart, the enlarged IWT word lists, or both. As long as we know which words the student missed, we have the information we need.

Materials:

- Two copies of Part I
- Two copies of Part II

Directions:

- Give students one part at a time, one column at a time. The director can help you copy or modify these components as you see fit.
 - Student reads as many words as possible.
 - Tutor records incorrect responses as fully as possible.
- ❖ If reading seems laborious, frustrating, or discouraging to student, stop test.

Teacher Recording Form – The Irregular Words Test (IWT)

120 Irregular Words from the 600 Most Frequent [John Shefelbine CSUS 1992, 2008 (rev)]

Name	Dates	Grade	Evaluator
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Directions: Read down each column. Mark correct responses with a dot (.). If incorrect, record with an X. Stop the assessment when, in a single column, only 1-0 words are correct. If students take longer than two seconds, have them go on to the next word. (These words are not meant to be sounded out.)

Part I (First 60 from A to F)

A	1	2	3	4	D	1	2	3	4
the					water				
of					very				
a					word				
to					where				
you					most				
was					through				
are					another				
they					come				
from					work				
have					does				
B	1	2	3	4	E	1	2	3	4
one					put				
what					again				
were					old				
there					great				
your					should				
their					give				
said					something				
do					thought				
many					both				
some					often				
C	1	2	3	4	F	1	2	3	4
would					world				
other					want				
into					different				
two					together				
could					school				
been					once				
who					enough				
people					sometimes				
only					four				
find					head				

Part II (Second 60 from G to L)

G	1	2	3	4	J	1	2	3	4
above					behind				
kind					ready				
almost					built				
earth					hold				
mother					piece				
country					talk				
father					blue				
eyes					instead				
today					either				
sure					friend				
H	1	2	3	4	K	1	2	3	4
told					already				
young					warm				
heard					mind				
answer					says				
against					heavy				
learn					beautiful				
toward					everyone				
money					watch				
move					hour				
done					carry				
I	1	2	3	4	L	1	2	3	4
group					although				
true					heart				
half					wild				
cold					weather				
course					someone				
front					won				
early					field				
brought					gold				
though					build				
become					walk				

Part I (A to F)				
Part II (G to L)				
Overall (I + II)				

Part I
(VVT - student form)

A	B	C	D	E	F
the	one	would	water	put	world
of	what	other	very	again	want
a	were	into	word	old	different
to	there	two	where	great	together
you	your	could	most	should	school
was	their	been	through	give	once
are	said	who	another	something	enough
they	do	people	come	thought	sometimes
from	many	only	work	both	four
have	some	find	does	often	head

Part III
(W/V - student form)

G	H	I	J	K	L
above	told	group	behind	already	although
kind	young	true	ready	warm	heart
almost	heard	half	built	mind	wild
earth	answer	cold	hold	says	weather
mother	against	course	piece	heavy	someone
country	learn	front	talk	beautiful	won
father	toward	early	blue	everyone	field
eyes	money	brought	instead	watch	gold
today	move	though	either	hour	build
sure	done	become	friend	carry	walk

Part I
(WVF - student form)

A	B	C	D	E	F
the	one	would	water	put	world
of	what	other	very	again	want
a	were	into	word	old	different
to	there	two	where	great	together
you	your	could	most	should	school
was	their	been	through	give	once
are	said	who	another	something	enough
they	do	people	come	thought	sometimes
from	many	only	work	both	four
have	some	find	does	often	head

Part II
(WVT - student form)

G	H	I	J	K	L
above	told	group	behind	already	although
kind	young	true	ready	warm	heart
almost	heard	half	built	mind	wild
earth	answer	cold	hold	says	weather
mother	against	course	piece	heavy	someone
country	learn	front	talk	beautiful	won
father	toward	early	blue	everyone	field
eyes	money	brought	instead	watch	gold
today	move	though	either	hour	build
sure	done	become	friend	carry	walk

Pre-Test Score Sheet

Student: _____

Date: _____

	# correct	% calculated
Phoneme ID: Visual	Out of 31:	
Phoneme ID: Auditory	Out of 31:	
Yopp-Singer Test of Phoneme Segmentation	Out of 22:	
Auditory Deletion Analysis	Out of 13: Grade Equivalent:	
Sight Word / Irregular Word Test	Out of 120: Grade Equivalent:	
WADE Reading Test	Out of 60: Stopped in List #:	
WADE Spelling Test	Out of 60: Stopped in List #:	

Optional comprehension test results:

Post-Test Score Sheet

Student: _____

Date: _____

	# correct	% calculated
Phoneme ID: Visual	Out of 31:	
Phoneme ID: Auditory	Out of 31:	
Yopp-Singer Test of Phoneme Segmentation	Out of 22:	
Auditory Deletion Analysis	Out of 13: Grade Equivalent:	
Sight Word / Irregular Word Test	Out of 120: Grade Equivalent:	
WADE Reading Test	Out of 60: Stopped in List #:	
WADE Spelling Test	Out of 60: Stopped in List #:	

Optional comprehension test results:

Pre-testing schedule

1. Take time to get to know your student; complete pre-test within the first 2-3 sessions
2. **Within two weeks of completing the pre-test, please arrange a brief meeting (about 30 mins.) with the director in order to deliver the test and discuss the results**
3. Begin tutoring with WRS 1.1 or 1.3 (depending on student's knowledge of digraphs)
4. When you meet with the director, please bring full test packet (not just score sheet)
 - a. Original test will go in student file in LCBC office
 - b. Tutor will receive a hard copy of the pre-test
 - c. If the tutor and director look at pre-testing and decide on a more advanced starting point for the student, the director may provide a different WRS Student Reader and related materials at that time