



Intake Evaluation Analysis

Student Name:

Date:

Grade:

Pre-tests:

- **Reading Tests:**

- IOTA:

- Which pages were presented?
- Which elements seem solid?
- If you skipped a page, why?

- Informal Reading Inventory (IRI):

- Which pages were presented?
- Which elements seem solid?
- Should you have done the IRI today but didn't?

- **Spelling Tests:**

- OGRS Spelling Progress Tests (SPT):

- Which elements were solid on 1A? Did you do only 1 column?
- 1B? Only 1 column?
- 2? Only 1 column?
- Should you do an additional test at the next session?
- Did you do a test today that you shouldn't have?

Alphabet:

- Can they say the alphabet?
- Write it?
 - How long did it take?
 - Complete?
 - Gaps?
- What errors?
- Were they able to find the letters you asked for?
- How was before and after?
- Which sounds did they know?
- What sounds will you have in the LTK for the next session?
- What remediation is needed for the next session and ongoing?

Generate rhyme:

- Could they think of rhymes?

Blending:

- Could they blend:
 - Compound words?
 - Word parts?
 - 2 sounds?
 - 3 sounds?
 - Remediation needed?

Segmenting:

- Could they segment:
 - Compound words?
 - Initial sound?

- Final sound?
- 2 sounds?
- 3 sounds?
- Did you teach finger spelling?

Deletion:

- Could they delete:
 - Compound words?
 - Syllables?
 - Initial sounds?

TicTacToe:

- Which boards did you play?
- Too easy?
- Too hard?
- Did you teach tracing?

Planning the next lesson:

What elements can you include on the next lesson plan?

- These elements will be in the LTK for reading and spelling, word reading, word spelling and Tic Tac Toe.
- These will only be elements that you are sure they know based on your intake session.
- You are going to spend your first few lessons making sure that what you think is solid, is actually solid.
- There will be nothing on the first lesson that you think they might make errors on.

What sort of contextual material will you choose for the next session?