

Directions for administering an Alphabetics Diagnostic Assessment using the Word Reading Test of the *Quick Adult Reading Inventory Form A or B*

1. Print the record page (*Alphabetics Assessment: Word Reading Form A*) and the word lists (List A-E). Cut the Word List apart so that you can give the student one list at a time.
2. Say to the learner, “*I’m going to ask you to read some words out loud. You may not know all of them, and it’s all right to make mistakes. You may correct yourself, and it won’t count as a mistake.*”
3. Hand the learner a copy of one word list and ask her/him to read the words on the list aloud. Note: You can begin with List A or with the list matching the learners TABE or CASAS Grade Level Equivalent.
4. Record the learner’s responses on the record page, holding the page to that the learner cannot see what you are writing.

Scoring

- Place a check by each word read correctly.
- On a mispronounced or substituted word, try to write down the learner’s response as accurately as possible on the line next to the work.
- If the learner does not attempt a word, leave the line blank.
- If a learner mumbles, or if you didn’t hear his/her pronunciation of a word, point to the word and say, “Would you repeat that one, please?”
- Count as correct all words checked including:
 - self corrections if made within four seconds;
 - sounding out words correctly if it is done within four seconds.
- Count as incorrect:
 - mispronunciations or substitutions;
 - wrong stress on a word (e.g., **emphasis** for **emphasi**s);
 - taking more than four seconds to pronounce a word, even if it is eventually pronounced correctly;
 - stopping on a word for more than four seconds (ask the learner to try the next word);
 - changing a response from correct to incorrect.

Dialects and Regional Accents

If you think a nonstandard pronunciation may be the result of a learner’s local, regional, or national accent or dialect, score that word as correct.

Where to Stop – Determining the Mastery Level

Begin with List A and have the learner read the lists in order until he or she gets fewer than 7 out of 10 correct, or completes List E. The learner’s mastery level in Word Reading (Alphabetics) corresponds to the highest level on which she/he gets at least 7/10 correct. If the learner’s mastery level is at 4th grade level or below, the Phonics assessment should be given. If the mastery level is above 4th grade do not administer the phonics assessment.

Source: Chall, Roswell, Curtis, Strucker. (2003). *Quick Adult Reading Inventory*. Elizabethtown, PA: Continental Press, Inc.

Alphabetics Assessment: Word Reading Form A

Date: _____

Learner's Name _____ Tested by: _____

<p>List A (Grade Level 1-2)</p> <p>Mastery Level Grade 1 = 7 correct Grade 2 = 9 correct 10 correct go up a level</p>	<p>man _____</p> <p>so _____</p> <p>day _____</p> <p>sun _____</p> <p>tree _____</p>	<p>friend _____</p> <p>her _____</p> <p>long _____</p> <p>us _____</p> <p>when _____</p>
<p>List B (Grade Level 3-4)</p> <p>Mastery Level Grade 3 = 7 correct Grade 4 = 9 correct 10 correct go up a level</p>	<p>airplane _____</p> <p>before _____</p> <p>water _____</p> <p>hundred _____</p> <p>bank _____</p>	<p>Thursday _____</p> <p>complete _____</p> <p>package _____</p> <p>record _____</p> <p>science _____</p>
<p>List C (Grade Level 5-6)</p> <p>Mastery Level Grade 5 = 7 correct Grade 6 = 9 correct 10 correct go up a level</p>	<p>citizen _____</p> <p>computer _____</p> <p>information _____</p> <p>temporary _____</p> <p>explanation _____</p>	<p>application _____</p> <p>concentrate _____</p> <p>development _____</p> <p>material _____</p> <p>practice _____</p>
<p>List D (Grade Level 7-8)</p> <p>Mastery Level Grade 7 = 7 correct Grade 8 = 9 correct 10 correct go up a level</p>	<p>contribution _____</p> <p>convenient _____</p> <p>individual _____</p> <p>acknowledge _____</p> <p>pollution _____</p>	<p>optimistic _____</p> <p>reputation _____</p> <p>urgent _____</p> <p>prescription _____</p> <p>confidential _____</p>
<p>List E (Grade Level 9-10)</p> <p>Mastery Level Grade 9 = 7 correct Grade 10 = 9 correct</p>	<p>ambitious _____</p> <p>politician _____</p> <p>duration _____</p> <p>enthusiastic _____</p> <p>sufficient _____</p>	<p>economical _____</p> <p>comprehension _____</p> <p>interruption _____</p> <p>anticipate _____</p> <p>productivity _____</p>

man	airplane	citizen	contribution	ambitious
so	before	computer	convenient	politician
day	water	information	individual	duration
sun	hundred	temporary	acknowledge	enthusiastic
tree	bank	explanation	pollution	sufficient
friend	Thursday	application	optimistic	economical
her	complete	concentrate	reputation	comprehension
long	package	development	urgent	interruption
us	record	material	prescription	anticipate
when	science	practice	confidential	productivity

List A, Form A

List B, Form A

List C, Form A

List D, Form A

List E, Form A

Sylvia Greene's Informal Word Analysis Inventory

Directions:

Reading (Decoding):

1. Give the learner the "Learner Copy" of the inventory and explain that he/she should read the words aloud, going down each column.
2. As the learner reads the words, mark correct and incorrect responses next to each word on the "Teacher's Copy" of the inventory in the "Reading Column."
3. The responses recorded on the "Teacher's Copy" show the letter combinations that the learner knows (the correct responses) as well as those he/she does not know (the incorrect responses).
4. As a teacher, you can then plan instruction that targets the letter combinations that each learner does not know.

Adapted on June 2, 2005 from http://www.nifl.gov/readingprofiles/PF_SG_All_Docs.htm

Phonics Assessment – Key to Individual Skills Assessed on Inventory

Level 1 - Skills		Level 2 - Skills	
fan	short a and consonants: f, n	vain	vowel digraphs, ai
hag	short a and consonants: h, g	jay	ay
Sal	short a and consonants: s, l	peek	ee
ban	short a and consonants: b, n	beam	ea
tad	short a and consonants: t, d	roam	oa
rig	short i and consonants: r, g	mow	ow = long o
Sid	distinguish between short a and short i	foe	oe = long o
shin	distinguish between short a and short i	hue	ue ui = long u
chat	ch	few	ew = long u
pitch	tch	void	oi
latch	tch	soy	oy
sack	ck	foul	ou
bath	-th	pow	ow = ou
thin	th-	loop	oo
wham	wh	hood	oo
rum	short u	gauze	au
cup	short u	jaw	aw
log	short o	knack	silent consonant, <u>kn</u>
mod	short o	writ	silent consonant, <u>wr</u>
fen	short e	tight	silent consonant, <u>igh</u>
met	short e	limb	silent sonconant, <u>mb</u> , doubt <u>bt</u>
quit	qu	sly	sounds of y
quack	qu	tie	ie = long i
rank	nk	hark	r-controlled vowel, ar
link	nk	port	r-controlled vowel, or
Kong	ng	verb	r-controlled vowel, er
hung	ng	firm	r-controlled vowel, ir
brag	two letter initial consonant blend, br	curl	r-controlled vowel, ur
slot	two letter initial consonant blend, sl	pall	l-controlled vowel, al
snap	two letter initial consonant blend, sn	balm	silent consonants, lk, lm
strut	three letter initial consonant blend, str	mild	ild, old words
sprig	three letter initial consonant blend, spr	cent	soft c, ce
runt	two letter final consonant blend, -nt	pace	soft c, ce
Fisk	two letter final consonant blend, -sk	cinch	ci
Luke	final e: long u	cyst	cy
file	final e: long i	gem	soft g
rote	final e, long o	binge	ge
nape	final e, long a	gin	gi
Pete	final e, long e	gym	gy
		phase	ph = f
		tough	gh = f
		deaf	ea = short e
		hunted	-ed = ed
		wished	-ed = t
		slammed	-ed = d

Teacher Copy, Phonics Assessment

Date _____

Learner's Name _____

Tested By _____

<i>Part 1 (Level 1)</i>					
	Reading		Reading		Reading
fan		thin		hung	
hag		wham		brag	
Sal		rum		slot	
ban		cup		snap	
tad		log		strut	
rig		mod		sprig	
Sid		fen		runt	
shin		met		Fisk	
chat		quit		Luke	
pitch		quack		file	
latch		rank		rote	
sack		link		nape	
bath		Kong		Pete	

<i>Part 2 (Level 2)</i>					
	Reading		Reading		Reading
vain		gauze		mild	
jay		jaw		cent	
peek		knack		pace	
beam		writ		cinch	
roam		tight		cyst	
mow		limb		gem	
foe		sly		binge	
hue		tie		gin	
few		hark		gym	
void		port		phase	
soy		verb		tough	
foul		firm		deaf	
pow		curl		hunted	
loop		pall		wished	
hood		balm		slammed	

Learner Copy, Part I

fan	latch	met	strut
hag	sack	quit	sprig
Sal	bath	quack	runt
ban	thin	rank	Fisk
tad	wham	link	Luke
rig	rum	Kong	file
Sid	cup	hung	rote
shin	log	brag	nape
chat	mod	slot	Pete
pitch	fen	snap	

Learner Copy, Part 2

vain	pow	port	binge
jay	loop	verb	gin
peek	hood	firm	gym
beam	gauze	curl	phase
roam	jaw	pall	tough
mow	knack	balm	deaf
foe	writ	mild	hunted
hue	tight	cent	wished
few	limb	pace	slammed
void	sly	cinch	
soy	tie	cyst	
foul	hark	gem	

Directions for administrating Fluency Diagnostic Assessment using reading passages from the *Quick and Easy Adult Reading Assessment*

Directions:

1. Begin at the learners Word Identification/Alphabetics Mastery Level.
2. Listen to the learner read a passage and use the Fluency Scale below to rate them at a "3", "2", "1", or "0".
3. Based on the rating of each passage the learner reads, go up a level or down a level until you have identified the highest level you gave a rating of "3", the highest level you gave a rating of "2", and the highest level you gave a rating of "1". Stop when the learner is rated a "0" or has reach level 9.
4. The fluency Mastery level is the highest level rated a "3".
5. The rate and prosody Instructional level is the highest level rated a "2".
6. The accuracy Instructional level is the highest level rated a "1".

Fluency Scale

3	Reads smoothly, pausing at appropriate points, uses expressive interpretation, minor deviations or repetitions	Mastery Level Independent Reading Level
2	Reads steadily, some pauses and breaks at inappropriate points, more noticeable deviations or repetitions	Instructional Level for Rate and Prosody
1	Reads in uneven/choppy phrases, some word-by-word reading may be present, frequent deviations, repetitions, and sounding out words	Instructional Level for Accuracy
0	Reads word-by-word, labored with repetitions, stopping, and/or sound-outs.	

Fluency Assessment

Date _____

Learner's Name _____ Tested By _____

Passage	Fluency Scale Score	Notes
1		
2		
3		
4		
5		
6		
7		
8		

Accuracy in Context Instructional Level _____

Rate and Prosody Instructional Level _____

Mastery/Independent Reading Level _____

1A

On Sunday I went to the park. I took my son. He had so much fun. The park was big. There were lots of things to do. He went on the swings first. He flew high in the air. I told him not to go so high. He told me birds fly higher than him. Then he went on the slide. It was the little one. I went with him. He said I looked silly. I thought so too. He was afraid of the big slide. It was as high as a mountain. I went on it to show him it was OK. He still didn't want to go on it. There was a pond at the park. We fed the ducks there. All the ducks were quacking. They sounded like a traffic jam. Then I sat on a bench. He played in the sand. It was a great day. My son can't wait to go again.

2A

This weekend we went to the zoo. It was awesome. Our son went with us. His sister came too. The zoo was in the city. It took a long time to drive there. My son and his sister complained a lot. My wife said they sounded like broken records. When we got there my kids were excited. They wanted to see the seals first. They loved the seals. They put on a show. The seals could balance balls on their noses. We clapped so hard our hands turned red. They looked like they had sun burn. Next we went to see the lions. They were just lying around. My son called them lazy bones. My wife wanted to see the monkeys. She says my son and I remind her of them. The monkeys were cool. They were swinging on ropes like the kids do at recess. Then we got ice cream. It tasted so good I could have eaten ten more. Our trip to the zoo was super.

3A

Family trips can be fun, but some are not. Last month our family went to the beach, but it was not a fun trip. The trip took ten hours in the car. Those ten hours felt like ten days. It was plain torture. When we arrived the house looked like it hadn't been lived in for several years. The paint on the house was peeling off in little yellow flakes. In fact, it looked like the house was painted in sticky notes. The stairs to the front door shook when you stepped on them, like walking on a boat in a storm. My son had to share a room with his little sister, which was awful. The weather was the worst part of the trip. Every day during the entire week was overcast. The skies looked like the gray of our garage floor. It rained day and night, and so we had to stay inside. We did walk down to the beach a couple of times. One day it was so windy I felt like I was a kite being blown around on the beach. The sand whipped through the air and stung our faces like tiny bees. We had fun a few times. My son and I went for a walk on the beach, and he found a hermit crab on the jetty. That was really cool. Next year when we are going to the beach we will be hoping for better weather.

4A

Family outings are very important to my family. We go lots of places together. Last weekend we went to a museum in the city. It was an art museum, but it had a lot of other things in it, too. The museum itself was a beautiful building. Stone arches covered the steps to get inside. It felt like walking through a tunnel. The front door was huge. It was so big an elephant could have fit through it. It was an exciting walk just to get in. We saw a medieval exhibit at the museum. Our kids studied medieval times in school, so they knew a lot about it. The first room was filled with suits of armor. There were all types, not only the kind I had seen before. My wife said it was like a department store for knights. My favorite suit was one like from the books I had read. It was silver and shiny and would cover your whole body. It made me think of a haunted house and how people sometimes hide in armor and spy on you. It was kind of creepy. Then we went into a room of paintings from that time period. They were nice. The museum was very quiet when we were there. It reminded me of the library. There were lots more rooms in the exhibit. We went to almost all of them. The armor one was my favorite though.

5A

Last week, my family went to the county fair. My brother is a volunteer fireman, so he was working at the fair. My children and I went to meet him. I am very glad we did; it was a great night. When we arrived the fair was very crowded, and finding my brother was like finding a needle in a haystack. We finally found him because we heard the fire truck siren blaring and knew it was him. Showing off the fire truck is his favorite pastime; that truck is his pride and joy.

There was a feeling of excitement at the fair. Everyone was happy and having fun, just like how the children feel on their birthdays. First, my children went on a Ferris wheel that was over a hundred feet high. They said they could see the whole town when they were at the top. I was truly nervous when they stopped at the top because the car they were in swayed back and forth like a flag whipping in the wind. Shutting my eyes and pretending they were on the ground helped calm me down, but it felt like forever until they started down again. I was relieved when the ride was over, but, of course, they wanted to go again.

After that we each got something to eat. My son got bright blue cotton candy, blue like a lollipop, not like the sky. I don't know how he could eat it. It was so sweet it tasted like sugar straight from the sugar bowl, and it made his tongue turn blue. My daughter got funnel cake covered in sugar. She got so much powdered sugar on her face that she looked like a mime. I thought it was funny, but she didn't.

We rode on several more rides and looked at lots of interesting stuff before we left. It really was a fantastic night.

6A

Have you ever been to an amusement park? Over Labor Day, our family went to the largest one in our state. We rode many rides and saw some fantastic shows. The greatest parts were the roller coasters. My children's mission was to go on every coaster at least once, and they accomplished it. They even went on several twice.

The recently constructed Shredder was the first they tried. It is the tallest, largest, and most daunting coaster I have ever seen. Despite my better judgment, I agreed to accompany them on the ride. We didn't have to wait in line too long to experience The Shredder. Once on board, a large metal bar held my body in place, and two pads surrounded either side of my head. It was intimidating to stand there and look up, knowing the ride was about to begin. My heart was beating like drums at a rock concert, and as we slowly climbed up the coaster it felt like the volume of my heartbeat was being turned up louder and louder. Suddenly, the climb was over, and we began to plunge. It felt as if we were free falling to the ground. I was afraid that the safety bar would release. But to my relief, it didn't. Upon reaching the bottom, we started to whip around bends and fly upside down like we were a balloon losing air. My head was knocked back and forth between the pads like a pinball. Up and down we went, round and round, upside down and back again.

It seemed like the ride would never stop, and then all of a sudden it was over. I was ready to take a break after this adventure, but after my children regained their composure, they were ready for more.

7A

Our family has always loved the water. My father, in particular, should probably have been born a fish. Recently, he took us on a fishing trip in the Atlantic Ocean. My children, 8 and 10, are both good swimmers, so he decided it was time to introduce them to the joys of big sea fishing.

The drive to the coast only took two hours, but the children were so excited that it really seemed interminable to them. I bet we heard "Are we there yet?" 100 times! My dad's excitement grew as we neared the coast as well. The instant we arrived at the hotel, he headed straight for the docks.

After carefully comparing prices and sizes, he selected a vessel to charter, and we were off. Grayish blue and calm, the waters seemed to be inviting us for an adventure. Our captain was both efficient and an excellent teacher. He involved the children in equipment preparation; they helped him organize rods, reels, lines and bait. They also learned about the importance of staying buckled in while their poles were in the water and saw illustrations of the big fish they might catch. By the time we left the dock, the children were as excited as their grandfather to get out to sea.

We sat down, buckled up, and took off. After about 10 minutes, the captain cut the engines, and we cast our lines into the sea. It was a beautiful morning and quite pleasant waiting for our bait to tempt some aquatic creature. My dad regaled us with stories of the past and the big fish that always seemed to get away. His stories were no doubt exaggerated, but we all enjoyed listening to them. My children got to see a new side of their grandfather. I enjoyed watching the three of them interact.

With a few nibbles here and there and even a few catches, the morning passed quickly. We may not have caught the whopper, but it was great nevertheless. My father, my children, and I have decided to make this an annual trip. We are all anxiously awaiting next year already.

8A

As recent immigrants to the United States, my family and I decided to take a trip to see the Statue of Liberty. This symbol of freedom and strength was something we had read about for many years. We wanted to experience it firsthand. Waiting for the ferry to take us to Liberty Island was a wonderful opportunity for "people watching." We were not alone in our interest to see this landmark. All types of people from all corners of the world seemed to be crushed together on the dock.

The trip to the island was both exhilarating and fascinating. The smells of sea and city blended together in the wind, which seemed to blow a feeling of history and vitality. The statue herself was an awesome sight to behold. Standing at her feet, I found it difficult to comprehend the masses of people who had stood there before me.

We had hoped to walk up to the statue's crown. However, this was not to be. It was once possible to climb the stairs or take an elevator to the top of the statue. However, recent renovations coupled with security concerns now prohibit going beyond the statue's base. Instead, our family stood outside at the bottom of Lady Liberty, looking up. We marveled at how high the top of the statue appeared from below. We also spent some time on the grounds observing the magnificent skyline of New York City. It took our breath away.

Visiting the symbol of freedom was an experience I will never forget. It is easy to see why the Statue of Liberty is one of the most important symbols of freedom and democracy in the world.

How to Give the Word Meaning Test (WMT)

The Word Meaning Test (WMT) is an assessment of expressive vocabulary. It is an oral test that you will give to your learners individually. Scores are given as Grade Equivalents (GE).

How Do I Know Where to Begin?

- The WMT is divided into 10 levels:
 - Level 1
 - Level 2
 - Level 3
 - Level 4
 - Level 5
 - Level 6
 - Level 7
 - Level 8
 - Level 9/10
 - Level 11/12
- Begin 1-2 levels below the learner's word recognition level.
 - Example: If your learner's word recognition grade level is 6.0, you should start the WMT at Level 4, beginning with the word, "connect."

How Do I Give the Test?

- Say to the learner: "I'm going to say a word and ask you to tell me what it means."
- Then, beginning with the first word on the list, say: "Tell me what _____ means." Write down as much of the learner's response as you can in the space provided after each word.
- Sometimes, a learner will misunderstand a word you have pronounced. (For example, a learner might misunderstand "connect" as "correct.") If this happens, stop the learner and say, "I will say the word again. _____. Tell me what _____ means." If the learner still does not understand the target word, write down the response and note on the test that the learner misunderstood the word.
- If you are not sure whether the learner knows the meaning of the word, you may use the prompt, "Tell me more" to get additional information. Please do not use any other prompts.

How Do I Know When to Go Forward, Go Back, or Stop?

- In order to master a level—and go on to the next level—a learner must give the correct meanings for 4 out of the 5 words. Continue with higher levels

until you finish a list on which a learner does not give at least 4 correct meanings.

Learner A: Going forward

Started at Level 6: 4 out of 5 correct responses
Proceeded to Level 7: 5 out of 5 correct responses
Proceeded to Level 8: 4 out of 5 correct responses
Stopped after Level 9/10: 3 out of 5 correct responses

Learner A's score is 8.0 GE.

- Sometimes, you will start the test on a level that is too difficult for a learner. If this happens, try the previous level instead of moving forward. For example, if you begin with Level 7, but the learner gives only 2 of 5 correct meanings on that level, the next list you should give is Level 6.

Learner B: going back

Started at Level 7: 2 out of 5 correct
Went back to Level 6: 3 out of 5 correct
Stopped after Level 5: 4 out of 5 correct

Learner B's score is 5.0 GE.

How Do I score the WMT?

For the WMT, you score the test in "real time"; that is, you will have to decide whether a learner has given a correct response while you are giving the test (this is so because the number correct on each level determines which level you will give next, as explained in the section above).

- For this reason, **it is very important that you familiarize yourself with the acceptable responses before you give the test.** Feel free to keep the list of acceptable responses near you when you give your first few tests; you can then refer to it if you are not sure about a response.
- Occasionally, a learner will give a meaning that is extremely difficult to judge while you are giving the test. You'll need more time to decide if the meaning is acceptable. If this happens to you, make sure that you don't let that response be the one to stop the test. Keep going to the next level! It is better to push the learner a little bit than to stop testing too soon.
- Because the test is scored in real time, you will have the learner's score as soon as you have finished. The score is the **highest** level on which a learner correctly gives 4 or more correct responses. You will notice that Levels 9/10 and 11/12 are combined, respectively. If a learner's highest level is 9/10, the score is recorded as 10.0 GE. Similarly, if a learner's highest level is 11/12, the score is recorded as 12.0 GE.

Word Meaning Test: Examples of Acceptable Responses

Note: A response is acceptable if it encapsulates the target word’s main concept, as given below. Where appropriate, we also provide examples of sentences some test takers have used successfully to give a word’s meaning.

Also note that you may accept a response that gives the meaning for another part of speech – for example, if a learner tells what “aggressive” (adjective) means instead of the target word “aggression” (noun) – as long as the main concept is included.

Level	Word	Main Concept
1	home	place where a person lives
	train	railway car; subway; to teach
	confuse	mix up
	start	begin
	climb	go up or down
2	touch	come in contact with; feel something; put your hand on something
	visit	go to a person or place
	finish	bring to an end; done; over; completed
	fence	gate; barrier; something that you put around the yard to protect it
	pretend	make believe; to act out something that is not real; to fake that you are doing something Sample Sentences: “When people act, they’re pretending to be other persons.” “That child is pretending to be an elephant.”
3	beast	monster; animal; cruel, nasty person
	explain	make someone understand; give directions or tell about something carefully; make clear Sample Sentences: “I wrote this letter, but you don’t know what I’m talking about. I’ll explain it so that you understand.”
	guard	protect; someone who watches prisoners
	ordinary	normal; everyday; average
	distant	far off
4	connect	join together; attach one thing to another
	interruption	break in an activity; butting in; disturbing; when someone is talking to you and you cut in Sample Sentence: “It’s an interruption when you’re in a meeting and someone comes and knocks on the door.”
	ruin	destroy; really spoil something
	inventor	makes things; the one who thought it up; a person that designed something out of his own imagination

	candidate	someone who runs for office
5	energetic	very active; full of pep
	victorious	having won
	territory	land area; someone's property
	urge	basic desire; push forward
	oppose	be against; challenge; object
6	surrender	to give up Sample Sentence: "The man surrendered after holding everyone hostage."
	occupation	job; something you do for a living
	decline	become less; go lower; refuse; reject; to turn something down; say no to something
	consume	eat or drink up; digest; use it up
	dismal	gloomy; dark; grayish
7	confide	entrust to another; give somebody your trust; tell a secret to somebody
	acquaintance	person you know; person you just met; be familiar with someone or something
	resume	go on with; re-start; begin where you left off
	ample	plenty; more than enough; abundance of something
	obligation	duty; something you have to do Sample Sentence: "You are obligated to take the trash out every weekend."
8	cease	stop; come to an end
	aggression	hostile behavior; an attack; showing a lot of attitude and using physical force to get what you want; being militant
	reputation	the opinion of others; how you're known; how people look at you; good or bad description of a person's character
	perseverance	sticking to an aim; persistent; going to keep going
	proposition	formal statement; plan or undertaking; an offer; a deal; a business request

Learner's Name: _____ Date: _____

Tested By: _____ Mastery Level: _____

Vocabulary Assessment Levels 1-4. See next page for Levels 5-8.

Level 1:

____ home _____

____ train _____

____ confuse _____

____ start _____

____ climb _____

Level 2:

____ touch _____

____ visit _____

____ finish _____

____ fence _____

____ pretend _____

Level 3:

____ beast _____

____ explain _____

____ guard _____

____ ordinary _____

____ distant _____

Level 4:

____ connect _____

____ interruption _____

____ ruin _____

____ inventor _____

____ candidate _____

Vocabulary Assessment Levels 5-8. See previous page for Levels 1-4.

Level 5:

_____ energetic _____

_____ victorious _____

_____ territory _____

_____ urge _____

_____ oppose _____

Level 6:

_____ surrender _____

_____ occupation _____

_____ decline _____

_____ consume _____

_____ dismal _____

Level 7:

_____ confide _____

_____ acquaintance _____

_____ resume _____

_____ ample _____

_____ obligation _____

Level 8:

_____ cease _____

_____ aggression _____

_____ reputation _____

_____ perseverance _____

_____ proposition _____

Assessing Comprehension using the Comprehension Interview and BADER Reading and Language Inventory

Directions for the Comprehension Interview:

Conduct the Student Comprehension Interview orally. The tester reads each question to the student, the student answers orally, and the tester writes the student's answers as they are given.

Directions for the BADER Comprehension Assessment:

1. Begin with the passage at the student's Word Identification Mastery Level.
2. Determine if the student has adequate background knowledge about the passage by asking the "Assessing and Activating Background Knowledge" question at the beginning of the passage.
3. Say to the student, "Now I will ask you to read a passage silently and then answer questions about what you read." Give the passage to the student.
4. Continue by reading the motivating statement to the student.
5. Ask the student to read the passage silently and to turn the passage over when he/she has finished reading it.
6. Ask the comprehension and interpretive questions listed. (Or you can have the student retell the story). You can also ask general questions such as, "Can you tell me more? What else happened? Can you think of something else?" You may also need to probe based on the student's response. Retelling or answers that paraphrase the meaning or wording of the passage are to be considered correct.
7. As a further probe of the student's ability, you may permit the reader to inspect the passage to find the answer to a question. Note whether the reader can scan to find information.
8. If the student gets 75% of the questions correct, go up a level. If the student gets less than 75% correct, move down a level.
9. Have the student continue to read passages and answer questions until they reach mastery level. Mastery Level is the highest level where at least 75% of questions are answered correctly.
10. Stop testing when the student reaches mastery level or level 9.
11. The Instructional Level is one level higher than the student's Mastery Level. Instructional Level refers to an instructional condition where the teacher is giving direct aid, support and guidance. If the student is expected to work independently (read and answer questions, complete worksheets, or follow directions without assistance), then the "independent leaning level" should be reading material at their Mastery Level or lower.

Comprehension Interview

Name _____ Date _____

1. Do you like to read? ___ Yes ___ No ___ Sometimes
2. In what languages do you read?
3. Do you read outside of class? ___ Yes ___ No ___ Sometimes ___ not much

What do you like to read outside of class?

_____ Newspapers, which sections?

_____ Magazines, which ones?

_____ Books, what kind?

4. What is the hardest part about reading for you?
5. If I asked you to read something, how would you know if you were reading it well?

Directions: Choose a number to show how each statement fits you.

1 **2** **3** **4** **5**
 Never Rarely Sometimes Often Always

6.	Before I read something, I look at the title and the pictures and try to think what the reading will be about.	
7.	When I read something, I think about what my purpose is for reading it.	
8.	When I read, I stop every now and then to think about what I am reading.	
9.	When I read stories, I try to guess what will happen next.	
10.	I picture what is happening in the story when I read.	
11.	When I read, I slow down when something does not make sense.	
12.	I go back over parts I do not understand when I am reading.	
13.	When I read something, I think about how the reading fits with what I knew about the topic before reading.	
14.	When I read something, I ask myself questions about what I am reading and check to see if I have answered my questions.	