

STEP 3: Student Information

- Please fill out every field for EACH referred student. Do not use the student's full name; we will **only refer to the student by their initials** to maintain confidentiality.
- Tutors often have early morning classes; they are available to tutor more often later in the day. Keep in mind that the more options and flexibility in scheduling the higher the likelihood a match can be found.
- Additional referral forms can be downloaded from:
www.montana.edu/community/programs/arac/infoteachers.html

America Reads: <input type="checkbox"/> America Counts: <input type="checkbox"/> Student's First Initial: ____ Last Initial: ____ Gender: ____ Grade: _____ Teacher's Last Name: _____ Notes: (i.e.: interests, hobbies, special needs, etc.)	<u>DAY(s) OF THE WEEK / TIME FRAME(s) the student can be tutored</u> (Provide actual times, not class period and a minimum of 30 min. time slots) e.g. MWF 12:15-1:55pm, Tue/Thurs 1pm-2pm ____ 1. _____ 2. _____ 3. _____
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STEP 4: Student Pre/Post Assessment

America Reads									
Evaluation of Student's:	<u>Pre- Tutoring</u>					<u>Post- Tutoring</u>			
Overall fluency	1	2	3	4		1	2	3	4
Comprehension of text read	1	2	3	4		1	2	3	4
Writing skills	1	2	3	4		1	2	3	4
Ability to concentrate on reading	1	2	3	4		1	2	3	4
Participation in reading activities	1	2	3	4		1	2	3	4
Decoding skills	1	2	3	4		1	2	3	4
Literacy skills are at grade level	1	2	3	4		1	2	3	4
Note: scale negative (1) to positive (4)									
Overall attitude toward reading	1	2	3	4		1	2	3	4
America Counts									
Evaluation of Student's:	<u>Pre- Tutoring</u>					<u>Post- Tutoring</u>			
Completion of math assignments	1	2	3	4		1	2	3	4
Understanding of new math concepts	1	2	3	4		1	2	3	4
Involvement in math classroom activities	1	2	3	4		1	2	3	4
Concentration on math tasks	1	2	3	4		1	2	3	4
Ability to set up and solve problems	1	2	3	4		1	2	3	4
Completion of difficult problems	1	2	3	4		1	2	3	4
Overall math skills are at grade level	1	2	3	4		1	2	3	4
Note: scale negative (1) to positive (4)									
Overall attitude toward math	1	2	3	4		1	2	3	4

Key:
 Student has:
1=NOVICE: DIFFICULTY with subject matter
2 =FAIR: PARTIAL MASTERY of subject matter
3 =PROFICIENT: ACCEPTABLE mastery of subject matter
4=EXEMPLARY: EXCEPTIONAL mastery of subject matter

Instructions:

- Only complete evaluations for the program(s) the student is referred to (Reads and/or Counts)
- Only complete the "Pre-Tutoring" portion when referring a student.
- **This form will be returned at the end of the school year** to complete the "Post Tutoring" section

END OF THE YEAR (POST) COMMENTS:

Did tutoring from the MSU AR*AC tutor(s) address your reason(s) for referring the student to the program? Please explain.

Please share any stories/examples that illustrate successful relationships between student and tutor.