

## RE-EVALUATION INFORMATION

(To be completed after Session #25, #50, #75, #100, #125, #150 OR at the end of a practicum)

Tutor \_\_\_\_\_ UURC Supervisor \_\_\_\_\_ Date \_\_\_\_\_

The following information has been discussed with me.

\_\_\_\_\_  
 (Guardian – Print Name) (Guardian - Signature) Date \_\_\_\_\_

<b>Student's Name:</b> _____		<b>School Grade:</b> _____		<b># of Tutoring Sessions:</b> _____	
<b># of Tardies:</b> _____	<b># of Unexcused Absences:</b> _____		<b># of Excused Absences:</b> _____		
<b># of Home Reading Charts Returned:</b> _____			<b># of Home Word Charts Returned:</b> _____		
<b>Chronological Grade Level Oral Reading Fluency:</b>				<b>Word Study:</b>	
Beginning: _____ (wcpm)		Current: _____ (wcpm)		Beginning WS Pattern(s): _____	
(Grade level expectation: _____ wcpm)		(Grade level expectation: _____ wcpm)		Current WS Pattern(s): _____	
<b>Instructional Reading Level:</b>	Most recent data point:	2nd most recent data point:	3rd most recent data point:		
Beginning Text Instructional Reading Level: _____	Rate: _____ (wpm)	Rate: _____ (wpm)	Rate: _____ (wpm)		
Current Text Instructional Reading Level: _____	Accuracy: _____ (%)	Accuracy: _____ (%)	Accuracy: _____ (%)		
<input type="checkbox"/> Progressed at least one text level since last re-evaluation. <input type="checkbox"/> Progressed at least one word study pattern since last re-eval. <input type="checkbox"/> Moved back to easier text level on lesson number(s) _____ <input type="checkbox"/> Two or more grade levels below chron. grade @ 50 sessions. <input type="checkbox"/> Two or more grade levels below chron. grade @ 75 sessions.				<b>Recommendation for further intervention:</b> Next Steps <input type="checkbox"/> Yes Higher Steps <input type="checkbox"/> Yes Wilson <input type="checkbox"/> Yes	
<b>Comments:</b> (Can include information about motivation, behavior, comprehension, fluency, word analysis strategies, etc.)					
<b>Recommendations:</b>					
Please record the number of minutes read daily on the Home Reading Chart provided by your child's reading tutor and return the chart to the Clinic. Thank you.					

# There are two important ways that you can help your child continue to make progress as a reader:

## 1. Listen to your child read aloud every day for at least 15 minutes. Here are some guidelines:

- a. Choose interesting text on your child's instructional level.
- b. When your child makes a mistake, say, "This word tricked you; try that again," and point to the beginning of the phrase or sentence. If the child continues to struggle, help him/her "sound out" the word, or look for "vowel patterns/syllable types." Still struggling? Tell her/him the word quickly and get back to reading.

## 2. Do "Repeated Readings" with your child. Here are some guidelines:

- a. Count out a 200 word section in text your child has already read once.
- b. Set a timer for 2 minutes. Count errors that go uncorrected by child.
- c. If your child begins to make many errors, make her/him repeat that section. This will encourage accuracy as well as speed.
- d. When the timer beeps, count how many words she/he read in the 2 minute time period. Count the number of errors. Review errors with your child.
- e. Graph the results. This is "trial #1".
- f. Repeat steps (a) through (d). This is "trial #2." Tomorrow, repeat trials #3 & #4.
- g. Show your child the results. Children love to see their progress!!

When your child can read more than 200 words on trial #1, it may be a sign that she/he is ready for slightly more challenging text. On the other hand, if your child cannot read at least 90 words on trial #1, it may be a sign that the book is too hard. Adjust difficulty as indicated.

**\*\*Note: graphs** are available on our website [www.uurc.org](http://www.uurc.org) . Click on the tab "**For All**" from the side menu, then click on "**Forms and Charts**", and finally "**Repeated Reading Charts**".

### Leveled Books

Are you looking for appropriate books for your child? Be aware that book leveling is FAR from a "precise science!" However, you can find lists of Leveled Books on our website [www.uurc.org](http://www.uurc.org). Click on the tab "**For All**", then, from the drop down list, click on "**Leveled Books**".