

Guide for Using Assessment Material

Assessment material consists of:

- Informal Interview
- Letter Identification
- Chart Reading Selections (4)
- Writing Exercise
- Spelling Exercise

The assessment material is not designed to give you a grade level for the student, but to give you some idea of whether the student is at a beginning, intermediate, or advanced level.

1. Begin with the Informal Interview. Ask the questions in a slow, relaxed manner. Let the student know that you are taking notes to help you remember what is said. The answers to the questions will give you a general idea of the student's reading abilities and how much, if any, reading they are presently doing.
2. Letter Identification: Start at the top row and go across each row asking the student to tell you the names of the letters. Circle all the letters that the student identifies correctly. You can then go through the chart and have the student try to give you the sounds of the letters. Check the letters whose sounds the student identifies correctly. The student will probably not know many of the sounds and this will give you an opportunity to model the correct sounds.
3. Reading Selections: If your student can read Selection 1 with little or no problem and remembers key ideas, go on to Selection 2. Continue on to Selection 4 if the student has no problems, but as soon as the student has any difficulty, STOP and go on to the Writing Exercise.
4. Writing Exercise: The focus of the Writing Exercise is to determine if the student can write familiar information in a legible manuscript or cursive form. If the student has difficulty with the form, help the student complete the form, but DO NOT attempt the Spelling Exercise.
5. Spelling Exercise: This exercise is to be used to help you determine your student's spelling needs. It is an optional exercise for the first meeting and should only be used at all if your student has been able to read up to Selection 4 of the Reading Selections which indicates they are at an advanced level. To administer, see ABC sheet of Spelling instructions for the Tutor which is in your folder.

Generally, students who have difficulty with Reading Selections 1 or 2 can be considered Beginning level. Reading at the Selection 3 level indicates an Intermediate Level, and above that, the Advanced Level. Both Beginning and Intermediate levels need to start with Lesson 1, Laubach Way to Reading, Level 1, though the pace of instruction will vary. If you have a student on an Advanced level, consult with your Literacy Coordinator for suggestions about appropriate materials and/or starting points.

Informal Interview

1. What things are you comfortable reading now?
2. Do you read or write at work? At home? With your children?
3. When you get stuck on a word when reading, what do you do?
4. What are your hobbies or special interests?
5. What are you good at?
6. What do you want to learn how to read?
7. What do you need to learn to read and write?

Letter Identification

b

p

s

z

t

d

f

v

m

n

g

k

j

c

w

h

r

l

y

x

qu

sh

ch

th

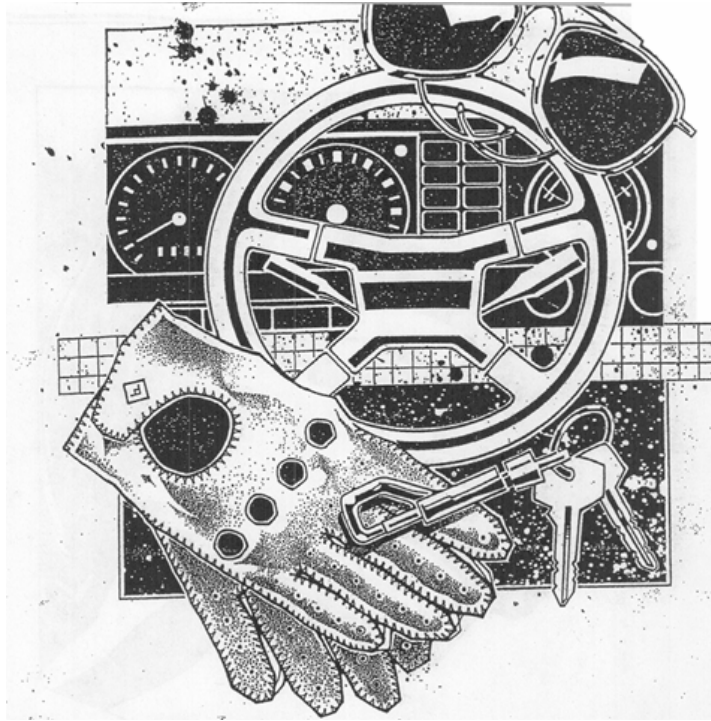
a

e

i

o

u



Ten Dollars!

Tim has a new car.
It is blue and white.
He drives it to work.
It uses a lot of gas.
Tim buys gas each week.
He needs ten dollars for gas.



At the Beach

What do you do in the summer?

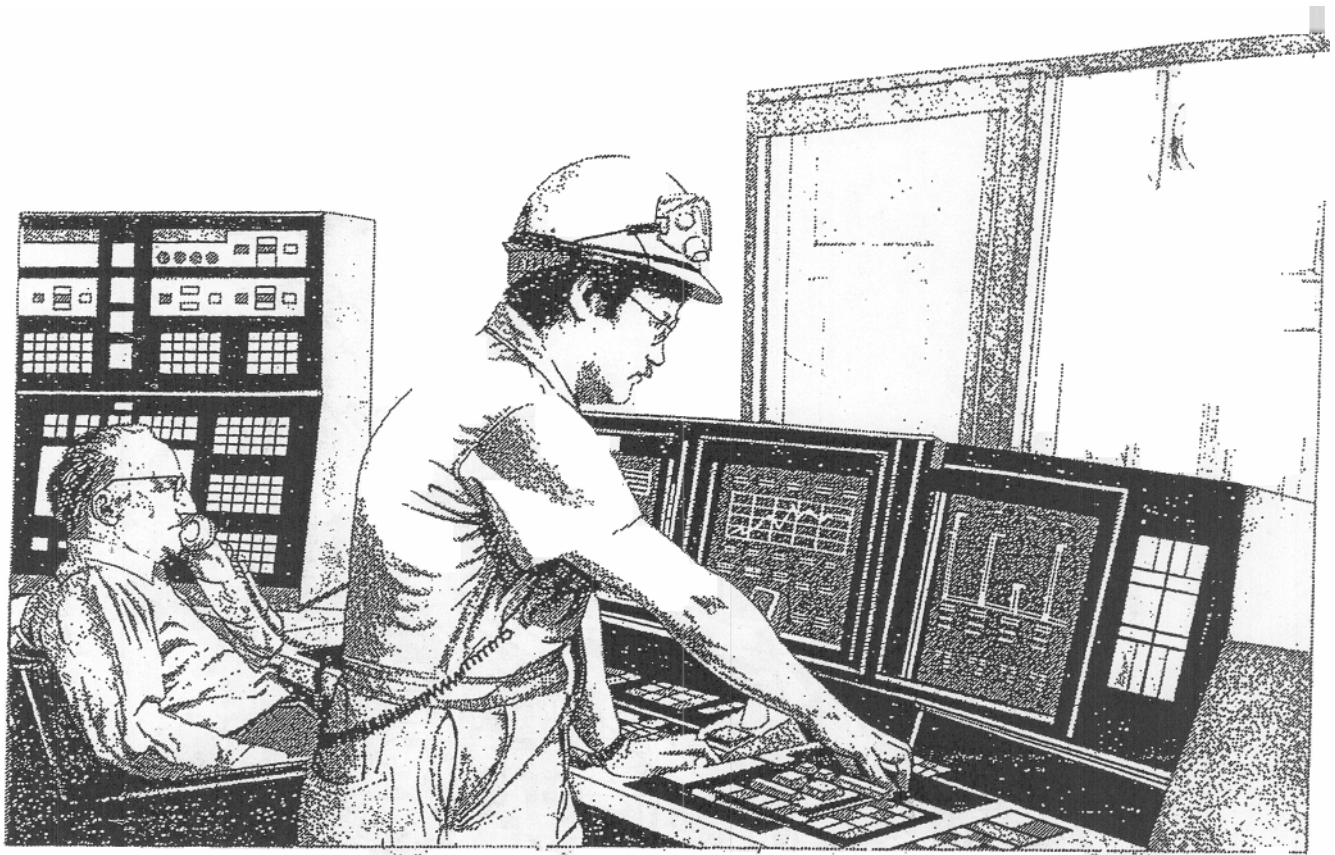
I like to go to the beach and enjoy the sun.

Last summer I learned how to wind surf.

I spent many days on the water,
surfing with my friends.

That is how I got so badly sunburned.

This year I will be more careful.



Moving Ahead

John was so excited. He was to be in the company's new computer training program. The company would be training six employees. He was number three on the list. John made sure that he would be successful. He spent his lunch hour each day, studying a long list of computer words. John decided that there was no way he was going to fail. He had worked hard to get this chance.



The Big Fire

Denise could hear the sirens on the fire trucks as she raced out of her apartment building. Smoke was billowing out of the windows of the big, yellow house across the street. The firemen were connecting hoses to the fire hydrant. All of a sudden, water began to shoot out of the nozzle on the end of the hose. As the water struck the house, black smoke filled the sky. The fire marshal warned everyone to stand back. Soon the fire was extinguished. All that was left of the house was a pile of debris.

WRITING

Sign Your Name Here:

Please complete the following form:

Name: _____

Address: _____

City: _____

State: _____ **Zip Code:** _____

Telephone Number: _____

SPELLING

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

ABC

This exercise is designed to help you determine your learner's spelling needs.

- Pronounce each word clearly.
- Give the word in a sentence
- Repeat the word.
- Have the learner write the word.

STOP when your learner misses three words in a row,
or becomes frustrated

| | | |
|-----------|------------------------------------|-------|
| 1. cat | A cat makes a nice pet. | cat |
| 2. man | The man is smiling. | man |
| 3. ten | I have ten fingers. | ten |
| 4. mop | Please mop the floor. | mop |
| 5. fit | It is important to keep fit. | fit |
| 6. chin | The ball hit me on the chin. | chin |
| 7. will | What time will you arrive? | will |
| 8. pick | Pick up my suit from the cleaners. | pick |
| 9. tax | How much is the sales tax? | tax |
| 10. cash | Can you cash my check? | cash |
| 11. band | My son plays in the band. | band |
| 12. pump | I need to pump some gas. | pump |
| 13. still | John is still here. | still |
| 14. think | What do you think about that? | think |
| 15. lunch | I had a sandwich for lunch. | lunch |

| | | |
|-------------|----------------------------------------|---------|
| 16. cake | I ate the chocolate cake. | cake |
| 17. like | Do you like ice cream? | like |
| 18. feel | I feel a little dizzy. | feel |
| 19. coat | Do not forget to wear your coat. | coat |
| 20. teach | Can you teach me to ice skate? | teach |
| | | |
| 21. plate | Hand me a plate. | plate |
| 22. grow | Did you grow these tomatoes? | grow |
| 23. clean | On Saturday I clean the house. | clean |
| 24. toast | I like toast and jelly. | toast |
| 25. flight | What time does your flight leave? | flight |
| | | |
| 26. farm | My mother grew up on a farm. | farm |
| 27. girl | Who is the girl with blonde hair? | girl |
| 28. turn | Make a left turn at the next comer. | turn |
| 29. her | Give her the book. | her |
| 30. third | I play third base on my baseball team. | third |
| | | |
| 31. spoon | Hand me the wooden spoon. | spoon |
| 32. ground | I fell on the ground. | ground |
| 33. spoil | Candy will spoil your dinner. | spoil |
| 34. caught | I caught a big fish. | caught |
| 35. shook | The wind shook the house. | shook |
| | | |
| 36. needed | John needed a new pair of shoes. | needed |
| 37. running | Who is running across the field? | running |
| 38. glasses | Please put four glasses on the table. | glasses |
| 39. clapped | The baby clapped her hands. | clapped |
| 40. shaving | My brother is in the bathroom shaving. | shaving |

Types of Words

- 1 -10 Short vowel words (**B/I**)
- 11-15 Short vowel words ending with blends (**I**)
- 16-20 Long vowel words (**I**)
- 21-25 Long vowel words with blends (**I/A**)
- 26-30 Words with R-controlled vowels (**I**)
- 31-35 Words with other vowels (**A**)
- 36-40 Endings (**I/A**)

B = Beginning **I** = Intermediate **A** = Advanced