

# 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

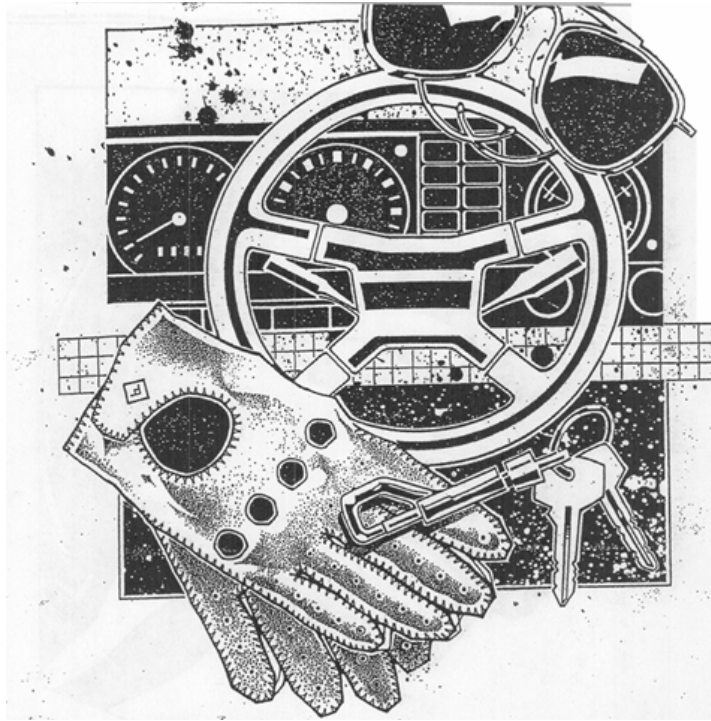
a

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?

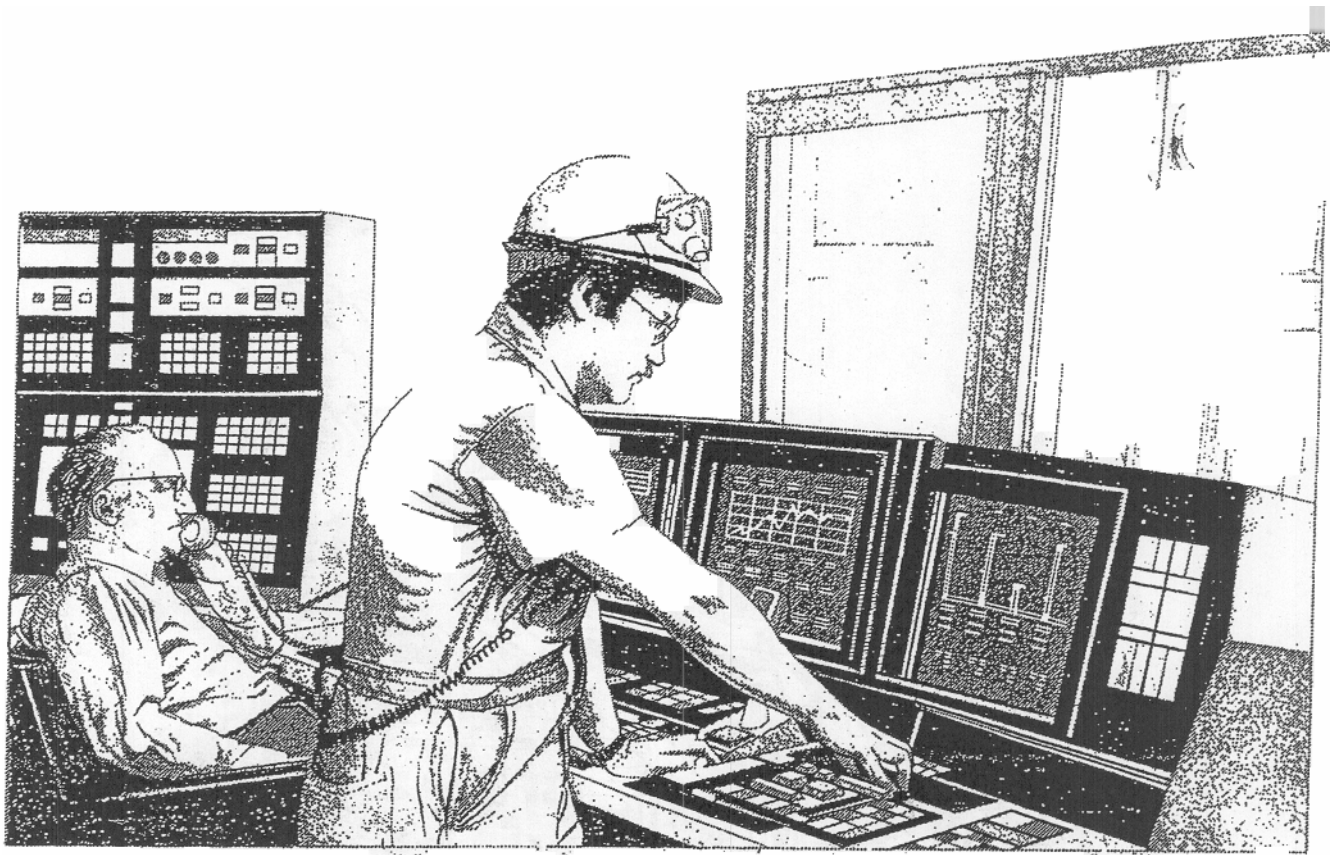
I like to go to the beach and enjoy the sun.

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:**

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**Please complete the following form:**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Telephone Number:** \_\_\_\_\_



# SPELLING

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
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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