Adult Learner Assessment
Idea Source Book

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Supported by

The California State Library

Adult Learner Assessment
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for California Library Literacy Services

FALL 2003

This publication was supported by the U.S. Institute of Museum and Library Services (IMLS) under the provisions of the Library Services and Technology Act. The views expressed herein do not necessarily reflect the position or policy of IMLS or of the California State Library.

CONTENTS

CHAPTER	**1**	**Background**	1
CHAPTER	**2**	**Descriptions of Learner Assessment Process**	7
CHAPTER	**3**	**Case Study: READ/Orange County**	19
CHAPTER	**4**	**Multi-Skills Assessments**	23
CHAPTER	**5**	**Learner Self-Assessments**	43
CHAPTER	**6**	**Reading Assessments**	119
CHAPTER	**7**	**Writing Assessments**	173
CHAPTER	**8**	**Other Assessments**	195

CHAPTER **1**

Background

This ***Learner Assessment Resource Notebook*** was created to address Strategic Goal #3 in the California Library Literacy Services Strategic Plan for 2003-2006: *Focus on Assessment and Accountability*. We hope that new CLLS programs, new staff at existing programs, and programs reviewing their assessment strategies will benefit from having this resource available.

All CLLS programs were invited to recommend assessment tools that other programs could use, adapt, or purchase. They were also invited to contribute descriptions of their learner intake/assessment process and/or their learner assessment philosophies. A focus group convened by the State Library Literacy Team on November 21, 2002, discussed learner assessment, and the recommendations of the people who volunteered to participate are included here.

It has been a pleasure to communicate with so many dedicated literacy people while working on this project. Thank you for taking the time and making the effort to share your expertise.

ASSESSMENT & ACCOUNTABILITY FOCUS GROUP

PARTICIPANTS

The following people volunteered to participate in the focus group which met on November 21, 2002, in Ontario, California:

Berkeley: ***Amy Prevedel***
Chula Vista: ***Susan Empizo***
Glendale: ***Mary Miller***
Orange County: ***Marcia Tungate***
Riverside: ***Melodie Earickson***
San Bernardino: ***Lorrie Mathers***
San Diego: ***Nancy Norcross***
San Luis Obispo: ***Bernadette Bernardi***
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Solano County: ***Joanne Wright***
Stanislaus County: ***Zela Owens***
Ventura County: ***Hedy Miller***
Willows: ***Susan Domenighini***
State Literacy Team: ***Valerie Reinke & Cindy Costales***
Consultant: ***Pat Flanigan***

FOCUS GROUP RECOMMENDATIONS

LEARNER ASSESSMENT RESOURCE NOTEBOOK CONTENTS

- All CLLS programs were invited to recommend assessment tools and address the following questions about each tool:

  Why does your program use this tool?

  What conclusions can you draw from the results of this tool?

  How do you use the results of this assessment tool to help learners?

- Additionally, programs were invited to contribute written descriptions of their intake/assessment procedures and their ongoing assessment procedures.
- Finally, there would be at least one in-depth case study of a total process. It would include description of a student's initial contact, assessment, match, and ongoing assessment.

ADDITIONAL PROJECTS

- The focus group participants liked the idea of having the Learner Assessment Resource Notebook as an online resource as well as a binder-style notebook that could be updated as needed.
- The idea of two video demonstrations was proposed. One demonstration, to be used during tutor training, will show the process of a tutor and learner reviewing progress and clarifying goals. The other video demonstration, to be used during staff training, will show staff helping a student clarify and prioritize goals before being matched with a tutor.
- The State Literacy Team will work on a state vision of the reporting process. A think-tank on assessment will be convened to gather innovative ideas, identify future reporting needs of CLLS, and develop a training component for staff and tutors.

RECOMMENDATIONS (continued)

TESTING LEARNERS

- Create a positive, non-threatening experience.
- Identify learners' personal reading and writing goals.
- Focus on "just in time" skills—that is, life skills that will help learners in their roles as parents, workers, and community members.
- Provide both initial and periodic ongoing assessment so that tutors and learners recognize progress that comes with the tutoring process.
- Keep it simple. Be sensitive to fears of testing.
- Training is essential. Staff should be trained to do initial and ongoing assessment. Volunteer tutors should be trained to do periodic ongoing assessment.
- Avoid long and complicated assessments.
- Avoid "one size fits all" assessments.
- Avoid initial assessments tied to one curriculum.
- Avoid using assessments tied to grade level results.

PURPOSE OF ASSESSMENT

- to guide the course of instruction, including appropriate curriculum and strategies
- to determine if programs' services are appropriate for specific learners, or if these learners should be directed elsewhere
- to show change over time
- to communicate who we are, what we do
- to track students' progress toward goals
- to identify students' new and changing goals
- to identify changes in students' life skills, whether planned or unanticipated
- to self-diagnose and evaluate the strengths and weaknesses of programs' services
- to provide benchmarks for all stake holders: students, tutors, literacy staff, local libraries, State Library, funders, legislators, community organizations, etc.
- to strengthen literacy services statewide (If a program is getting great results, can their techniques be shared?)
- to qualify student achievements in numbers that will be meaningful to potential funders and legislators so that there is clearer understanding of who we are and what we are about

CHALLENGES OF ASSESSMENT

- keeping the process consistent and simple
- dedicating staff time for ongoing assessment

- connecting assessment to instruction and making that connection clear to tutors and students
- finding a common language, understandable to literacy programs, adult education, California Department of Education, and other "educational worlds"
- keeping in mind the "big picture"—do publishers, for example, provide materials supporting assessment results?
- paradigm shift to an outcomes-based measure of progress (for example, *What real life literacy skills does student have now ?* rather than *What workbooks has student completed?*)
- leaving room in a statewide assessment process for a local needs component
- creating incentives for buy-in to a statewide assessment process
- not overwhelming programs with a new statewide assessment process—perhaps by implementing it in phases

ONGOING ASSESSMENT

- It is important to have a detailed plan for ongoing assessment.
- It requires a **baseline**—where student started (results of initial assessment).
- it is important to have specific methods and tools for helping students and tutors identify goals, set priorities, and document progress.
- Ongoing assessment can take various forms—such as monthly written reports, annual surveys, or portfolios (samples of work which show progress).
- Informal conversations during tutoring about progress may satisfy tutors and learners, but without a program-wide documentation process, there is no way to know if tutoring partners are really working toward specific goals or what is being achieved.
- The ongoing assessment process can trigger positive changes in the direction of tutoring.
- Model, model, model ongoing assessment procedures for tutors and staff, including how to offer encouragement and guidance.
- Conduct a needs assessment of your program.

WHAT CAN LITERACY PROGRAMS ASSESS?

LEARNER SELF-ASSESSMENTS

- **Goals—**what learners want to accomplish with the help of better literacy skills
- **Health Inventory—**issues that would affect tutoring; response to such questions as: Are you currently on medication? Have you ever had trouble hearing? Have you ever had a head injury? Do you wear glasses? Have you had your vision tested?
- **Interests & Talents—**related to "multiple intelligence" theory; response to such questions as: What do you like to do? What are you good at? What kinds of things have always been pretty easy for you?
- **Learning Style Preferences**—auditory, visual, kinesthetic learning modes, environmental preferences for learning; global vs analytic learning styles
- **Literacy Life Skills—**which specific literacy skills are easy, hard, or never tried—e.g., writing a letter, reading to a child
- **Past Experiences—**response to such questions as: What was school like for you? Have you attended any other kinds of literacy programs?
- **Portfolio—**collection of learner's work over time used to demonstrate progress and guide subsequent instruction (portfolio to be assessed by learner along with staff and/or tutor)
- **Reading and Writing Difficulties—**response to such questions as: What kind of difficulties do you have when you read? What is hard about writing for you?
- **Reading & Writing Strategies—**response to such questions as: What do you do when you come to a word you don't know? What do you do when you want to remember something you read? What do you do when you want to remember how to spell a word?
- **Record of Accomplishments—**ongoing assessment of "real life" achievements learner relates directly or indirectly to tutoring—may or may not be identified goals
- **Role/Goal Mapping based on EFF philosophy—**goals for different areas of learner's life—home/family, self, work, community
- **Scotopic Sensitivity Syndrome**—checklist of signs possibly indicating a perceptual disorder related to how words appear on the page; trained interviewer may recommend using tinted overlay on top of words

READING ASSESSMENTS

- **Auditory Discrimination—**e.g. Do these words sound alike or different: *big—bag*
- **Decoding Words—**knowing letter / sound relationships and blending individual sounds into "real words" and "nonsense words"
- **Language Usage**—how words are combined to create meaning

- **Letter Recognition**
- **Life Skills—**reading labels, mail, recipes, etc.
- **Listening Comprehension**
- **Oral Reading Comprehension**
- **Oral Reading Speed & Fluency**
- **Phonemic Awareness—**ability to isolate individual sounds in words—e.g., What letter represents the sound / g / ? What word would you have if you take away the first sound in *shape*? What sound do you hear at the end of the word *plan*?
- **Silent Reading Comprehension**
- **Silent Reading Speed**
- **Strategies for Reading—**predicting, scanning, using visual cues, visualizing, etc.
- **Visual Discrimination—**matching like letters and words
- **Vocabulary—**knowing the meaning of words
- **Word Recognition-** "sight words"—visual memory for words

WRITING ASSESSMENTS

- **Handwriting—**ability to do both printing & cursive
- **Handwriting—**legibility
- **Life Skills in Writing—**writing checks, memos, messages, application forms, etc.
- **Phonetic Spelling—**awareness of how to represent sounds in print
- **Visual Spelling—**memory for how words look
- **Writing—**expression of ideas
- **Writing—**mechanics

OTHER LITERACY PROGRAM ASSESSMENTS

- **Basic Arithmetic—**addition, subtraction, multiplication, division, percentages, decimals, fractions
- **CASAS—**assessments of real-life adult literacy skills used widely in public adult schools
- **English Speaking Proficiency—**word pronunciation, use of complete sentences, grammar, vocabulary
- **G.E.D.** practice tests for high school equivalency diplomas
- **Interviewer's Subjective Assessment** of learner's motivation, attitude, suitability for tutoring, etc.
- **Math Life Skills—**paying bills, figuring interest, etc.
- **Visual Acuity—**to determine if vision test by a doctor should be recommended

CHAPTER **2**

Descriptions of the Learner Assessment Process

LEARNER INTAKE / EVALUATION "FLOW CHART"

Kathie McDonald, Student/Tutor Coordinator
Project Second Chance, Contra Costa County

During the interview, I tell the learners that I am doing 3 things:

1. I am trying to determine whether they have needs that our volunteer tutors can help with.

If they read and write very well, and want help at a college level, I usually turn them away.

If they are ESL and I have trouble understanding them or making myself understood, I refer them to the volunteer literacy program in Contra Costa County that does conversational English as well as reading and writing.

If they appear to have problems that I think our volunteers may not be able to help with, I tell them that as graciously as I can and make referrals if I can.

2. I am trying to make them comfortable—so they aren't afraid to work with me or with a volunteer that I match them with.
3. I am acting like a detective. If they were in school, I'm trying to figure out why they had problems learning. Were there learning disabilities/differences that were not diagnosed or that no one knew how to help them with? Were there overwhelming emotional issues for them when they were in school? Did they move a lot? Is English a second language, and were they dealing with two-languages while they were in school?

   The second part of this detective work is trying to decide how a tutor should begin working with them.

   Do they have a short-term specific goal—a test they need to pass on the job?

   Do they need lots of structure?

   Do they need to learn phonics?

   Do they have trouble with comprehension?

The other thing I squeeze into every interview with a learner that I intend to take into the program is a "mini-lesson." I have no idea what that will be when I start, but I want to work with the learners a bit to find out what their style is as they work with a tutor, AND to show them that they CAN learn. I emphasize that any idea I present to them would have to be practiced before they would master it, but I show them that there are rules and patterns that they can learn to help with decoding or spelling, or that there are ways to go about working on comprehension problems.

Often the lesson is about "silent e"—and it often comes up with "Queen Anne of England." I list a dozen words that the learner read correctly with a silent e, and then show them that it is never pronounced. (Recipe? calliope? —We don't "go there!")

Sometimes it is with soft c or soft g: I have them discover (by making a list of words that they have read correctly) when the **C** says /k/ and when it says /s/.

Sometimes it is simple phonics. Then I usually pull out Wilson or Reading Revolution Sound Cards. I may be trying to discover whether they can blend consonants or whether they can change one sound in a word or whether they know the short vowel sounds.

Often it is a simple spelling lesson, and I show them how, by stretching out the word, or by using the cards, they can determine whether the cards are in the correct sequence for **felt** or **left**.

I often begin by asking learners what need they have perceived—NOW—that they have been able to ignore or cope with until now. Sometimes I say, "Tell me about school."

Responses to those broad opening questions determine where I go next.

Examples:

1. **Learner says, "I read pretty well, but my spelling is awful. I'm afraid to write notes at work because the boss will think I'm stu-**

pid." (The last part doesn't always come out in the second sentence, but it's usually implied.)

Now I know it's OK to show the learner the Challenger or Voyager word lists. I can probably ask him to read at least the first story to me. I may use that test as a rough guide to where the problems are. Then I may give the spelling part of the Lit Start test—which begins with 3-letter, 3 sound words, and proceeds in a very structured way: digraphs, blends, long e, double vowels, "soft" c and g, double vowel combinations, -ed and -ing endings. Often I don't complete the list.

If we're using the Challenger intake test, usually the learner has more trouble with words in isolation at any given level than he does with the story. Then I look at decoding/phonics skills.

If a learner seems to know some basic phonics, but is frustrated by all the exceptions to the rules, I try to get him to come up with some off-the-wall way to remember a pair of homonyms, or some word he has to look up every time he wants to write it. I want him to see that when the rules fail, he has to be willing to play—to try colors, sounds (double click for double letters), stories, pictures. . . .

If the learner's spelling needs are very specific, we talk about that: which words does she need at work or to put in e-mails to her relatives?

2. Learner says, "I can't seem to remember what I read."

Again, I know it's OK to begin with a simple Challenger or Voyager story. (Learners may read silently and then out loud, or out loud only, or out loud and then silently—as long as I hear the story once.) Sometimes a learner reads a story fairly fluently, but can't answer any inferential or non-literal questions. With an ESL student, trouble often begins with the Challenger story about the "crook"—if that is an English word they don't know. With learners with language difficulty, it often comes up with the Challenger wig story: "What does it mean to call a person a big-wig?"

I try to determine whether the problem is really with reading words incorrectly and then losing meaning, or with having to decode too many words, or with just not having a picture of what's going on as they read.

If non-literal language is the problem, then part of the solution is to just do lots of reading with the tutor—from any source: textbook or newspaper or whatever.

3. Learner tells me, "I can't read anything." (That is not usually true, but I honor it.)

I usually use the back of the Lit Start booklet to see if he knows the names of the letters. If he can name them, does he know the sounds? If he doesn't know the sounds, does he need (and is he open to) a Reading Revolution (RR) approach with signals, games, and concrete language?

If learners seem like potential RR students, I try playing Slam and Monster Words worth them, and I show them the Learner Handbook, and tell them a bit of Judy Kranzler's story. I use a few signals myself as we talk about the sounds the letters make. I can usually tell just by how they react to my signaling whether it "makes sense" to them. If it doesn't, I may just explain what I've been doing and then drop it.

If they seem like potential Wilson students, I show them how to tap a 4-letter word. I never ask a tutor to begin with the Wilson method until the learner has seen Book 1 and Book 12—Book 1 so he knows where he's going to begin—and Book 12 to see where he can finish. If he's insulted by Book 1, I won't try to have him work with a Wilson tutor. Often I can tell from body language as we work with the cards that a student really likes the clarity of how putting the cards in one sequence or another determines the spelling.

The success of either the Wilson method or the Reading Revolution method may depend upon the learner's ability to actually discriminate between the sounds themselves BEFORE we begin to attach letters to them. For that reason, we now sometimes include a Phonemic Awareness Screening from Susan Barton.

I usually finish by telling the learner I will look for a tutor who can meet with him at a time and place that works for both of them. I also tell him that he and the tutor will be working together for the first few weeks just to see which materials and which lesson structure work for them.

Learners who must wait for a tutor (as well as those already matched) are invited to our computer lab. We encourage them to meet with a staff member once or twice before taking advantage of the drop-in hours with volunteer tutors.

If the learner and I have agreed that he would do best with a Wilson or an RR tutor, that is a big part of the matching for me. Practically, our program has very few trained RR tutors. So, if I believe the hand signals and beginning decoding strategies of Reading Revolution will be especially valuable to a learner, I try to have her do a series of 10–12 RR lessons in a small group of learners and tutors, who learn together. Often a learner who reads fairly well but has few decoding skills benefits from a series of 7 lessons (Six Syllable Types), again offered in a small group format taught by a staff member and attended by pairs of tutors and learners.

LITERACY VOLUNTEERS HUNTINGTON BEACH PUBLIC LIBRARY

Rose Saylin
Huntington Beach Public Library

When the student comes in to sign up for the literacy program at Huntington Beach Library, we first interview the student and fill out the New Learner Information form. This conversation tells us if the student speaks English well enough to participate in the program, gives us his or her educational background, and (most importantly) tells us what the student wants to learn.

For student assessment, our program staff uses the READ Test (Reading Evaluation Adult Diagnosis), developed by Literacy Volunteers of America. This 20–30 minute evaluation tells us about the student's skills in sight words, phonics, blends, digraphs, short vowels and multi-syllabic words.

The student reads several lists of words for this test. Then the student is asked to read several short passages and the tester asks comprehension questions. The scoring levels for this test are for people whose reading roughly corresponds to school grade levels one though five. Each student has a word recognition score and a comprehension score. There is a listening score which our program does not use. We also ask the student for a short writing sample.

When a tutor and student are matched, the tutor receives a copy of the information sheet, the test and the writing sample. Thus the tutor starts out knowing the student's background, what the student wants to learn, what kinds of mistakes are being made during reading, and how well the student comprehends the content. The pack also includes a shortened version of the California Adult Learner Progress Evaluation Process and the California State Library Examples of Learner Goals. The tutor is asked to fill out the CALPEP after two weeks of tutoring. We use it mainly to help the tutor understand the student's reading and writing habits and goals.

The READ test is designed to give a starting point for teaching. It is available through New Reader Press. It comes with a flip book of test pages for the student to read and score sheets for the tester to mark, plus a summary score sheet. We like it because it is so easy to understand for the tester and the tutor, and is not too threatening for the student. I do not have the tutors do the testing, as I feel that the staff can provide a more standard level of testing, and most of the tutors are too new to be comfortable with the testing.

For recording progress, we use two things, quarterly reports and an annual tutor survey. We ask our tutors to report quarterly, listing their hours and what they are working on with their students. We do not retest our adult literacy students because a reading test does not show the progress that is most important to our students—the things they can accomplish with their improved skills and new confidence. Mentoring is the most important thing our tutors do for their students. Instead of retesting, we send a tutor survey asking the tutors to list the student accomplishments, large and small. In the answers, time and again the word "confidence" comes up. "Now my student has the confidence to go on in school, to help her children, to get a new job."

Our tutor survey is a section taken from the Literacy Volunteers of America statistical report. I feel strongly that these questions and answers reflect the results that are much more important to our students than reading scores. Our mission, after all, is to help them accomplish their own personal goals, not ours.

I am enclosing a copy of the summary sheet from the READ test.

PRE-TEST

SUMMARY SHEET

(To be completed from Recording Sheets Parts 1, 2, & 3)

Student's Name _____ Tester's Name _____ Date _____

PART 1 SIGHT WORDS

Circle One: Form A Word Lists, Form B Word Lists

Number correct on List 1: _____ Number correct on List 3: _____

Number correct on List 2: _____ Number correct on List 4: _____

List of words misread: _____

PART 2 WORD ANALYSIS SKILLS

Section	*Record Student's Incorrect Responses*	*Number Possible*	*Number Correct*
A. Letter-Sound Relationships		21	
B. Letter Names			
Lower-Case		26	
Upper-Case		21	
C. Reversals		12	
D. CVC		19	
E. CV(CC)		12	
F. Initial Blends		19	
G. Final Blends		8	
H. Initial Digraphs		6	
I. Final Digraphs		4	
J. Suffixes		12	
K. Soft C and G		10	
L. Silent Letters		9	
M. Multi-Syllabic Words		6	

PART 3 READING/LISTENING INVENTORY

Word Recognition Instructional Level _____ Reading Comprehension Instructional Level _____

Listening Comprehension Instructional Level _____

Notes:

READ © Literacy Volunteers of America, Inc.

NAPA CITY-COUNTY LIBRARY LEARNER ASSESSMENT

John Darter
Napa City-County Library

At the Napa City-County Library, we use a combination of assessment tools to determine the amount of English that our students speak before matching them and to aid tutors in their choice of a student. Initially, as part of the student intake process, students fill out a Role/Goal map with help from the Literacy Associate. This map is a graphic organizer that is based on the Equipped for the Future Content Standards. It documents the students' goals and aspirations in terms of the three major adult roles. These roles are Worker, Family Member, and Citizen. In addition, we use a fourth category, titled "Self," to address more personal goals that overlap many categories, such as wanting to learn to read, write, and speak in English.

The one-on-one time spent filling out the Role/Goal map helps the Literacy Associate predict what category the learner may fall under in terms of their English language ability. During the volunteer matching appointment, the Role/Goal map is also used as an aid to help the volunteer tutor choose a student whose goals match the tutor's interests.

For a formal assessment, we use the CASAS ESL Appraisal Form 20. As a result of our lengthy waiting list, often 6 to 8 months, however, an assessment is not conducted at the intake interview. We wait until the matching appointment, when tutors and students are introduced to each other, to use this formal assessment of the students' reading, writing, and speaking skills.

The Literacy Associate performs all assessments in the Literacy Office. The CASAS appraisal is meant as an initial assessment, where the raw score is changed into a scaled score which then determines which CASAS progress test the students should take to more accurately pinpoint their English language ability level. However, we only administer the initial appraisal. We do not have the students take the CASAS progress tests, a decision based on the belief that one hour of assessment is long enough. Many of our students don't have much formal education, so giving a lengthy series of tests doesn't make sense.

The purpose of the formal assessment is two-fold. The assessment allows the Literacy Associate to determine which materials would be best for the student, based on their English proficiency. The Literacy Associate then chooses the materials that the tutor will use for instruction. The second purpose is so the tutors, who are present during the assessment, can get an idea of the ability level of these new students by watching them take the assessment. In the future, we also plan to add a third component, which will involve tracking the students' progress through a quarterly review. We will use these reviews to re-test the students periodically to track more accurately their progress in learning English.

Currently, we place the CASAS assessment scores in the Literacy Pro database, but without an ongoing assessment, this information serves only to determine the students' language ability level upon entry into the program.

The best part about the CASAS ESL Appraisal is the oral screening. This screening allows the Literacy Associate to stop the testing process if the students are unable to answer the initial six oral questions. If the students can't score high enough when answering the initial six questions in English, then they don't take the rest of the test. This puts them at a pre-beginning level, and appropriate materials are chosen for instruction.

I've found that the scaled scores are reasonably accurate, and that the instructional materials chosen as a result of the scores tend to be right for the student. The exception to this is when I'm looking for four or five students at the same level in order to create a small group. Even when students are at a pre-beginning level there is a wide variation in reading, writing, and speaking skills within this category. Some students may not be able to speak any English because they are nervous, but when they get to know their tutor, we discover that they are higher than the assessment showed. This is not a problem in a one-to-one setting because you can simply go to a higher level book, but, when there is a group of four or five, this option is not so readily available.

We have used the CASAS ESL Appraisal for over two years now; it is the most accurate and concise assessment tool that I have found.

WHY WE ASSESS STUDENTS

Elisa Henderson
Riverside County Library

It is important to look at the whole student when they come into the program. Assessment helps the assessor gain an understanding of the student on various levels. Unlike tests in schools, assessments are not graded or used to make the learner feel unintelligent. Assessments help the learner and the assessor see what knowledge they already possess and at what level they need to begin working.

Each of the assessments in our folder is designed to help the assessor get a holistic view of the student's experiences in education. It is up to the assessor to read between the lines and find the person behind the testing tools. As the assessor, it is your job to grasp an understanding of the level of knowledge a person has about grammar, spelling, oral interpretation, written expression, comprehension, and the ability to follow directions. The assessor must look at these skills as they administer each test.

It is important for the person giving the assessment to ask questions of the potential student. Knowing a student's background will help the assessor understand the reasons behind the goals that the learner will set. It is also imperative that the learner feels that their input into this process is important. This is a learner-centered program, and what the learner brings to the table will make their participation in the program a success.

The series of assessments range from one to five and include various levels of skills. **Assessment One** will help the assessor learn how the student has progressed thus far in society as well as give the assessor a chance to ask

questions about the learner's past experiences. **Assessment Two** will capture how much basic information, such as names of letters and sounds, the learner knows prior to tutoring. It will also help the tutor find out if they know basic concepts of the English language, e.g. consonants and vowels. **Assessment Three** will give the assessor an approximate reading level for the student and give them information on how well they read aloud. **Assessment Four** will give an accounting of how well the learner writes, spells, and comprehends directions. **Assessment Five** will assist the assessor in understanding how well the student can grasp concepts that are unique to the English language. It can also be used to judge knowledge of word meanings.

Overall, the assessment process is beneficial to the tutor in helping him/her obtain a better understanding of the student. Once this knowledge is acquired, the assessor can help the student achieve goals that center on their personal beliefs. If assessed properly, the student can set realistic goals and achieve them in a timely manner.

SAN BERNARDINO COUNTY LITERACY PROGRAM

By Lorrie Mathers
San Bernardino County Library

San Bernardino County Library does an overall reading assessment to determine basic aptitudes of the student and a starting point for the learning team. I stress to all of my new (and old!) staff members that when a learner comes in to be assessed, they are to practice sensitivity. A potential learner is handed a basic information form to fill out (name, address, etc.). If the learner seems to be struggling with the form, the Specialist's first assessment would only be letter recognition or a very simple word list. My philosophy is this: the hardest thing for a person to do is to ask for help. It takes a tremendous effort for someone to put himself or herself out there and even more to show up for an assessment. I want their experience to be as stress-free as possible. If their reading level were so low that they have trouble with forms, I would never put them through the overwhelming task of reading a paragraph or short story. A compassionate specialist will know where learners needs to begin and with whom to match them. Their starting point is also determined by their choice of goals following EFF models. We have created a goal sheet with words and pictures to aid in this. We are definitely learner-centered and each person will play a significant role in reaching his or her goals.

SOLANO COUNTY LIBRARY LITERACY SERVICES

Joanne Wright
Solano County Library

Initial Assessment

Our students meet one-to-one with a program assistant for an initial interview. Showing up and being on time are the first hurdles to cross. If a student misses the first appointment, they must call and re-schedule. We inform them that the program assistant is making a special trip to meet them, and that they must call if they cannot make the appointment and/or need to reschedule. They are given a second try, and if necessary, a third. After that, cases are looked upon on an individual basis. Determination as to whether the student is "program ready" needs to be made. Interview and assessment is usually done in the library. If possible, a private meeting room is used, but often times the interview is done in a quiet corner on the main library floor.

Interviews generally take from 45 minutes to an hour. Conversation, i.e. where the student lives, the library, literacy services, etc., helps determine a student's ability to speak English. The student then provides a writing sample by completing the top portion of the data sheet—date, name, address, telephone number. Observation is made as to the level of independence. Students may need to copy from their driver's license, etc. The balance of the information is completed by the program assistant, allowing the student free dialogue to tell their story.

Through continuing conversation about family, hobbies, etc., staff gathers information helpful in making a good match. The personal role/goal map is now presented. Discussion about the four roles each of us have in our lives, the existing strengths we possess and the areas of improvement helps students to focus on what they hope to accomplish in the next three month period. Multiple goals are placed in order of importance. Existing skills are rated by the learner on a scale from 1–9. After having completed the data sheet, observing writing skills, education level, etc., the program assistant selects the tool appropriate to begin assessment. Beginning ESL students start with listening, progress to speaking, then to reading. Listening exercises allow the student to point to a picture when an object is named. Ex: Where is the dog? Where is the house? Speaking exercises include: What is this? What is she doing? Reading of the alphabet and sounds helps determine the student's reading abilities. These exercises are from the "Where to Start" guide from Litstart (Michigan Literacy Inc.) More advanced students start with reading and comprehension exercises. The student is asked to read-aloud one or more of four stories from Litstart. The program assistant offers (or the student may select) one or more stories to be read. Word attack skills, pronunciation, and fluency are observed. Comprehension questions may be presented to determine clear understanding. We explain to the student that this is not a test, but to help the program assistant to select materials at the appropriate level—not too easy, not too hard.

Next, the San Diego Quick Quiz is presented (one level per envelope—one word per card). The program assistant offers the student the level of cards appropriate in difficulty (or if in question, a level lower). The ability to identify words out of context is observed and pronunciation difficulties noted. Checking for understanding, learners are asked to describe what a word means, or use it in a sentence. When two words are missed at a specific level, the threshold has been met.

Taking into account each of these pieces of the assessment, a level is determined. ESL Beginning (Low, Intermediate, & Advanced) or Basic Literacy Beginning (PP, P, 1, & 2); Intermediate (3, 4, & 5); Advanced (6 & 7). This is by no means a scientific assessment. We consider it to be a "seat of the pants" tool, holistic in nature, however usually quite accurate. A drawback might be that two or more different staff people are doing the assessments. It is important that consistency be achieved.

This assessment information is available to tutors beginning to work with a specific student. Tutors may have a preference of a certain level student. It is a starting point from which the pair can work. We always encourage the pair to start with something easily accomplished and progress to the more challenging. Only level is entered into our computer system (LitPro). No assessment tools are entered.

Ongoing Assessment

Currently, our ongoing assessment is performed by the pair through a portfolio collection. Part II of our tutor training explains the importance of developing the portfolio. Pairs are encouraged to date and save samples of work that relate to desired goals. These samples are used in the periodic assessment as evidence of gains toward goals, or goals met.

Each lesson should end with an assessment of that day's lesson. What worked? What the next lesson should include? Together the pair discusses and plans their next lesson.

Periodic Assessment

After three months of meeting, a progress review is scheduled with the pair. A program assistant contacts the pair to set up an appointment (during one of their regular tutoring sessions) to facilitate feedback on learning. Progress reviews are an opportunity to clarify the student's goals, to review samples of work from the portfolio collection, and to assist with identifying goals for the next three months. This evaluation opens dialogue about the meeting schedule and how the sessions are going. Goals are reviewed (EFF concepts in mind). Often, it may help the pair to keep (or get back) on track. Together an action plan is developed and suggestions for new materials may be offered. This is a great chance for both the tutor and student to pull back from weekly sessions, discuss gains made/goals met, and focus on their future direction. Overall, a good time for feedback from all partners.

At six months another progress review is scheduled. In addition to the three month process, we inquire about the pair's future plans. Now that the six month commitment has been met, do they plan to continue?

Conclusions: Our assessment tools help us to determine in what area/s our students are strong, as well as those that need improvement. Adults tend to be very unbalanced in their skills. Simply because a learner reads and writes well does not mean they have equally developed oral abilities, or vice versa.

With these results we can aid our tutors with the necessary information to make their lessons meaningful. Adults find time for lessons only when they receive what they need. Information gathered from the role/goal map, along with listening, speaking, reading, and writing skill levels allow the new tutor to step into this partnership with the appropriate materials and at the appropriate level.

CHAPTER **3**

Case Study

READ/Orange County

This case study is loosely based on an actual student at READ/ Orange County whose name has been changed.

Step One—Jan. 6:
Clyde contacts program & schedules appointment.

Clyde calls the READ/Orange County Office on January 6th to ask for help with reading. He speaks with Joji, the Office Specialist. Joji tells Clyde that the next step is a two-hour assessment that will help his tutor figure out how to help him reach his literacy goals. Clyde agrees to be assessed, and Joji proceeds to note Clyde's address and daytime and evening phone numbers. He makes an appointment for Clyde's assessment on January 22, ten a.m., at the Los Alamitos Library, which is the nearest branch to Clyde's home. Joji stresses that he should call the READ/Orange County office if he is unable to keep the appointment, and he tells him that Tricia, the person who does assessments, will be waiting for him near the reference desk. Clyde mentions that it was a librarian at the Los Alamitos Library who told him about the adult literacy program.

Step Two—Jan. 22:
Clyde meets Tricia for a skills assessment.

Tricia has called Clyde to confirm their appointment, and she is standing at the reference desk when he arrives. They go into the community room, which Tricia has booked in advance, since Los Alamitos is not one of the branches where READ/Orange County has an established literacy center. Tricia explains that the purpose of the assessment is to help Clyde and his tutor plan their lessons so that he can accomplish what he wants. She asks the questions on the **Learner Intake** form and talks to Clyde about his goals. Clyde tells Tricia that he wants to learn to read better so he can apply for a promotion at work. He is a fork lift operator, and he wants to take the test to be promoted to supervisor. He also tells Tricia he'd like to learn to use email at work Tricia writes down both these goals on a **Role/Goal map**. Then they complete the **Skills Assessment.** After that, Tricia explains the **Learner Contract** to Clyde, and he signs his name .

Tricia tells Clyde there is a list of learners waiting for tutors, and it may take a while until he is matched. In the meantime, she encourages him to attend monthly meetings of READ/Orange County's **Learner Council.** She explains that learners, both matched and waiting, meet to discuss a topic of current general interest and also to write about it. Often their meetings begin with a potluck lunch shared with volunteers who are about to finish tutor training and are eager to meet real students.

Tricia writes down for Clyde the name and number of Shenikka, the Learner Support Coordinator. She tells him that Shenikka calls learners every month to hear how they are feeling about the program. After her appointment with Clyde, Tricia makes two copies of his In-take form. One is for Shenikka who will add Clyde to the learner waiting list and keep in touch. The other is for Shereen, the Volunteer Support Coordinator, who will contact Clyde when she has found a tutor for him. The original Learner Intake form and the assessment results go to the Literacy/Technology specialist for entry into the program database and placement in a learner folder.

Step Three—Feb. 1:
Shenikka calls Clyde.

During her monthly follow-up phone calls to learners, Shenikka calls Clyde to assure him he's not forgotten and confirm he is still available. She lets him know he will be matched with a tutor as soon as possible.

Step Four—Feb. 23:
A tutor is found for Clyde.

It's the last day of the Tutor Training Workshop. Each volunteer who has completed training receives a folder about a learner who matches his or her preferences. They are invited to meet with one of the program team members immediately after the training ends to discuss the placement, or to take the folders with them and call for either a telephone discussion or an appointment. Hank is one of the volunteers who decides to stay. He reviews

the assessment results and role/goal map in Clyde's folder and then talks about it with Marcia, the program administrator. Hank agrees to call Clyde the following week to introduce himself and arrange their first meeting.

Step Five—Feb. 25:
Clyde gets the news.

Shereen, the Volunteer Support Coordinator, calls Clyde with the news that she has a tutor available to meet with him. She tells Clyde he will receive a call from Hank within a week. Clyde sounds excited about it. Shereen completes the paperwork: a data entry form to record the new match and updates tutor and learner files.

Step Six—Feb. 28:
Clyde and Hank schedule first meeting.

Hank calls Clyde to introduce himself. They agree to meet at the Los Alamitos Library on March 2 at 6:00 pm. They exchange phone numbers so they can contact each other in case one of them is unable to keep the appointment.

Step Seven—March 2:
Clyde and Hank meet.

Hank has booked the library's community room so that he and Clyde can meet there. They spend some time getting to know each other. Clyde says he's a widower who helps care for one grandchild. Hank explains that he is retired now, but he used to work for a development company that built shopping centers. He demonstrates his familiarity with some of the issues Clyde faces in construction work, such as weather, safety, budget compromises, and government regulations.

Hank shows Clyde how they can work toward the goals recorded on the role/goal map. He explains the importance of breaking long-term goals into short-term goals that are **SMART**:

Specific, **M**easurable, **A**ction-oriented, **R**ealistic, and **T**ime bound.

The two agree to meet every Tuesday from 6-8 pm. They set norms for their tutoring sessions, such as being on time and calling if they cannot attend a session. They confirm phone numbers and establish a "wait time" so that each knows how long to wait if the other is late. Hank prepares **lesson plans**.

Step Eight—April 5:
Shenikka calls Clyde.

This time, when she is making her monthly learner contacts, Shenikka calls Clyde to see how he is feeling about his tutoring. Clyde says that he really likes his tutor and the materials they are using. Shenikka tells Clyde when the next Learner Council meeting is and urges him to come. She says the

topic is voting and that there will be a guest speaker to explain the issues in the upcoming local election and answer questions.

Step Nine—May, June:
Hank submits monthly reports.

Hank can drop off his **monthly report** at the READ/Orange County office, e-mail it, fax it, or mail it. He is eager to communicate his excitement about tutoring and understands that the program needs to have documented success in order to exist.

Step Ten:
Clyde and Hank complete 50 hours of tutoring

A few months after tutoring began, Clyde attends a Learner Council meeting and receives a **certificate for completing 50 hours of tutoring.** He is told that Hank will receive a **tutor certificate** in the mail. When Shenikka, the Learner Support Coordinator, makes her monthly call to Clyde, she congratulates him on the fifty hours and tells him that in January he will receive an **invitation to the annual READ/Orange County event** where all the learners and tutors and the program team celebrate their accomplishments of the year. Shenikka also reminds Clyde that Tricia will soon be scheduling a time with him to do a follow-up assessment. She says that he will be doing the same tests as before and adds that most learners really enjoy discovering how much easier the tests are after just a few months of tutoring. Clyde asks if Hank will be there during the tests, and Shenikka tells him that usually Tricia meets with learners before the tutors arrive, so that the three of them can then talk about the results together. Clyde confides in Shenikka that he plans to sign up for the next supervisor exam at his company, and he assures Shenikka that he is grateful for his tutor and hopes that Hank will be able to continue working with him for a long time.

CHAPTER 4

Multi-Skill Assessments

This chapter describes four copyrighted commercial assessment packages which contain tests for multiple skills. Of course, programs have the option to use whichever parts of the package they wish, but they do have to purchase the entire package. For this reason, these packages are presented as "multi-skill assessments."

- **WADE** (Wilson Assessment of Decoding and Encoding)
- **READ** (Reading Evaluation Adult Diagnosis)
- **LITSTART: Where to Start Placement Guide**
- **Bader Reading and Language Inventory**

In addition, this chapter includes two assessment recommendations that can be copied/adapted by other programs. The "Reading and Writing Assessment" was developed by a CLLS program, and the "Informal Placement Test" is out of print. Neither of these lend themselves to being separated into individual skills.

- **Reading & Writing Assessment**
- **Informal Placement Test**

Name of Tool: **WADE (Wilson Assessment of Decoding and Encoding)**

Recommended by: **Read/Orange County, Orange County Public Library**

Contact Person: **Marcia Tungate, Literacy Services Program Administrator**
(714) 566-3070
mhtungate@ocpl.org

Source: **Wilson Language Training**
175 West Main Street
Millbury, Mass. 01527-1915
(800) 899-8454 (508) 865-5699
www.WilsonLanguage.com
WADE: $30.00

Description: **WADE, the updated assessment tool from Wilson Language Training, provides a thorough inventory of learners' skills in phonemic awareness, decoding skills, word recognition, and spelling.**

Indicators of the appropriateness of the Wilson Reading System for instruction include:

- **letter/number reversals**
- **frequent guessing**
- **weak sound/symbol knowledge**
- **frequent errors in oral reading**
- **good reading comprehension if words are read correctly**
- **good listening comprehension**
- **poor phonological awareness**
- **weak decoding skills**
- **significant spelling deficiency**
- **oral language difficulties (word retrieval, stuttering, articulation, etc.)**
- **poor handwriting**

The *Wilson Reading System*'s wide array of instructional materials and highly structured approach have been popular since the the early 1990's with a number of CLLS programs throughout the state including Chula Vista, Ventura County, Contra Costa County, San Jose, and others.

Why does your program use this tool?

Many of the students who come to our program exhibit the characteristics commonly associated with dyslexia, sound sequencing difficulties or other language processing difficulties. By using this tool in the assessment, we can place our students with the most effective tutor for their particular issues.

What conclusions can you draw from the results of this tool?

We can identify whether the student has an awareness of sound/symbol relationships, whether s/he can identify separate sounds within a word, and whether s/he has a phonemic awareness of the English sound system.

How do you use the results to help your learners?

If the intake assessment indicates a need for it, we place the student with a tutor trained in the Wilson method. We find this an effective tool for use with students who exhibit the characteristics commonly associated with dyslexia, sound sequencing and other language processing difficulties. The students who benefit from this program respond well to a highly structured, rule laden, systematic approach to learning.

Name of Tool: **READ** (Reading Evaluation Adult Diagnosis)

Recommended by: **Literacy Volunteers Huntington Beach Public Library**

Contact Person: **Rose Saylin, Reading Specialist**
(714) 375-5102
lvahv@aol.com

Source: **New Readers Press**
online catalog: www.newreaderspress.com
(800) 448-8878
READ Test: $10
Trainer's Script: $2.00, Trainer's Audio Cassette: $8.00

Description: **Part 1: sight words**
Part 2: word analysis (letter identification, phonics, decoding skills)
Part 3: reading/listening (4 reading passages at five levels of difficulty to determine oral reading fluency and comprehension)

Why does your program use this tool?

This short test shows what mistakes a student makes while reading.

What conclusions can you draw from the results of this tool?

This test shows how well the student knows basic phonics, sight words, short vowels, digraphs, blends, and multisyllabic words. It also shows how well a student comprehends short passages of text. Levels are beginning to grade five equivalent.

How do you use the results to help your learners?

The results help tutors establish a starting point for planning instruction and selecting materials.

Note: Chapter 2 contains Rose's description of the Huntington Beach program's learner assessment process.

Name of Tool: **LITSTART: Where to Start Placement Guide**

Recommended by: ***Project Second Chance*, Contra Costa County Library**
(also recommended by Solano County Library Literacy Services)

Contact Person: **Kathie McDonald, Tutor/Student Literacy Coordinator**
(925) 927- 3250
kmcdonal@ccclib.org

Source: **Michigan Literacy, Inc.**
2157 University Park Drive, Suite #4
Okemos, MI 48864
http://www.MichiganLiteracy.org (info & online purchasing)

Description: **Michigan Literacy, Inc. is the state affiliate office for Laubach Literacy International and Literacy Volunteers of America. It develops tutor training materials and curriculum for dissemination throughout Michigan and the nation.**

$1.50 for LITSTART's Where to Start Placement Guide—includes both a tutor and a student version. The assessment has 5 components: informal interview, reading selections, writing exercise, spelling exercise, and letter identification.

Also available is the LITSTART book, now in its 3rd edition. The cost is $16.95 plus shipping, and the Placement Guide is included with each book. According to Michigan Literacy, Inc.'s website, LITSTART lessons focus on personal goals and individual learning styles. The book includes over 60 pages of word lists as well as sample lesson plans, skill check lists, tutoring tips and teaching strategies for the following topics: reading, spelling, writing, ESL.

Why does your program use this tool?

LITSTART is our least threatening assessment tool. The page with letters of the alphabet in random order and in large print is a good starting point if I have reason to think a student may have few or no reading skills. The format is easy on the eyes, and if a student succeeds in naming the letters and knows some sounds, we can go on to the first story. If the student is not successful with the letter page, I can tell there is no point in asking for a reading demonstration.

When we do move on to the first LITSTART story, often students can read it, even after telling me they don't read at all. The large print, double spacing, and illustration make the page look "beginner friendly." The content is adult oriented, but there are only six sentences, each on a separate line. With some students, we use the Challenger or Voyager placement tests, but all four of LITSTART's stories are easier.

Whenever a spelling test seems appropriate—often because a student tells me something like, *I read pretty well but my spelling is awful*—I use

the words in the LITSTART placement guide. It covers common spelling patterns and rules: CVC (consonant-vowel-consonant), simple digraphs, double L rule, consonant blends, long vowel spellings, r-controlled vowels, double vowels, rules for adding suffixes -*ing* and -*ed* to basewords.

What conclusions can you draw from the results of this tool?

I can quickly identify students who lack even the most basic phonics skills (single letter & digraph /sound correspondence).

Usually (though not always), I conclude that a student who claims to be a non-reader actually does have some sight vocabulary and decoding skills (demonstrated by successfully reading a simple story). I also verify whether or not a student can demonstrate comprehension of a simple story successfully read.

From the spelling test results, I find out how much phonics and which spelling "rules" a student is able to apply.

How do you use the results to help your learners?

When someone lacks even the most basic phonics skills, or when the first LITSTART story is about the student's instructional reading level, I usually introduce either the *Wilson Reading System* or *Reading Revolution*, or both. I'm trying to figure out which would be more appealing to this particular learner.

When someone demonstrates really poor spelling skills (even though not a beginning reader), I introduce the *Wilson Reading System* as one way to learn phonics in depth because both spelling and reading skills will improve. Students who want to do this usually progress very quickly through the *Wilson* materials. Other students prefer to work on spelling using such materials as *All Spelled Out* by Betsy Rubin (Contemporary Books). Because of the spelling test, I can let the student's tutor know which aspects of spelling to focus on.

Note: Chapter 2 contains Kathie's description of the Contra Costa program's assessment process.

Name of Tool: **Bader Reading and Language Inventory by Lois Bader**

Recommended by: **Read/San Diego, San Diego Public Library**

Contact Person: **Nancy Norcross, Literacy Tutor/Learner Coordinator**
(619) 527-5478
nnorcross@sandiego.gov

Source: **Prentice Hall, Publisher**
http://vig.prenhall.com/catalog/academic/product
online information and purchasing
$35

Description: **According to the website, this tool "includes interest inventories, graded word lists, graded reading passages, developmental spelling diagnostics, cloze tests, and guidelines to evaluate writing expression and arithmetic. . ."**

READ/San Diego uses these sections:

1. **Visual Discrimination—students circle letters or words that match given letters or words. Example:**

   saw mas (saw) was sam (saw)

2. **Phonics and Word Analysis Inventory—includes letter identification, phonics, compound words, prefixes & suffixes, decoding multi-syllabic words (each part given when deemed appropriate)**
3. **Arithmetic—addition, subtraction, multiplication, division, counting, fractions, decimals, word problems**

For word recognition assessment, READ/San Diego recently replaced the Bader word lists with the revised Slossen Oral Reading Test (SORT).

Why does your program use this tool?

We use the visual discrimination test to detect learning differences and /or indicators of possible Irlen Syndrome. We're alert to such behaviors as erasing a lot, matching letter by letter or word by word, and taking excessive time to complete the test.

We use the phonics and word analysis inventory to determine students' level of decoding skills. Often only part of the test is given.

Students are given the option to take the arithmetic test or not, depending upon whether or not they are requesting a tutor's help with math.

What conclusions can you draw from the results of this tool?

From the visual discrimination test, we might conclude that a student has a tracking problem or some other perceptual difficulty that will impact reading improvement. From the phonics test, we might conclude that one learner needs multisensory intensive phonics instruction while another needs to focus on comprehension. From the arithmetic test, we might conclude that because a student relies on finger counting, transposes numbers, and requires an excessive amount of time to process the information, learning differences will make instruction challenging .

How do you use the results to help your learners?

We can recommend multisensory techniques and activities like word searches for a student who needs help tracking words on the page. We can recommend programs like *Words*, the *Wilson Reading System, Prescriptive Spelling*, and *Flipping Phonics* for students who need to learn phonics and language structure. We can recommend manipulatives like coins, toothpicks, and chips as well as books like *Number Power* for students who have difficulty with arithmetic.

Name of Tool: **Reading & Writing Assessment**

Recommended by: **Reading Program for Adults,**
Ventura County Library Services Agency

Contact Person: **Hedy Miller, Adult Literacy Manager**
(805) 641-4452
adult_litvc@hotmail.com

Source: **Developed in-house; may be copied/adapted by other programs**

Why does your program use this tool?

We use this tool to get a sense of how well a learner already reads and writes. It works for us because we employ experienced reading teachers as site coordinators who test learners, match them with tutors, and serve as a resource during tutoring. We believe this assessment takes advantage of our staff's expertise and is more insightful, flexible, efficient, and learner friendly than more traditional tests. The reading selections are increasingly complex in terms of sentence length, number of multi-syllable words, and story details. When used for ongoing assessment, we expect students to read and understand increasingly complex passages and write increasingly skillful summaries.

What conclusions can you draw from the results of this tool?

Because of their expertise, our site coordinators are able to use the results of this assessment to get a sense of the severity of a learner's difficulty with decoding words, memorizing words, comprehending text, and writing. They accomplish this by carefully observing reading behaviors and skillfully identifying the types of errors learners make.

How do you use the results to help your learners?

Once a site coordinator has a sense of a learner's reading ability and knowledge of this learner's literacy goals, she recommends materials and activities for the learner and tutor to use as a starting point for instruction. At the very least, the site coordinator can now choose the appropriate level of a specific curriculum. At best, every effort is made to provide materials and suggest activities directly related to a learner's specific goals and interests, but that are also at an appropriate instructional level. For example, a learner wants to read to her children. If this learner demonstrated extreme difficulty with reading the assessment's easiest story, the site coordinator might recommend the *Wilson Reading System* and suggest the tutor select simple children's pattern books for the learner to practice reading (using memory and picture and context clues, just as a child typically begins to learn to read).

Reading & Writing Assessment

Over the years we have used a variety of tests to evaluate English language facility, letter/sound correspondence, phonemic awareness, decoding skills, word recognition, reading comprehension, spelling skills and writing skills. The following assessment materials and guidelines are meant as an **alternative**, which site coordinators may choose to use when appropriate.

This tool takes advantage of your expertise as a site coordinator to evaluate a learner's reading skills. Students will attempt to read stories, re-tell them in their own words, and then write about them. Meanwhile, you will be closely observing their behaviors and identifying their strengths and weaknesses. You may decide to verify a perceived need by testing that area in more depth using another assessment tool.

STEP ONE

Goal: to determine if student can comprehend a simple story read silently.

Procedure: Give student selection #1, "The Goose," and ask student to read it silently and then re-tell the story in his or her own words.

Results:

(a) If student's re-telling shows good comprehension, go on to STEP TWO using selection #2, "The Wolf."

(b) If there is any question about student's comprehension, go on to STEP TWO using the same selection, "The Goose."

STEP TWO

Goal: to evaluate student's sight word base, decoding skills, and comprehension skills so that appropriate materials can be recommended for tutoring

Procedure: As student reads aloud and then re-tells the story, you take notes on a separate copy of the story.

Results:

(a) If student makes 5 or more reading errors without self-correction and shows inadequate comprehension, go on to STEP THREE.

(b) If student makes few reading errors, but shows inadequate comprehension, repeat STEP TWO with the next level reading selection. You will want to verify that the student seems to have difficulty processing what he or she reads. Or is it a language problem with the student unable to express what is in his or her mind? It may also be appropriate to read the story aloud to the student to evaluate listening comprehension. There may also be an oral language processing problem.

(c) If student makes 5 or more reading errors without self-correction, but indicates good comprehension, go on to STEP FOUR using the same story.

(d) If student makes few oral reading errors and shows good comprehension, repeat STEP TWO with reading selection # 3, "The Princess."

STEP THREE

Goal: to correct comprehension errors so that student can attempt in STEP FOUR to write a story that makes sense.

Procedure: Explain parts of the story not understood and / or ask clarifying questions.

Results: Be sure student is able to re-tell story before asking him or her to write about it in STEP FOUR.

STEP FOUR

Goal: to evaluate student's writing skills and analyze spelling errors

Procedure: Ask student to write about the story just successfully read and re-told orally. There need be no time limit, but observe student's behavior, take notes, and respond appropriately.

Results:

(a) If there is a pattern of phonetic spelling errors, you might want to recommend tutor teach learner to segment words into individual sounds and then match letters to each sound. Be sure student wants to work on this skill and wouldn't rather learn to use an electronic spell checker.

(b) If there is a pattern of errors in "sight words" indicating poor visual memory for words, you might want to recommend tutor and student focus on visualization techniques. Be sure student wants to work on this skill and wouldn't rather learn to use a spell checker.

(c) Discuss with student how important it is to him or her to improve writing skills and encourage him to be clear with his or her tutor about what kind of writing he/she would like to be able to do. We have many materials and many suggestions in the tutor handbook for improving writing skills.

The Goose

A poor farmer and his wife bought a goose.
The next day there was an egg made of gold.
Day after day there was a golden egg.
The farmer and his wife got rich!

One day the wife said, "We need more than one egg a day.
Let's kill the goose. Then we can get all the gold inside
her at one time."

They killed the goose.
But there was no gold inside.
"Oh no!" said the farmer.
"We should have been happy with one egg a day."

Lesson: Be glad for what you have.

The Wolf

There once was a wolf who was tired of hunting for his food. He thought finding sheep for food was hard work. Farmers would get mad when they saw him. Sometimes they would shoot at him to keep him away from their sheep.

Then one day he thought of a clever plan. First he killed a sheep. Then he wrapped himself in the sheepskin so that he would look like he was a sheep. Now he could live in the sheep pen. Whenever he was hungry, he could just kill a lamb to eat.

One night a farmer decided to have lamb for dinner. He went to his sheep pen to kill a lamb. It was the same sheep pen the wolf was living in. The farmer could not see very well because it was so dark. He shot his rifle at the sheep. Imagine his surprise when he found out that he had killed a wolf instead of a lamb.

Lesson: Never pretend to be someone else.

The Princess

Once upon a time there was a Prince, a very handsome and intelligent Prince, who wanted more than anything else to find and marry a real Princess. He traveled far and wide in his search, but no where could he find a young woman of pure, royal blood. In despair, he returned without a wife and lived with his parents, the King and Queen.

One dark winter evening, there was a knock on the castle door. When the servants opened the door, they found a beautiful young woman who begged for shelter for the night. She looked like she was poor, but when she was brought before the royal family, she told them she was a Princess.

"Oh, really," thought the Queen. " I will soon find out if this is true."

The Queen went to the bed chamber and placed a single green pea on the floor. On top of the pea she piled twenty mattresses, and on top of those, she piled twenty feather quilts. This was the bed the young woman was given for the night.

When morning came, the Queen could hardly wait to talk to the young guest. "How was your night's sleep?" the Queen asked.

"Just dreadful," the young woman replied. "My body is bruised and sore because the bed was so uncomfortable."

The Queen laughed and clapped her hands with joy, for she knew that only a real Princess would have skin tender enough to feel a pea through twenty mattresses and twenty feather quilts.

The Prince was also delighted with the beautiful Princess. After a short time, they were married and lived happily ever after.

Name of Tool: **Informal Placement Test**

Recommended by: ***Project Second Chance*, Contra Costa County Library**

Contact Person: **Kathie McDonald, Tutor/Student Literacy Coordinator**
(925) 927- 3250
kmcdonal@ccclib.org

Source: ***Handbook for Volunteer Reading Aides* by Martha Lane**
May be used/adapted by other programs (out of print)

Note: **The first section of this test is an informal interest inventory. That section is included in Chapter 5, Learner Self-Assessments.**

Why does your program use this tool?

We want out tutors to have a simple and comfortable way to begin the tutoring process. We demonstrate giving the placement test during our tutor training, and give a copy of it to the tutor when we sit down to talk about a potential match with a learner. The new tutor/learner pair can begin to get acquainted, and the tutor can become familiar with what the learner does/does not know BEFORE the actual teaching begins.

What conclusions can you draw from the results of this tool?

Not many that we haven't already drawn! The tutor/student coordinators have already done a more thorough assessment with each learner. This placement test is for having the tutor/learner pair meetings begin comfortably, and for the tutor to begin to observe teaching issues that may come up.

How do you use the results to help your learners?

We hope they begin to be comfortable with assessment, as a way of finding out what needs to be taught, rather than as a test to determine whether someone has passed or failed. If there are things learners don't know or can't do, we encourage tutors to say, "That's why you came! That's what I can help you learn."

Note: Chapter 2 contains Kathie's description of the Contra Costa program's learner assessment process.

AN INFORMAL PLACEMENT TEST

SECTION I. Ask Learner:	RECORD ANSWERS (Use checkmarks) All Correct	Most Correct	About Half Correct	Most or All Wrong
1. Please count from 1 to 25; 88 to 100				
2. Please say the alphabet				
Listen to the word. What sound does it begin with? 3. bird, cup, dish, fish, girl, hand				
4. jump, kick, leg, man, neck, pan				
5. quarter, river, sun, tent, valley, woman				
6. yes, zipper, shop, children, thank				
7. apple, Ed, it, off, up				
Listen to the word. What letter(s) does it end with? 8. pat, box, fun, Ted, wish, up				
9. Five letters of the alphabet are called vowels. Name the vowels.				
What vowel do you hear in the word: (say the name of the vowel) 10. cup, sip, cop, pest, cap				
LEARNER'S TOTAL CHECKS				

Please note: The learner may not look at the tutor's instruction sheet. For Sections II and III give only the Learner Pages to the Learner.

(2)

SECTION II. (Note: Learner must have sheet marked LEARNER PAGE, SECTION II)

ASK LEARNER (Correct answers in parenthesis):	RECORD ANSWERS (Use checkmarks) All Correct	Most Correct	About Half Correct	Most or All Wrong
1. Please print your name				
2. Please print your address				
3. Please print your phone number				
4. Please write these numbers in numerals:(1, 5, 16, 27, 206)				
5. Please read the sentence: (The dog did a trick for the man.)				
6. Please read the sentence: (Mr. Oliver's girl can run fast.)				
7. Please write the alphabet in small letters.				
8. Please write the alphabet in capital letters				
9. Please write these words: (in, at, man, up)				
10. Please write this sentence: (Is Ann at the river?)				
LEARNER'S TOTAL CHECKS				

If learner has 3 or more checks in the last two columns, STOP the placement test here.
If learner has two or less checks in the last two columns, GO ON to the next section.

SECTION III (Note: Learner must have sheet marked "LEARNER PAGE, SECTION III.")

ASK:	RECORD ANSWERS (with check marks) All Correct	Most Correct	About Half Correct	Most or All Wrong
Please read the paragraph (on learner page). Tell me when you have finished it . . .				
1. Please point to a period. When do you use a period?				
2. Please point to a comma. When do you use a comma?				
3. Please point to a question mark. When do you use a question mark?				
4. Please point to quotation marks. When do you use quotation marks?				
5. Please point to an apostrophe. When do you use an apostrophe?				
6. Please read the words (shopping, back, cents, whistle, finger)				
7. Please read each word, then say it in a sentence: (twelve, standing, hurt, office, market)				
8. I will say a word and then say it in a sentence, write just the word: (hand, children living, cutting, cries)				
Please write these sentences. I will say each sentence 2 times: 9. (The farmer's chickens got into the corn.)				
10. (He got two little boxes and one pretty ring for his mother.)				
LEARNER'S TOTAL CHECKS				

If learner has 3 or more checks in the last column, STOP. If learner has 5 or more checks in the last 2 columns, STOP. Otherwise, continue through #10. At this point, call the PSC office for suggestions of materials and how to proceed.

Learner Page, Section II

1. Name:_____

2. Address:_____

_____

3. Telephone:_____

4. _____ _____ _____ _____ _____

5. The dog did a trick for the man.

6. Mr. Oliver's girl can run fast.

7. _____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____

8. _____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____ _____

_____ _____ _____ _____ _____ _____ _____ _____

9. _____

10. _____

(5)

CHAPTER **5**

Learner Self-Assessments

Setting and Achieving Goals
Interests & Talents
Learning Style Preferences
Learning Difficulties
Irlen Syndrome
Learner Intake Forms

SETTING AND ACHIEVING GOALS

Name of Tools: **Role map**
Tutor Training and Goal-Setting Module based on *Equipped for the Future*

Recommended by: **Berkeley Reads, Berkeley Public Library**

Contact Person: **Amy Prevedel, Literacy Coordinator**
(510) 981-6299
prevedel@hotmail.com

Source: **These tools may be used/adapted by other programs. For additional information about *Equipped for the Future*, go to the nifl.gov website.**

Equipped for the Future
Tutor Training and Goal-Setting Module

Module

This module is an orientation piece in a tutor training workshop for a library-based, volunteer tutoring program. It takes about 30 – 45 minutes. In it, new volunteer literacy tutors become better acquainted with *Equipped For the Future*, and with the field of adult literacy and learning. In becoming a literacy tutor, it's important for volunteers to consider the question, "What IS literacy, anyway?" The *Equipped for the Future* framework provides food for thought in considering this question.

Purpose

This module aims to achieve the following:

- Help new tutors consider broad meanings of literacy
- Acquaint tutors with purposes students bring to their learning
- Show tutors a powerful means of eliciting learning goals from students so they can create literacy lessons in response to those goals.
- Provide tutors examples of materials they can use in tutoring
- Introduces tutors to mind maps
- Introduce new volunteer tutors to pieces of the *Equipped for the Future* framework and familiarize them with language and concepts we will build on throughout training.

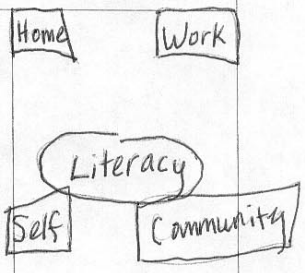
Materials

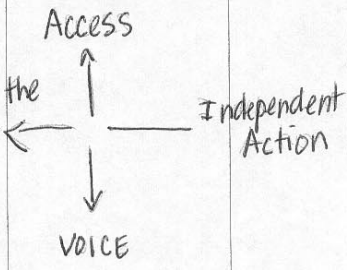
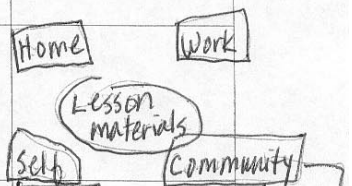
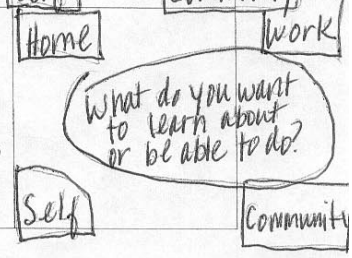
Flip chart, different colored markers, several sheets of letter-sized paper

Activity

Using a Mind Map to Learn about Roles and Purposes

Introducing the Role/Goal Maps What is literacy? ... and following that... What is a literacy tutor?	1. Tutor trainees think about their own lives in the past 24 hours and jot down all the activities they've done that require literacy skills. 2. The tutor trainer draws a mind map with "Literacy" in the center, and the following four categories in the corners: "Home/Family," "Work," "Community" and "Self." (Our program has great success using this last category.) 3. Trainees go around the room, naming specific activities and telling the facilitator in which of the four categories they would place the activity. 4. After the group has filled in the mind map, the trainer makes the following points: • The structure is fluid—i.e. "newspaper" or "Internet" could appear in any of the categories. • We use literacy skills for lots of mundane activities. Students come into the program wanting to do the same. (Shakespeare and Milton are pretty low on the list of things to do.)



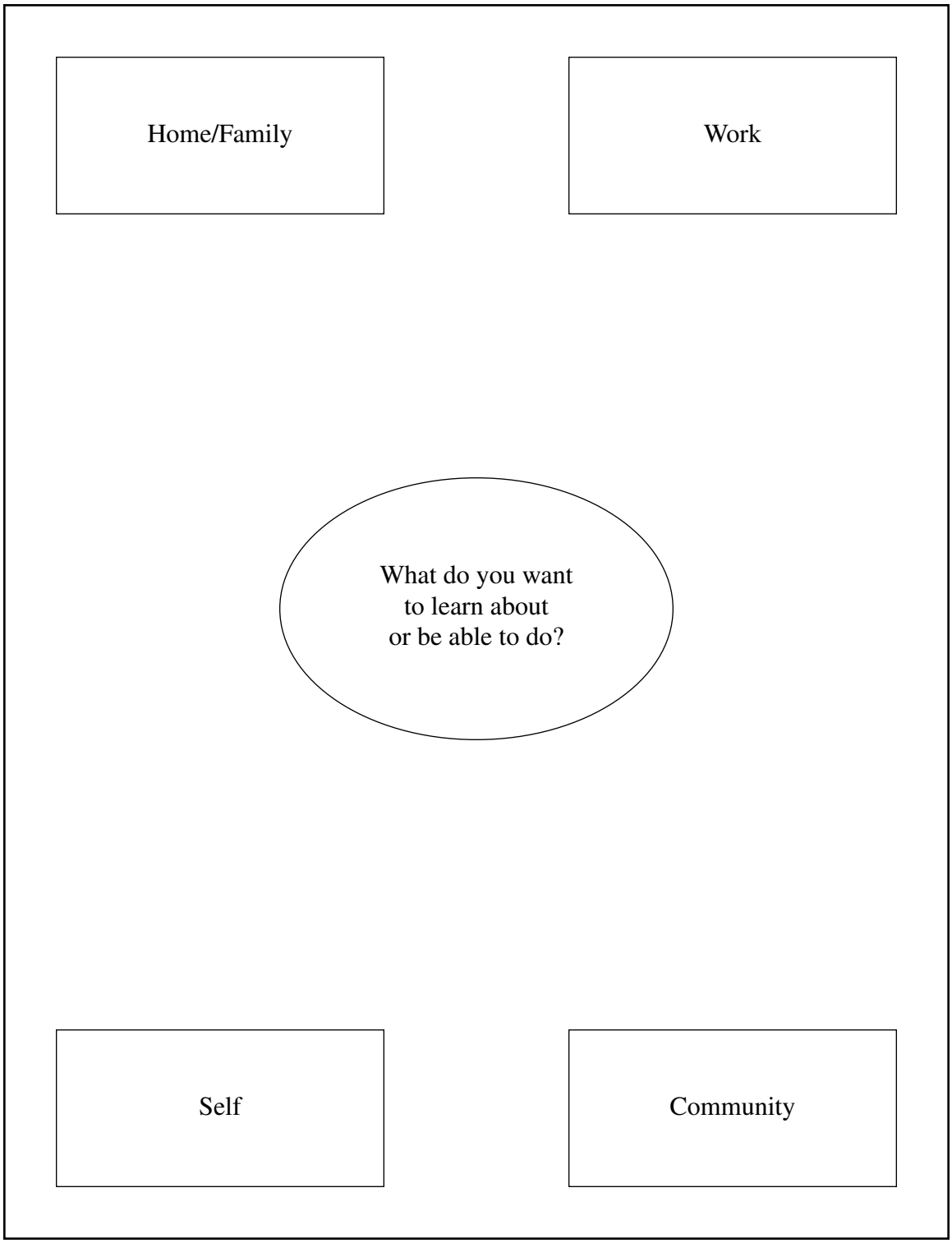
	• This picture of literacy dispels any notions of "us and them," in that students' mind maps look pretty much the same as this mind map.	
Introducing the Four Purposes Adding some breadth to our somewhat mundane view of literacy	1. The tutor trainer once again points out the everyday nature of the activities on the mind map. Literacy also draws meaning from larger, more philosophical ideas. 2. In 1994, the National Institute for Literacy launched *Equipped for the Future* by sending out an open letter to teachers, tutors and adult learners asking them, "What is it that adults need to know and be able to do in order to be literate, compete in the global economy, and exercise the rights and responsibilities of citizenship?" The responses repeatedly came back to four main purposes 3. Field research continues to drive EFF 4. Trainer draws "compass points" on the existing mind map and gives examples of Access, Voice, Independent Action, Life-long learning (Bridge to the future) 5. Trainees take examples of activities on the mind map and talk about which purposes they support. 6. Once again, all of us as adult learners can identify with these four purposes when it comes to the learning we do in our everyday lives.	
Lesson Materials	1. The tutor trainer replaces the "Literacy" center with "Lesson Materials" 2. Not only does this mind map help us consider different aspects of literacy education, it also gives us a tangible materials list for tutoring. You can use the items you see on this mind map in your lessons.	
Goal Setting within adult roles	1. The tutor trainer replaces "Lesson Materials" with "What do you want to learn about or be able to do?" 2. Facilitator tells trainees they are going to see this mind map again. We ask each new student the following question during the student's intake interview and assessment: What do you want to learn about or be able to do? It's part of the info packet we send to them once they're matched with a student.	

Talking Points:

- Purposeful: Adults can make decisions about what they need to learn to achieve their goals and purposes and stakeholders can see how well education programs serve individual and community goals. New tutors see that lessons are student-driven and address what students want to learn about or be able to do.
- Contextual: New tutors see that literacy tutoring activities have everything to do with the context of a student's life. Helps tutoring pairs "create and take advantage of opportunities to learn and practice skills in real life contexts."
- Constructivist: creates opporuntities for students to reflect on and monitor theirown learning.

- Approach to Assessment: Programs set the state to use data about student ptogress toward EFF Standards and toward students' own learning goals to monitor and improve performance and results across the program.
- This viewpoint breaks down negative stereotypes that perpetuate false binaries such as "literate/illiterate" and "us/them."
- Learning Strategy: A mind map is a way of getting thoughts on paper that engages spatial thinking. It's a useful structure for Reading For Understanding and Convenying Ideas in Writing.

Berkeley Reads – 510/981-6299


Home/Family
Work
What do you want
to learn about
or be able to do?
Self
Community

SETTING AND ACHIEVING GOALS

Name of Tool: **Self-Assessment**

Recommended by: **Chula Vista Literacy Team, Chula Vista Public Library**

Contact Person: **Patrice O'Halloran, Literacy Coordinator**
(619) 585-5773
pohallor@chulavista.lib.ca.us

Source: **Literacy Solutions (copyright 1997)**
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Why does your program use this tool?

We use this tool to help a learner define his goals and to help tutors determine topics for lessons and materials that would be of interest to the learner.

What conclusions can you draw from the results of this tool?

We understand the learner's goals and can design a suggested curriculum for the tutor.

How do you use the results to help your learners?

Learners benefit from the process of defining their goals. We use this form in the post- assessment and this form makes it easy to demonstrate progress to both the tutor and learner.

Learner Assessment - Pre Page 19

Self-Assessment Date: _____

I am going to list some things that people commonly read, write or do. I'll ask you to rate how difficult you find doing each one.

Note for Interviewer: After learner responds to each item ask, "Is this something that you would like to work on with your tutor?"

	Times per week	Easy	A little Hard	Very Hard	Never Tried	Work on w/Tutor
1. Using a calendar or appointment book						
2. Reading a bus, train or plane schedule						
3. Reading a map						
4. Reading a menu						
5. Finding and reading classifieds to buy something						
6. Finding and reading job ads in the newspaper						
7. Reading food package labels and directions						
8. Reading notes from school						
9. Reading papers for work						
10. Reading to children						
11. Reading your bills						
12. Reading your mail						
13. Filling in basic forms						
14. Spelling numbers so that you can write a check						
15. Writing a thank you note or a letter						
16. Using the ATM						
17. Writing down directions to somewhere						
18. Writing down phone messages						
19. Writing the months of the year in order						
20. Looking up a phone number in the phone book						
21. Looking up a word in the dictionary						
22. Using the library						

Which one of these is the most important to you? _____

Personal Information:

What do you like to do when you have some free time? _____

What kinds of things do you do well? _____

How would you describe yourself? _____

How do you think you learn best? _____

For example If you bought a shelf or cabinet that had to be put together, would you:

Open the box, read the directions and/or look at the pictures and then start to put it together? (visual)

Open the box, ask someone to read the directions to you? (auditory)

Open the box, and start putting it together? (kinesthetic/tactile)

© Literacy Solutions, 1997

What kinds of materials do you want to read?	Reading Now	Easy	A little Hard	Very Hard	Would Like to
1. Newspapers					
2. Magazines (which ones)					
3. Books					
What kinds: (Stories about)					
animals					
real people					
(If yes, who would you like to read about?)					
sports					
history					
love stories					
mysteries					
poems					
children's					
science fiction					
thrillers					
cookbooks					
4. Anything else? _____					

Have you ever used a computer? _____

_____

Would you like to? _____

What kind of job would you like to have? _____

_____

SETTING AND ACHIEVING GOALS

Name of Tool: **Annual Survey** (plus cover letter)

Recommended by: ***Project Second Chance*, Contra Costa County Library**

Contact Person: **Karin Madura-Carroll, Tutor/Student Literacy Coordinator**
(925) 754-8317
kmadura@ccclib.org

Source: **Developed in-house; may be copied/adapted by other programs.**

Why does your program use this tool?

We developed this survey as a way to get some measure of our learner's progress. We had no process in place and limited staff time. We also had a very old database and needed to expand our demographic information. We send out a short survey to the tutor once a year. This survey is completed by the tutor and learner together during a tutoring session, and is returned to the program office.

What conclusions can you draw from the results of this tool?

When the surveys are completed and returned by the tutor and learner pair, they are tallied and a report is written. We then have a count of the learner's goals or progress achieved in the past year, their current goals, materials used, length of learner's time in the program, reason for learners leaving the program, the learner's computer lab use, as well as expanded demographic data about their educational history, reason for enrollment, and primary and secondary languages. We have this information for each learner as well as the program as a whole.

How do you use the results to help your learners?

The results of the gathered information give us a "snapshot" of our program for a fiscal year. This information has been extremely valuable for grant writing, fundraising, program planning and noting trends in learner demographics.

On an individual basis, it is an opportunity for the tutor/learner pair to look back over the past year and note their progress and re-evaluate their future goals. We remind the pair to take time to celebrate their achievements. The word "survey" is not threatening to the student or tutor and the activity is deemed positive and useful, and so we have an 80% return rate. The remaining 20% are followed up by staff.

May 6, 2002

Dear Tutors and Students,

Here is the 2001-2002 Project Second Chance Annual Survey. We would like you to complete this together and return it to us by June 15, 2002. It usually takes one tutoring session or less. This information will provide us with program-wide data of students in PSC by age, gender, education level, goals achieved, etc. for the period July 1, 2001, through June 30, 2002. All information is confidential.

We will use this information to plan PSC's program goals and assess student needs so that we may better assist you. The information you provide will be useful when PSC writes grants to foundations for funding. This survey is the only way we have to measure the progress made by the program as a whole. It is also good teaching practice to review your goals and the progress made toward those goals at least once a year. Look back and see how far you have come and celebrate your successes!

Tutors, if you and your student are no longer meeting, or are temporarily inactive, please complete the form as best as you are able. There is a space to provide that updated information. If there is a question you are unsure of, please answer as best as you can – there are no wrong answers.

We appreciate the time you take to do this and hope you find it useful in your tutoring. The student/tutor coordinators (Kathie and Karin) are available to answer your questions.

As mentioned above, we appreciate your returning this survey by Saturday, June 15, 2002. Don't forget to pat yourselves on the back for the progress you've made!

The PSC Staff

1750 Oak Park Boulevard, Pleasant Hill, CA 94523-4497
(925) 927-3250 FAX (925) 646-6461

PROJECT SECOND CHANCE
2001-02 ANNUAL SURVEY

STUDENT'S NAME: _____ TUTOR'S NAME:_____

STUDENT INFORMATION: Male ___/ Female___ Age:_____ Currently employed?_____

Highest Grade Completed: _____HS Diploma? _____If yes, U.S. or foreign? _____

Ethnic background _____ First language _____

Language spoken at home now _____

REASON FOR ENROLLMENT IN PSC: (Check all that apply.)

Earn HS Diploma or GED____ Improve reading/writing ____ Get a job or improve job ____

Personal / Family goal ____ Get citizenship ____ Continuing Education (specify) ____

Other _____

1. WHAT MONTH AND YEAR (approximately) DID YOU AND YOUR STUDENT BEGIN WORKING? _____

2. ARE YOU CURRENTLY MEETING?

YES _____ (PLEASE GO ON TO QUESTION 3 – NEXT PAGE)

MAYBE ___ We are still matched but are taking a break; approximate date we last met was_____

NO _____ DATE STUDENT LEFT PROGRAM: _____

DID STUDENT ACHIEVE A PERSONAL GOAL OR SHOW PROGRESS BEFORE LEAVING/TAKING A BREAK? YES____ NO____
If yes, please describe achievement (see #5 for examples):

_____

REASON FOR LEAVING PROGRAM:

_____ Met goals
_____ Got a job
_____ Moved
_____ Schedule or location conflict
_____ Lack of transportation
_____ Lack of child care
_____ Family problems
_____ Student/family health problems
_____ Lack of interest
_____ Referred to another program
_____ Unknown reason
_____ Tutor left program/tutor unavailable
_____ Other: _____

Project Second Chance rev.5/02

3. WHAT TEXTBOOK AND TEXTBOOK NUMBER ARE YOU CURRENTLY USING?
   (EXAMPLE: Challenger 3; Wilson 1, etc.) _____
   _____

4. HAVE YOU COMPLETED ANY TEXTBOOKS IN THE PAST YEAR (approximately)?
   YES _____ NO _____ WHICH ONE/ONES?_____
   _____

5. STUDENT GOALS ACHIEVED IN THE PAST YEAR: **(PLEASE MARK ALL THAT APPLY)**

   PERSONAL GOALS:

   _____ Read for enjoyment
   _____ Read more life skills materials: (Please circle all that apply)
   - Newspaper
   - Recipes
   - Instructions
   - Maps
   - Dictionary
   - Medical Information
   - Notes from child's teacher/school
   - Bus/BART Schedule
   - Telephone Book
   - Other _____

   _____ Wrote more: (Please circle all that apply)
   - Letters
   - Greeting cards
   - Poetry
   - Forms/Applications
   - E-mail
   - Journal
   - Notes to child's teacher
   - Other: _____

   _____ Got a library card; used library
   _____ Passed Driver's License exam Oral _____ Written _____
   _____ Read more to child
   _____ Became more involved in child's school
   _____ Helped child with homework
   _____ Improved parenting skills
   _____ Made positive lifestyle changes
   _____ Improved communication skills
   _____ Other: _____

   WORK-RELATED GOALS:

   _____ Able to *read* more work-related materials
   _____ Able to *write* more work-related materials
   _____ Passed a work-related test
   _____ Got a job
   _____ Advanced to a job with higher skills
   _____ Retained current job due to improved skills
   _____ Entered apprenticeship/job training program
   _____ Got a volunteer job
   _____ Removed from Public Assistance
   _____ Entered Military
   _____ Other: _____

EDUCATIONAL GOALS:

_____ Improved basic *reading* skills
_____ Improved basic *writing* skills
_____ Gained *computer* skills
_____ Began/Continued GED preparation
_____ Passed GED; Areas passed: _____
_____ Earned certificate
_____ Entered post-secondary education
_____ Entered other education or training program
_____ Other: _____

COMMUNITY-RELATED GOALS:

_____ Increased consumer awareness
_____ Made informed choices
_____ Passed citizenship test
_____ Registered to vote or voted for the first time
_____ Increased community involvement
_____ Other: _____

6. WHAT ARE YOUR CURRENT GOALS? (See above goals for possible suggestions):

_____

_____

7. DID YOU, THE STUDENT, USE A PSC COMPUTER? _____

IF SO, WHAT PROGRAM / PROGRAMS DID YOU USE MOST OFTEN?

(Circle all that apply)

Ultimate Phonics	Earobics	Phonemic Awareness
Type To Learn	Spell It Deluxe	Vocabulary Development
Rosetta Stone	Internet	Reading Concepts

Other: _____

DO YOU (THE STUDENT) HAVE A COMPUTER AT HOME? _____

DO YOU (THE STUDENT) USE IT? _____

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE RETURN THIS COMPLETED FORM TO EITHER PSC OFFICE THROUGH INTER-LIBRARY MAIL OR U.S. MAIL BY **Saturday, June 15, 2002.**

ADDRESSES:

Project Second Chance
1750 Oak Park Blvd.
Pleasant Hill, CA 94523

Project Second Chance
501 W. 18th St.
Antioch, CA 94509

3

SETTING AND ACHIEVING GOALS

Name of tool: **Goal Assessment**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **May be used / adapted by other programs**

Why does your program use this tool?

This simple tool is part of our learner intake interview. It is a way of encouraging a learner to set a specific short term goal (six months) and encouraging the interviewer to document it. We help to ensure that the goal is realistic and clear, and we make the tutor aware of it.

What conclusions can you draw from the results

We find out if a student can be helped to be more specific than simply wanting to "read and write better." We can determine if a student's motivation level is high enough that a tutor can expect the learner to do homework and practice skills at times other than tutoring sessions.

How do you use the results to help your learners?

Once we know a learner's needs, we can use that information to select an appropriate tutor for matching. We can also recommend relevant materials. Even if a learner is working in a text series, we can make sure there is supplementary material related to individual goals.

SETTING AND ACHIEVING GOALS

Name of Tool: **Annual Learner Outcomes Survey**
(4 pages including cover letter and report based on survey)

Recommended by: **Literacy Volunteers Huntington Beach Public Library**

Contact Person: **Rose Saylin, Literacy Specialist**
(714) 375-5102
lvahv@aol.com

Source: **This survey is adapted from the Literacy Volunteers of America Annual Statistical Report. Included here with permission.**

Why does your program use this tool?

It shows the progress that is most important to the students.

What conclusions can you draw from the results of this tool?

This survey shows what people accomplish with better skills and the help of a mentor.

How do you use the results to help your learners?

This information helps the students and tutors access their progress and set goals.

Note: Chapter 2 contains Rose's description of the Huntington Beach program's learner assessment process.

LVA-HUNTINGTON VALLEY, INC.
Huntington Beach Library
7111 Talbert Avenue
Huntington Beach, CA 92648
(714) 375-5102
e-mail: lvahv@aol.com

August 6, 2002

URGENT!!

Dear LVA Tutors:

Please take a few moments to fill out the enclosed form so that we can complete our Annual Statistical Report to Literacy Volunteers of America National. You, the tutors, are the ones that know the most important information about our program--the accomplishments of our students.

Reading scores simply do not tell the whole story of our work. Our students are here because working with you allows them to do things they could not do before. These may include reading the newspaper, attaining new job skills, speaking more comfortably, helping a child, or filling out forms.

We want our report to reflect our students' real accomplishments--small or large. Please check off the things that apply to your student, or add a sentence telling what you are working on. If an accomplishment was a main goal, please star that entry. We hope to get as many responses as possible. Please return the form to the office by August 20. You can mail it or drop it off on the front desk in the literacy office.

Thank you for all that you do.

Sincerely,

Rose

Rose M. Saylin
Literacy Specialist

Literacy Volunteers of America Student Outcomes

Student Outcomes	Sample Student Achievements
Family/Self	
1. Applied literacy skills to family/self issues	a. Read to children regularly/increased literacy practices in the home b. Identified learning strengths and used to acquire new information or set up accommodations c. Attended parent/teacher conferences/school-related meetings d. Improved basic literacy skills e. Improved English literacy skills (speaking, reading, writing) f. Helped children with homework g. Volunteered in child's school h. Communicated with teachers/school staff i. Wrote to family/friends j. Conversed with family and friends in English k. Read or wrote poems, journal, books, stories, novels l. Registered children for school according to guidelines m. Other:
ttained onsumer kill(s)	a. Opened checking/savings account b. Interpreted and paid bills c. Filled out insurance forms d. Used recipes e. Counted and used coins and currency f. Compared price or quality to determine the best buys for goods and services g. Selected appropriate housing h. Developed personal and/or family budget i. Understood directions for use of household appliances j. Other:
3. Demonstrated knowledge of, and application of skills for wellness and healthy lifestyle	a. Planned nutritious meals for a day b. Implemented an exercise routine c. Read a medication bottle d. Described symptoms of an illness e. Used appropriate health care facilities and services f. Understood medical and dental forms g. Read product label directions and safety warnings h. Identified practices that promote mental well-being i. Other:
Worker	
4. Attained employability skill(s)	a. Demonstrated basic computer skills & use of common software programs* b. Filled out job application/has language to interview for job c. Arrived at appointments consistently and on time d. Completed work forms e. Read and understood manuals f. Read and understood signs g. Communicated with peers, supervisors, and/or customers h. Interacted one-to-one competently and/or participated as a member of a team i. Demonstrated improved conversational skills in social/work settings j. Read and understood work-related information k. Understood help wanted ads l. Other:

Student Outcomes	Sample Student Achievements
	Worker
5. Improved employment or economic status	a. Obtained a job b. Had reduction in receipt of public assistance c. Retained current job d. Improved current job status e. Entered other training/educational program f. Earned a secondary school diploma or achieved a GED certificate g. Obtained license or certification h. Other:
	Citizen
6. Demonstrated knowledge of, and application of skills for obtaining information and assistance through community resources	a. Used library and/or other information services b. Received a driver's license c. Interpreted maps/transportation schedules or asked for directions d. Used the telephone and/or telephone book e. Identified or used different types of transportation in the community f. Used postal services g. Located and/or used community agencies or services h. Ordered from restaurant and fast food menus i. Other:
7. Demonstrated knowledge of, and application of skills for rights and responsibilities of citizenship	a. Applied for/received U.S. citizenship/legal immigrant status b. Registered to vote/voted in primary or general election c. Increased involvement in civic/community activities d. Answered questions about U.S. history/government e. Wrote from dictation f. Completed U.S. citizenship class g. Understood individual's legal rights and responsibilities and procedures for obtaining legal advice h. Read for religious activities i. Participated in neighborhood watch activities j. Other:

Other things we are working on:

Tutor Name_____

Student Name_____

Date_____

Student Accomplishments

By Rose M. Saylin, Literacy Specialist

For the recent fiscal year July 1, 2001 to June 30, 2002, our program served 227 volunteers and 306 adult students, with story times reaching hundreds of children. Our tutors volunteered 15,000 hours, more than the work of seven full-time employees.

The most important thing we do is help our students accomplish their own goals. Reading scores simply do not tell the whole story of our work. This year our LVA survey asked our Huntington Beach tutors for their students' accomplishments, large and small. The surveys were sent to a group of 100 current tutors. Fifty tutors reporting for fifty-four adult literacy students checked off nearly 700 literacy-related accomplishments for the year.

Tutors mentioned time and again that the students gained confidence to deal with everyday tasks. Nine of our students got new jobs, twelve improved their job status, two passed the GED, two passed the CBEST, nine passed the U.S. Citizenship test. A former student called to say that he had graduated from community college. Other students read with their children, helped with homework, and communicated more easily at work or in their daily lives. Sixteen began other training courses. At Oak View our story times reached hundreds of children every month. Our family literacy storytimes brought children and parents together for reading activities and fun.

Other accomplishments involved:

- 174 family/self issues (literacy skills, helping children)
- 82 consumer skills
- 91 wellness
- 137 employability skills, computer skills
- 55 worker skills (new jobs, started new training, GED)
- 115 information, using community resources
- 45 citizenship responsibilities

Our students are here because tutoring helps them to accomplish their own goals. When they come to the literacy program we ask them what they want to learn. Then our tutors help the students set and accomplish goals all year long.

Every day people from all over the world help each other at Huntington Beach Library. The cultural exchanges and personal growth that we see are extraordinary. I would like to thank our volunteers for the personal interest and care that you show for your students, quietly making a difference in their lives, and in our community.

SETTING AND ACHIEVING GOALS

Name of Tools: **My Goal Is To:**

It is important to think about your goal!

Recommended by: **San Bernardino County Library Literacy Program**

Contact Person: **Lorrie Mathers, Literacy Coordinator**
(909) 387-5730
lmathers@lib.sbcounty.gov

Source: **Created in-house; may be copied / adapted by other programs**

Why does your program use this tool?

This tool is used to allow the student to determine his or her own goals. It is done with pictures and words so that a choice can be made in a non-threatening manner. Students are allowed to choose as many goals as they like with the understanding that the goals will be revisited in six months.

What conclusions can you draw from the results of this tool?

The tutor can determine whether or not the learner has chosen realistic goals, although nothing is said directly to the student. It aids in the beginning conversation between the pair.

How do you use the results to help your learners?

It is used as a starting point for lessons. The goals can be prioritized (by the student) and a plan made.

Note: Chapter 2 contains Lorrie's description of San Bernardino County Library Literacy Program's learner assessment process.

San Bernardino County Library

My Goal Is To:

☐ Help my kids with school work

☐ Read religious material

☐ Write letters, lists & notes

☐ Follow recipes

☐ Read medications

☐ Read the newspaper

☐ Do banking, pay bills

☐ Read mail and school notes

☐ Get my driver's license

☐ Learn to use the library

☐ Read menus

☐ Read to my children

☐ Get my GED

☐ Get a better job

☐ Use the phone, take messages

☐ Count change, understand money

☐ Fill out forms, applications

☐ Use a computer

☐ Use e-mail & the internet

☐ Speak more English

☐ Get my U.S. citizenship

☐ Be able to vote

☐ Learn about U.S. culture & customs

☐ Read signs

It is important to think about your goal!

A goal is a plan. Plans are usually made up of big parts, little parts, and very small parts. Sometimes people only think about the big parts, the main goal. They do not think about all the little steps it takes to get there. You may need to divide your big goal into smaller goals.

Please answer the following questions about your goal. This will help you to understand more about goals and how we reach them.

1. What is my big goal? My main goal?

_____

2. How long do I think it will take me to reach it?
__ 1 month __ 3 months __ 6 months __ 1 year __ longer than 1 year

3. Who or what will help me reach my goal?
__myself __my tutor __family member __friend __computer

4. Who or what might get in the way of my goal?

_____

5. What will I have to do to reach my goal?
__meet with tutor often __do homework __keep a good attitude
__be patient __work hard __work on the computer

6. Why do I want to reach this goal? What will I gain?
List 3 things that will happen to you when you reach your goal.
1. _____
2. _____
3. _____

SETTING AND ACHIEVING GOALS

Name of Tool: **Role Map**

Recommended by: **READ/San Diego, San Diego Public Library**

Contact Person: **Nancy Norcross, Literacy Tutor/Learner Coordinator**
(619) 527-5478
nnorcross@sandiego.gov

Source: **Adapted from role maps provided on Equipped for the Future website:**
http://www.nifl.gov/lincs/collections/eff/eff_roles.html

Why does your program use this tool?

We use this tool at group learner orientations to help learners focus on why they decided to come for help at this time in their lives and to model goal setting and prioritizing. Later we use this tool to encourage tutors to stay learner-centered by continually evaluating goals. Knowing students' goals helps tutors choose materials to use.

What conclusions can you draw from the results of this tool?

We can determine in which role a learner's need is so great that motivation to enter the doors of a literacy program occurs.

How do you use the results to help your learners?

Knowing a learner's goals, helps us select materials. For example, if the family role is most important, we might recommend *101 Ways to Help Your Child Learn to Read and Write* by Mary & Richard Behm, or *You and Your Child's Teacher* or *Your Home is a Learning Place,* both by Pamela Weinberg. If the worker role is the priority, *Resumes for Dummies,* sample job applications, and mock interviewing might be appropriate. A common goal in the community role is U.S. citizenship, and we often recommend *Citizenship: Passing the Test* by Lynne Weintraub.

NAME: _____ DATE: _____

Parent/Family Member Role

Worker Role

Citizen/Community Member Role

SYSID# 26488 - EFF Roles for Learners

SETTING AND ACHIEVING GOALS

Name of Tool: **Performance Tasks**

Recommended by: **San Mateo Literacy Program**

Contact Person: **Caroline Beverstock, Literacy Coordinator**
(650) 522-7801
beverstock@pls.lib.ca.us

Source: **LVA Connect List**

Description: **An example of ongoing assessment based on real-life progress.**

Taken from LVA Connect Listserve

From: <Gardenfan@aol.com>
To: <beverstock@pisinfo.org>
Sent: Wednesday, November 20, 2002 7:53
Subject: Performance task example

This is what we do to assess progress. Although our system may seem complicated, especially because we tie it into the Washington State system and NRS, you can simplify it. Students and tutors are very positive and get quite a lot out of this approach.

Every six months, each student gets assessed through the use of performance tasks. Each performance task is based on the goals the student stated at the beginning of instruction, and the things they have had the opportunity to learn through tutoring. Performance tasks are developed using the research done by Equipped for the Future (EFF.) The student's performance is described based on the same research, and rated based on the Washington State scoring rubrics (description of performance at the various federal ESL levels). You could skip all the EFF and scoring if the assessment is just for the student and tutor, and not for reporting purposes.

For example, Juan (an actual student whose name I haven't changed) stated that one of his goals was to be able to deal with all the mail he receives at home. He wanted to be able to tell what was junk, what was important, what was timely, etc. His tutor worked with him on the skills he needed to do this (mostly reading). They used actual mail in the tutoring lessons. After six months of working on this and other goals, staff asked Juan what learnings he wanted to demonstrate. Juan choose dealing with the mail (and something else I cannot remember at the moment) as has performance task. Staff developed the task based on the dimensions of tasks and performances, and the EFF standard "Read With Understanding." Developing the task this way allowed staff to make sure that the performance task gave Juan the opportunity to demonstrate everything a person does when they "read with understanding." Again, you can simplify by just choosing a real-life task that would allow the student to demonstrate their learning.

The specific task involved giving Juan a stack of mail which he had to sort. He was asked to explain what the categories were and why he sorted each piece the way he did. (To go further and deeper, you can then relate his performance to the components of the EFF Standard). Most students prefer to have their tutor present. Following the performance task the student, tutor and staff rate the performance together. Or, staff rates the performance and the three of them then discuss it. This gives everyone a clear idea of the ability of the student to successfully accomplish the real-life task they have been working on, as well as both what they have learned, and what they still need to learn.

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SETTING AND ACHIEVING GOALS

Name of Tool: **Roles: Skills and Areas for Improvement**

Recommended by: **Solano County Library Literacy Services**

Contact Person: **Joanne Wright, Adult Literacy Senior Program Assistant**
(707) 553-5265
jwright@snap.lib.ca.us

Source: **May be copied/adapted by other programs**
Based on Equipped for the Future model
To download EFF formats, go to http://www.nifl.gov and then to EFF Collections.

Note: Chapter 2 contains Joanne's description of the Solano County Library Literacy Services learner assessment process.

NAME:_____ DATE:_____

What do you want to learn about or be able to do?

Goal #1_____

Goal #2_____

Goal #3_____

Parent/Family Member Role

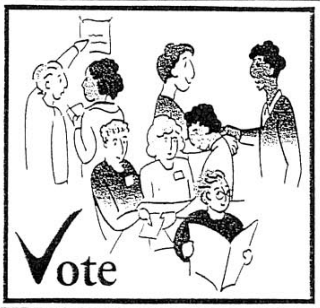
Skills:

Areas for Improvement:

Worker Role

Skills:

Areas for Improvement:



Citizen/Community Member Role

Skills:

Areas for Improvement:

Self

Skills:

Areas for Improvement:

SETTING AND ACHIEVING GOALS

Name of Tool: **Tutor/Learner Progress Report**

Recommended by: **Solano County Library Literacy Services**

Contact Person: **Joanne Wright, Adult Literacy Senior Program Assistant**
(707) 553-5265
jwright@snap.lib.ca.us

Source: **May be copied / adapted by other programs.**

Note: Chapter 2 contains Joanne's description of the Solano County Library Literacy Services learner assessment process.

Tutor/Learner Progress Report

Student: _____ Tutor: _____
Date of this report: _____ Date of last progress report: _____
Meeting days: _____ Meeting Place: _____

Student goal: _____
Previous rating of skills: _____ Current rating of skills: _____ Met goal? _____
EFF Standard(s): _____
Indicators of gains:

Goal(s) for next 3 months:

Existing Skills — Rating of Skills

Areas of needed improvement: — Rating of Skills

Steps to get to that level of improvement:

Materials/tools needed:

If you have been tutoring 6 months or more, are you planning to continue?

Solano County Library 11/02

INTERESTS

Name of Tool: **Informal Interest Inventory**

Recommended by: ***Project Second Chance*, Contra Costa County Library**

Contact Person: **Kathie McDonald, Tutor/Student Literacy Coordinator**
(925) 927- 3250
kmcdonal@ccclib.org

Source: ***Handbook for Volunteer Reading Aides* by Martha Lane**
May be used / adapted by other programs (out of print)

Why does your program use this tool?

We want our tutors to have a simple and comfortable way to begin the tutoring process. This tool helps the new tutor / learner pair get acquainted.

What conclusions can you draw from the results of this tool?

All learners have interests, desires, strengths. This tool helps tutors recognize them so they can adapt tutoring accordingly.

How do you use the results to help your learners?

We encourage tutors to take advantage of their learners' particular interests and desires when planning lessons.

Notes: Chapter 2 contains Kathie's description of the Contra Costa program's learner assessment process.

This Interest Inventory is the first part of an assessment package called the Informal Placement Test, which is included in Chapter 4, Multi-Skill Tests.

INFORMAL INTEREST INVENTORY

Student's name: _____ Date _____

Interviewed by: _____

1. Name something you enjoy doing. Why do you enjoy it?

2. Do you like to watch TV? (If yes, what are your favorite programs?)

3. Where were you born?

4. If you could change one thing in this country, what would you change? Why?

5. Have you ever gone to school? (If yes, where? How many years?)

6. Have you ever been on a trip? (If yes, where did you go?)

7. Why do you want to take reading lessons?

8. Name 3 things you wish you could read.

9. Name 3 things you wish you could write.

10. Finish this sentence: I hope that _____.

11. Finish this sentence: I wonder if _____.

12. Finish this sentence: I am good at _____.

125

LEARNING STYLE PREFERENCES

Name of Tool: **Barsch Learning Style Inventory—Revised** (copyright 2003)

Recommended by: ***Project Second Chance*, Contra Costa County Library**

Contact Person: **Kathie McDonald, Tutor/Student Literacy Coordinator**
(925) 927- 3250
kmcdonal@ccclib.org

Source: **www.academictherapy.com online catalog**
Test Kit includes 10 Inventories and 10 copies of Study Tips for $14.
Package of 100 Inventories available for $50.

Description: **The Inventory, completed in 5-10 minutes, yields scores for visual, auditory, tactile, and kinesthetic learning styles. The Study Tips component gives guidelines on how to maximize individual learning styles (description comes from online catalog).**

Sample question: **Do you play with coins or keys in your pockets. Often? Sometimes? Seldom?**

Why does your program use this tool?

We ask our tutors to do this with their learners because it can give both tutor and learner some insight into the most effective teaching/studying techniques for each individual learner. Many of our tutors are strongly visual while many of our learners are strongly tactile/kinesthetic. We try to encourage both the tutor and the student to think "outside the box." The whole learning style idea is an attempt to have learners identify their own strengths and learn how to utilize them to master and remember things that they had trouble with during their school years.

What conclusions can you draw from the results of this tool?

All learners benefit most when all three modalities are addressed, but if a learner's strength is identified, there can be a special effort to capitalize on that strength to make learning easier.

How do you use the results to help your learners?

We encourage tutors and learners to play with ways to learn and remember ways that are new to them. We suggest that they get familiar with the icons in Gail Murphy Sonbuchner's *Help Yourself: How to Take Advantage of Your Learning Style* and use the icons to to identify valuable study techniques. Or they can use the 1999 edition of LitStart: Strategies for Adult Literacy and ESL Tutors (pages 19 & 20). Maybe a learner needs to touch the page or clap the syllables or listen to the spelling words on tape while she jogs. Maybe he needs to

picture things in color or form letters with clay or use hand signals to clarify vowel sounds. Maybe someone who forgets how to spell a word when when she looks at the letters will remember if she uses the letters from the "deaf alphabet." As the Tutor Exchange for Fall 2002 put it, we want tutors to ask not "How smart are you?" but "How are you smart?" and then make good use of the answers to that question.

Note: Chapter 2 contains Kathie's description of the Contra Costa program's learner assessment process.

LEARNING STYLE PREFERENCES

Name of Tool: **Learning Style Preference Inventory**

Recommended by: **Literacy Program, Los Angeles County Public Library**

Contact Person: **Patricia Cervantes, Literacy Outreach Specialist**
(626) 960-9878
patriciac@colapl.org

Source: **Created in-house. May be copied/adapted by other programs.**

Why does your program use this tool?

We use it to get an idea of a student's preferred learning style.

What conclusions can you draw from the results of this tool?

We want to discover the student's strongest learning style and help tutors prepare better lesson plans.

How do you use the results to help your learners?

We prepare lesson plans that involve the use of their strongest learning styles.

Learning Style Preference Inventory

(Developed by Yolanda De La Cruz & Steve Armstrong)

This inventory will help determine your dominant learning style. By knowing this, you can understand how you learn best.

Circle the number under the heading that best answers each statement as it applies to you.

	Often	Sometimes	Seldom
1. I can remember the words to a song after hearing it a few times.	3	2	1
2. I prefer written to spoken directions.	3	2	1
3. I can recall people's faces more easily than I can recall their names.	3	2	1
4. I like to write things down to remember them.	3	2	1
5. I remember things more easily when I repeat them aloud.	3	2	1
6. I need to take frequent stretch breaks while reading or studying.	3	2	1
7. I remember what I see better than what I hear.	3	2	1
8. I prefer spoken to written directions.	3	2	1
9. I work well with my hands doing things such as needlework, jigsaw puzzles, or using tools.	3	2	1

	Often	Sometimes	Seldom
10. I can concentrate easily on visual tasks despite visual distractions around me.	3	2	1
11. I frequently talk to myself when I am thinking.	3	2	1
12. I would rather work on a project than just read about it.	3	2	1
13. I can concentrate on something despite noises around me.	3	2	1
14. I can remember things better if I picture them in my head.	3	2	1
15. I like to hold objects in my hand (pens, paperclips, etc.) while I study.	3	2	1
16. I need to picture words in my mind as I spell them.	3	2	1
17. I am very good at sports.	3	2	1
18. I prefer listening to a story rather than telling one.	3	2	1
19. I tend to use my fingers when I am counting in my head.	3	2	1
20. I like to have music or background noise on while I am working on something.	3	2	1
21. I do well reading maps, charts, or blueprints.	3	2	1

Scoring the Learning Style Preference Inventory

Place the point value on the line next to its corresponding question number. Add the values of your scores under each heading.

Often = 3 points
Sometimes = 2 points
Seldom = 1 point

Visual	Auditory	Tactile/Kinesthetic
2. _____	1. _____	4. _____
3. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
14. _____	13. _____	15. _____
16. _____	18. _____	17. _____
21. _____	20. _____	19. _____
_____	_____	_____
V =	A =	T/K =

Your highest score reflects your dominant learning style. No learning style is preferable to another. We use all three daily. Understanding our strengths is the key to understanding how we learn best.

LEARNING STYLE PREFERENCES

Name of Tool: **Self-Portrait Learning Style Profile**
developed by Mariaemma Willis and Victoria Hodson

Recommended by: **Reading Program for Adults,**
Ventura County Library Services Agency

Contact Person: **Mariaemma Willis**
(805) 648- 1739
Mepw1@aol.com

Source: **Learning Success Institute**
http://www.learningsuccesscoach.com
(805) 648-1739

Why does your program use this tool?

The *Self-Portrait* quickly and simply assesses several aspects of learning style in easy-to-understand language. It covers disposition, modality, environment, interests, and talents. Students of all ages discover how they learn best with this fascinating tool. We have used the *Self-portrait* in many ways over the years. We've given them to tutors to use with their students. We've given it to students to use with their children. We've used it with groups of learners, including jail inmates. We've had workshops for tutors and students where everyone finds out their learning style differences.

Students immediately identify with the results and find reasons for many of their failures to learn in traditional settings. This tool helps students develop a new sense of pride and confidence about their own gifts and natural abilities. Often, they become more relaxed and approach tutoring more optimistically.

Tutors benefit from learning about their own learning styles at the same time. Often tutor and student will have differing strengths, but this awareness helps tutors focus on ways to tap into the strengths of their *students*. Learning becomes easier and more efficient. Simultaneously, students discover how to apply their new awareness in many real life situations such as the workplace.

What conclusions can you draw from results of this tool?

The majority of students in our program that have been assessed with this tool scored highest in the Performing, Inventing, and Thinking-Creating Dispositions and in Visual-Picture, Tactile-Kinesthetic/Hands On, and Tactile-Kinesthetic/Whole Body Modalities. This indicates a real need for programs and materials that incorporate movement, drawing, experiential, multi-media, and interaction strategies.

How do you use the results to help your learners?

Tutors help their students understand that the results of the profile contain the keys to their success with learning. For example, a person who scores high in Performing is advised to take frequent breaks and to move during a lesson; walk around while practicing new words; bounce a ball on word cards and spell the words. A person who scores high in Tactile-Kinesthetic/Sketching, can be taught to doodle while listening to instructions, or "draw out" the sentence or paragraph before writing it. In other words there are specific strategies that can be taught for each aspect of learning style. Students who are taught these strategies feel empowered to go forward with their learning goals.

A Self-Portrait Learning Style Profile Sample

Here is a quick quiz from the Disposition section of the Self-Portrait Learning Style Profile to give you an idea of how it works. Following the quiz is a sample of the type of helpful information that can make a difference for a person's learning. (Please remember, it is not actually possible to determine your learning style by asking one question. This is only a demonstration.)

Choose one:
1. I like learning activities that are short or like games.
2. I like using workbooks or doing timed drills.
3. I like learning centers, labs, or field trips.
4. I like to work in small groups or do projects with others.
5. I like activities that allow me to use my imagination and/or creative thinking.

If you chose:

#1: You may have a **Performing Disposition**.
Since staying focused on material that you are not interested in is difficult for you, having 10-20 minutes of instruction or study followed by 20 minutes of "processing time" is very important. When doing any kind of lesson or study, frequent breaks are necessary. People with a Performing Disposition are probably the most misunderstood in traditional classroom and work settings. They usually need to move frequently and they learn better if they can "experience" the lesson. They are often labeled hyperactive or A.D.H.D. (attention deficit hyperactive disorder).

#2: You may have a **Producing Disposition**.
You are likely to enjoy being focused for long periods of time. You probably don't mind sitting at a desk, taking instruction, keeping schedules, and doing exactly what you are asked to do. Clear explanations, guidelines, and due dates are very important since you need to be able to plan ahead and keep things organized. Producing people are usually "ideal" students and employees.

#3: You may have an **Inventing Disposition**.
You don't mind being focused for long periods of time as long as it is your own project. In fact, when you are working on a project of interest, you are likely to lose track of time and resent it when you are interrupted or asked to stop working. Inventing people need to set aside time to do things that "must" be done—that they don't enjoy doing,—so that they have lots of "open ended" free time to pursue their own projects. In learning situations, these people are frequently labeled A.D.D. (attention deficit disorder).

#4: You may have a **Relating-Inspiring Disposition**.
Everything you do is more enjoyable and easier to do if you can work with others — either in a small group or with another person. The interaction with other people, the discussion, the group problem solving, and sense of cooperation keep you interested and participating in the learning process. Many of these people are Auditory-Verbal Learners, needing to talk things out and discuss in order to understand and retain information.

#5: You may have a **Thinking-Creating Disposition**.
People might say that you are a "daydreamer" or that you are "unfocused." Wonder and imagination—seeing things in a new way—keep you interested and

participating in the learning process. You are probably a Visual-Picture Learner and possibly a Hands-On or Sketching Learner. Doodling or drawing could facilitate comprehension and writing. The ideas of Thinking-Creating people can seem "off the wall" or unrelated to the subject. These people are also often labeled A.D.D.

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www.learningsuccesscoach.com

LEARNING STYLE PREFERENCES

Name of Tool: **Learning Modality Quiz**

Recommended by: **Reading Program for Adults,**
Ventura County Library Services Agency

Contact Person: **Hedy Miller, Adult Literacy Manager**
(805) 641-4452
adult_litvc@hotmail.com

Source: **Developed in-house; may be copied/adapted by other programs**

Why does your program use this tool?

It's important for both tutors and learners to understand that people learn differently. We encourage tutors to do this quiz with their learners and compare their learning styles. It is included in our tutor handbook along with suggestions for helping to make learning easier by capitalizing on learners' strengths.

What conclusions can you draw from the results of this tool?

Any tool that helps a learner identify ways to make learning easier and more enjoyable is valuable. This tool is a simple, quick introduction to the idea that the same information can be transmitted in various ways, and many people will learn better with some ways and less well with others. Although multi-sensory instruction is probably best for everyone, there are some students who will find learning difficult without visual input, for example, or without some hands-on component, or without a clear oral explanation (and the chance to verbalize the learned content themselves).

How do you use the results to help your learners?

We offer tips for helping learners with various learning style preferences. We make manipulative materials available for tutors and learners to use: white erase boards and markers, magnetic letters, word cards, syllable cards, phonics tiles, playdough, etc. We have had workshops for tutors and learners to explore their learning styles together.

LEARNING MODALITY QUIZ

1. What are you most likely to remember about a party you attended?
   a) how things looked, what people were wearing (visual)
   b) what you and others talked about (auditory)
   c) what you and others did at the party (tactile, kinesthetic)

2. If you have forgotten exactly where a place is that you want to go to again, what are you most likely to do to find it?
   a) look at a map (visual)
   b) ask someone to tell you how to get there (auditory)
   c) proceed with confidence that once you get in the vicinity you'll develop a feeling for where the place you want is (tactile/kinesthetic)

3. Have you ever successfully learned to do something using only **one** of these approaches? If so, which one?
   a) watching someone else do it (visual)
   b) listening to someone tell you how (auditory)
   c) experimenting on your own - hands on (tactile/kinesthetic)

4. Which words are you most likely to use to show understanding?
   a) "I see" or "It looks like I'll be..." (visual)
   b) "Sounds good," "I hear you," or"It sounds like you are..." (auditory)
   c) "I get it" (tactile/kinesthetic)

5. How do you usually show your emotions?
   a) in your facial expression (visual)
   b) in your voice (auditory)
   c) in your body language (tactile/kinesthetic)

6. In a new situation, how are you most likely to respond?
   a) observe what's going on (visual)
   b) ask questions (auditory)
   c) get busy immediately with your own belongings such as getting ready to take notes or get involved with an activity (tactile/kinesthetic)

7. If you have "nothing to do," which are you most likely to do?
   a) daydream or doodle (visual)
   b) talk to anyone (auditory)
   c) fidget, find reasons to move about (tactile/kinesthetic)

8. Do you often chew gum or suck on mints or candies? (tactile/kinesthetic)

9. Are you more likely to remember the names or the faces of new people you meet? (names:auditory; faces:visual)

43

LEARNING DIFFICULTIES

Name of tool: **Learner Priorities**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
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dbarra@ci.escondido.ca.us

Source: May be used / adapted by other programs

Why does your program use this tool?

We believe that adult learners have the most knowledge about themselves and are often able to recognize their own difficulties. This check list is a great tool for helping them do that. It is an attempt to make us partners with the learner in planning instruction priorities.

What conclusions can you draw from the results?

We find out if a learner does have knowledge of his own literacy strengths and areas for improvement. Sometimes a learner lacks confidence to the point of not recognizing any literacy strengths. If it turns out that there are strengths, these can be emphasized later after instruction begins.

How do you use the results to help your learners?

Once we know a learner's perceived priorities, we can share the information with the tutor so that it can guide instruction. We encourage tutors to use the form after a few months of instruction to initiate a discussion about progress. Does the learner, for example, still perceive that telling about what has been read is troublesome? Is it getting easier?

Families for Literacy
LEARNER PRIORITIES IN READING

What gives you the most trouble? Put a check mark next to those that apply to you.

_____Sounding out long words

_____Short sentences

_____Long sentences

_____Reading faster

_____Meanings of words

_____Understanding what I read in short stories, articles, etc.

_____Understanding what I read on signs, labels, menus, instructions

_____Remembering what I read

_____Paying attention while I'm reading

_____Picking out what to remember when I read

_____Telling about what I've read

_____Reading things on the job

_____Reading to my children/or helping with homework

_____Other_____

LEARNER PRIORITIES IN WRITING

What gives you the most trouble? Put a check mark next to those that apply to you.

_____Spelling

_____Handwriting

_____Knowing what to say when I'm writing

_____Punctuation and correct grammar

_____Knowing how to organize ideas when I'm writing

_____Taking notes

_____Other_____

Please answer the following:

Do you need help with learning how to use the library?_____

_____

Do you have a library card?_____

Do you need help with passing a particular test? _____

Which test?_____

Other specific needs/goals?_____

_____

LEARNING DIFFICULTIES

Name of Tool: **Pre-Screening (for potential Wilson Reading System students)**

Recommended by: **Read/Orange County, Orange County Public Library**

Contact Person: **Marcia Tungate, Literacy Services Program Administrator**
(714) 566-3070
mhtungate@ocpl.org

Source: **Wilson Language Training—used with permission (no longer in print in this format)**
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Why does your program use this tool?

The answers to such questions help us determine if a student exhibits the characteristics commonly associated with dyslexia, sound sequencing difficulties or other language processing difficulties.

What conclusions can you draw from the results of this tool?

We can use the results to determine whether a student may be a likely candidate for the Wilson Reading System.

How do you use the results to help your learners?

If indicated, we proceed with the rest of the Wilson Reading System assessments which analyzes in depth awareness of sound/symbol relationships and phonemic awareness.

Pre-Screening for Potential ***Wilson Reading System*** Students

Adapted from Wilson Language Training Materials with permission from WLT

1. Handedness: Left Right Ambidextrous

   Any immediate family members left-handed or ambidextrous? Yes No

   Significant confustion between left / right directionality? Yes No

2. Late Talker? Yes No ?

3. Stutterer? Speech Therapy? Yes No ?

4. Mixes words often? (hetisates for hesitates) Yes No ?

5. Word retrieval difficulty? Often Sometimes ?

6. Allergies? Yes No asthma? Yes No migraines? Yes No

7. Letter or number reversals? Yes No

8."Right Hemisphere" talent? Yes Not Significant

9. Family history of reading / spelling difficulty? Yes No

10. Generally disorganized? Yes No ?

11. Poor handwriting Yes No

12. Significant spelling deficiency? Yes No

13. Weak decoding skills? Yes No

14. Frequent errors in oral reading Yes No

IRLEN SYNDROME

(also known as Scotopic Sensitivity Syndrome)

Name of Tool: **Self-Test**

Recommended by: **Project Second Chance, Contra Costa County Library**

Contact Person: **Kathie McDonald, Tutor/Student Literacy Coordinator**
(925) 927- 3250
kmcdonal@ccclib.org

Source: **Irlen Institute**
5380 Village Road
Long Beach, CA 90808
(562) 496-2550
irleninstitute@irlen.com
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Why does your program use this tool?

Some people have reading problems that are caused, or made worse, by distortions in the way they perceive the printed page. Some of these people are helped when colored overlays are used on top of the page. This short Self-Test helps us decide if a trained Irlen screener should work with the learner. (We have two Irlen screeners on the staff; you must be trained by an Irlen trainer in order to do the screening.)

What conclusions can you draw from the results of this tool?

If a learner has had her vision checked by an optometrist in the previous years, and she is using a current eyeglass prescription if any correction is needed, AND she reports that reading causes eye strain, headaches, or physical fatigue, we offer to screen for Irlen Syndrome.

How do you use the results to help your learners?

Some of our learners benefit from using the colored overlays that can be obtained through Irlen screeners. After an Irlen screening, we offer the appropriate overlays to our students at our cost. If use of the overlays eliminates or reduces visual distortion or allows a learner to read for longer periods of time without strain, he, of course, keeps the overlay(s). If they don't prove useful in real-life reading situations, learners may return the overlays to us. If a learner is severely affected by Irlen Syndrome, and overlays are helpful but not sufficient, we refer them to the Irlen Institute in Long Beach where tinted lenses can be prescribed.

Note: Chapter 2 contains Kathie's description of the Contra Costa program's learner assessment process.

SELF-TEST

DO YOU OR SOMEONE YOU KNOW HAVE DIFFICULTY READING?
Take the following test:

	YES	NO
Do you skip words or lines when reading?	____	____
Do you reread lines?	____	____
Do you lose your place?	____	____
Are you easily distracted when reading?	____	____
Do you need to take breaks often?	____	____
Do you find it harder to read the longer you read?	____	____
Do you get headaches when you read?	____	____
Do your eyes get red and watery?	____	____
Does reading make you tired?	____	____
Do you blink or squint?	____	____
Do you prefer to read in dim light?	____	____
Do you read close to the page?	____	____
Do you use your finger or other markers?	____	____
Do you get restless, active, or fidgety when reading?	____	____

If you answered YES to 3 or more of these questions, then you might be experiencing the effects of a perceptual problem called Scotopic Sensitivity Syndrome (SSS). SSS can interfere with your reading efficiency. A newly discovered method can help people overcome this problem quickly.

IRLEN SYNDROME

(also known as Scotopic Sensitivity Syndrome)

Name of Tool: **Self-test for Irlen Syndrome**

Recommended by: **READ/Orange County, Orange County Public Library**

Contact Person: **Marcia Tungate, Literacy Services Administrator**
(714) 566-3070
mhtungate@ocpl.org

Source: **Printed with permission from Irlen Institute. May be used/adapted by other programs. For more information, contact:**
Irlen Institute
5380 Village Road
Long Beach, CA 90808
(562) 496-2550
irleninstitute@irlen.com

Why does your program use this tool?

Many students who have been "diagnosed" as having dyslexia or other language processing difficulties actually exhibit the symptoms of Scotopic Sensitivity Syndrome. This syndrome causes the print to appear to move, swirl, have haloes, wiggle, and even disappear. They may see flashes of light all over the page of print appearing to become three-dimensional. This motion, and its subsequent difficulty in "catching" the print causes fatigue, eyestrain, sleepiness, lack of comprehension, and myriad other problems. Students who have this syndrome will have extreme difficulty with reading, even though they learn with methods that have helped other students who exhibit the characteristics commonly associate with dyslexia, because of the print motion. The appropriate colored overlay can effectively stop the motion on the page, giving the student an opportunity to utilize the tools and methods learned in tutoring classes.

What conclusions can you draw from the results of this tool?

The tool identifies whether the student exhibits symptoms of Scotopic Sensitivity Syndrome.

How do you use the results to help your learners?

At intake every potential student, along with the assessor, completes an observation sheet that identifies "red flags" indicating a need for the Irlen Screening. If the observation indicates a need, the READ licensed Screeners administer a more detailed screening to determine a) degree of severity, b) color of overlay the student should be using. The colored overlays issued as a result of the assessment help the print

to "stand still" while the student is reading. They can reduce eyestrain, fatigue, and stress created by trying to adjust to moving print or flashes of light on the page. After using the overlay for approximately 5 weeks, if the student reports improvement, we recommend further testing and tinted lenses from the Irlen Institute.

A word of caution: Students should be cautioned NOT to get their glasses tinted the color of their overlays without further testing. The appropriate color for an overlay is USUALLY not the same as for lenses. In the same vein, overlays should not be chosen indiscriminately. They should be selected using the Irlen Screener, administered by a licensed Screener, and the colors contained in the Irlen color ranges.

Irlen Institute

5380 Village Road, Long Beach, CA 90808 (562)496-2550 Fax (562)429-8699

Self -Test For Irlen Syndrome

Please fill out this form. Parents, complete the form in cooperation with your child.

Name _____ Age _____ Grade _____

Address _____ Phone _____

Completed by _____ Date _____

CHARACTERISTICS	***Please Circle Answer***		
Are you light sensitive?			
Bothered by sunlight	Yes	No	?
Bothered by glare	Yes	No	?
Do you frequently wear sunglasses?	Yes	No	?
Bothered by bright or fluorescent lights	Yes	No	?
Tired or drowsy under bright or fluorescent lights	Yes	No	?
Become anxious under bright or fluorescent lights	Yes	No	?
Get a headache from bright or fluorescent lights	Yes	No	?
Feel antsy or fidgety under bright or fluorescent lights	Yes	No	?
Harder to listen under bright or fluorescent lights	Yes	No	?
Performance deteriorates under bright or fluorescent lights	Yes	No	?
Feel like there is not enough light when reading	Yes	No	?
Feel like there is too much light when reading	Yes	No	?
Read in dim light	Yes	No	?
Use fingers or other marker to block out part of the page	Yes	No	?
Shade the page with your hand or body	Yes	No	?
Types of reading difficulties:			
Skip words or lines	Yes	No	?
Repeat or reread lines	Yes	No	?
Read for less than one hour	Yes	No	?
Lose place	Yes	No	?
Read in a "stop and go" rhythm	Yes	No	?
Omit small words	Yes	No	?
Poor reading comprehension	Yes	No	?
Reading becomes harder as you continue	Yes	No	?
Avoid reading	Yes	No	?
Avoid reading for pleasure	Yes	No	?
Rereads for comprehension	Yes	No	?
Reversals of letters and/or numbers	Yes	No	?

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While reading or using a computer, do you:

Rub eyes	Yes	No	?
Move closer to or further away	Yes	No	?
Squint	Yes	No	?
Open eyes wide	Yes	No	?
Incorporate breaks	Yes	No	?
Change position to reduce glare	Yes	No	?
Close or cover one eye	Yes	No	?
Move head	Yes	No	?
Read word by word	Yes	No	?
Unable to speed read	Yes	No	?

Do you feel strain, fatigue, tired, or have headaches when:

Reading	Yes	No	?
Listening	Yes	No	?
Doing paper and pencil tasks	Yes	No	?
Working on the computer	Yes	No	?
Watching TV, movies, or live stage productions	Yes	No	?
Copying material	Yes	No	?
Doing math assignments	Yes	No	?
Playing video games	Yes	No	?
Writing long assignments	Yes	No	?
Doing visually-intensive activities like needlepoint, sewing, cross stitching, crossword puzzles, woodworking, soldering, etc.	Yes	No	?
Working under bright or fluorescent lights	Yes	No	?
Looking at stripes, patterns, bright colors, and high contrast	Yes	No	?

Handwriting:

Write up or down hill	Yes	No	?
Unequal or no spacing between letters or words	Yes	No	?
Unequal letter size	Yes	No	?
Unable to write on the line	Yes	No	?
Leave out words, letters, or punctuation marks	Yes	No	?

Attention/Concentration:

Problems concentrating with reading or writing	Yes	No	?
Easily distracted when reading or writing	Yes	No	?
Easily distracted when listening	Yes	No	?
Easily distracted when taking tests	Yes	No	?
Daydreams in class or at lectures	Yes	No	?
Problems staying on task	Yes	No	?
Problems starting tasks	Yes	No	?
Difficulty with scantron answer sheets	Yes	No	?

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Copying:

Lose place (book, chalkboard, whiteboard, overhead)	Yes	No	?
Leave out words (book, chalkboard, whiteboard, overhead)	Yes	No	?
Slow (book, chalkboard, whiteboard, overhead)	Yes	No	?
Incomplete (book, chalkboard, whiteboard, overhead)	Yes	No	?
Careless errors (book, chalkboard, whiteboard, overhead)	Yes	No	?
Blink or squint (book, chalkboard, whiteboard, overhead?	Yes	No	?
Difficulty refocusing	Yes	No	?
Difficulty copying things onto or off computer or typewriter	Yes	No	?

Composition/Essay Writing:

Disorganized	Yes	No	?
Problems with punctuation	Yes	No	?
Problems proofreading	Yes	No	?
Leave out letters or words	Yes	No	?
Write without rereading	Yes	No	?

Mathematics:

Misalign digits in number columns	Yes	No	?
Difficulty seeing numbers in the correct column	Yes	No	?
Sloppy or careless errors	Yes	No	?
Use finger, graph paper, or other marker when working with columns of numbers	Yes	No	?
Difficulty seeing signs, symbols, numbers, decimal points	Yes	No	?
Reversals of numbers	Yes	No	?

Music:

Problems sight reading the notes	Yes	No	?
Prefer to memorize rather than read music	Yes	No	?
Prefer to play by ear	Yes	No	?
Use finger to track notes	Yes	No	?
Lose your place	Yes	No	?
Trouble reading the notes or notes and words together	Yes	No	?
Difficulty interpreting the music notations	Yes	No	?
Little progress in spite of regular practice	Yes	No	?

Depth Perception:

Difficulty getting on and off escalators	Yes	No	?
Clumsy	Yes	No	?
Bump into table edges or door jams	Yes	No	?
Difficulty walking up and/or down stairs	Yes	No	?
Difficulty judging distances	Yes	No	?
Drop or knock things over	Yes	No	?
As a child, accident prone or have bruises on your shins	Yes	No	?
When walking next to someone, do you drift into the person	Yes	No	?
When walking, do you feel dizzy or light headed	Yes	No	?
Difficulty getting on or off moving objects	Yes	No	?

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Driving:

Difficulty parallel parking	Yes	No	?
Do you feel like you will hit the car in front when parking	Yes	No	?
When parking, do you hit the curb or leave too much space	Yes	No	?
Difficulty judging when to turn in front of oncoming traffic	Yes	No	?
Uncertain about making lane changes	Yes	No	?
Extra cautious when making lane changes	Yes	No	?
Are the passengers tense when you make lane changes	Yes	No	?
Do passengers tell you that you tailgate	Yes	No	?
Are you overly cautious, leaving extra room between you and the car ahead	Yes	No	?

Sports Performance:

Problems tracking a flying ball like golf, baseball, or tennis	Yes	No	?
Trouble following the ball when watching sports on TV such as tennis, football or basketball	Yes	No	?
When watching sports on TV, can you follow the ball but not see anything else	Yes	No	?
Trouble catching or hitting a ball	Yes	No	?
Difficulty playing pool	Yes	No	?
Difficulty hitting the ball when playing baseball or tennis	Yes	No	?
Trouble learning how to ride a bike	Yes	No	?
Trouble jumping rope? Jump in at the wrong time or jump into the rope	Yes	No	?
Trouble playing games such as volley ball or four square	Yes	No	?
On playground equipment such as rings or bars, was it hard to go from one to the other	Yes	No	?

Fatigue While In A Car:

As a passenger, do you become drowsy	Yes	No	?
When driving, do you become drowsy	Yes	No	?
Bothered by glare on the chrome on cars	Yes	No	?
Bothered by glare off the rear window of the car in front of you	Yes	No	?
Bothered by headlights and street lights at night	Yes	No	?
Avoid driving at night	Yes	No	?
Have night blindness	Yes	No	?
Bothered by red tail lights on cars	Yes	No	?
Bothered by red stop lights	Yes	No	?
Stressful to drive in the rain (glare)	Yes	No	?

If you answered yes to three or more of these questions in any <u>one</u> of the above sections, then you might be experiencing the effects of a perception problem called Irlen Syndrome/ Scotopic Sensitivity.

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CITY OF CHULA VISTA

CALIFORNIA STATE LIBRARY
California Adult Learner
Progress Evaluation Process

CHULA VISTA LITERACY TEAM

③ **Student Identification** (leave blank)

Date: ____ ____ ____
Mo. Day Year

What is your name? _____

What is your address? _____
Number Street Apartment #

_____
City State Zip

Best time to call:

Phone Numbers
Home: _____ _____
Friend: _____ (Name) _____
Work: _____ _____

Any special phone instructions? _____

If it's not "Okay to say CVLT" ask: Okay for Lrnr Support Group to call? ❑ Yes ❑ No
Okay to send mail to the home? ❑ Yes ❑ No
If "Eligible for Family Program" ask: Okay to send Family Invitations? ❑ Yes ❑ No

How did you hear about our program? (Check up to 3 categories)

__ Other adult learners
__ Family or friends
__ Radio (which station?)
__ TV Ads (which station?)
__ Newspapers or magazines
__ People at work
__ Other _____

___ Library
___ Our sign
___ Rohr
___ Referred by other educational pgm
___ Evenstart

⑨ **What is your native language?** (mark one)

❑ English ❑ Spanish ❑ Vietnamese
❑ Chinese ❑ Hmong ❑ Cambodian
❑ Tagalog ❑ Korean ❑ Lao
❑ Russian ❑ Farsi ❑ Other _____

Are you able to read _____ or write _____ your native language?

Can you speak, read or write other languages:
Speaking: _____
Reading: _____
Writing: _____

Revised 2/00

LEARNER INTAKE FORM—CHULA VISTA

Learner Assessment - Pre Page 2

(16) Are you working now?
(Mark one)
- ❑ Employed, full time
- ❑ Employed, part time
- ❑ Unemployed
- ❑ Not seeking work
- ❑ Retired

(15) Personal Status
(Mark all that apply or leave blank)
- ❑ TANF / GAIN/ Maximus
- ❑ Other Public Assistance
- ❑ JTPA Title II
- ❑ JTPA Title III
- ❑ Dislocated Worker
- ❑ Single Parent
- ❑ Rehabilitation (physical restoration of a sick or disabled person)
- ❑ Veteran
- ❑ Disabled (any type of physical or mental impairment)
- ❑ Displaced Homemaker

What kind of work do/did you do? _____
What company do/did you work? _____
City where you are now working: _____

(4) Please indicate your sex: _____ Female _____ Male

(5) What is your date of birth? ____ ____ ____ _____
Month Day Year Current age

In which groups are you?
- ____ 16-19
- ____ 20-29
- ____ 30-39
- ____ 40-49
- ____ 50-59
- ____ 60-69
- ____ 70-79
- ____ 80+

(8a) Ethnicity (Mark one)
- ❑ Hispanic or Latino
- ❑ not Hispanic or Latino

(8b) Race (Mark one or more)
- ❑ White
- ❑ Asian
- ❑ Black or African American
- ❑ Native Hawaiian or Other Pacific Islander
- ❑ Filipino
- ❑ American Indian
- ❑ Alaska Native

LEARNER INTAKE FORM—CHULA VISTA

Learner Assessment - Pre Page 3

⑥ **How much schooling have you had?** Highest grade completed? _____ Were you in Special Ed? _____

Where did you attend school? _____

⑦ **Highest diploma or degree earned** (mark one)

❑ None ❑ GED Certificate
❑ High School Diploma ❑ Technical/Certificate
❑ A.A. / A.S. Degree ❑ Other _____
❑ I earned the above outside of U.S.

Tell us about your experiences. In what grade did you start having problems? _____
What do you remember about that time? _____
_____
_____

Did you ever miss more than one week of school because of illness? _____
_____

Adult education experience? Yes _____ No _____
Tell us about your experiences: _____
_____
_____

Have you had other tutors in the past? Yes _____ No _____
Tell us about your experiences: _____
_____
_____

⑫ **Why did you decide to come for tutoring now?**

(Mark one in each column)	
1	2 (1=Primary, 2=Secondary)

❑ ❑ H.S. Diploma/GED
❑ ❑ Improve skills (retain job or obtain better job)
❑ ❑ Get a job (if unemployed)
❑ ❑ Improve job
❑ ❑ Personal/Family goal
❑ ❑ Citizenship
❑ ❑ Communication
❑ ❑ Enter post-secondary (e.g. college)
❑ ❑ Mandated
❑ ❑ Military
❑ None
❑ ❑ Other

LEARNER INTAKE FORM—CHULA VISTA

Learner Assessment - Pre Page 4

Health Background

1. Have you ever had a head injury? If yes, when? Did you lose consciousness? Please explain.

2. Have you ever had trouble hearing? If so, have you had your hearing tested? When _____

3. Have you ever had problems paying attention or concentrating? _____

   If so, only in school or in other areas, too? _____

4. Have you ever been told you are hyperactive? Have you taken medication for hyperactivity?

5. Are you currently on any medication? If yes, please explain. _____

adapted from Learner Assessment Process - Literacy Solutions, 1997

LEARNER INTAKE FORM—CHULA VISTA

Learner Assessment - Pre Page 5

Please write or print the alphabet: _____

_____

Family Background

Does anyone in your family have problems with reading or spelling? _____

_____

Did any one read stories to you or help you with school work at home? _____

_____

When would you be available for tutoring? (The more times you are available the easier it will be to match you.)

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning							
Afternoon							
Evening							

Notes on schedule: _____

Is childcare a problem for you? _____

Is transportation a problem for you? _____

Are you flexible about where you meet? _____

Which library is nearest your home? _____

Would you prefer a tutor who is...?

_____ smoker
_____ non-smoker
_____ it does not matter

Other preferences? (age, sex, etc.) _____

LEARNER INTAKE FORM—CHULA VISTA

Learner Assessment - Pre Page 6

DEMOGRAPHIC DATA

Date _____

Number of people in household (including learner) _____

Inc. category (circle 1): VL Low Med N/A

For women only: Are you a single parent and/or head of household?

YES _____ NO _____ N/A _____(i.e. male)

Number of children _____ *Birthdates: Names:

Ages _____ M F_____ _____

_____ M F_____ _____

_____ M F_____ _____

_____ M F_____ _____

_____ M F_____ _____

_____ M F_____ _____

_____ M F_____ _____

What language do the children speak in the home?

English _____ Spanish _____ Other _____

Homebound? YES _____ NO _____

*Birthdates are required for child(ren) eleven years old or under.

LEARNER INTAKE FORM—CHULA VISTA

ESCONDIDO PUBLIC LIBRARY
LITERACY SERVICES
Learner Background Information
and In-take Assessment

Date:_____ Interviewer:_____

What is your name? _____

What is your address? _____
Number Street Apt. #

_____
City State Zip Code

Phone numbers where you prefer to be called?

Best time to call

Home: ( ) _____ _____
Work: ( ) _____ _____
Other: ( ) _____ _____

Any special phone instructions? _____

_____

Please indicate your sex. Female ☐ Male ☐

What is your date of birth? _____ _____ _____
Month Day Year

In which group are you?

☐ Asian (including Filipino) ☐ Black
☐ Hispanic ☐ Pacific Islander
☐ Native American/Alaska Native ☐ White
☐ Other (specify)_____

How did you hear about our program?

☐ Other adult learners ☐ Library
☐ Family or friends ☐ TV Ad
☐ Radio ☐ Other program
☐ Other:_____

1

LEARNER INTAKE FORM—ESCONDIDO

Are you working now?

☐ Employed, full-time ☐ Unemployed
☐ Employed, part-time ☐ Retired
☐ Homemaker ☐ Disability
☐ Self-employed

What kind of work do you do?_____

Where do you work?_____

What is your native language? _____

Are you flexible about where you meet? _____

Preferred meeting place? _____

Is transportation a concern for you? _____

Do you have preferences for working with a tutor?

☐ Male ☐ Female ☐ No preference
☐ Older ☐ Younger ☐ No preference
☐ Other:_____

When will you be available for tutoring?

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
morning						
afternoon						
evening						

Library Hours:

EPL Main	Mon., Tues., Thurs.,	10 a.m. – 9 p.m.
	Wed., Fri., Sat.	10 a.m. – 6 p.m.
EVB	Tues., Thurs.	Noon – 8 p.m.
	Wed., Sat.	9 a.m. – 5 p.m.
	Fri.	1 p.m. – 5 p.m.

2

LEARNER INTAKE FORM—ESCONDIDO

Learner Background Information & In-take Assessment

Objective: To identify the learner's history of formal education experience, any adult education experience, as well as employment information and interests.

1. Give a description of the learner's formal education experience.

   - Highest grade completed_____
   - Do you have a high school diploma or equivalent? Yes☐ No☐
   - Where did you attend school?_____

     If outside the U.S., what year did you come here?_____
   - Did you get extra help in the classroom? Yes ☐ No ☐
   - Were you ever in special ed classes? Yes ☐ No ☐

     For how long and starting at what grade?_____

     _____
   - When do you remember having trouble with reading?_____

     _____
   - What were your favorite subjects/classes in school?_____

     _____
   - What was your least favorite subjects/classes?_____

     _____

2. Give a description of your experience with adult education.

   GED, vocational, or technical training, etc._____

   _____

3. What do you like to do in your spare time? (hobbies, activities)_____

   _____

4. What are your favorite TV programs or movies?_____

   _____

3

LEARNER INTAKE FORM—ESCONDIDO

5. Do you like to travel? Yes ☐ No ☐

   Where to?_____

6. Were you ever tested for dyslexia or any other learning problem? Yes ☐ No ☐
   When/Did you get the results?_____

   Do any of your family members have trouble reading (mother, father, sisters, brothers, children)?_____

7. What was your favorite job?_____

   Why_____

8. What kind of job would you like to have?_____

9. Are you aware of any conditions that may affect your learning? Yes ☐ No ☐

   Are you on any medications that may affect your learning? Yes ☐ No ☐

   Do you have trouble hearing? Yes ☐ No ☐

   Do you wear a hearing aide? Yes ☐ No ☐

   Do you wear glasses for reading? Yes ☐ No ☐

   Date of your last eye exam _____

   Do you get headaches when you read? Yes ☐ No ☐

   Do you have trouble concentrating? Yes ☐ No ☐

   Do you have trouble listening? Yes ☐ No ☐

   Additional information:_____

   _____

   _____

   _____

   _____

   _____

4

LEARNER INTAKE FORM—ESCONDIDO

LEARNER BACKGROUND INFORMATION

KEY INFORMATION

DATE: _____

NAME: ❑ Mr. ❑ Ms. _____

ADDRESS: _____

STREET APT NUMBER

CITY STATE ZIP CODE

PHONE: Home(____)_____ Hours _____

Work(____)_____ Hours _____

Family/Friend (____)_____ Hours _____

Email _____

Cell Phone(____)_____

Special contact instructions _____

Are you working now?

❑ *Full time* ❑ *Part time* ❑ *Homemaker*

❑ *Unemployed* ❑ *SSI* ❑ *Disability*

❑ *Public Assistance / Cal Works* ❑ *Retired*

What kind of work do/did you do ?_____

Where do/did you work?_____

Do you need verification of attendance? ❑ Yes ❑ No If yes, for whom? _____

LANGUAGE & PREFERENCES

What is your native language?

	Speaking	*Writing*	*Reading*	*Fluent?*
_____	❑	❑	❑	❑

What other languages do you know?

	Speaking	*Writing*	*Reading*	*Fluent?*
1. _____	❑	❑	❑	❑
2. _____	❑	❑	❑	❑

When would you be available for tutoring? (*Please fill in hours*)

	Morning	*Afternoon*	*Evening*
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

LEARNER INTAKE FORM—SAN DIEGO

Learner Background Info - Page 2

Do you have reliable transportation? ❑ *Yes* ❑ *No* Form of Transporation:_____

In which neighborhood of San Diego county do you live/work? _____
(Explain differences between branch library and learning center)

Select preference of sites closest to you *(codes only)*: 1) _____ 2) _____ 3) _____ 4) _____

Are you interested in the Computer Lab? ❑ *Yes* ❑ *No (If yes, discuss all related issues)*
Do you want to learn how to use the Internet? ❑ *Yes* ❑ *No*

Do you smoke? ❑ *Yes* ❑ *No* Is a tutor who smokes acceptable? ❑ *Yes* ❑ *No*
(Explain why you're asking, no smoking allowed in any of our facilities)

Other tutor preferences: _____

DEMOGRAPHICS

The following information enables us to make more efficient matches of tutors and students. It will be kept confidential, only your tutor will know this information. You have the right to not provide this information.

Gender: ❑ *Male* ❑ *Female* What is your date of birth? _____

In which age group are you? (Estimate if not given)

❑ *16 - 19* ❑ *50 - 59*
❑ *20 - 29* ❑ *60 - 69*
❑ *30 - 39* ❑ *70 - 79*
❑ 40 - 49 ❑ *80+*

In which racial/ethnic group are you? (Speculate if not given)

❑ *Asian American/Asian*
❑ *African American/Black*
❑ *Caucasian*
❑ *Hispanic/Latino*
❑ *Native American/Alaskan Native*
❑ *Pacific Islander*
❑ *OTHER* _____

Where were you born? _____
If you are an immigrant, how long have you lived in the U.S.? _____
Are you interested in becoming a U.S. Citizen? ❑ *Yes* ❑ *No* ❑ *Already aquired citizenship*

IMMEDIATE FAMILY

(If learner has any children, grandchildren, niece or nephew under 5 years, continue, if not skip to next section)

Do you interact with a child 5yrs of age or younger on a regular basis? ❑ *Yes* ❑ *No*

Are you interested in the Families for Literacy program? ❑ *Yes* ❑ *No If yes,* ❑ *CT* ❑ *ELC* ❑ *MX* ❑ *VST*

Number of Children _____ Ages _____ _____ _____ _____ _____ _____ _____ _____ _____

Primary Language of Children:_____

Other children:
Relationship _____ Age _____
Relationship _____ Age _____
Relationship _____ Age _____
Relationship _____ Age _____

LEARNER INTAKE FORM—SAN DIEGO

Learner Background Info - Page 3

EDUCATION

What was the highest grade you completed? (Circle one)
0 1 2 3 4 5 6 7 8 9 10 11 12 H.S. Diploma GED Voc. School
OTHER (please list)_____

Where did you attend school (*City, State*)?_____

What education level did you attain in your native country (*if applicable)*? _____

Were you ever in Special Education classes? ❑ *Yes* ❑ *No*

What did you like/dislike about school?

_____

_____

What happens when you read?

_____

_____

Do you get dizzy or get a headache when you read? ❑ *Yes* ❑ *No*

Are the words fuzzy or blurry when you read? ❑ *Yes* ❑ *No*

Do the words move around, blend together or slide off the page when you read? ❑ *Yes* ❑ *No*

Are you? ❑ Left-handed ❑ Right-handed ❑ Ambidextrous (Define)

Are any immediate family members (including parents, children, siblings, etc.) ❑ *Yes* ❑ *No*
If yes, who? _____

Do you get confused between left/right directionality? (Explain) ❑ *Yes* ❑ *No*

Have you ever stuttered? ❑ *Yes* ❑ *No* Have you ever been to speech therapy? ❑ *Yes* ❑ *No*

Do you ever mix up words when you speak in your native languge?
(example: "hetisates" for "hesitates") ❑ *Yes* ❑ *No*
Is it difficult for you to "find the right word" when you speak? ❑ *Yes* ❑ *No*

Do you reverse letters or numbers when you write in your native languge? ❑ *Yes* ❑ *No* ❑ *Don't Know*
❑ *letters* ❑ *numbers* ❑ *both*

Do you have a family history of reading/spelling difficulty? ❑ *Yes* ❑ *No* ❑ *Don't Know*
(If yes, who?) _____

Are you generally? ❑ *very disorganized* ❑ *extremely organized* ❑ *neither*

LEARNER INTAKE FORM—SAN DIEGO

Learner Background Info - Page 4

Do you have any particular conditions that may affect your tutoring? (Note observations)

Disability? ❑ *None* ❑ *If yes, specify* _____

Medical? ❑ *None* ❑ *If yes, specify* _____

Vision? ❑ *None* ❑ *If yes, specify* ___ Wears glasses ___ Needs glasses ___ Not sure

Hearing? ❑ *None* ❑ *If yes, specify* ___ Impaired right ___ Impaired left ___ Hearing Aid

Other Conditions? _____

Why did you decide to come to tutoring now? (*Circle all that apply on the EFF goal sheet as learner talks*)

Prompt the student to express his/her specific basic skill needs. "In my opinion, I need specific help with..."

❑ Writing letters of the alphabet
❑ Writing my name
❑ Handwriting
❑ Writing sentences
❑ Spelling
❑ Learning the alphabet
❑ Sounds of letters
❑ Sound of letters in words
❑ Understanding what I read
❑ Remembering what I read
❑ Learning little/short words
❑ Learning big/long words
❑ Meanings of words
❑ Reading faster
❑ Reading directions
❑ Pronouncing words
❑ Understanding what I hear
❑ Learing how to study
❑ Math
❑ Other

Have you had other tutors in the past? ❑ *Yes* ❑ *No*
If yes, where?_____ For how long?_____

Are you currently attending or have you ever attended classes at an adult school? ❑ *Yes* ❑ *No*
If yes, where? _____ For how long? _____

I prefer to learn ❑ In a small group with a tutor ❑ Individually with a tutor ❑ Doesn't matter

INTERESTS

What kinds of things interest you (TV programs, sports, hobbies, etc.)? _____

How would you describe yourself? _____

What things do you do well? _____

What do you value most? _____

What kinds of books or other materials would you like to read?

Assessor _____

Date _____

Site of Assessment _____

LEARNER INTAKE FORM—SAN DIEGO

Student Data Sheet

Today's Date _____

Name _____ Home Phone _____

Address _____ Work Phone _____

City _____ Zip Code _____

How did student hear about program? _____

Call home OK? ☐Yes ☐No Call work OK? ☐Yes ☐No

Special contact instructions _____

Emergency contact _____ Emergency phone _____

Date of birth _____

Ethnicity ☐Asian ☐Black ☐Hispanic/Latino ☐Native American
☐Pacific Islander ☐White ☐Other ☐None given

Birthplace ☐USA ☐Mexico ☐Other _____ ☐None given

Native language _____ ☐Speak, read & write ☐Speak only

Other language _____ ☐Speak, read & write ☐Speak only

Highest school grade completed _____

What school? _____

Details about school experience _____

_____

Special education classes attended? ☐Yes ☐No Details _____

_____

Outside classes attended? ☐Yes ☐No Details _____

_____

Employment status ☐Full time ☐Part time ☐Temporary ☐Disabled
☐Retired ☐Unemployed ☐Homemaker ☐Student

Occupation _____ Schedule _____

Employer ☐in Santa Fe Springs ☐not in Santa Fe Springs

Tutoring Preferences Time _____ Days _____

Place ☐Library ☐Other _____

Reading & Writing Goals _____

_____

_____

(Cont. on back)

LEARNER INTAKE FORM—SANTA FE SPRINGS

Family Number of children _____ Ages _____

Conditions that may affect tutoring ☐Vision ☐Hearing ☐Child care

☐Transportation ☐Other _____

Interests _____

_____

_____

Student's perception of need, difficulty _____

_____

_____

Uses or used computers at work or in class? ☐Yes ☐No

Wants to learn to use computer as learning tool? ☐Yes ☐No

Comments & observations _____

_____

_____

LEARNER INTAKE FORM—SANTA FE SPRINGS

ESL-Beg.	Low	Int.	Adv.
BasicLit	Beg.	Int.	Adv.

FFL Yes No
Tutor Preference_____

Times_____
Small Group Yes No

SOLANO COUNTY LIBRARY
ADULT LITERACY PROGRAM
ADULT LEARNER DATA SHEET

Today's Date_____

Name_____

Address_____

City_____ Zip Code_____

Telephone_____ E-mail_____

Contact*_____ Telephone_____
***IMPORTANT: Please complete for non-English speakers**

1) Birth date_____ Age_____ Sex_____

2) Native country_____ First language_____

3) How long have you lived in the U.S.?_____

4) Ethnic/racial background: White____ Hispanic____ Asian____ Pacific Islander____
African American____ Native American____ Other____

5) Education: Highest grade completed? US _____ Foreign _____ Diploma?_____

6) Field of study/or What part of your education did you most enjoy?_____
_____

7) What was your school experience with reading?_____
_____

8) Were you in special classes? Yes No Helpful?_____

9) Do you have any special needs/disabilities?_____

10) Currently employed? Yes No Employer_____ Type of work_____

What **DAYS** and **TIMES** are you available?

Mornings_____ M TU W TH F S SU

Afternoons_____ M TU W TH F S SU

Evenings_____ M TU W TH F S SU

LEARNER INTAKE FORM—SOLANO COUNTY

11) Nearest Library?_____

12) Do you have transportation? Car_____ Bus_____ Other_____

13) Do you have children in your home? Yes No

14) Are you their parent?_____ or primary care giver?_____

First name_____	First name_____
Last name_____	Last name_____
Age_____ Sex_____	Age_____ Sex_____
Date of birth_____	Date of birth_____
Ethnicity_____	Ethnicity_____
1st language_____	1st language_____
First name_____	First name_____
Last name_____	Last name_____
Age_____ Sex_____	Age_____ Sex_____
Date of birth_____	Date of birth_____
Ethnicity_____	Ethnicity_____
1st language_____	1st language_____

15) Have you ever been tutored before? Yes No When?_____

16) Do you have a tutor preference? _____

17) Do you smoke? Yes No

18) Where did you hear about this program?_____

19) Have you ever been convicted of a felony? Yes No If "Yes," please explain:

_____

Please indicate at what point the Interpreter had to supply answers. I ⇨

Also, indicate if questions were stopped; level beyond ability. (S)

Notes:

11-1-02

LEARNER INTAKE FORM—SOLANO COUNTY

ASSESSMENT

1) Tell me about your family_____
_____

2) Do you have any hobbies/special interests?_____

ROLE/GOAL MAP

3) Do you write checks?_____ letters?_____ e-mails?_____

4) Are these **EASY, MEDIUM,** or **HARD** to read? Signs___ TV guide___ Bills___
Mail___ Computer___ Newspaper___ Books(Bible)___ Magazines___ Forms____

5) What are you reading now?_____

6) What skills would you like to focus on? Listening_____ Speaking_____
Reading_____ Writing_____ Spelling_____ Comprehension_____

7) What do you need to learn immediately?_____

ESL – Beginning

➢ **Page 1**
Listening: Understanding simple nouns
Where is the car? dog? chair?
Speaking: Saying simple nouns
What is this?
What are these?
What is this?
Simple phrases and/or sentences
What is she doing?
What is he doing?
What is this?

➢ **Page 2**
Speaking:
What is he doing?
Continue with remaining pictures

➢ **Page 3**
Reading: Consonants and vowels
Is this a "p"? etc.
Show me a "j", etc.
What sound does a "k" make? etc.
What sound does a short "a" make? etc.
What sound does a long "a" make? etc.

Recommended Level: Low Int. Adv

Recommended Materials:

Basic Literacy

➢ **Page 3**
Reading: Consonants and vowels
Is this a "p"? etc.
Show me a "j", etc.
What sound does a "k" make? etc.
What sound does a short "a" make? etc.
What sound does a long "a" make? etc.

Litstart Stories:_____
_____
_____
_____
_____

San Diego Quick Words:_____
_____
_____
_____
_____
_____

Recommended Level: Beg. Int. Adv.

Recommended Materials:

11-1-02

LEARNER INTAKE FORM—SOLANO COUNTY

CHAPTER **6**

Reading Assessments

Auditory Discrimination
Decoding Words
Language Usage
Listening Comprehension
Oral Reading Comprehension
Phonemic Awareness
Silent Reading Comprehension
Word Recognition

This chapter includes assessment tools that measure individual reading skills. Additional reading assessments are in Chapter 4, Multi-Skill Assessments.

AUDITORY DISCRIMINATION

Name of tool: **Auditory Discrimination of Word Pairs**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **May be used/adapted by other programs**

Why does your program use this tool?

This test is easy for most learners, even those who are not proficient at decoding. However, some learners have difficulty detecting relatively small differences in the sounds that various letters of the alphabet represent. When this is the case, it is a good thing for a tutor to be aware of it because learning phonics will be quite difficult—regardless of how structured and conscientious the instruction.

What conclusions can you draw from the results

If a student succeeds easily with this test, it is likely that he or she will be able to handle an intensive phonics program to learn decoding skills. If, on the other hand, this test proves difficult, the learner is likely to find intensive phonics instruction frustrating. It is important for the tester to have his or her back to the learner when articulating the words on the test, so that the student is not lip-reading.

How do you use the results to help your learners?

If lacking decoding skills contributes to a learner's reading difficulties, we explain that exposure to a systematic intensive phonics program will usually help. If the results of this test indicate that auditory discrimination is a problem, however, we explain that intensive phonics instruction is likely to help some, but it may also prove too frustrating, especially for mastering vowel sounds. We make it clear that we can help in other ways such as helping learners develop stronger visual memory for words and better vocabularies and helping them develop such reading strategies as using context clues and visualizing content. We might also encourage language experience stories.

AUDITORY DISCRIMINATION OF WORD PAIRS

Same or Different

1.	(M)	big — bag	16.	(M)	lip — lap
2.	(E)	lease — leash	17.	(E)	dim — din
3.	(S)	pot — pot	18.	(S)	king — king
4.	(B)	latch — patch	19.	(B)	dump — lump
5.	(S)	bus — bus	20.	(S)	live — live
6.	(M)	fest — fast	21.	(E)	much — mush
7.	(E)	muff — muss	22.	(M)	ton — ten
8.	(S)	tiger — tiger	23.	(B)	chair — pair
9.	(M)	rope — rap	24.	(E)	mouth — mouse
10.	(B)	glad — dad	25.	(M)	pet — pat
11.	(M)	noon — none	26.	(M)	ship — sheep
12.	(E)	cat — cap	27.	(S)	fed — fed
13.	(B)	fun — run	28.	(B)	tug — lug
14.	(S)	man — man	29.	(M)	led — lad
15.	(B)	shack — lack	30.	(B)	past — last

Word pair differences:

8 middle
7 ending
8 beginning
Word pairs the same: 7

DECODING WORDS

Name of tool: **Decoding Nonsense Words**

Recommended by: **Chula Vista Literacy Team, Chula Vista Public Library**

Contact Person: **Patrice O'Halloran, Literacy Coordinator**
(619) 585-5773
pohallor@chulavista.lib.ca.us

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Why does your program use this tool?

We want to see if the learner can decode unfamiliar words.

What conclusions can you draw from the results of this tool?

We are able to determine how much direct phonics instruction a learner may need.

How do you use the results to help your learners?

We are able to design a curriculum to address the learner's needs. We are also able to demonstrate progress more clearly in a post-assessment.

Nonsense Words

1. vad
2. teb
3. lig
4. jod
5. thup
6. plap
7. freb
8. chigs
9. yomps
10. nust
11. jall
12. wetch
13. twacks
14. quifted
15. sliffing
16. hade
17. thege
18. fice
19. sloke
20. mufe
21. dutes
22. prages
23. chibing
24. rudge
25. squay
26. yain
27. cheam
28. zeen
29. smight
30. drow
31. vowns
32. throaded
33. stoon
34. spue
35. frew
36. smowing
37. sprails
38. swy
39. chozzy
40. jilthy
41. spro
42. jony
43. heezy
44. rextile
45. vongreb
46. igflested
47. thraidips
48. blarm
49. storge
50. jerp
51. thirk
52. wurned
53. yarble
54. oble
55. shaffle
56. Peem's
57. zidn't
58. bameful
59. hundictive
60. punorous
61. troiled
62. chound
63. scrawed
64. gaunching
65. subflession
66. vaution
67. miscealment
68. verdio
69. dileum
70. obtrenzia
71. auflacium
72. wreft
73. guesh
74. worf
75. permiture
76. scrumptial
77. phinnacy
78. schoon
79. forbulent
80. menthulism

Learner Assessment - Pre

Page 18

Decoding Nonsense Words

Score ____ /80

Record all responses. Stop after 5 consecutive errors. Allow student to scan remaining words.

1. vad
2. teb
3. lig
4. jod
5. thup
6. plap
7. freb
8. chigs
9. yomps
10. nust
11. jall
12. wetch
13. twacks
14. quifted
15. sliffing
16. hade
17. thege
18. fice
19. sloke
20. mufe
21. dutes
22. prages
23. chibing
24. rudge
25. squay
26. yain
27. cheam
28. zeen
29. smight
30. drow
31. vowns
32. throaded
33. stoon
34. spue
35. frew
36. smowing
37. sprails
38. swy
39. chozzy
40. jilthy
41. spro
42. jony
43. heezy
44. rextile
45. vongreb
46. igflested
47. thraidips
48. blarm
49. storge
50. jerp
51. thirk
52. wurned
53. yarble
54. oble
55. shaffle
56. Peem's
57. zidn't
58. bameful
59. hundictive
60. punorous
61. troiled
62. chound
63. scrawed
64. gaunching
65. subflession
66. vaution
67. miscealment
68. verdio
69. dileum
70. obtrenzia
71. auflacium
72. wreft
73. guesh
74. worf
75. permiture
76. scrumptial
77. phinnacy
78. schoon
79. forbulent
80. menthulism

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DECODING WORDS

Name of tool: **Decoding Real Words**

Recommended by: **Chula Vista Literacy Team, Chula Vista Public Library**

Contact Person: **Patrice O'Halloran, Literacy Coordinator**
(619) 585-5773
pohallor@chulavista.lib.ca.us

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Why does your program use this tool?

We want to see if the learner can decode familiar and unfamiliar words. It also gives us a sense of the learner's vocabulary level.

What conclusions can you draw from the results of this tool?

We are able to determine how much direct phonics instruction a learner may need and the level of difficulty of reading materials we may suggest for use in lesson plans.

How do you use the results to help your learners?

We are able to design a curriculum to address the learner's needs. We are also able to demonstrate progress more clearly in a post-assessment.

Real Words

1. jab
2. bet
3. lid
4. fog
5. thug
6. trap
7. shred
8. chimp
9. clogs
10. runt
11. tall
12. notch
13. cracks
14. quilted
15. slipping
16. rate
17. theme
18. dice
19. stoke
20. mule
21. dukes
22. stages
23. chiming
24. budge
25. spray
26. frail
27. cheap
28. sheer
29. fright
30. glow
31. frown
32. throat
33. stool
34. clue
35. chew
36. showing
37. trails
38. pry
39. choppy
40. filthy
41. pro
42. cozy
43. ivy
44. reptile
45. congress
46. invented
47. maidens
48. charm
49. storm
50. merge
51. third
52. burned
53. gargle
54. idle
55. strangle
56. they've
57. doesn't
58. careful
59. connective
60. enormous
61. spoiled
62. slouch
63. scrawl
64. launching
65. compassion
66. caution
67. concealment
68. giant
69. cruelty
70. trivia
71. calcium
72. wrenches
73. morgue
74. quarrel
75. agriculture
76. impartial
77. prophecy
78. echoing
79. turbulence
80. cannibalism

Learner Assessment - Pre

Page 17

Decoding Real Words

Score ____ /80

Record all responses. Stop after 5 consecutive errors. Allow student to scan remaining words.

1. jab _____
2. bet _____
3. lid _____
4. fog _____
5. thug _____
6. trap _____
7. shred _____
8. chimp _____
9. clogs _____
10. runt _____
11. tall _____
12. notch _____
13. cracks _____
14. quilted _____
15. slipping _____
16. rate _____
17. theme _____
18. dice _____
19. stoke _____
20. mule _____
21. dukes _____
22. stages _____
23. chiming _____
24. budge _____
25. spray _____
26. frail _____
27. cheap _____
28. sheer _____
29. fright _____
30. glow _____
31. frown _____
32. throat _____
33. stool _____
34. clue _____
35. chew _____
36. showing _____
37. trails _____
38. pry _____
39. choppy _____
40. filthy _____
41. pro _____
42. cozy _____
43. ivy _____
44. reptile _____
45. congress _____
46. invented _____
47. maidens _____
48. charm _____
49. storm _____
50. merge _____
51. third _____
52. burned _____
53. gargle _____
54. idle _____
55. strangle _____
56. they've _____
57. doesn't _____
58. careful _____
59. connective _____
60. enormous _____
61. spoiled _____
62. slouch _____
63. scrawl _____
64. launching _____
65. compassion _____
66. caution _____
67. concealment _____
68. giant _____
69. cruelty _____
70. trivia _____
71. calcium _____
72. wrenches _____
73. morgue _____
74. quarrel _____
75. agriculture _____
76. impartial _____
77. prophecy _____
78. echoing _____
79. turbulence _____
80. cannibalism _____

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DECODING WORDS

Name of tool: **Nonsense Words**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **May be used/adapted by other programs**

Why does your program use this tool?

Trying to read nonsense words (which we tell them are "pieces of words") is likely to be an unfamiliar experience for learners, but it is an excellent method for determining which phonics patterns have been internalized and which have not. Even tutors see the test as intimidating at a glance, but most quickly discover that they actually can read these "non-words" logically—simply by using their good reader skills (skills they probably did not consciously realize they have).

What conclusions can you draw from the results

It would be a rare student who attempts every word on the list and an even more rare student who reads the list perfectly. But there is a big difference between a result of 15 correct and a result of 2 or 3 correct. If an adult has very little knowledge of the sound patterns of English, he or she is virtually starting at the beginning and will probably need an intensive phonics program with very systematic teaching. If a student "gets the idea" of phonics, however, the inevitable gaps can be filled in at a much quicker pace with considerable internalizing taking place on its own.

How do you use the results to help your learners?

The results help us determine if a learner needs an intensive phonics program or if the focus can be on reading for meaning with decoding skills improving along the way in a less structured format.

Nonsense Words

These are not words. They are pieces of words. Pronounce them the best you can.

1. om	16. tweb	31. thenning
2. bom	17. deb	32. quob
3. kek	18. sebune	33. sait
4. tayed	19. tib	34. boftul
5. moft	20. chon	35. croy
6. wen	21. fets	36. bertome
7. ak	22. plun	37. ploy
8. ib	23. rundy	38. pubdrite
9. pash	24. bode	39. bipped
10. bip's	25. exprat	40. feth
11. zaz	26. stebe	41. betsimp
12. ett	27. embif	42. donlin
13. ludd	28. ean	43. braighten
14. leet	29. telequok	44. fambitlub
15. blen	30. tubwet	45. britsomper

DECODING WORDS

Name of Tool: **Rosenthal Diagnostic Phonics Assessment**
in *Learning to Read, Reading to Learn* by Nadine Rosenthal (1985)

Recommended by: **Adult Reading Program, Glendale Public Library**

Contact Person: **Mary Miller, Literacy Coordinator**
mmiller@ci.glendale.ca.us

Source: **Printed with permission; may be copied/adapted by other programs**

Why does your program use this tool?

We consider it to be thorough. It covers letter sounds and names, short vowel and single syllable words up through words with prefixes and suffixes. The reading samples are simple and easy to use. The only drawbacks are the questions for the readings. I alter them to suit each learner.

What conclusions can you draw from the results of this tool?

There is a chart that you can mark the student's answers on and then results can be determined. Along with the assessment tool, the book contains guidelines for lessons and many suggestions for specific needs of learners based on the assessment results.

How do you use the results to help your learners?

Once we know where learners are regarding reading skills, we can place them in materials best suited for them.

LEARNING TO READ, READING TO LEARN
Rosenthal Diagnostic Phonics Assessment (RDPA)
Evaluation Form #1

Student: _____
Tutor: _____
Date: _____

Notes	Word	Pronunciation	Beg. Consonants	Beg. Blends	3-letter Blends	Digraphs	Short "a"	Short "e"	Short "i"	Short "o"	Short "u"	End Consonants	End Blends	Digraphs
List #1	ran		r				a					n		
	met		m					e				t		
lst grade level	kid		k						i			d		
	job		j							o		b		
	cup		c								u	p		
Errors Allowed:	sad		s				a					d		
	hem		h					e				m		
4	win		w						i			n		
	fox		f							o		x		
	lug		l								u	g		
List #2	plan			pl			a					n		
	belt		b					e					lt	
	trim			tr					i			m		
low 2nd grade level	pond		p							o			nd	
	club			cl							u	b		
Errors Allowed:	bath		b				a							th
	sled			sl				e				d		
3	film		f						i				lm	
	crop			cr						o		p		
	junk		j								u		nk	
List #2a	flash			fl			a							sh
	chest				ch			e					st	
	print			pr					i				nt	
high 2nd grade level	stomp			st						o			mp	
	chunk				ch						u		nk	
Errors Allowed:	branch			br			a					n		ch
	swept			sw				e					pt	
3	think				th				i				nk	
	shock				sh					o				ck
	thump				th						u		mp	
ERROR SUB-TOTALS: (carry over to page 2)														
ERROR TOTALS:														

LEARNING TO READ, READING TO LEARN
Rosenthal Diagnostic Phonics Assessment (RDPA)
Evaluation Form #2

Student: _____
Tutor: _____
Date: _____

Notes	Word	Pronunciation	Beg. Consonants	Beg. Blends	3-letter Blends	Digraphs	Long a, ai, ay	Long e, ee, ea, ie	Long i, long u	Long o, oa	oo, ou	Vowel w/ r, l, w	End Consonants	End Blends	Digraphs	Silent "e"
List #3	shade					sh	a						d			e
	smoke			sm						o			k			e
3rd grade level	preach			pr				ea							ch	
	coast		c							oa				st		
	slide			sl					i				d			e
Errors Allowed:	trail			tr			ai						l			
	mount		m								ou			nt		
7	grief			gr				ie					f			
	stall			st								all				
	tray			tr			ay									
	phone				ph					o			n			e
	clown			cl								ow	n			
	sneeze			sn				ee					z			e
	faith		f				ai								th	
	marsh		m									ar			sh	
	scrape			scr			a						p			e
	prune			pr					u				n			e
	shoot				sh						oo		t			
	speech			sp				ee							ch	
	thrive				thr				i				v			e
	roach		r							oa					ch	
	thief				th			ie					f			
	squirt				squ							ir	t			
	ground			gr							ou			nd		
	spray				spr		ay									
	gloom			gl							oo		m			
	stream				str			ea					m			
	scold			sc								ol	d			
	crude			cr					u				d			e
	world		w									or		ld		
ERROR SUB-TOTALS: (carried from page 1)																
ERROR TOTALS:																

LEARNING TO READ, READING TO LEARN
Rosenthal Diagnostic Phonics Assessment (RDPA)
Evaluation Form #3

Student: _____
Tutor: _____
Date: _____

Notes	Word	Pronunciation	vowel consonant consonant vowel V̆ C / C V	vowel consonant vowel V̄ / C V	vowel consonant vowel V̆ C / V	es es	ed ed	ing ing	ly ly	tion tion
List #4	summer		sum / mer							
	final			fi / nal						
low 4th grade level	napkin		nap / kin							
	taken			ta / ken						
	lemon				lem / on					
Errors Allowed:	mitten		mit / ten							
	driven				driv / en					
4	hotel			ho / tel						
	panic				pan / ic					
	pencil		pen / cil							
	demand			de / mand						
	closet				clos / et					
	content		con / tent							
	stupid			stu / pid						
	punish				pun / ish					
List #4a	admitted		ad / mit				ted			
	profiting				prof / it			ing		
High 4th grade level	devotion			de / vo						tion
	vanishes				van / ish	es				
	recently			re / cent					ly	
Errors Allowed:	pretended			pre / tend			ed			
	possibly		pos / sib						ly	
3	direction			di / rec						tion
	passages		pas/ sa			ges				
	punished				pun / ish		ed			
	approaches		ap / proach			es				
	demanding			de / mand				ing		
	finishing				fin / ish			ing		
	probably				prob / ab				ly	
	connection		con / nec							tion
ERROR TOTALS:										

LEARNING TO READ, READING TO LEARN
Rosenthal Diagnostic Phonics Assessment (RDPA)
Summary Sheet

Student:

Tutor:

Date:

(1)	(2)	(3)	(4)	(5)	(6)
Phonics Area Tested	# Times Tested	# Errors Allowed	# Errors Made	Specific Areas Where Most Errors Were Made (Circle)	Areas Needing Most Remedial Work (Check)
Beginning Consonants	21	6			☐
Beginning Blends	25	8		Blends with: l r s	☐
Beginning Digraphs	9	3		sh ch th	☐
Three-letter Blends	5	2			☐
Short Vowels	30	9		a e i o u	☐
Vowel Combinations	18	5		ai ay ee ea oa oo ou	☐
Vowel with r, l, w	6	2		r l w	☐
End Consonants	33	10			☐
End Blends	15	4		Blends with: l n m p s	☐
End Digraphs	9	3		sh ch th	☐
Vowel with Silent “e”	9	3		a i o u	☐
Syllables	30	9		V̆C/CV V̄/CV V̆C/V	☐
Endings	15	4		es ed ing tion ly	☐

Further comments:

DECODING WORDS

Name of Tool: **Sound Blend Check** (decoding nonsense words)

Recommended by: **Literacy Services, Santa Fe Springs City Library**

Contact Person: **Jerry Edwards, Literacy Specialist**
(562) 929-3680
literacy@santafesprings.org

Source: **Developed in-house; may be copied/adapted by other programs.**

Why does your program use this tool?

Students who are sight word readers tend to have a difficult time doing this exercise because the nonsense words haven't been memorized. Usually, they don't have good decoding skills to figure out unknown words. This test gives some of the basic sounds and allows you to see which decoding skills your student has internalized and which ones require teaching or review.

What conclusions can you draw from the results of this tool?

In addition to beginning and ending consonant, blend and digraph sounds, the following guidelines can be applied:

Numbers 1 – 8 test the short vowel sounds

Numbers 9, 13, and 16 test the silent e rule and the long vowel sound

Numbers 10 – 12 test the short vowel sounds

Numbers 18 – 20 test knowledge of syllables and suffixes

It's important to phonetically write exactly what the student has said during testing. For example, a student might pronounce *sog* with long *o* and hard *g* as in *s-oe-g*, or possibly with a long *o* and a soft *g* sound (*s-oe-j-e*). This mistake tells you that there may be difficulty with short *o*, long *o* or silent *e*. Good readers would not pronounce *s-o-g-e* with a short *o*. Another example is the nonsense word *lat*. Learners often say *l-a-t-e* if they have not internalized that there would need to be the letter *e* at the end to make the letter a represent its long sound. Likewise, when a student pronounces number 9—*blime*—as "blimmey," it is clear that the relevant phonetic patterns are not recognized.

How do you use the results to help your learners?

If these examples were real student mistakes, the tutor should watch to see if they are repeated. Making a careless mistake doesn't mean the student doesn't know the rule. However, if application of the rule is sporadic, word attack lesson plans would include studying short o, short a, silent *e* with long vowel sounds, and the "e" sound at the end of a 2-syllable word, which is generally represented with the letter *y*.

Step 1

Sound Blend Check

Score ____/20

Tell the student that these are nonsense words, not real words. Put a checkmark in the blank if student pronounces word correctly. Record incorrect answers next to the word. Do not give any help. Allow only a few seconds with each word. If the student doesn't know the word, move on to the next. If student cannot do this section, administer all the letter and sound recognition checks on back.

1. sog _____
2. lat _____
3. ret _____
4. jit _____
5. tum _____
6. blog _____
7. thap _____
8. hef _____
9. blime _____
10. vun _____
11. fob _____
12. tam _____
13. reme _____
14. quif _____
15. cug _____
16. shobe _____
17. saf _____
18. beshness _____
19. dizful _____
20. unlupment _____

5

LANGUAGE USAGE

Name of tool: **Signs & Symbols**

Recommended by: **Riverside County Library Adult Literacy Program**

Contact Person: **Elisa Henderson, Tutor/Learner Coordinator**
(909) 685-6901
elisa_lit@riverside.lib.ca.us

Source: **Developed in-house; may be used/adapted by other programs**

Why does your program use this tool?

I developed this tool to see how well potential students are able to think on their feet. I also use this as a way of finding out more information about learners based on their background.

What conclusions can you draw from the results?

This assessment gives the assessor information about background experiences that they may bring to the program. It also helps the assessor figure out how well potential learners have survived with their literacy skills up to the point when they asked for assistance.

How do you use the results to help your learners?

I use this tool to spark conversation that may put the learner at ease about the assessment process as well as with the assessor. This conversation may help me set up particular goals for individual students.

Assessment 1

Learner Assessment: Signs and Symbols

LANGUAGE USAGE

Name of Tool: **Connected Reading**

Recommended by: **Literacy Services, Santa Fe Springs City Library**

Contact Person: **Jerry Edwards, Literacy Specialist**
(562) 929-3680
literacy@santafesprings.org

Source: **Developed in-house; may be copied/adapted by other programs.**

Why does your program use this tool?

We have developed a hands-on way of finding out basically how comfortable students are with written language. In this test our goals are for students to manipulate words into sensible sentences and then read their sentences accurately and fluently. This activity focuses on meaning rather than decoding skills. Because students perceive that there are no specific right answers, this tool does not seem to be intimidating.

What conclusions can you draw from the results of this tool?

Once we have made sure that students can read a set of 15-20 sight words written on individual index cards, we ask them to create a sentence with some of the cards. We write their sentences down exactly as students read them to us, noting differences between what the cards say and what students say. When students need help, we pull down a card and suggest using it, noting the need for our prompt. If a student wants words that aren't there, we will write one or two on blank cards.

When this exercise seems easy, we ask for as many as four different sentences using a variety of the words. When this exercise proves difficult, we may stop after one or two. We discourage sentences like: *The boy is here.*, *The girl is here.*, *The cat is here.*, but there are times when that's all a student is comfortable doing.

The results of this exercise, along with the results of our other tools, help us determine students' level of literacy competence and confidence.

How do you use the results to help your learners?

Improved connected reading leads to greater comprehension because the text focus shifts from decoding to critical thinking. Determining the level of connected reading allows the tutor to outline specific exercises to implement. It's important that all exercises include modeled reading so the student hears what fluid reading sounds like.

LISTENING COMPREHENSION

Name of Tool: **Listening Comprehension**

Recommended by: **Literacy Services, Santa Fe Springs City Library**

Contact Person: **Jerry Edwards, Literacy Specialist**
(562) 929-3680
literacy@santafesprings.org

Source: **Developed in-house; may be copied/adapted by other programs.**

Why does your program use this tool?

If a student has difficulty processing spoken language, we want to know about it because it will definitely affect tutoring. This test determines how well a student processes spoken language and is able

- **to connect prior knowledge to the story being heard**
- **to recall stated facts**
- **to use critical thinking to predict outcomes**
- **to manipulate vocabulary**

What conclusions can you draw from the results of this tool?

We read the stories to students and write down their answers to the questions provided. When a student consistently needs coaching or needs to have the story re-read before answering or has difficulty answering at all, we conclude that direct teaching of listening skills may be appropriate.

How do you use the results to help your learners?

When results indicate, we recommend lessons for tutors to use that directly target listening skills. Although we tell tutors that results may be skewed by learners' nervousness at the time of the initial assessment, we encourage them to be alert to the possibility of an oral language processing problem. We give them suggestions for coping such as:

- **giving students more time to process information (tutors can take care not to jump in too soon)**
- **asking comprehension questions about smaller segments of text (a simple sentence at first, then gradually adding more sentences, longer sentences, and more detail)**
- **teaching students to visualize as they listen**

Step 2

Listening Comprehension

Errors _____

The Dead Sea

The Dead Sea is the saltiest body of water in the world. It is nine times saltier than the ocean. Nothing can live in water that is so salty. The land near the Dead Sea is very hot and dry. Every day tons of fresh water runs into the sea from rivers that are near it. But it is so hot that the water evaporates before it can help to make the Dead Sea less salty.

1. Why can't anything live in the Dead Sea? ☐Water is too salty

2. How much saltier is the Dead Sea than the ocean? ☐9 times

3. Why doesn't the fresh water running into the Dead Sea dilute it?

   ☐The water evaporates ☐It's too hot there

4. What's the weather like on land near the Dead Sea? ☐Hot and dry

Step 3

Listening Comprehension

Errors _____

Ice Cream

Ice cream has been around a long, long time. Hundreds of years ago, rulers of some countries would send their slaves to the high mountains to bring snow back to the palace. Their cooks would mix the snow with honey and fruit juices to have an icy treat. Later, the Chinese people mixed milk with ice for a dessert.

1. What do we eat today that is like the first ice cream? ☐snow cones

2. How do you think the snow might have been carried back from the mountains to the palace?

3. Who were the first people to mix milk with ice? ☐Chinese

4. Why did they use honey with the fruit juice? ☐To make it sweet

5. Why did the slaves have to go to the mountains for snow?

2

Step 4

Listening Comprehension

Errors _____

Pompeii

Nearly 2,000 years ago there was a town in Italy named Pompeii. It was a very busy and beautiful place to live. Many of the people had farms, where they grew grapes and raised sheep.

Near the town there was a mountain named Vesuvius. This mountain was actually a dangerous volcano. One day the ground began to tremble. There was an enormous cracking sound. The top of Vesuvius blew off! A huge cloud of dust and ash came pouring out. Everyone began to scream. The cloud hid the sun, and hot pebbles began to fall on the people of Pompeii. People ran in all directions. Some went home or to temples to pray. Others ran to the sea to get into their boats. Many people were buried by the hot ashes. Mt. Vesuvius erupted again and again, until the entire town was buried and forgotten.

1. In what country did this story take place? ____ Italy

2. What did the people do for a living?
   ____ had farms, grew grapes, raised sheep (animals)
   ____ they were farmers

3. What was different about Mt. Vesuvius? ____ it blew up ____ it was a volcano

4. What did the people do when the volcano erupted?
   ____ died
   ____ screamed
   ____ screamed and ran everywhere, went home, prayed or got into their boats

5. Did many people live? Why or why not?

6. If the town was "buried and forgotten," how do we know about Pompeii and Mt. Vesuvius?
   ____ the people who escaped in their boats told the story
   ____ archeologists discovered the ruins

ORAL READING COMPREHENSION

Name of tool: **Oral Reading/Comprehension Assessment**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **Bud Pues workshop**

Why does your program use this tool?

We can ask students to read this story silently and answer the questions to get an idea of how well they comprehend this level of written text. The passage is easy to visualize if students have that comprehension skill. We can also have students read this passage aloud so that we can identify the types of reading errors they make and get a sense of their reading speed and fluency.

What conclusions can you draw from the results

We can determine if this passage represents a learner's independent reading level, instructional level, or frustration level. We gain insight about learners' comprehension level. When read aloud, we can tell whether someone reads haltingly or with confidence. The types of errors students make give us insight into whether a student lacks decoding skills and/or sight word vocabulary.

How do you use the results to help your learners?

The results, along with the results of our other reading tests, helps us recommend appropriate reading materials.

Oral Reading / Comprehension Assessment
Literacy Services, Escondido Public Library

Old Man

An old man was walking down a road. It was a cold day.
He had on a dark brown coat. He also had on a blue hat.
A woman who saw him said hello. She thought he did not know what colors were pretty. But he just did not have any other clothes.

__ Where was the old man walking?

__ How was the weather?

__ What did the woman say to the man?

__ What color was the man's coat?

__ Why did his coat and hat not match?

Number of pronunciation errors made: _____

1 error- independent reading level

2 errors - instructional reading level

7 errors - frustration level

PHONEMIC AWARENESS

Name of Tool: **Phonemic Awareness**

Recommended by: **Chula Vista Literacy Team, Chula Vista Public Library**

Contact Person: **Patrice O'Halloran, Literacy Coordinator**
(619) 585-5773
pohallor@chulavista.lib.ca.us

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Why does your program use this tool?

We use this tool when a student has a difficult time decoding real or nonsense words.

What conclusions can you draw from the results of this tool?

We are able to determine how much direct phonics instruction a learner may need and if the learner would benefit from multi-sensory instruction.

How do you use the results to help your learners?

We are able to design a curriculum to address the learner's needs. We are also able to demonstrate progress more clearly in a post-assessment.

Learner Assessment - Pre Page 14

Phonemic Awareness

Listening for syllable ('beats') in words **Score: ____ /6**

Interviewer:
If I say 'chair', that has 1 beat. (Pound your fist once and repeat 'chair' to demonstrate 1 beat.)
If I say 'yellow', that has 2 beats: 'yel' (pound your fist) 'low' (pound your fist again.)
If I say 'elevator', that has 4 beats: el-e-va-tor. (Pound your fist 4 times.)

Tell me how many beats there are in these words: (say them naturally)

candy	_____ (2)	clock	_____ (1)	skateboarding	_____ (3)
computer	_____ (3)	television	_____ (4)	administration	_____ (5)

Rhyming Words **Score:____/4**

Interviewer: Words that rhyme have the same ending sounds. e.g. If I say **'lake,'**
some real words that rhyme with it are: fake **c**ake **sh**ake.
Some made-up words that rhyme with 'lake' are: **z**ake, **pl**ake, **n**ake.
Can you think of any other words that rhyme with lake? (Correct as necessary and give appropriate feedback, orally only.)

Can you give me 2 words (real or made-up) that rhyme with 'fur':	_____	_____
Can you give me 2 words (real or made-up) that rhyme with 'ski':	_____	_____

Isolating Sounds **Score: ___ /5**

Interviewer: If I say 'mother,' the very 1st sound I make in that word is /mmm/. **You try it.** Say 'mother.' Now say just the 1st sound. *(Correct and give appropriate oral feedback).*

Say **'phone.'** (Student repeats word.) What is the 1st sound in 'phone'
(If the student says 'f' or 'ph,' say: "That's right, but I'm looking for the sound.") ___ **(/f/)**

If I say 'bill,' the very last sound I make in that word is /l/. **You try it.** Say 'bill.' ... Now say just the last sound. *(Correct and give appropriate oral feedback).*

Say '**place**.' (Student repeats word.) What is the last sound in 'place'? ___ **(/s/)**

If I say 'coffee,' the very 1st sound I make in that word is /k/. If I take the /k/ sound off, the word would be 'offee.' **You try it.** Say 'coffee'...Now say 'coffee' without the /k/ sound. *(Correct and give appropriate oral feedback).*

Say 'skin.' (Student repeats word.) What would 'skin' be without the /s/? ____ **(kin)**

If I start out with 'coffee,' and I change the /k/ sound to /z/, I would get the word 'zoffee.' **You try it.** Say 'coffee'... Now change the /k/ sound to a /z/. *(Correct and give appropriate oral feedback).*

Say 'mud.' what would 'mud' be if you changed the /d/ sound to /ch/?	____ **(much)**
Say 'coop.' what would 'coop' be if you changed the /oo/ to /ee/?	____ **(keep)**

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PHONEMIC AWARENESS

Name of tool: **Letter Recognition**

Recommended by: **Riverside County Library Adult Literacy Program**

Contact Person: **Elisa Henderson, Tutor / Learner Coordinator**
(909) 685-6901
elisa_lit@riverside.lib.ca.us

Source: **Developed in-house; may be used / adapted by other programs**

Why does your program use this tool?

This is a starting point to judge to what extent students have been exposed to letters and sounds.

What conclusions can you draw from the results?

If students can identify capital and lower case letters, as well as the sounds associated with them, the assessor can get an idea about their level of reading skill.

How do you use the results to help your learners?

With the results of this assessment, the assessor can judge what learners may need to work on in the areas of pronunciation and basic grammatical skills.

Letter Assessment

Directions: Circle the letters that are mispronounced or not recognized

Reading Letters

s j G C p M

N z f H k L

w Q D x J v

Z t K n F r

P B m W h c

g R d S q V

****

Choose one of the following letter groups to have the student identify

Upper Case Letters

G C M N H L Q D J Z K F P B W R S V

Lower Case Letters

s j p z f k w x v t n r m h c g d q

****

Directions: Have the student identify the sound of each letter.

Letter Sounds

s j G C p M

N z f H k L

w Q D x J v

Z t K n F r

P B m W h c

g R d S q V

s j G C p M
N z f H k L
w Q D x J v
Z t K n F r
P B m W h c
g R d S q V

SILENT READING COMPREHENSION

Name of tool: **Reading Comprehension Assessment**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **Source unknown**

Why does your program use this tool?

Prior to each passage, whether it is a single sentence or a short paragraph, there is a question that sets the purpose for reading. Students read to find specific answers, and often this speeds up the reading process and enables better comprehension. We do not tell students there is a time limit for the test.

What conclusions can you draw from the results

According to the scoring system, someone reading at an eighth grade level can answer all of the 20 questions correctly in ten minutes. We usually tell a student that he has "done enough" after about ten minutes, which means most students do not complete the test. Occasionally, a learner will seem to be progressing easily, but needs a bit more time to complete the test, so we let him finish. How far one gets on the test in ten minutes and how accurately one answers the questions are both indicators of a learner's reading speed and comprehension skills.

How do you use the results to help your learners?

The results, along with the results of our other reading tests, helps us determine an instructional level so that we can recommend appropriate reading materials. When results warrant, we might encourage tutors to use this format when reading with their students—that is, setting a purpose for reading before having him read. We encourage tutors to teach students comprehension techniques such as scanning, visualizing, using prior knowledge, and predicting.

Reading Comprehension Assessment

Directions: Read the question. Then read the paragraph and find the answer to the question. At the end of the paragraph, circle the word that answers the question. There are 20 questions. **YOU WILL HAVE 10 MINUTES.**

Sample: Who has a cat?

The vet has two pets. They are a cat and a dog.

pets **cat** **dog** **the vet**

---

1. **What does Bill have?**

   Bill is a man. He has a sister.

   men **sister** **man** **Bill**

2. **Who is here with the car?**

   Russ said, "Come on, Jane, Jim is here with the car."

   Jane **car** **Russ** **Jim**

3. **Who likes the job?**

   Nancy has a job. She does not like the job.
   Sandy likes it.

   Nancy **she** **Sandy** **job**

4. **What did the boy lose?**

   A boy was looking for something he lost. A man said, "I will help you find it."
   They found the dime in the grass.

   grass **nickel** **dime** **man**

5. **Who was the child?**

   Betty saw a child. She said, "What is your name?"
   The child said, "My name is Molly."

   Betty **name** **Molly** **child**

6. **Which coat did the lady like the most?**

The lady had two coats. She got one this year and one last year. She said, "I like my new coat, but I like the old one best."

two coats **old coat** **new coat** **the lady**

7. **What did the farmer feed the cows?**

A farmer had cows, horses, chickens, and ducks. He fed the cows and horses hay. To the chickens and ducks he fed corn.

horses **corn** **hay** **ducks**

8. **How old is Bill?**

Mary is twenty years old. She has twin brothers named Tom and Bill, and a brother Jack who is twelve years old. Tom is ten.

twelve **ten** **twenty** **eleven**

9. **What did Linda want her children to do?**

Linda said, "Hurry, children. We will be late for the plane. We're going to visit Grandma and Grandpa."

to hurry **to be late** **the plane** **visit Grandma**

10. **Where does Bob help his father?**

Bob goes to school every day except Saturday and Sunday. On Saturday he helps his father at the store. On Sunday he and his father go to church.

church **every day** **Saturday** **Sunday** **store**

11. **What kind of rabbit did Mrs. Brown find?**

Mrs. Brown found a rabbit in the barnyard one winter day. The rabbit was so weak it could hardly move. Mrs. Brown took it to the warm house and put it into a basket.

weak **small** **warm** **barnyard** **house**

12. **Where did John go last?**

John said, "I did two things today. I went to the bank after I took my book back to the library."

bank **library** **school** **today** **John**

13. **When is Alice's next music lesson?**

Alice is becoming a fine musician. She practices on the piano every day. On Tuesday and Friday she takes her music lesson. Today is Wednesday.

Monday **Tuesday** **Wednesday** **Thursday** **Friday**

14. **Of what are toy animals made in Mexico?**

In Mexican markets many things are on display. The tourist can buy brightly colored blankets of wool or cotton; leather shoes or purses; clay pigs, cats, or rabbits; and interesting carved human figures made of wood. Many of the toy animals are painted in bright colors with dots and stripes.

colors **wood** **clay** **leather** **dots and stripes**

15. **When did the children go for a walk?**

On Tuesday it rained, so the children played indoors. Wednesday morning it was still too muddy to play outdoors, but their father took them for a ride in the park. Yesterday was bright and clear, and they went for a walk in the forest. They met an old woman when they had gone about a mile.

yesterday **Tuesday** **Wednesday** **in the forest**
about a mile **in the park**

16. **Which rug is most expensive?**

The merchant said, "The dye used in this red rug comes from a very tiny animal. Thousands of animals are necessary to make even a small amount of dye. For that reason, the rug is worth much more than the blue or green rugs."

animals **blue** **merchant** **red** **tiny**
green **dye**

17. **Which game do I prefer?**

Second only to tennis, in my opinion, is the game of golf. Both games require more skill of hand and quickness of eye movement than card games or checkers.

tennis **golf** **handball** **card games**
checkers **both games**

18. **How do I feel?**

The angry rhinoceros came so close that I could hear the huge beast snort. I reached out for my automatic rifle, although I knew that my bullets would have little effect on his tough hide. Terrified, I watched him advance toward me.

angry **huge** **little** **close**
terrified **hunting**

19. **Whom did Washington praise?**

During the hardships of the Revolutionary War, everyone—young and old, soldiers, farmers, and artisans—all worked arduously for their country. Washington frequently commended especially the patriotism and devotion of the women. They worked as tirelessly as the soldiers on the battlefields, but with other implements than firearms.

soldiers **artisans** **patriotism** **women**
farmers **implements**

20. **What means of transportation seemed peculiar to Mr. Jones?**

For fifty years, Mr. Jones lived in a country where the dog-team was the sole means of transportation. Accustomed as he was to the sled of travois, he found it difficult, on his return to civilization, to refrain from gaping wide-eyed in wonder at the automobiles of our modern city streets.

dog-team **sled** **travois** **automobiles**
city streets **sleighs**

SCORE	1	2	3	4	5
GRADE	1.3	1.5	1.7	2.0	2.3

6	7	8	9	10
2.8	3.2	3.6	3.8	4.2

11	12	13	14	15
4.5	5.0	5.5	6.0	6.5

16	17	18	19	20
7.0	7.5	8.0	8.3	8.5

SILENT READING COMPREHENSION

Name of Tool: **Adult Reading Placement Inventory by Joseph Carter**

Recommended by: **READ/San Diego, San Diego Public Library**

Contact Person: **Nancy Norcross, Literacy Tutor/Learner Coordinator**
(619) 527-5478
nnorcross@sandiego.gov

Source: **May be used/adapted by other programs (out of print)**

Why does your program use this tool?

We have found this test to be consistently reliable in helping us determine a student's instructional level and helping us recommend appropriate tutoring materials. Since adults generally read silently in real life, we think it is important to determine how well students can do this.

What conclusions can you draw from the results of this tool?

This test is completed independently and is not timed. Therefore, we can observe the student to determine

- **reading speed**
- **whether or not a student subvocalizes while reading (an indication of learning style)**
- **how a student shows frustration (indicating it is time to stop the test)**

How do you use the results to help your learners?

The number of correct answers to questions about the passages helps to provide a level of instruction, combined with the results of other assessments, from which we are able to make recommendations and select instructional materials. For example, if a student clearly demonstrates reading comprehension problems, we may recommend Visualizing and Verbalizing by Nancy Bell because it helps students learn to visualize while they read. Good readers do this unconsciously, but many of our students need to be taught this skill directly.

ADULT READING INVENTORY
Page 1

1. Tom has a new car. He took Ted for a

   A. walk
   B. ride
   C. run
   D. road

2. Don saw a bird in a nest. In the nest he saw five

   A. trees
   B. cakes
   C. boats
   D. eggs

3. Mr. Gray lives on a farm. When the dinner bell rings, he comes to

   A. eat
   B. run
   C. work
   D. stop

4. After work I wanted to see my son, so I took the train home. I went home to see my

   A. dog
   B. mother
   C. wife
   D. son

ADULT READING INVENTORY
Page 2

5. Mr. Brown stopped working on his car when the rain began. He did not want to get

   A. hot
   B. wet
   C. dry
   D. clean

6. John works at the city icehouse. He wears warm clothes for inside the icehouse. It is very

   A. cold
   B. dry
   C. blue
   D. sour

7. There is a kind of syrup that is made from the sap of the maple tree. If you eat this syrup, it will taste

   A. salty
   B. sweet
   C. bitter
   D. sour

8. Sea water is saltwater. It is not good for watering plants. If we water plants with sea water, the plants will

   A. grow
   B. die
   C. burn
   D. freeze

ADULT READING INVENTORY
Page 3

9. Don Stewart has been our mailman for twenty years. He brings us

   A. letters
   B. coal
   C. shops
   D. doors

10. You don't know whether you can do the job until you have

   A. run
   B. won
   C. tried
   D. lost

11. On her birthday, my wife received a pretty red hat. This made her very

   A. sad
   B. afraid
   C. short
   D. happy

12. The train skidded, rolled over, and caught fire without serious injury to any of its hundred

   A. passengers
   B. captains
   C. runways
   D. engines

ADULT READING INVENTORY
Page 4

13. Bob stuck a nail in the tire of his car. He jacked up the car and changed the tire. When he finished changing the tire, he felt

    A. pale
    B. strong
    C. tired
    D. hurt

14. The mother flew quickly back to her nest with a fat, juicy worm in her bill. She fed the young ones, chirped a little, and then flew away after more

    A. blossoms
    B. food
    C. twigs
    D. leaves

15. Grass and small plants, like animals, must be suited for the environment in which they live. In dry desert regions, they must be able to live for long periods

    A. without air
    B. under a bright sun
    C. without water
    D. with little cultivation

16. In early years, after sailors had been at sea a few days, their bread became stale, their butter became rancid, their milk soured and their vegetables rotted. The greatest hazard of sea travel was

    A. rain and storms
    B. sea monsters
    C. malnutrition and starvation
    D. lack of wind

ADULT READING INVENTORY
Page 5

17. Every woman needs several handbags to satisfy her needs for different outfits and occasions. The handbags may be used for carrying her

    A. hats
    B. personal belongings
    C. coats
    D. groceries

18. Climate conditions are not always beneficial to man. Many times wind and rain destroy his home and damage his crops. During such times, nature appears to be man's

    A. creator
    B. enemy
    C. friend
    D. dictator

19. The worth of a car is basically dependent upon the quality of the materials from which it is made. If a mechanic is to rebuild a car engine, he must use

    A. correct gauges
    B. good products
    C. proper wrenches
    D. cleaning fluid

20. Modern thought dictates the advisability of each child having a television in his room. This trend in combination with that of increased family recreation has been a boon to the

    A. food industry
    B. clothing industry
    C. building industry
    D. electronics industry

ADULT READING INVENTORY
Page 6

21. All modern jet planes today are equipped with radar. The radar beams reach out many miles in all directions and aid the pilot in locating:

    A. large bodies of water
    B. approaching aircraft
    C. deposits of iron ore
    D. large cities

22. Wool is the animal fiber that was first made into cloth, but there is no evidence that it was used by early man. Wool is obtained from the

    A. llama
    B. deer
    C. sheep
    D. camel

23. Today, the American standard of living is based directly on the productivity of the soil and the price of steel. If American agriculture fails to keep pace with the increase in population

    A. our standard will drop
    B. the farmers will suffer
    C. farmers will seek other jobs
    D. farm prices will drop

24. In prehistoric times, man was dependent upon nature for any round objects he used. Later, man learned to make tools so that he could

    A. use other round objects in nature
    B. forge nails from brass
    C. make his own round objects
    D. compete with other cultures

ADULT READING INVENTORY
Page 7

25. Since there was no power to raise money except by requests made to the individual states, the government soon became

    A. independent
    B. bankrupt
    C. wealthy
    D. judicial

26. Young men and women who have grown up in homes of limited means will have opinions on social and economic problems quite different from those brought up in homes of

    A. plenty
    B. renters
    C. poverty
    D. deprivation

27. Nylon, Orlon and Dacron sweaters are serviceable and easy to care for. They all are particularly noted for their interesting pastel colors, resiliency, and shape retention. Many people prefer these sweaters because they are more

    A. comfortable
    B. economical
    C. fashionable
    D. durable

28. The effectiveness of the atomic bomb as a weapon depends, for a large part, upon the panic and resulting disorganization in the behavior of those attacked. This panic can be minimized by pretraining and educating the public as to the nature and effect of the extreme heat and blast. If we are to protect ourselves against an atomic attack, we must first combat

    A. militarism
    B. ignorance
    C. mechanization
    D. communism

ADULT READING INVENTORY
Page 8

29. Precious and semi-precious stones are classified according to the proportion of mineral content and composition. The relationship between weight and price of stones is dependent upon

A. hardness
B. quality
C. rarity
D. color

30. Several health reports have indicated that among people forty to fifty years of age, the lowest death rate occurs among those whose weight is from five to twenty pounds below average. Underweight seems to be associated with

A. longevity
B. physical activity
C. tenure
D. leisure

31. Blown glass can be produced by machine or by hand. In machine-blown glassware, the liquefied glass is transferred into molds automatically and shaped by

A. intense temperature
B. pressure applied by the hand and fingers
C. compressed air
D. cooling

32. For the past several years, scientists have been experimenting with hydroponics. This is a new method of growing plants, which may someday help to meet the food needs of overpopulated countries, which do not have enough land to grow adequate food for their populations. Hydroponics is the growing of plants without

A. soil
B. nitrogen
C. water
D. fertilizer

Administering the Adult Reading Inventory (ARI):

This test is primarily one of reading comprehension. It has 40 multiple choice questions ranging from very easy to a very difficult level. The test is preceded by an instruction page. This page is for the learner, which the assessor reads to the learner permitting the latter to read the example and choose the correct answer. The learner then proceeds with the test using the blank answer sheet headed "Adult Reading Inventory" (Student Folder) to record the answers. The learner is to be instructed to work through the inventory until it becomes too difficult or until the assessor estimates that too much non-productive time is being spent on the test. Note: Do not help the learner with word meanings, etc. on the test itself.

Scoring the ARI:

The answer key to the ARI is included in the Assessor's Notebook. The assessor should put a mark on the learner's ARI answer sheet to indicate an incorrect response. The ARI is designed so that every four consecutive items represent one grade level or reading ability. Three to four correct responses in any group of four give the learner credit for that grade level; two or fewer do not.

ADULT READING INVENTORY (ARI)
ANSWER SHEET

NAME: KEY DATE: _____

GRADE LEVEL: _____

1.	B	21.	B
2.	D	22.	C
3.	A	23.	A
4.	D	**24.**	C
5.	B	25.	B
6.	A	26.	A
7.	B	27.	D
8.	B	**28.**	B
9.	A	29.	B
10.	C	30.	A
11.	D	31.	C
12.	A	**32.**	A
13.	C	33.	B
14.	B	34.	A
15.	C	35.	D
16.	C	**36.**	D
17.	B	37.	B
18.	B	38.	C
19.	B	39.	D
20.	D	40.	C

WORD RECOGNITION

Name of tool: ***1,000 Instant Words, The Most Common Words for Teaching Reading, Writing and Spelling*** **by Edward Fry, Ph.D.**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **Can be ordered online at www.ebookdestination.com**

Why does your program use this tool?

We use the placement test list included in this book which starts with #1, are, and ends with #66, conditions. The test gives us measurable results. The list includes words that appear frequently in print and are considered sight words by the test designer, but, of course, many of the words can be decoded if not immediately recognized. Being able to memorize words and decode words are both important reading skills.

This test is discontinued when the learner misses five words in a row, so struggle is limited, which we consider a good thing. In fact, if a learner misses most words at the beginning of the list, we can spare him or her the "pain" of being asked to read a selection of text. A good feature of this test is the formula to determine where on a list of 1,000 words a learner can begin working with a tutor. For example, if, during assessment, the last correctly read word is #10 on the list, the learner can begin working with a tutor at word #150. We have found that many learners enjoy building their sight vocabulary, especially those who find phonics difficult.

What conclusions can you draw from the results

Performance on this test helps us identify learners at beginning, middle, and more advanced levels of reading proficiency. The results can then be verified with sustained reading of text where word decoding and recognizing also goes on. But with text, there is a tendency to focus more on comprehension. Hence, the value of using both!

How do you use the results to help your learners?

When combined with text reading to evaluate comprehension, we can recommend a starting point for instruction. We can also give the same test as a post-test and, hopefully, show a learner measurable progress rather than having the tutor and learner depend on their own vague sense of improvement.

WORD RECOGNITION

Name of tools: **Laubach Reading Screening**
Challenger Placement Tool: Scoring Booklet

Recommended by: **Riverside County Library Adult Literacy Program**

Contact Person: **Elisa Henderson, Tutor/Learner Coordinator**
(909) 685-6901
elisa_lit@riverside.lib.ca.us

Source: **Laubach Way to Reading skillbook series**
Challenger Series from New Readers Press
www.newreaderspress.com

Why does your program use this tool?

These tools are used to help find a starting reading level for students.

What conclusions can you draw from the results?

The Challenger word list is for students reading at a higher level.

How do you use the results to help your learners?

By having students read through the word list, I am able to place them in a workbook that would best assist them in their reading goal.

WORD RECOGNITION

Name of Tool: **Slosson Oral Reading Test (SORT)**
by Richard Slosson, M.A., copyright 1963

Recommended by: **Literacy Council,**
San Luis Obispo City-County Public Library

Contact Person: **Bernadette Bernardi, Executive Director**
(805) 541-4219
bliteracy@charter.net

Source: **Slosson Educational Publications, Inc.**
http://www16.mawebcenters.com/slossoneducationalpublicationsinc/productCat20447.ctlg
online information and catalog
latest version of Word List available for $7

Description: **The SORT is a screening tool containing lists of words designed to quickly produce a grade level reading score. Instructions for scoring and other information can be downloaded from the website.**

Why does your program use this tool?

It is quick for the tutor as an initial assessment and not intimidating to the potential adult learner.

What conclusions can you draw from the results of this tool?

We can determine reading grade level.

How do you use the results to help your learners?

We do not tell them their grade level. We can choose books and materials based on their score. It helps the learner get quickly started in our program without having to wait for exhaustive testing results. Getting started as soon as possible is important for adults that have struggled so long with literacy skills.

WORD RECOGNITION

Name of Tool:	**San Diego Quick Quiz**
Recommended by:	**Solano County Library Literacy Services**
Contact Person:	**Joanne Wright, Adult Literacy Senior Program Assistant** **(707) 553-5265** **jwright@snap.lib.ca.us**
Source:	**May be copied/adapted by other programs (out of print)**
Description:	**This test contains 12 increasingly difficult lists of words (for a total of 120) for students to read using word recognition and decoding skills**
Note:	Chapter 2 contains Joanne's description of the Solano County learner assessment process.

SAN DIEGO QUICK QUIZ

Present cards to adult learner to read. Stop when three or more words or a list are read incorrectly. Evaulate as follows:

Independent reading level: None or one missed
Instructional reading level: Two words missed
(Can read with occasional help of tutor)
Frustration readi..g level: Three or more missed

PP	P	1	2
see	you	road	our
play	come	live	please
me	not	thank	myself
at	with	when	town
run	jump	bigger	early
go	help	how	send
and	is	always	wide
look	work	night	believe
can	are	spring	quietly
here	this	today	carefully

3	4	5	6
city	decided	successful	bridge
middle	served	business	commercial
moment	amazed	develop	abolish
frightened	silent	considered	trucker
exclaimed	wrecked	discussed	apparatus
several	improved	behaved	elementary
lonely	certainly	splendid	comment
drew	entered	acquainted	necessity
since	realized	escaped	gallery
straight	interrupted	squirming	relativity

7	8	9	10
ember	capacious	conscientious	zany
dominion	limitation	isolation	jerkin
sundry	pretext	molecule	nausea
capillary	intrigue	ritual	gratuitous
impetuous	delusion	momentous	linear
blight	immaculate	vulnerable	inept
wrest	ascent	kinship	legality
enumerate	acrid	conservatism	aspen
daunted	binocular	jaunty	prevaricate
condescend	embankment	inventive	barometer

CHAPTER **7**

Writing Assessments

Spelling Tests
Writing Samples

This chapter contains assessments specifically for writing skills. Other writing assessments are included in Chapter 4, Multi-Skill Assessments.

SPELLING TESTS

Name of Tool: **Spelling Dictation Words**

Recommended by: **Chula Vista Literacy Team, Chula Vista Public Library**

Contact Person: **Patrice O'Halloran, Literacy Coordinator**
(619) 585-5773
pohallor@chulavista.lib.ca.us

Source: **Literacy Solutions** (copyright 1997)
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Why does your program use this tool?

We want to see if the student can spell phonetic and non-phonetic words.

What conclusions can you draw from the results of this tool?

We are able to determine whether a student needs to focus on phonics to help with spelling or focus on visualization techniques to strengthen visual memory for words—or both.

How do you use the results to help your learners?

We are able to design a curriculum to address the learner's needs. We are also able to demonstrate progress more clearly in a post-assessment.

SPELLING DICTATION WORDS

Speak clearly and naturally. Ask the student to repeat each word after you. Stop "Part A" after four consecutive errors, then go on to "Part B." Stop "Part B" after four consecutive errors.

PART A	PART B
1. tab	1. said
2. wed	2. one (the number)
3. shift	3. have
4. blocks	4. because
5. scrubbing	5. from
6. sketch	6. our
7. code	7. want
8. dice	8. talk
9. nudge	9. thought
10. smoking	10. doesn't
11. spray	11. enough
12. creeping	12. half
13. slight	13. sure
14. crunchy	14. doing
15. sensitive	15. move
16. cargo	16. pulled
17. mercy	17. young
18. motivation	18. the abbreviation for 'Tuesday' (Tues.)
19. culture	19. the abbreviation for 'October' (Oct.)
20. special	20. the abbreviation for 'East' (E.)

Note: In Part B, numbers 18-20, you may explain, if necessary, that an abbreviation is a shortened form of a word, but do not tell the student what the abbreviations are for the given words. They must include the period for the response to be considered correct.

SCORING

PART A: /20 + PART B: /20 = TOTAL /40

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Learner Assessment - Pre Page 11

Spelling Dictation
Answer Sheet

Name: _____

Date: _____

Part A

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Part B

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

SPELLING TESTS

Name of tool: **Spelling Test**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **May be used/adapted by other programs**

Why does your program use this tool?

This word list contains both phonetic and non-phonetic words, so a student has the opportunity to demonstrate both visual memory for words and knowledge of sound/symbol correspondence and common phonetic patterns.

What conclusions can you draw from the results

The student who spells a word like *see*, *did* and *silk* incorrectly lacks strong sound/symbol correspondence knowledge. The student who misspells words like *come* and *have* lacks a strong visual sequential memory for words in print.

How do you use the results to help your learners?

The results of this test, in conjunction with our other writing assessments, help us determine if a learner needs a spelling program that is based on intensive phonics instruction such as *Step by Step*, published by Learning Disabilities, Inc.

Spelling List

1.	see	Can you see the picture?
2.	my	This is my book.
3.	come	Will you come with us?
4.	said	He said he would be on time.
5.	did	He did a good job.
6.	she	She lived by herself.
7.	what	What time is it?
8.	have	Do you have a favorite picture?
9.	first	This is the first of the month.
10.	work	He likes his work.
11.	many	There are many days in the year.
12.	does	Does this look like your car?
13.	carry	I will carry your books to the car.
14.	draw	Draw us a picture of what you saw.
15.	laugh	We all had a good laugh when the clown fell down.
16.	engine	The engine began to sputter.
17.	today	Can you come by the house today?
18.	silk	Her dress was made of silk.
19.	huge	The play was a huge success.
20.	ruined	He ruined his new suit.
21.	knee	He fell and skinned his knee.
22.	sample	We had a chance to sample lots of food.
23.	disaster	The rain created a real disaster in our town.
24.	postage	Did you put enough postage on the letter?
25.	cereal	My favorite cereal is Wheat'n Honey.
26.	regulation	There seems to be a new regulation daily.
27.	prompt	He was pleased when everyone was prompt.
28.	employer	She likes her new employer.
29.	commercial	We'll take a break during the commercial.
30.	attorney	He hired a new attorney for the company.

(Always conduct an "error analysis" of spelling errors. Each word is selected for a particular sound sequence or as a common sight word.

Phonetic words are: 1, 2, 5, 6, 9, 10, 13, 14, 18, 19, 22, 23, 26, 27, 28. The others are non-phonetic.

Write (or print) the alphabet.

Spelling Test

1.	11.	21.
2.	12.	22.
3.	13.	23.
4.	14.	24.
5.	15.	25.
6.	16.	26.
7.	17.	27.
8.	18.	28.
9.	19.	29.
10.	20.	30.

SPELLING TESTS

Name of tool: **Phonemic Awareness (for spelling)**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **May be used/adapted by other programs**

Why does your program use this tool?

We think it's important for students to know what letters and letter combinations represent the sounds of the English language. Good spellers rely on both their visual memories and their knowledge of sound/symbol correspondence. They have to be able to hear individual sounds in sequence.

What conclusions can you draw from the results

We can begin to determine to what extent a student has knowledge of sound / symbol correspondence.

How do you use the results to help your learners?

The results of this assessment, in conjunction with our other spelling test, help us determine if a learner needs a spelling program that is based on intensive phonics instruction such as Step by Step, published by Learning Disabilities, Inc.

Phonemic Awareness

Objective: To determine whether, and to what extent, the learner relies on symbol imagery as representations for language items.

Directions: Listen to the sounds that will be dictated to you. Write the letter(s) that you use to represent the sounds that you heard.

EXAMPLE: You hear /g/. You write g

1. /t/
2. /k/
3. /f/
4. /m/
5. /ă/
6. /ĕ/
7. /ŭ/
8. /pl/
9. /ch/
10. /tr/
11. /th/
12. /sh/
13. /spr/
14. /thr/

SPELLING TESTS

Name of tool: **Dolch Writing Assessment Sheet**

Recommended by: **Riverside County Library Adult Literacy Program**

Contact Person: **Elisa Henderson, Tutor/Learner Coordinator**
(909) 685-6901
elisa_lit@riverside.lib.ca.us

Source: **Dolch word list**
Dolch word lists of most commonly used words are available for downloading online. (You can find lots of "Dolch Word List" websites with a Google search.)

Why does your program use this tool?

This assessment helps the assessor gauge students' handwriting, spelling, and listening skills. The assessor must say the word and students must write it down on a word list sheet.

What conclusions can you draw from the results?

With this assessment, the assessor can find out if potential students have problems with listening, writing, or spelling skills.

How do you use the results to help your learners?

Once this is assessed, students can be assigned extra books, in addition to their main text to assist in their learning process.

Assessment 4

Dolch Word Writing Assessment

Directions: This is an oral assessment. Give the student paper with the numbered lines and a writing utensil. Using the list below, have the student write down the words from each list. Check for spelling correctness and listening skills. Proceed to the new list if they miss two words or less.

List 1	**List 2**	**List 3**
1. a	1. all	1. very
2. I	2. are	2. far
3. in	3. like	3. cold
4. is	4. new	4. after
5. it	5. stop	5. ask
6. go	6. will	6. much
7. to	7. yes	7. know
8. up	8. eat	8. sleep
9. we	9. fast	9. think
10. my	10. that	10. round
Total Correct ____/10	**Total Correct ____/10**	**Total Correct ____/10**
Mastery Level 9/10	**Mastery Level 9/10**	**Mastery Level 9/10**

List 4	**List 5**	**List 6 – ph words**
1. always	1. rabbit	1. alphabet
2. better	2. puppy	2. graph
3. bring	3. letter	3. phone
4. own	4. flower	4. phrase
5. start	5. garden	5. photo
6. seven	6. school	6. biography
7. light	7. money	7. gopher
8. grow	8. mother	8. phantom
9. myself	9. window	9. pharaoh
10. drink	10. basket	10. photocopy
Total Correct ____/10	**Total Correct ____/10**	**Total Correct ____/10**
Mastery Level 9/10	**Mastery Level 9/10**	**Mastery Level 9/10**

SPELLING TESTS

Name of tool: **Recognition of Word Families and Rhyme**

Recommended by: **Riverside County Library Adult Literacy Program**

Contact Person: **Elisa Henderson, Tutor/Learner Coordinator**
(909) 685-6901
elisa_lit@riverside.lib.ca.us

Source: **Developed in-house; may be copied/adapted by other programs**

Why does your program use this tool?

This assessment helps the assessor judge the extent of learners' understanding of patterns in the English language. Students must rely on memory skills to recreate lists using basic word family roots such as "at," "it," "og," etc.

What conclusions can you draw from the results?

Students must write the words they know in a particular word family. This gives the assessor an idea of the extent the students remember their early education, how well they grasp the concept of English word patterns and their memory skills.

How do you use the results to help your learners?

Once this is observed, the assessor can inform the potential tutor what may work well for this student based on their previous educational background.

Assessment 5

Word Families and Rhyme Assessment Sheet

"og" words	"ash" words	"ell" words
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____

"ick" words	"ound" words	"ight" words
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	9. _____
10. _____	10. _____	10. _____

SPELLING TESTS

Name of Tool: **BGS Informal Spelling Assessment**

Recommended by: **READ/San Diego, San Diego Public Library**

Contact Person: **Nancy Norcross, Literacy Tutor/Learner Coordinator**
(619) 527-5478
nnorcross@sandiego.gov

Source: **Printed with permission; may be copied/adapted by other programs.**

Why does your program use this tool?

We think it's important to analyze the errors students make in spelling. Spelling the word *sign* correctly, for example, requires visual sequential memory, a skill students often need to improve. The word *pad* is on the spelling test because misspelling it can indicate the student lacks phonemic awareness, has auditory or visual discrimination difficulty, or tends to reverse letters when writing. When certain errors are repeated, patterns emerge.

What conclusions can you draw from the results of this tool?

This spelling test makes clear each student's specific spelling strengths and weaknesses.

How do you use the results to help your learners?

Our recommendations depend upon students' individual writing goals. We can teach them visualizing techniques for improving visual sequencing memory. We can teach them letter/sound correspondence, phonetic patterns, and spelling rules. We can teach them to use dictionaries, computer spell checkers, and electronic spell checkers.

Administering the Writing Sample

I. Ask student to write his/her name, address, and date at the top of the page. Say, "Please write the alphabet in upper and lower case."

II. Say, "Please write the letters that I dictate to you." Note: If the student is level 0-2, he/she may print. If the student is level 3 and above, request that he/she uses cursive.

a, d, g, l, m, p, y, z

III. **BGS Informal Spelling Assessment**

The assessor reads the word once and then reads the word in a sentence. Say, "Please write down the word that I read to you." The student should record his/her answers on the blank sheet of lined paper in the student folder.

1.	pad	I have a pad of paper. (Phonetic, auditory discrimination, visual discrimination, reversals)
2.	sign	Sign your name at the bottom. (Non-phonetic, visual sequential memory)
3.	batch	I'll bake a batch of cookies for dessert tonight. (Non-phonetic, auditory discrimination for high frequency consonant ending, "tch" rule)
4.	pure	Do you buy bottles of pure spring water? (Phonetic, silent-e)
5.	winning	Jeff's horse is winning the race. (Phonetic, recurring motor pattern, doubling rule, auditory discrimination)
6.	hundred	Two hundred people attended the wedding. (Phonetic, auditory sequential memory for "dr" blend)
7.	zigzag	Don't zigzag on the freeway. (Phonetic, auditory discrimination, kinesthetic/motor memory for complex movements)

8. receive — Did you receive my letter?
(Phonetic according to linguistic patterns, but requires visual memory for c representing /s/, ei digraph (or ei after c rule)

9. hospital — The injured man was taken to the hospital.
(Partially phonetic, auditory sequential memory, auditory discrimination [2nd syllable], visual memory for "schwa-a" [3rd syllable].)

10. boyhood — He had a happy boyhood.
(Phonetic according to linguistic patterns, auditory) audiscrimination, auditory memory, visual memory involved dipthong "oy",digraph "oo")

Analyze the type of errors made using the explanations below each word on the test sheet. If the student has written down the word incorrectly, write the correct word next to it. Make a note if the student takes an excessive amount of time or if you observe any other important actions, i.e., repeating the word several times, excessive erasing.

Types of Errors:
Reversals
Phonetic, non-phonetic
Visual and Auditory sequencing (sequential memory)
Visual and Auditory discrimination
Kinesthetic/motor (motor movement complexity)
Basic spelling rules

III. Say, "Please write down the sentences that I dictate to you as best you can."

Beginning level

The zipper costs a quarter.
Uncle Ed ate four apples.
The bank closed its doors.
Is Ann at the river?

Intermediate level
Their horses were running to the water.
Twelve women brought eight babies.
Several friends studied at school.
A little light was found in the kitchen.
James said, "Who wrote this letter?"

V. Say, "Look at Picture A & B. Choose one picture. Please write a few sentences or paragraph about what you see happening in the picture. Write as much as you can." Let the student look at the picture as long as he/she is writing.

VI. Say, "Please copy down what you see on the poster the best you can from this chair." (This is a "far" copying exercise. Test distance: 10 feet. The poster is located on the wall in the computer lab.)

VII. Say, "Please copy down what you see on this piece of paper the best you can." (This is the "near" copying exercise. Test distance: 14 inches.)

NOTE: During items 6 & 7 above the assessor should take note of squinting, using fingers to keep place, recounting, etc.)

NOTE: Allow the learner as much time as needed, but make note if it is excessive in any category.

WRITING SAMPLE

Name of tool: **Writing Sample**

Recommended by: **Literacy Services, Escondido Public Library**

Contact Person: **Dawn Barra, Literacy Program Assistant**
(760) 747- 2233
dbarra@ci.escondido.ca.us

Source: **May be used / adapted by other programs**

Why does your program use this tool?

A letter is a real life adult activity. It is one open-ended way of encouraging students to express themselves in writing. We allow only five minutes so that students do not agonize over the activity.

What conclusions can you draw from the results

Any writing sample is a demonstration of a student's skills in spelling, grammar, organization, handwriting, and creative expression. We realize the student is likely to be nervous, and therefore we consider the results only one indication of a student's writing ability.

How do you use the results to help your learners?

The results of this test, in conjunction with our other writing assessments, help us determine what writing activities and materials to recommend as a starting point. We also ask what real life writing activities students want to do or do better, so that we can make relevant recommendations.

Writing Sample

DIRECTIONS: We would like a writing sample. Please write a letter. This can be a letter to a friend, family member, a company, the editor of a newspaper or magazine, etc. **YOU WILL BE GIVEN FIVE MINUTES.**

WRITING SAMPLE

Name of Tool: **Writing Sample**

Recommended by: **READ/San Diego, San Diego Public Library**

Contact Person: **Nancy Norcross, Tutor / Learner Coordinator**
(619) 527-5478
nnorcross@sandiego.gov

Source: **Developed in-house; may be copied/adapted by other programs.**

Why does your program use this tool?

We show students a picture and ask them to write about it. This gives more structure than simply asking them to "write something," but is open-ended enough to allow free expression of their ideas.

What conclusions can you draw from the results of this tool?

From this writing sample, we can form preliminary conclusions about students' abilities in organizing and presenting ideas and describing concrete objects and actions. We can also evaluate spelling, grammar, sentence structure and creative expression.

How do you use the results to help your learners?

When students want to improve their writing skills we encourage journaling and language experience. We encourage tutors to address real life writing needs like letters, applications forms, etc. Some students want to earn their GEDs and need practice writing essays.

CHAPTER **8**

Other Assessments

Visual Acuity
English Language Proficiency Assessment
Math Assessment

VISUAL ACUITY

Name of Tool: **Precision Vision Visual Acuity Test**

Recommended by: **READ/San Diego, San Diego Public Library**
also recommended by Chula Vista Literacy Team

Contact Person: **Nancy Norcross, Literacy Tutor/Learner Coordinator**
(619) 527-5478
nnorcross@sandiego.gov

Source: **School Health Corporation**
1-800-323-1305

Why does your program use this tool?

Obviously, eyesight affects reading ability, so we think it's important to address this issue. We begin by asking the learner about experience with eyestrain, blurriness, and the like. We inquire about history with glasses and the date of their last eye exam.

What conclusions can you draw from the results of this tool?

Using a wall chart or large card, we attempt to find out if far-sightedness or near-sightedness exists.

How do you use the results to help your learners?

If the student describes vision difficulties, we encourage a professional eye exam before tutoring begins. We also recommend the large print feature of computers in our computer lab. We sometimes help students learn how to set up a relationship with the Braille Institute Library.

Learner Assessment - Pre Page 9

Have you ever had eye problems? If yes, please explain. _____

_____

Have you ever worn glasses? If yes, do you currently have a pair? _____

VISUAL ACUITY TEST **FOR RIGHT EYE**

(Ask them to start at a line that is not a strain for them)

Z	R	K	D	C	20/400
D	N	C	H	V	20/320
C	D	H	N	R	20/250
R	V	Z	O	S	20/200
O	S	D	V	Z	20/160
N	O	Z	C	D	20/125
R	D	N	S	K	20/100
O	K	S	V	Z	20/80
K	S	N	H	O	20/63
H	O	V	S	N	20/50
V	C	S	Z	H	20/40
C	Z	D	R	V	20/32
S	H	R	Z	C	20/25
D	N	O	K	R	20/20
H	Z	S	C	V	20/16
C	K	R	D	Z	20/12.5
R	D	O	N	K	20/10

Without glasses _____ With glasses _____

FOR LEFT EYE

VISUAL ACUITY TEST

C	O	H	Z	V	20/400
S	Z	N	D	C	20/320
V	K	C	N	R	20/250
K	C	R	H	N	20/200
Z	K	D	V	C	20/160
H	V	O	R	K	20/125
R	H	S	O	N	20/100
K	S	V	R	H	20/80
H	N	K	C	D	20/63
N	D	V	K	O	20/50
D	H	O	S	Z	20/40
V	R	N	D	O	20/32
C	Z	H	K	S	20/25
0	R	Z	S	K	20/20
S	C	N	D	Z	20/16
N	D	H	K	C	20/12.5
V	K	O	R	H	20/10

*A learner will **not** pass if s/he misses more than 2 on line 20/40, **or** there is a 2 line difference between the right and left eyes (example: left eye is 20/20, right eye is 20/32). **If learner does not pass, we must make a referral.** See "Vision Screening Procedure"

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

Name of Tool: **Basic English Skills Test (BEST)**

Recommended by: **Reading Program for Adults,**
Ventura County Library Services Agency

Contact Person: **Hedy Miller, Adult Literacy Manager**
(805) 641-4452
adult_litvc@hotmail.com

Source: **Center for Applied Linguistics (CAL)**
Attn. Laurel Winston
4646 40th Street NW
Washington, DC 20016-1859
http://www.cal.org/BEST/

Literacy Skills Testing Package: $45
contains 20 test booklets and 20 scoring sheets

Test Manual: $25
Picture Cue book: $12

Description: **The BEST is designed for ESL learners at the survival and pre-employment skills level. The oral interview section assesses communication, fluency, pronunciation, and listening comprehension by asking questions about pictures of everyday items and adult activities. The literacy skills section assesses reading and writing skills using typical adult real-life literacy tasks such as writing a check and reading an appointment card.**

MATH ASSESSMENT

Name of Tool: **Brigance Diagnostic Inventories by Albert H. Brigance**

Recommended by: **Reading Program for Adults,**
Ventura County Library Services Agency

Contact Person: **Hedy Miller, Adult Literacy Manager**
(805) 641-4452
adult_litvc@hotmail.com

Source: **Curriculum Associates, Inc.**
153 Rangeway Road
North Billerica, MA 01862
(800) 225-0248

http://www.curricassoc.com
online information and purchasing

Description: **According to the website, the Inventory of Essential Skills is widely used to assess secondary level students or adult learners with special needs. The math portion covers: numbers, number facts, computation of whole numbers, fractions, decimals, percents, measurement, metrics, math vocabulary.**

$169 for the entire set of inventories including reading and language arts and study skills (as well as math)