

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.

Date _____

(Guardian – Print Name)

(Guardian - Signature or "per virtual conference")

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:
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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 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: Baseline Grade: _____ Current Grade: _____ Baseline: _____ (wcpm) Current: _____ (wcpm) (Grade expectation: _____ wcpm) (Grade exp.: _____ wcpm)	OR HS-Complex Text Instr. /PM* Level Base. Level _____ Current Level _____ Base. Rate: _____ (wcpm) Curr. Rate: _____ (wcpm) Base. Acc.: _____ (%) Curr. Acc.: _____ (%) (End of grade Rate criteria: _____ wcpm) (End of grade rate criteria: _____ wcpm) (End of grade Acc criteria: _____ %) (End of grade acc. criteria: _____ %)
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<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
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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.

We suggest three easy ways to 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, point to the error and say, "This word tricked you." Then, point to the beginning of the phrase or sentence and say, "Start here." If the child continues to struggle, assist in "sounding out" the word, or look for "vowel patterns/syllable types." Still struggling? Just say the word for the child, point to the phrase or sentence again, and say "Start here." This will give the child a successful event that will help in the future and you can both get back to reading.
- c. After each paragraph or page, ask your child, "What's happening?" or "What was that about?" or "What are we learning?" Allow your child to look back at the text if that helps. If the child can't remember, point to an important sentence and say, "Start here and then tell me." Keep these discussions brief and focused. Comprehension is important, but consuming text is the goal here because many poor readers would rather clean the grout in the kitchen floor than read aloud.

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.

For access, go to <https://uurc.utah.edu/General/HomeWord.php> or, you can find the charts by going to www.uurc.org. Click on the tab "For All", then, from the drop down list, , then click on "Forms and Charts", and finally the "Home (Academic) Word Charts".

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 the child.
- c. If your child "comes off the page" makes many errors, make the child repeat that section. This will encourage accuracy as well as speed which is more important than speed.
- d. When the timer beeps, count how many words the child 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 of readiness 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. For access, go to <https://uurc.utah.edu/General/Forms-Charts.php> or you can find the graphs by going to www.uurc.org. Click on the tab "For All" from the side menu, then click on "Forms and Charts", and finally the links under "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 at <https://uurc.utah.edu/General/LeveledBooks.php> or you can go to www.uurc.org. Click on the tab "For All", then, from the drop down list, click on "Leveled Books".