

READ Recording Pad

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RECORDING SHEET - PART 1
SIGHT WORDS: Form A Word Lists

Student's Name

Tester's Name

Date

INSTRUCTIONS: Record incorrect responses as directed in the READ Manual.

List 1

1. the _____
2. that _____
3. with _____
4. by _____
5. but _____
6. which _____
7. she _____
8. been _____
9. no _____
10. up _____

List 2

1. now _____
2. me _____
3. many _____
4. where _____
5. should _____
6. Mr. _____
7. make _____
8. long _____
9. under _____
10. last _____

No. correct _____

No. correct _____

List 3

1. states _____
2. without _____
3. home _____
4. say _____
5. school _____
6. left _____
7. away _____
8. public _____
9. far _____
10. better _____

List 4

1. give _____
2. room _____
3. several _____
4. face _____
5. things _____
6. become _____
7. felt _____
8. ever _____
9. seemed _____
10. country _____

No. correct _____

No. correct _____

RECORDING SHEET – PART 1
SIGHT WORDS: Form B Word Lists

Student's Name

Tester's Name

Date

INSTRUCTIONS: Record incorrect responses as directed in the READ Manual.

List 1

1. of _____
2. is _____
3. as _____
4. I _____
5. from _____
6. one _____
7. there _____
8. has _____
9. if _____
10. its _____

List 2

1. such _____
2. even _____
3. before _____
4. your _____
5. because _____
6. how _____
7. world _____
8. get _____
9. never _____
10. might _____

No. correct _____

No. correct _____

List 3

1. himself _____
2. again _____
3. small _____
4. part _____
5. every _____
6. number _____
7. something _____
8. but _____
9. took _____
10. set _____

List 4

1. group _____
2. president _____
3. order _____
4. per _____
5. looked _____
6. large _____
7. along _____
8. least _____
9. family _____
10. area _____

No. correct _____

No. correct _____

RECORDING SHEET – PART 2
WORD ANALYSIS SKILLS

PRE-TEST

Student's Name

Tester's Name

Date

INSTRUCTIONS: Record incorrect responses as directed in the READ Manual.

Section A: Letter-Sound Relationships

Sounds: M R D S F K T P C L N G W B J H Y V Z

Section B: Letter Names

Lower-Case Names: m r a f d n c v t p s h g j w b l i k z e o u y x q

Upper-Case Names: M R D S F K T P C L N G W B J H Y V Z

Section C: Reversals

lap _____ was _____ rat _____ pot _____ on _____ [Stop here if these are easily read.]

tar _____ now _____ pal _____ top _____ saw _____ won _____ no _____

Section D: CVC

ban _____ cob _____ din _____ fed _____ hub _____ [Stop here if these are easily read.]

gal _____ jot _____ kid _____ zen _____ mud _____

nag _____ lop _____ wit _____ pun _____

vat _____ sox _____ rut _____

yam _____ tug _____

Section E: CV(CC)

dock _____ rill _____ jazz _____ cuff _____ mess _____ [Stop here if these are easily read.]

tick _____ yell _____ toss _____ heck _____ doll _____ buck _____ rack _____

Section F: Initial Blends

stag _____ prom _____ sped _____ scum _____ flip _____ [Stop here if these are easily read.]

trap _____ grid _____ crab _____ dreg _____ plop _____ frog _____ blab _____

slit _____ drop _____ glen _____ skim _____ smut _____ snug _____ twig _____

RECORDING SHEET – PART 2
WORD ANALYSIS SKILLS (continued)

Section G: Final Blends

bent _____ pond _____ back _____ dust _____ wilt _____ [Stop here if these are easily read.]
heft _____ damp _____ tank _____

Section H: Initial Digraphs

sham _____ thus _____ chum _____ whip _____ quit _____ phone _____

Section I: Final Digraphs

bash _____ path _____ rich _____ graph _____

Section J: Suffixes

walked _____ calling _____ tender _____ darken _____ visitor _____ windy _____
swiftly _____ vacation _____ occasion _____ freshness _____ restful _____ anxious _____

Section K: Soft C and G

circus _____ dance _____ space _____ celery _____ city _____ cycle _____
huge _____ village _____ ginger _____ edge _____

Section L: Silent Letters

calf _____ limb _____ knock _____ castle _____ hour _____
wrench _____ toward _____ listen _____ island _____

Section M: Multi-Syllabic Words

information _____ palpitate _____ temporary _____ satisfaction _____
misinform _____ interview _____

Student's Name

Tester's Name

Date

INSTRUCTIONS: Record incorrect responses as directed in the READ Manual.

Section A: Letter-Sound Relationships

Sounds: M R D S F K T P C L N G W B J H Y V Z

Section B: Letter Names

Lower-Case Names: m r a f d n c v t p s h g j w b l i k z e o u y x q

Upper-Case Names: M R D S F K T P C L N G W B J H Y V Z

Section C: Reversals

lap _____ was _____ rat _____ pot _____ on _____ [Stop here if these are easily read.]

tar _____ now _____ pal _____ top _____ saw _____ won _____ no _____

Section D: CVC

ban _____ cob _____ din _____ fed _____ hub _____ [Stop here if these are easily read.]

gal _____ jot _____ kid _____ zen _____ mud _____

nag _____ lop _____ wit _____ pun _____

vat _____ sox _____ rut _____

yam _____ tug _____

Section E: CV(CC)

dock _____ rill _____ jazz _____ cuff _____ mess _____ [Stop here if these are easily read.]

tick _____ yell _____ toss _____ heck _____ doll _____ buck _____ rack _____

Section F: Initial Blends

stag _____ prom _____ sped _____ scum _____ flip _____ [Stop here if these are easily read.]

trap _____ grid _____ crab _____ dreg _____ plop _____ frog _____ blab _____

slit _____ drop _____ glen _____ skim _____ smut _____ snug _____ twig _____

RECORDING SHEET - PART 2
WORD ANALYSIS SKILLS (continued)

Section G: Final Blends

bent _____ pond _____ back _____ dust _____ wilt _____ [Stop here if these are easily read.]
heft _____ damp _____ tank _____

Section H: Initial Digraphs

sham _____ thus _____ chum _____ whip _____ quit _____ phone _____

Section I: Final Digraphs

bash _____ path _____ rich _____ graph _____

Section J: Suffixes

walked _____ calling _____ tender _____ darken _____ visitor _____ windy _____
swiftly _____ vacation _____ occasion _____ freshness _____ restful _____ anxious _____

Section K: Soft C and G

circus _____ dance _____ space _____ celery _____ city _____ cycle _____
huge _____ village _____ ginger _____ edge _____

Section L: Silent Letters

calf _____ limb _____ knock _____ castle _____ hour _____
wrench _____ toward _____ listen _____ island _____

Section M: Multi-Syllabic Words

information _____ palpitate _____ temporary _____ satisfaction _____
misinform _____ interview _____

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

INSTRUCTIONS: Record oral reading and comprehension responses as directed in READ manual.

Level A: A student is recorded at Level A when success in Level B is not recorded.

Level B *Passage 1 Introduction:* [Tester reads.] It's great to have a job you really enjoy. Read about the memories one person has of his favorite job.

Art once worked for Gerber's Baby Food. He worked there for twenty years. Then the factory moved away. Art was out of work. Art liked working at Gerber's. It was a big job. He had to check the bottles. He also helped train people.

Comprehension Check:

- 1) ____ Where did Art work? (Gerber's)
- 2) ____ How long did Art work at Gerber's? (either twenty years or a long time)
- 3) ____ What did he do at Gerber's? (checked bottles and trained people)
- 4) ____ Why did he stop working there? (the factory moved away)
- 5) ____ What did Art like about this job? (either he felt important or it was a big job)

Check one: ____ Student read story

____ Examiner read story

Number of errors: Word Recognition ____

Reading Comprehension ____

Listening Comprehension ____

Scoring Guide: 3 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

INSTRUCTIONS: Record oral reading and comprehension responses as directed in the READ Manual.

Level A: A student is recorded at Level A when success in Level B is not recorded.

Level B *Passage 2 Introduction:* [Tester reads.] Being a part of a family is an important part of many people's lives. Read about one woman and the members of her family.

Darlene comes from a big family. She has one sister. Her sister's name is Susie. Darlene also has three brothers. She has a 15-year-old niece, too. Darlene is the oldest in her family. She is 38 years old.

Comprehension Check:

- 1) ____ What is the name of Darlene's sister? (Susie)
- 2) ____ How many brothers does Darlene have? (three)
- 3) ____ How old is her niece? (15 years old)
- 4) ____ Who is the oldest person in her family? (Darlene)
- 5) ____ How old is Darlene? (38 years old)

Check one: ____ Student read story

____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 2 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

INSTRUCTIONS: Record oral reading and comprehension responses as directed in the READ Manual.

Level A: A student is recorded at Level A when success in Level B is not recorded.

Level B Passage 3 Introduction: [Tester reads.] Being a parent is an important job. It is also very rewarding. Read about this mother and her life as a parent.

Sandra has two kids, a boy and a girl. She wants both kids to do well in school. She likes to read to them. Sometimes her daughter reads to her. Sandra also likes to play with her children. Making both of them laugh makes her happy.

Comprehension Check:

- 1) _____ How many children does Sandra have? (two)
- 2) _____ What makes her happy? (making the children laugh)
- 3) _____ What kind of things does Sandra like to do with her children? (read to them and play with them)
- 4) _____ What kinds of things do the children do? (either read or play)
- 5) _____ What do you think is important to Sandra? (family, education, or any reasonable response)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 3 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

INSTRUCTIONS: Record oral reading and comprehension responses as directed in the READ Manual.

Level A: A student is recorded at Level A when success in Level B is not recorded.

Level B Passage 4 Introduction: [Tester reads.] Some people do not have very fond memories of school. Read what this person says about his school experience.

I was smart in some things in school. I was good in art. I was good at speaking. But there were too many kids in my school. There were sixty kids in every class. How are you going to teach sixty kids in half an hour? No wonder I had trouble reading and doing math. There were many kids who could not.

Comprehension Check:

- 1) ____ What kind of things was the author good at? (either art or speaking)
- 2) ____ What was the problem with the school the author attended? (too many kids)
- 3) ____ How many students attended every class? (sixty)
- 4) ____ What school subjects did the author need help with? (reading and math)
- 5) ____ Why do you think that it was difficult for students to learn with that many kids in a class? (any reasonable response)

Check one: ____ Student read story

____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 4 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET - PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level C Passage 1 Introduction: [Tester reads.] Read the following story to find out how this person's job took her to places she had never been before.

I worked for the Alaska Fire Service. During the summer they would set up camps all over Alaska. If there was a fire, they would be there to fight it.

I lived in the camps. I worked as a cook. I was so happy to be one of the cooks and to travel with them. I went to places in Alaska that I never would have visited. I wouldn't even have thought about going to those places.

Comprehension Check:

- 1) ____ Who did the author work for? (Alaska Fire Service)
- 2) ____ Where did the author live while working for the Alaska Fire Service? (in the camps)
- 3) ____ What was the author's job while working for the Alaska Fire Service? (cook)
- 4) ____ What did the author like about this job? (either cooking or traveling)
- 5) ____ Why did the author get to travel so much with this job? (because the Alaska Fire Service had to be where the fires were)

Check one: ____ Student read story

____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 5 word recognition errors permitted.

1 comprehension error permitted.

RECORDING SHEET – PART 3
READING/LISTENING INVENTORY

Student's Name

Tester's Name

Date

Level C Passage 2 Introduction: [Tester reads.] It is important to have a dream. Find out what the person in the following story has always dreamed of.

When I was about twelve years old I wanted to live in the mountains. My family took my sister and me to Montana. It was the most beautiful place I had ever seen. There were lots of wild animals there. The mountains looked nice covered with snow. You felt as if you could reach out and touch them.

I am now 28 years old. I am hoping to move out there. It has always been my dream.

Comprehension Check:

- 1) _____ Where did the author go with her family when she was a child? (Montana).
- 2) _____ What was there a lot of in this place? (either wild animals or beautiful scenery)
- 3) _____ What were the mountains covered with? (snow)
- 4) _____ What did the author like about this trip? (either the mountains or the scenery)
- 5) _____ What has always been the author's dream? (to move to Montana)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 5 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level C Passage 3 Introduction: [Tester reads.] Learning to read can change a person's life. Read how learning to read changed the life of the woman who wrote this story.

I am doing as much reading on my own as I can. It is opening up a whole new world for me. I enjoy being able to finish a book and knowing what happened in it.

I feel better about myself since I went back to school. I also don't feel that I am stupid, and I never was. It's nice to feel better about myself. I am a happier person for it. So don't give up! It's all worth it!

Comprehension Check:

- 1) ____ What does this author do a lot on her own? (read)
- 2) ____ What does the author say she enjoys about reading a book now? (either being able to finish it or knowing what happened)
- 3) ____ What is it the author has done that makes her feel better about herself? (she went back to school)
- 4) ____ Why is the author a happier person? (either she can now read or she has gone back to school)
- 5) ____ What does the author mean when she says, "It is opening up a whole new world for me"? (any reasonable response)

Check one: ____ Student read story

____ Examiner read story.

Number of errors: Word Recognition_____

Reading Comprehension_____

Listening Comprehension_____

Scoring Guide: 5 word recognition errors permitted.

1 comprehension error permitted.

RECORDING SHEET – PART 3
READING/LISTENING INVENTORY

Student's Name

Tester's Name

Date

Level C *Passage 4 Introduction:* [Tester reads.] Have you ever met a person who just loves to cook and always ends up in the kitchen? The person in the following story is just like that. Find out what happens to her when she goes to a wedding.

When I go to a wedding, I always end up in the kitchen. It just happens that way. I cooked all the food for my sister Irma's wedding. I served about 400 people.

Once I was invited to a friend's wedding. We were sitting there at a table. A woman came up to me and she said, "It's crazy in there! Nothing is ready!" I asked my husband, "Do you mind?" He said, "I'm starving. Go help these people before we starve to death!"

Comprehension Check:

- 1) _____ Where does the author always end up when going to a wedding? (in the kitchen)
- 2) _____ What is the name of the author's sister? (Irma)
- 3) _____ How many people did the author serve at Irma's wedding? (400)
- 4) _____ What happened when the author was invited to her friend's wedding? (the kitchen was in trouble and they asked her to help)
- 5) _____ Why did the author's husband ask her to help? (because it was taking so long and he was hungry)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 5 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level D Passage 1 Introduction: [Tester reads.] You can't always believe everything you see in an ad. The following passage explains some of the steps you can take to read ads with care.

When you read an ad, you should expect to find out more about a product. Has the brand been tested?

How does the product compare to other brands? What does it cost? How long does it last?

Sometimes, instead of facts, ads contain a lot of general statements. If all of these general statements were taken out of the ad, you would find that the ad told you very little about the product.

Comprehension Check:

- 1) _____ What should you expect to find when you read an ad? (more about a product)
- 2) _____ What kind of things can you look for in an ad? (list at least two reasonable responses, such as whether the brand was tested, the ad claims, or how the product compares to other brands)
- 3) _____ What do some ads contain instead of facts? (general statements)
- 4) _____ What does the author mean by "general statements?" (statements that don't really say anything specific)
- 5) _____ Why is it important to read ads carefully? (any reasonable response)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 5 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level D Passage 2 Introduction: [Tester reads.] Sometimes you have to try out different lines of work before you find the type of work you really like. Read about the types of jobs this person did.

My second job was at the Career Center. I sewed a lot of umbrellas for the army to use. I also sewed a lot of other things for the army. I worked at the Career Center for one full year.

I got another job at the First Lutheran Church as a child care teacher. I liked this job very much. I really like children. They like me, too. I worked at this job for two years. I left this job because they did not need me anymore.

Comprehension Check:

- 1) ____ What did the author do for work at the Career Center? (sewed umbrellas and other things for the army)
- 2) ____ How long did the author work at the career center? (one year)
- 3) ____ Why did the author like working as a child care teacher? (liked children)
- 4) ____ What does the author mean by the phrase "one full year"? (12 months)
- 5) ____ What do you think would be a good job for the author to look for in the future? (any reasonable response)

Check one: ____ Student read story

____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 5 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level D Passage 3 Introduction: [Tester reads.] Read the following story to find out what this person's life as a single parent is like.

I am a single parent. My daughter lives with me. Ashley is four years old now. She goes to preschool on Tuesdays, Wednesdays, and Thursdays all day. She likes it a lot. She goes to the YMCA on those three days.

I also have a nine-year-old son named Ross. He goes to Park School. He gets lots of care, love, and understanding. He is a wonderful person and we love him a lot. He is doing very well in school. I am thankful for my two wonderful children.

Comprehension Check:

- 1) ____ What is the name of the author's daughter? (Ashley)
- 2) ____ On what days does Ashley go to preschool? (Tuesdays, Wednesdays and Thursdays)
- 3) ____ Where does Ashley go to preschool? (YMCA)
- 4) ____ Where does the author's son go to school? (Park School)
- 5) ____ How does the author feel about her two children? (any reasonable response)

Check one: ____ Student read story

____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 5 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level D Passage 4 Introduction: [Tester reads.] There are some jobs in which it is important to be able to write clearly. Find out how this person who recently learned to write handles this new challenge.

Sometimes I get a little nervous when I need to write: I have to write accident reports at my job. Sometimes the dispatcher will read it and say, "This doesn't really explain what happened."

Once last week she told me to rewrite an accident report. I started to get nervous and sweaty. The letters started to blur together. I couldn't think for a minute. I had to relax, and start to think about what I knew how to spell. I had to refrain from trying to use big words and go back to what I know how to spell. It started to flow. I looked at it when I was done and I was proud.

Comprehension check:

- 1) ____ When does the author get nervous? (when he or she needs to write)
- 2) ____ What kind of reports does the author have to write at work? (accident reports)
- 3) ____ Why does the author want to avoid using big words? (he or she can't spell them)
- 4) ____ What does the word "refrain" mean in this story? (stop yourself from doing something)
- 5) ____ Why does the author feel proud? (finished the report, spelled the words correctly)

Check one: ____ Student read story

____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 7 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level E *Passage 1 Introduction:* [Tester reads.] Read the following passage to find out how retirement can change your life.

As you think about retirement, you may feel panic. What will you do? How will you use your time? Retirement can give you the chance to fulfill your dreams. Maybe you want to travel. Maybe you want to help others.

Sometimes people stop working at the jobs they spent their lives doing. They try a different kind of work. They may need to work, either for the money or for the benefits. If you continue to work after you start to get Social Security benefits, you can lose these benefits.

Comprehension Check:

- 1) _____ What can retirement give you the chance to do? (travel, help others, or any reasonable response)
- 2) _____ Why do some people work after leaving a job? (either they want to try a new job or they need the money)
- 3) _____ What does the word "retirement" mean? (you stop working at your regular job)
- 4) _____ Why does retirement cause some people to panic? (any reasonable response)
- 5) _____ What could happen if you continue to work after you start to receive Social Security benefits? (you can lose some or all of your benefits)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 6 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level E *Passage 2 Introduction:* [Tester reads.] Read the following passage for some ideas about how you can prepare for a job interview.

Your contacts, cover letter, and resume help you get an interview. An interview helps you get the job. You'll want to have good interviewing skills and prepare ahead of time.

In an interview, an employer wants to find out if you can do the job and if you'll fit in. You want to find out if you like the job and can do it. You also want to make a good impression.

It's a good idea to practice for an interview. You can do this by yourself or with someone else. Practice answering the questions you might be asked.

Comprehension Check:

- 1) _____ What things can help you get an interview? (list at least two reasonable responses, such as contacts, cover letter, or resume)
- 2) _____ In an interview, what does an employer want to find out? (either if you can do the job or if you'll fit in)
- 3) _____ What do you want to find out in an interview? (either if you will like the job or if you will fit in)
- 4) _____ What does the word "interview" mean in this passage? (an employer asks questions of a possible employee)
- 5) _____ What could you do to practice for an interview? (practice answering questions)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 6 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level E Passage 3 Introduction: [Tester reads.] Life for a new immigrant can be both exciting and challenging. Read about this woman's new life in the United States.

I was born in Laos. I fled through the jungle with my husband and my three children to escape the Vietcong. We came to America through Thailand.

I now have eight children. My husband and I just bought a house. We are very busy trying to fix up the house. It is hard because we both work.

Cindy is my Literacy Volunteer tutor from the public library. Cindy and I laughed as we shared the story of my husband trying to put in a new bathtub. He worked very hard all weekend, but by Monday we had to call a plumber to fix the leak. Cindy said her husband once remodeled the kitchen and she had to wash dishes in the bathtub for a week!

Comprehension Check:

- 1) _____ In which country was the author born? (Laos)
- 2) _____ How many children does the author now have? (eight)
- 3) _____ Who is Cindy? (the author's Literacy Volunteer tutor)
- 4) _____ What does the word "remodel" mean? (fix things up)
- 5) _____ What did the author and her husband just buy? (a house)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 7 word recognition errors permitted.

1 comprehension error permitted.

RECORDING SHEET – PART 3
READING/LISTENING INVENTORY

Student's Name

Tester's Name

Date

Level E: *Passage 4 Introduction:* [Tester reads.] Learning to read is important for both adults and children. Read the following passage to find out why this is so.

In childhood and beyond, reading opens doors. The earlier a child sees people reading, the better. Kids need to read in school. They have to read textbooks and papers. They have to read directions and questions on tests.

To do well in almost any subject, a child must use reading skills. Reading outside of school is important, too. Kids need to read all kinds of things, from notes and signs to movie listings.

By reading, kids learn new words. They learn new ways to express ideas and feelings. Make reading a part of your child's life at home. Like playing, treat reading as a fun thing to do. Make it a family activity. Before long, your child will love it.

Comprehension Check:

- 1) _____ Why is it important for children to be around reading? (so they know it's important, so they imitate readers, or any reasonable response)
- 2) _____ What must a child use to do well in almost any subject? (reading skills)
- 3) _____ What is one way kids learn new words? (by reading)
- 4) _____ What does the word "activity" mean in this sentence? (something to do)
- 5) _____ What are some ways you can encourage your child to love reading? (any reasonable response)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 7 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level F Passage 1 Introduction: [Tester reads.] Nowadays it seems like computers are everywhere. Read the following passage to find out how computers can be used in the library.

Many libraries use computers to store their list of books. Each library has instructions for this system.

In most systems you can find a book by typing in the book's call number, author, title, or subject.

In the library computer system, you can find out how many books the library has by one author. You can find the location of the book in the library. You also can tell whether the book is in the library so that you can use it.

For example, you may want to find a book, but you can't remember the author's name. You don't know the call number. If your library has a computer system, you can look for the book by typing the title into the computer.

Comprehension Check:

- 1) _____ What do many libraries use to store their list of books? (computers)
- 2) _____ In most library computer systems, how can you find a book? (by typing in the author, title, or subject)
- 3) _____ How will you find the book you are looking for if you can't remember the author's name? (you type the title of the book into the computer)
- 4) _____ In the passage, what is a "call number"? (the number assigned to a book when it is filed on the library computer system)
- 5) _____ What can you find out about a book from the library computer system? (how many books by the same author, location of the book, or any reasonable response)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 7 word recognition errors permitted.

1 comprehension error permitted.

**RECORDING SHEET – PART 3
READING/LISTENING INVENTORY**

Student's Name

Tester's Name

Date

Level F Passage 2 Introduction: [Tester reads.] Knowing how to read can help you be a more informed voter. Read the following passage to find out how literacy can help you be more involved in your community.

What do you need to know to be a good citizen? You need to know how to vote, where to vote, and how to register to vote. You also need to be informed on the issues.

To vote you need to know what the issues are facing your community and state. Being literate and educated will help you understand the issues. It will also help you learn the history and background of the area you live in. Most of all, you need to know who your candidates are and what they stand for.

Being a good citizen also means getting involved in your community. For example, recycle! Whatever can be recycled should be. It cuts down on garbage. It is a good way to take care of your community.

Comprehension Check:

- 1) _____ What do you need to know to be a good citizen? (list at least two reasonable responses, such as how to vote, where to vote, how to register, or being involved)
- 2) _____ How can being literate and educated help you be a better citizen? (you are able to read to understand issues facing your community)
- 3) _____ What is the most important thing to know to vote? (what the candidates stand for)
- 4) _____ What does the word "recycle" mean in this passage? (arrange for something to be reused)
- 5) _____ What cuts down on garbage and is a good way to take care of your community? (recycling)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 8 word recognition errors permitted.

1 comprehension error permitted.

RECORDING SHEET – PART 3
READING/LISTENING INVENTORY

PRE-TEST

 Student's Name

 Tester's Name

 Date

Level F Passage 3 Introduction: [Tester reads.] There are many things you can do to improve your child's educational experience. Read the following passage to find out about some ways that you can help your child in school.

Helping your child with school may seem hard at times. Notes from teachers are sometimes hard to understand. Sometimes it's hard to know what to do. A lot of parents have these feelings. But it's important to know that you can help your child.

You can help by sending your child to school every day. You should also talk with the teacher. The teacher wants to hear from you.

Being involved makes a difference. The teacher is trained to help your child learn. That doesn't mean that teachers can do the job alone. Parents and teachers need to work together to help children.

Comprehension Check:

- 1) _____ Why is helping your child with school sometimes hard? (it's not clear what to do)
- 2) _____ What is one way to help your child in school? (either send child to school or talk with teacher)
- 3) _____ What does the phrase "being involved" mean in this story? (talking with the teacher, helping in school, or any reasonable response)
- 4) _____ Why should a parent talk with the teacher? (any reasonable response)
- 5) _____ Why do parents and teachers need to work together? (any reasonable response)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 6 word recognition errors permitted.

1 comprehension error permitted.

RECORDING SHEET – PART 3
READING/LISTENING INVENTORY

Student's Name

Tester's Name

Date

Level F Passage 4 Introduction: [Tester reads.] Read the following passage to find out more about references for a job search.

Most employers will ask you for references. They want to know how well you did in past jobs.

References are people who can tell others what kind of worker you are. These people could include your supervisor, a manager, or the owner of a company. The people you have worked for in your most recent job are most important.

You could also ask people who know you in private life. You might pick a neighbor, a teacher, or a co-worker. You should plan to have at least three references.

Try to choose people who have good things to say about you. Then call them and ask them if they are willing to give you a reference. If they agree, tell them what jobs you are applying for. Remind them of any of your success stories they could talk about.

Comprehension Check

- 1) _____ Why do most employers ask you for references? (any reasonable response)
- 2) _____ Who gives the best references? (someone you have worked for)
- 3) _____ What are "references"? (a list of people who can tell employers what kind of worker you are)
- 4) _____ Who can you ask to be on your reference list? (past employers, people who know you well, or any reasonable response)
- 5) _____ Why is it a good idea to tell the people you are asking for references about the job you are applying for? (so that they can tell future employers about the qualities that make you fit or any reasonable response)

Check one: _____ Student read story

_____ Examiner read story

Number of errors: Word Recognition _____

Reading Comprehension _____

Listening Comprehension _____

Scoring Guide: 9 word recognition errors permitted.

1 comprehension error permitted.

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

<i>Section</i>	<i>Record Student's Incorrect Responses</i>	<i>Number Possible</i>	<i>Number Correct</i>
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:

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

<i>Section</i>	<i>Record Student's Incorrect Responses</i>	<i>Number Possible</i>	<i>Number Correct</i>
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I. Final Digraphs		4	
J. Suffixes		12	
K. Soft C and G		10	
L. Silent Letters		9	
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PART 3 READING/LISTENING INVENTORY

Word Recognition Instructional Level _____

Reading Comprehension Instructional Level _____

Listening Comprehension Instructional Level _____

Notes:



New Readers Press
ProLiteracy's publishing division

Syracuse, New York
800-448-8878
www.newreaderspress.com

ISBN 978-1-56853-348-3

