



Intake Evaluation

Student Name:

Date:

Grade:

Pre-tests:

- **Reading Tests:**

- IOTA for all.
- Informal Reading Inventory (IRI), *Level 2 students only*.

- **Spelling Tests:**

- OGRS Spelling Progress Tests (SPT)
- Notes about letter formations:
- Grip:
- Cursive or printing:
- Left or right-handed:
- Handwriting in general:
- If student is unable to write any sounds in the first couple of words, go directly to Alphabet. Otherwise, complete spelling tests and then go to Alphabet.

Alphabet:

- Ask your student if they can say the alphabet.

- If they can say it, ask them to write it in lower case letters. Don't give help, just see how they do. If they aren't done after about 3-4 minutes, stop them anyway.
- If they can't say it, ask if they can sing it.
 - If they can sing it, ask them to write it in lower case letters. Don't give help, just see how they do. If they aren't done after about 3-4 minutes, stop them anyway.
- If they can't sing it, go to Generate Rhyme.
- If they wrote it correctly, do Seek and Find, including before and after, for any 10 letter names.
- Ask about the sounds for:
 - s
 - m
 - d
 - f
 - a (short and/or long)
 - i (short and/or long)
 - z
 - b
 - k
 - p
 - v

Generate rhyme:

- "Let's think of words that end with **ō**, like **no...so...Joe...**"
 - See if your student can think of rhymes. They don't have to be real words and spelling doesn't matter; they just need to rhyme. See if they can come up with 5.
 - Just give them 30 seconds or so and move on.
 - You can provide more as prompts if it helps as they're trying to think of them.

- “Let’s think of words that end with **ed** like **red...said...led...**”
- “Let’s think of words that end with **ish** like **fish...mish...dish...**”

Blending:

- “Can you make one word out of...”
 - kick---ball
 - egg---shell
 - trash---can
 - sand---box

 - fl---ash
 - cl---ap
 - st---ill
 - sp---ot

 - m---e
 - d---ay
 - w---e
 - t---ie

 - t--i—p
 - g--o—t
 - s--oa—p
 - d--ee--p
- **Segmenting:**
 - “Can you make 2 words out of...”
 - bedroom
 - football
 - raincoat
 - daytime
 - “What sound do you hear at the beginning of...”
 - lab
 - goal
 - chin
 - shine

- “What sound do you hear at the end of...”
 - club
 - sack
 - grin
 - fell

- **Teach finger spelling here.**

- “Can you tell me the sounds in...”
 - may
 - hi
 - low
 - she

- “Can you tell me the sounds in...”
 - mash
 - zip
 - pin
 - fell

- **Deletion:**
 - “Say **cowboy**. Say it again but don’t say **boy**.” (cow)
 - “Say **stoplight**. Say it again but don’t say **stop**.” (light)
 - “Say **touchdown**. Don’t say **down**.” (touch)

 - “Say **dolphin**. Say it again but don’t say **dol**.” (fin)
 - “Say **scramble**. Don’t say **ble**.” (scram)
 - “Say **perfume**. Don’t say **per**.” (fume)

 - “Say **pat**. Say it again but don’t say **/p/**.” (at)
 - “Say **sick**. Don’t say **/s/**.” (ick)
 - “Say **mad**. Don’t say **/m/**.” (ad)

When you have 10 minutes left in the session play TicTacToe with an appropriate level. **Teach tracing here.**