

Learner Assessments: General Instructions

- ✓ Ensure you are testing in a space that is going to be free from distractions. Sit opposite or preferably beside the learner, in a way that is comfortable for both.
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- ✓ Before you begin administering the test, share the purpose and the nature of the test.
- ✓ Explain who will have access to the test results.
- ✓ Reassure the learner that this is not a “pass/fail” test; rather, it is a test to see *how* the learner reads. By understanding the learner’s strengths and weaknesses, you will be able to provide appropriate instruction.
- ✓ Try to avoid helping the learner with undue coaching.
- ✓ Proceed to the next question if the learner provides an incorrect response. You do not need to provide the correct response.
- ✓ Administer all the tests, or if you prefer, select, and administer a few tests that reflect the learner’s capabilities.
- ✓ Stop administering any test if the learner shows signs of anxiety, stress, or frustration. Proceed to the next test.
- ✓ Try not to refer to the assessment as a test!
- ✓ Make notes during the assessment about the learner’s performance. You can also make notes about instructional implications. These notes can be written under the headings “Observations” and “Instructional Implications”.
- ✓ Do not hesitate to ask the learner to slow down to facilitate note taking.