

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 _____

Student's Name:		School Grade:	# of Tutoring Sessions:	
# of Tardies:		# of Unexcused Absences:	# of Excused Absences:	
# of Home Reading Charts Returned:		# of Home Word Charts Returned:		
Instructional Level: Beginning <u>Level</u> : _____ from RLA Current* Level from R&A OR: _____ DIBELS Progress Monitoring	Word Study: Initial Assessment WS Pattern(s): _____ Current WS Pattern(s): _____	ES/NS/HS-Basic Lesson Rate & Accuracy (R&A)		
		Most recent: Rate: _____ (wpm) Acc.: _____ (%) Repeat Lesson []	2nd most recent: Rate: _____ (wpm) Acc.: _____ (%) Repeat Lesson []	3rd most recent: Rate: _____ (wpm) Acc.: _____ (%) Repeat Lesson []
Oral Reading Fluency (DIBELS ORF) Chronological Grade Level:		OR		
Baseline Grade: _____ Baseline: _____ (wcpm) (Grade expectation: _____ wcpm)	Current Grade: _____ Current: _____ (wcpm) (Grade exp.: _____ wcpm)	HS-Complex Text Instr. Current* (Prog Mon) Level: Level: _____ Base. Rate: _____ (wcpm) Curr. Rate: _____ (wcpm) Base. Acc.: _____ (%) Curr. Acc.: _____ (%) (Rate exp: _____ wcpm) (Acc expect: _____ %)		
<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.		Recommendation for further intervention: Next Steps [] Yes Higher Steps [] Yes Wilson [] Yes		
Comments & Recommendations: (Can include information about motivation, behavior, comprehension, fluency, word analysis strategies, etc.)				
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 three 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 error, then 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. Use the UURC's home word charts to help your child build fluency in grade-level text. Our word charts are designed for students in grades 1 through 8.

3. 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. 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. Click on the tab "**For All**", then, from the drop down list, click on "**Leveled Books**".