



Administering Part 2b: Reading Comprehension

Purpose of this part of the assessment

To establish at what level the learner is reading at their *independent*, *instructional* or *frustration* level.

Independent Reading Level - at this level, the learner can read fluently. Their comprehension is excellent and they make very few word recognition errors. The learner's **recreational reading** material, their **assigned readings** and all **homework** should be at the independent reading level.

Instructional Level - at this level the reader has good comprehension but makes some word recognition errors. Reading material should be at this level when the learner is being tutored.

Frustration Level - the learner has poor comprehension and may have poor word recognition. Their rate of reading may be slow and halting. A learner should never read material that is at their frustration level.

Administering the LWR Reading Passages:

LWR Reading Profile 1:

Instruction to the learner:

On these two pages are seven very short stories. I'd like you to read each story, and then read the three sentences below it. I'd like you to put a check mark next to which sentence is correct, a, b, or c.

Administrator Instructions:

If necessary, to help the learner understand what to do, work through the first item together and count it as a "free" correct answer.

Point to the last story, number 8, *Now read this story and the questions after it. I'd like you to tell me which answer is correct a for Yes or b for No.*

Answers: 1 b / 2 c / 3 a / 4 c / 5 c / 6 a / 7 a / 8A b (No) / 8B a (Yes) / 8C a (Yes)

Total Correct: /10

Mastery Level 8/10

LWR Reading Profile 2:

Ask the learner to read the stories and put a check mark next to the best answer. (Stop if this exercise is clearly too difficult for the learner).

Answers: 1 a / 2 b / 3 c / 4 b / 5A c / 5 B b / 6A b / 6B c / 7A a / 7B b

Total Correct: /10

Mastery Level: 8/10

LWR Reading Profile 3:

Instruction to the learner:

You will read a story and then answer questions about the story. Then you will do the same with a second story.

3-A. Three Days at Snake River

This story is about the Masons' trip. As you answer the questions, you can look back at the story.

Answers to 3A:

1 b. to Snake River. / 2. Any sentence about having fun, fishing, playing in the water, or picking up pretty rocks. / 3. a. Yes. / 4. A hundred dollars or \$100.

3-B. Fire at Home

This story is about a fire at Joe's house. Read the story, and then follow the directions below it.

Note: If S. has difficulty understanding the instructions on page 6, offer help.

Administrator Instructions:

To make the task on page 6 easier, you may print each of the six sentences on a separate slip of paper. Then have the learner place the slips of paper in the proper order.

Answers to 3B: 1. Joe was smoking in bed. / 2. Joe went to sleep. / 3. The bed started burning. / 4. The puppy woke Joe up. / 5. Joe called the fire department. / 6. The fire was put out.

Or 2 1 6 4 3 5

Total Correct for Part 3A and 3B:

/10

Mastery Level: 8 10 5.

LWR 3 Practical Reading and Writing

Instruction to the learner:

This section is about the kind of practical reading and writing a person does in everyday life. On each page, there are instructions which we will read together. Then there is something for you to read. And then there are some questions for you to answer. I'll help you with difficult words.

Administrator Instructions:

Watch to see that the learner understands what to do. If they get confused, explain again what to do. Help the learner with any difficult words in the directions. For the application on page 10, ask the learner to fill in the form with their own details. If the learner becomes overly frustrated by any of these tasks, encourage them to move on to the next section.

Answers to Practical Reading:

Q1 Check	Q2 Letter
1. Kay Block	1. Carla
2. Helen Porter	2. Gail and Jason
3. April 30, 2011	3. April 3, 2011
4. May rent	4. b
5. \$375.00 (may be spelled out)	5. May 28 (2011 is optional)
Total /5	6. 2:00 p.m.
Mastery 5/5	Total /6
	Mastery: 6/6
Q3 Bill	Q4 Timetable
1. Brake repair	1. 8:55 a.m.
2. Labor	2. 1:20 p.m.
3. \$2.50	3. (Gate)
4. \$38.00	4. 505 and 675
Total: /4	5. 9:25 a.m.
Mastery: 4/4	Total: /5
	Mastery: 4/5

Q5 – Application

Score 1 point for each of the following items. Answers must be spelled correctly. Appropriate abbreviations are acceptable, as is a number for the month.

Name	Address	Date of Birth	
1 – Last Name	1 – Number and Street	1 – Month	1 - Signature

1 – First Name	1 – City 1 – Province 1 – Post Code	1 – Day 1 - Year	
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Total Correct: /10

Mastery Level: 9/10

[LWR Reading Profile 4:](#)

Instruction to the learner:

In this part, you will read a story and then answer some questions about it. Then you will do the same for another story. As you answer the questions, you may look back at the story.

Scoring:

Answers to 4-A: 1. The south side / 2. c / 3. c / 4. B / 5. c

Answers to 4-B: 1. In the Senate Office Building / 2. b / 3. A sentence should indicate that the day care center will stay open long hours because Senate employees must often work late. / 4. b / 5. c

Total Correct for Part 4A and B: /10

Mastery Level: 8 /10

[LWR 4: Practical Reading and Writing](#)

Instruction to the learner:

This section is about the kind of practical reading and writing a person does in everyday life. On each page, there are instructions which we will read together. Then there is something for you to read. And then there are some questions for you to answer. I'll help you with difficult words.

Scoring:

Answers to Question 1: Want Ads: 1. 376 Circle Drive / 2. After 5:30 / 3. The landlord / 4. Nurse's aide / 5. In person / 6. 2–5 p.m.

Total Correct: /6

Mastery Level: 5/6

Answers to Question 2: Table of Contents 1. The Crown / 2. 65 / 3a. Chapter 2 / 3b. 31 / 4a
Chapter 8 / 4b. 86

Total Correct: /6

Mastery Level: 5 6 6-C.



Be very warm and supportive throughout the process of giving these reading profiles. If the learner becomes overly frustrated by any section of the profile, stop, and go on to the next section.

Administering the CARA Reading Passages:

Instructions to the learner:

Before the learner reads the selection, say, *“Here is a passage I would like you to read. (Read the title and the introduction of the passage to the learner) Please read it silently to yourself. When you have finished, please read it aloud to me.*

While you are reading, I will record the way in which you read. After you have read the passage, I’d like you to tell me about it. Then I will ask you some questions.

Administrator Instructions:

Record the learner’s reading errors or oral miscues as they read aloud. If the learner is unable to pronounce a word, wait 5 seconds, and then read the word to them.

Recording Miscues

Substitutions:

The substituted word is recorded above the text word, as demonstrated in the following examples:

Piano

It said, “**Pianos** for Sale - \$199.”

small

Inside, was a **little** plastic piano.



Sometimes, the substitution may be a non-word. ESL learners tend to omit word endings. This is a reflection of dialectical differences and should not be coded as a miscue!

Omissions: Circle the omitted word or phrase, as shown in the following example.

He had lost a lot of money on a little piano.

Additions: Indicate the point of addition above the text, as illustrated in the following example.

great
↓
“What a deal!” thought Joe

Pronunciation:

When a student does not attempt to decode a word, wait for 5 seconds, and then pronounce the word. Write the letter “P” above the word that was pronounced for them.

Inversions:

Record when the student changes the order of words. Draw a curved line to show the reordered words as shown in the following example.

“What a deal!” thought Joe

Repetitions: Draw a line above the repetition as illustrated below.

The man on the phone asked Joe for the name and address of the piano company.

Recording Self-Corrections record these by placing a check mark after the recorded miscue and a line is drawn above the words that were re-read, as demonstrated in the following example.

_____ alive ✓

There is only one queen bee in a hive.

Retelling: Remove the passage from the learner’s line of vision and ask for a retelling and say,

“Tell me what you have read, using your own words.” or “Tell me as much information as you can about what you have just read.”

Checking comprehension

Each passage is followed by six to ten comprehension questions. Write down or underline the learner’s responses.

Say, *“Now I am going to ask you some questions about the passage you have just read.”*

Scoring

An incorrect answer = 0, a correct answer = 1, and a partially correct answer = ½

For questions with two or more responses, one correct response = ½ point.



- Additional information can be elicited by saying, **“Can you tell me more?”**
- Sometimes a learner will find it difficult to answer inference questions because the passage did not contain the answer. They may say that “it didn’t say.” If this happens, you should provide the learner with a prompt by saying, **“This is a ‘what do you think’ question.”**
- If the learner achieves 100% comprehension on the first two passages they read, you can skip a level and move on to a higher-level passage. If the learner’s comprehension score is at frustration level on the first passage they read, have them read a passage at a lower level.

Using the total score you can estimate the learner’s **Reading Level**.

Independent	Instructional	Frustration
7½ - 8 points	5½ - 7 points	5 points or less