

Bader Reading and Language Assessment Inventory (Alternate Version)

Student Name: _____

Examiner Name: _____

Date given: _____

After completing the Bader, please transfer the scores from inside the booklet to this outside cover.

Scoring Summary

Word Recognition Scoring: ___ Highest independent level
 ___ Highest instructional level
 ___ Lowest frustration level

Approximate Instructional Reading Level:
(Student Read) (check one): ___ Reading Card A (preprimer)
 ___ Reading Card B (primer)
 ___ Reading Card C (1.0)
 ___ Reading Card D (2.0)
 ___ Reading Card E (3.0)
 ___ Reading Card F (4.0)
 ___ Reading Card G (5.0)
 ___ Reading Card H (6.0)
 ___ Reading Card I (7.0)

Approximate Instructional Listening Level:
(Interviewer Read) (check one): ___ Reading Card A (preprimer)
 ___ Reading Card B (primer)
 ___ Reading Card C (1.0)
 ___ Reading Card D (2.0)
 ___ Reading Card E (3.0)
 ___ Reading Card F (4.0)
 ___ Reading Card G (5.0)
 ___ Reading Card H (6.0)
 ___ Reading Card I (7.0)

 ___ Reading Passage J (8.0)
 ___ Reading Passage K (9.0-10.0)
 ___ Reading Passage L (11.0-12.0)



INDY READS
OPENING DOORS THROUGH LITERACY

a.

Bader Reading and Language Assessment Inventory (Bader)

General Information

The Indy Reads *Bader Reading and Language Assessment Inventory (Bader)* is an assessment tool used to measure a student's entry reading level and as a point against which to measure progress. Carefully administering the Bader is important for a number of reasons, including:

- Confirming a student's progress which serves as motivation for her/him continuing in the program and illustrates to the tutor that his/her student is advancing.
- Assisting the tutor with choosing teaching techniques. If the student isn't making progress, the tutor can re-evaluate tutoring methods.
- Aiding Indy Reads in securing grants funding by illustrating the effectiveness of the program via the students' improved reading skills.

The Bader consists of three separate sections: *Section 1- Word Recognition*, *Section 2- Reading Comprehension*, and *Section 3-Writing Sample*. Each section builds on the previous. Section 1 – Word Recognition is the starting point. The list becomes progressively more difficult with each lettered list. Where you begin in Section 2 - Reading Comprehension is based on the number of mistakes the student makes in Section 1. Additionally, choosing a passage for Section 3 – Writing Sample is based upon the number of errors a student makes in Section 2.

The *Examples of Scoring* page is an important portion of the Bader. This page gives examples of various reading behaviors a student may exhibit and how to score the assessment if they occur. It may be helpful to review this page prior to administering the Bader.

Throughout the assessment, it is important for you to observe the student's reading behaviors and, after the Bader has been completed, to make note of those behaviors on the *Observations* page. Doing so is helpful to the tutor and the program staff.

It's important to remember the assessment process is not an exact science. At times the scoring can be subjective. The student's reading level may be different from the intake assessment. There may be a variety of reasons for this. The student may have been nervous or uncomfortable; the student was afraid to answer in fear of being wrong; or the surroundings may have been a distraction.

The following is a step-by-step guide to administering the Bader.

b.

Instructions for Administering the Bader

Section 1 – Word Recognition

1. Turn to page 1, Section 1–Word Recognition, in the Bader assessment booklet.
2. Hand the student the first reading card (Word List A – Word List D) and say, *“Please read these words to me. Try to say them all even if you are not sure of some of the words. Start with Word List A.”*
3. Pay close attention to the student’s pronunciation and mark on the Section 1–Word Recognition page as appropriate.
 - a. If the word is pronounced incorrectly, next to the word, write the word as the student pronounced it.
 - b. If the reader self-corrects, add a “C.”
 - c. If a word part is omitted, draw a line through it.
 - d. If she student fails to pronounce the word at all, draw a line through the entire word.
4. Ask the student to read consecutively higher lists until **three or more words** are missed.
5. On the front cover of the Bader in the Word Recognition Scoring section, record which Word List is at the student’s independent level (no more than one mistake), instructional level (no more than two mistakes) and lowest frustration level (three or more mistakes).

Section 2 – Reading Comprehension

1. Select the reading passage which corresponds to the student’s independent level – the level at which s/he made **no more than one mistake** on the Word Lists.
2. Hand the student the appropriate reading card.
3. Say: *“This is a story I would like you to read. Please read it aloud. If you come to a word you don’t know, just do your best and keep reading. Try to remember what you read so you can tell me about it or answer questions about the story.”*
 - a. As the student reads, note errors on the Bader. As much as possible, reference the Examples for Scoring page to score each passage.
 - b. If a word is mispronounced, write it immediately above the word or as near to the error as possible.
4. After the student reads each section, ask him or her to put the reading passage aside. Then ask the student to tell what was in the passage.
5. Number the memories in the order the student mentions them.
6. Record that number under “Unprompted Memories” at the end of each passage.
7. Use the questions or phrases to prompt recall of information not given in the student’s summary. Record that number under “Prompted Memories”.

c.

8. Both unprompted and prompted memories count toward the total number of memories.
9. Note the two checklists on the Section 2- Reading Comprehension Observations on page 14. Be alert for those elements as well.

ITEMS OF NOTE:

- If the student is reluctant to read aloud, ask him/her to read the paragraph silently and then proceed with the questions. (Check appropriate box)
- If the first passage you give the student is too difficult, choose a lower level.
- If the student cannot read the first and/or second passage, Reading Passages A and/or B, then read it for him or her (for listening comprehension). Continue to the next passage as long as the student has at least the indicated number of memories at that level. Be sure to note that you read the passage.
- If a student skips words indiscriminately, suggest using a marker such as an index card to help with tracking. Be sure to make a note of it on the Section 2- Reading Comprehension Observations on page 14.

Section 3 – Writing Sample

After you and the student have finished the reading portion of the assessment, please follow the instructions for the writing portion on page 15 of the assessment.

Now that You've Finished...

Once you and the student have completed the Bader:

- Go over the assessment with the student. Be sure to point out something the student did well and to offer encouragement. Feel free to let the student know at what **level** (not “grade”) they read.
- Be sure to fill out page 14, Section 2-Reading Comprehension Observation, **after the student has already left.**
- Check to be sure you have finished filling out the Scoring Summary on the front page – both the Word Recognition Scoring as well as the Approximate Instructional Level. **Be sure to mark the highest level at which the required errors/memories were NOT met.**
- Return the Bader booklet to the Literacy Office. The office will make a copy for the tutor.

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Alternate Instructions.doc

d.

Examples for Scoring the Reading Comprehension Portion of the Bader

BEHAVIOR	CODING	EXAMPLE	SCORING
Substitutions and mispronunciations that disrupt meaning	Write above the word what was said	she gazed at it	1
Substitutions, mispronunciations and inversions that do not disrupt meaning	Write the response above the word; draw curved line for inversions	she gazed at it "I saw him," Mary said.	½
Repeated substitutions or mispronunciations for the same word	Write response each time, but count one error	the dog was ... then the dog went	1
Insertions	Write the word with a caret	a dog	1
Omissions and partial omissions	Draw a line through word or part omitted	the tall girl walking on	1 1
Words pronounced by the examiner	Wait at least five seconds; write P above aided word	I thought	1
Repetitions of words or phrases	Write R above each repetition; draw a line to show # of words repeated; score as 1 regardless of number of repetitions	the cat howled	1
<i>Record but do not score the following</i>			
BEHAVIOR	CODING	EXAMPLE	SCORING
Self-corrections	Write C above corrections	I want to	0
Repetitions to make corrections	Write C above corrections	I want to	0
Hesitations	Put a check above each hesitation	He thought	0
Substitutions and mispronunciations resulting from dialect	Write the deviation from the text, if there is time	She goes every day	0
Ignored punctuation	Put an X over disregarded punctuation	the car. Then	0
Phrasing	Insert lines to indicate phrasing, if there is time	the car came down the street	0

e.

Section 1-Word Recognition

Examiner: For each **correct** word, use a check (✓) mark.

Word List A Preprimer

___ the _____
 ___ am _____
 ___ get _____
 ___ is _____
 ___ and _____
 ___ here _____
 ___ see _____
 ___ not _____
 ___ can _____
 ___ will _____

Word List B Primer

___ come _____
 ___ you _____
 ___ went _____
 ___ him _____
 ___ two _____
 ___ then _____
 ___ know _____
 ___ around _____
 ___ pet _____
 ___ house _____

Word List C Level 1.0

___ today _____
 ___ does _____
 ___ three _____
 ___ from _____
 ___ under _____
 ___ began _____
 ___ name _____
 ___ there _____
 ___ could _____
 ___ again _____

Word List D Level 2.0

___ biggest _____
 ___ where _____
 ___ yourself _____
 ___ those _____
 ___ before _____
 ___ things _____
 ___ stopped _____
 ___ place _____
 ___ always _____
 ___ everyone _____

Word List E Level 3.0

___ morning _____
 ___ since _____
 ___ together _____
 ___ because _____
 ___ which _____
 ___ near _____
 ___ should _____
 ___ yesterday _____
 ___ eight _____
 ___ remember _____

Word List F Level 4.0

___ important _____
 ___ airport _____
 ___ through _____
 ___ fifteen _____
 ___ information _____
 ___ ocean _____
 ___ preview _____
 ___ laughter _____
 ___ preparation _____
 ___ building _____

Word List G Level 5.0

___ because _____
 ___ bridge _____
 ___ microscope _____
 ___ curious _____
 ___ estimation _____
 ___ reliable _____
 ___ government _____
 ___ business _____
 ___ direction _____
 ___ avenue _____

Word List H Level 6.0

___ aircraft _____
 ___ necessary _____
 ___ argument _____
 ___ chemical _____
 ___ representative _____
 ___ terminal _____
 ___ apology _____
 ___ instruction _____
 ___ evidence _____
 ___ consideration _____

Word Lists Scoring

Highest Independent (0-1 wrong) _____
 Highest Instructional (2 wrong) _____
 Lowest Frustration (3 wrong) _____

Remember to record results on the front cover, "Word Lists Scoring" section.

Section 2-Reading Comprehension

Reading Card A: Tip the Cat (*preprimer level*)

Tip is a cat.

She likes to eat fish.

She is a fat cat.

Tip eats fish and sleeps.

She likes to sit on my lap.

She is a good pet.

Who read the passage?

- Student read aloud Student read silently Examiner read

Please retell the story: (Number the memories in the order mentioned. Use the questions behind the memories, if necessary, to prompt the student's recall of the story.)

- | | |
|--------------------------|---|
| ___ cat | (What kind of animal is the story about?) |
| ___ named Tip | (What is the animal's name?) |
| ___ likes fish | (What does Tip eat?) |
| ___ fat cat | (What kind of a cat is Tip?) |
| ___ sleeps and eats fish | (What does Tip do?) |
| ___ sits on lap | (Where does Tip like to sit?) |
| ___ good pet | (What kind of pet is Tip?) |

Memories ___ # Unprompted ___ # Prompted

Organized retelling? Yes No

If student read: 3 or fewer errors, 4 or more memories – GO ON

If examiner read: 4 or more memories – GO ON

Reading Card B: Turtles at Home *(primer level)*

Turtles are always at home.

If they visit the sea, they are at home.

If they go to the high hills, they are at home.

If they go far away, they have a home.

Turtles carry their homes with them.

Their shell is their house.

Turtles stay in their shells.

That is why they are always at home.

Who read the passage?

- Student read aloud Student read silently Examiner read

Please retell the story: (Number the memories in the order mentioned. Use the questions behind the memories, if necessary, to prompt the student's recall of the story.)

- | | |
|-------------------------|---|
| ___ always at home | (When are turtles at home?) |
| ___ high hills | (Where do turtles visit?) |
| ___ sea | |
| ___ far away | |
| ___ carry their home | (What do the turtles carry all the time?) |
| ___ shell is a house | (What is the turtle's home?) |
| ___ stay in their shell | (Why are the turtles always at home?) |

Memories ___ # Unprompted ___ # Prompted

Organized retelling? Yes No

If student read: 6 or fewer errors, 5 or more memories – GO ON

If examiner read: 5 or more memories – GO ON

Reading Card C: Tony and the Flower Shop (1.0)

Tony lived in a big city. He ran a flower shop. Tony loved his flowers, for the flowers did not make any noise. Tony loved peace and quiet.

The city where Tony lived was noisy. The buses, trucks, and cars were very noisy. He did not like the noise of the city.

Without the quiet Tony found in the flower shop, he would have moved from the city. The flower shop was his only reason for staying in the city.

Who read the passage?

- Student read aloud Student read silently Examiner read

Please retell the story: (Number the memories in the order mentioned. Use the questions behind the memories, if necessary, to prompt the student's recall of the story.)

- | | |
|------------------------------|--|
| ___ Tony lived in a big city | (Where did Tony live?) |
| ___ ran a flower shop | (What did Tony do?) |
| ___ loved his flowers, quiet | (Why did Tony like his flowers?) |
| ___ city was noisy | (Why did Tony dislike the city?) |
| ___ buses, trucks, cars | (Why was the city noisy?) |
| ___ peace and quiet | (What did the flower shop give Tony?) |
| ___ he liked his flower shop | (What was the reason for staying in the city?) |

Memories ___ # Unprompted ___ # Prompted

Organized retelling? Yes No

If student read: 8 or fewer errors, 6 or more memories – GO ON

If examiner read: 6 or more memories – GO ON

Reading Card D: Sam Buys a Newspaper (2.0)

Sam stopped to ask Mrs. Kay if she needed anything from the store. She was very old. Sam liked to help her. She asked him to buy her a newspaper.

The store was closed. Sam walked for a long time to another store. He asked for a newspaper. One was folded and put into his bag.

Sam gave Mrs. Kay the paper. She said, "Oh, Sam, you are so good. I have not seen a paper written in Greek for months!"

Sam was surprised, but he just said, "You're welcome, Mrs. Kay."

Who read the passage?

- Student read aloud Student read silently Examiner read

Please retell the story: (Number the memories in the order mentioned. Use the questions behind the memories, if necessary, to prompt the student's recall of the story.)

- | | |
|---|--|
| ___ Sam is going to store | (Where did Sam go?) |
| ___ stopped at Mrs. Kay's; asked if she needed anything | (What did Sam ask Mrs. Kay?) |
| ___ Sam likes to help | (Why did Sam stop at Mrs. Kay's?) |
| ___ Mrs. Kay is old | (Why did he like to help Mrs. Kay?) |
| ___ she needed a paper | (What did Mrs. Kay need at the store?) |
| ___ store was closed | (Why did Sam walk a long way?) |
| ___ another store | (Where did he finally get what he needed?) |
| ___ newspaper | (What did Sam buy at the store?) |
| ___ she hadn't seen a Greek paper in a long time | (What did Mrs. Kay say?) |
| ___ said you're welcome | (What did Sam say to Mrs. Kay?) |

Memories ___ # Unprompted ___ # Prompted **Organized retelling?** Yes No

If student read: 10 or fewer errors, 6 or more memories – GO ON

If examiner read: 6 or more memories – GO ON

Reading Card E: Today's Explorers (3.0)

Astronauts fly far away from the earth. They explore space and the moon. Maybe, in time, they will explore other worlds, too. Deep-sea divers go to the floor of the sea. They explore places just as strange and wonderful as astronauts do.

You may have seen some beautiful fish in the ocean. If you were a diver, you could go far under water. You could stay there long enough to see many unusual creatures. You would find things you never dreamed of.

The only way you could stay under water for more than a short time is to use special gear. You must use the same kind of gear divers use. A large air tank lets you stay under water for an hour.

Today, explorers go under the sea and far into space.

Who read the passage? Student read aloud Student read silently Examiner read

Please retell the story: (Number the memories in the order mentioned. Use the questions behind the memories, if necessary, to prompt the student's recall of the story.)

- | | |
|---|--|
| ___ astronauts explore space and moon | (Where do astronauts explore?) |
| ___ explore other worlds | (Where might they explore in the future?) |
| ___ deep-sea divers go to sea floor | (Where do divers explore?) |
| ___ may see fish in the ocean | (What may they have seen in the ocean?) |
| ___ may see unusual creatures | (What could you see if you were a diver?) |
| ___ stay under, use special gear | (How do divers stay under water?) |
| ___ air tank - stay under water for an hour under?) | (How long can a larger air tank let you stay under?) |
| ___ explorers go under the sea and into space | (Where do explorers go today?) |

Memories ___ # Unprompted ___ # Prompted **Organized retelling?** Yes No

If student read: 13 or fewer errors, 6 or more memories – GO ON

If examiner read: 6 or more memories – GO ON

Reading Card F: Land of Many Riches (4.0)

In 1869, the American Secretary of State, William Seward, did something that many people thought was foolish. He bought a huge piece of land called Alaska. He bought Alaska for only two cents an acre from a country called Russia. But many people thought the purchase was a waste of money. To them, Alaska was just a useless land of rocks, snow, and ice.

However, the following years have proved these people wrong. Some of the riches found in Alaska have made the purchase worthwhile. One of these riches is the trees in Alaska's huge forests. Much of the land in Alaska is covered by forests. The trees are cut and sold to all parts of the world.

The sea around Alaska is full of riches, too. Many fish, such as codfish, herring, crabs, and shrimp, live there. They are caught and sold to the rest of the United States and world. Alaska has been worth much more than it cost because many riches have been discovered there.

Who read the passage? Student read aloud Student read silently Examiner read

Please retell the story: (Number the memories in the order mentioned. Use the questions behind the memories, if necessary, to prompt the student's recall of the story.)

- | | |
|--|---|
| ___ in 1869 | (In what year was the purchase made?) |
| ___ Secretary of State Seward | (Who purchased Alaska?) |
| ___ people thought it was foolish | (What did some people think of the purchase?) |
| ___ cost two cents an acre | (How much did Alaska cost?) |
| ___ from Russia | (From what country was Alaska purchased?) |
| ___ covered with snow, rocks, and ice | (Why did people say Alaska was useless?) |
| ___ they are cut and sold around the world | (What do they do with the trees?) |
| ___ fish caught and sold around the world | (What do they do with the fish?) |
| ___ Alaska worth more than its cost
because of its riches | (Why was Alaska worth more than its price?) |

Memories ___ # Unprompted ___ # Prompted **Organized retelling?** Yes
 No

If student read: 8 or fewer errors, 6 or more memories – GO ON

If examiner read: 6 or more memories – GO ON

Reading Card G: The Nile Valley (5.0)

The early settlers in the Nile Valley had to root out the jungle and drain the marshes. Once it was cleared, the flood-enriched soil produced good crops. The rich soil caused many tribes to come settle in the valley. In time some of these tribes learned that more land could be farmed if there was water for the long dry season. They worked hard to build a lake in which to store the water. They dug miles of canals and ditches to distribute the water to the fields. This was a large task, which required the work of many tribes. Out of common need, the many different tribes had one leader to plan and direct their work. Once the water system was built, the leader supervised its repair and controlled the flow of water into the canals. Through his control of the water, he became a powerful ruler.

Who read the passage? Student read aloud Student read silently Examiner read

Please retell the story: (Ask the student the following questions and mark with a check the questions s/he answers correctly.)

___ What did the early settlers of the Nile Valley have to do to the land? (root out jungle and drain marshes)

___ Why did the soil produce good crops? (flood-enriched)

___ Why did many tribes come to this region? (the good soil produced good crops, so they could prosper there)

___ What did the tribes learn would help during the dry season? (build something to store the water)

___ How was the water going to be distributed? (through miles of ditches and canals)

___ Why did so many different tribes agree to one leader? (they had a common need and all banded together to build the water system)

___ Why did this ruler become a powerful man? (he controlled the water)

of Memories: ___

If student read: 10 or fewer errors, 5 or more memories – GO ON

If examiner read: 5 or more memories – GO ON

Reading Card H: Early Tools (6.0)

Before humans discovered how to obtain and work metals, they made their tools out of wood, bone, and stone. At first they simply used the materials in their natural forms. Then they learned to alter the materials to produce tools to fit the tasks. Wood was split or shaved with sharp rocks and polished on sandstones. Pointed stones were used to bore holes in wood. Fire was also used to shape wood. After a portion of the wood was burnt, the charcoal was scraped away. This process was repeated until the desired shape was achieved.

Bone was broken into many different-sized splinters that were used as gouges, knives, and needles.

For the most part, the wood and bone tools have not survived to this day. But it is still possible to find ancient stone tools.

Stone tools were shaped by two methods. They were struck with rocks or pieces of antler or shaped by applying pressure at points where a flake was likely to break off.

Many people have found arrowheads. Most of these were actually used as spear points. Only a very small stone head would be light enough to use with an arrow and bow.

Who read? Student read aloud Student read silently Examiner read

Reading Comprehension Questions: (Ask the student the following questions and mark with a check the questions s/he answers correctly.)

- ___ What did humans use to make tools before metal was discovered? (wood, bone, and stone)
- ___ How did they use these materials? (first in natural form – then they learned to alter material)
- ___ How was wood altered to produce tools? (split or shaved, polished, and burned)
- ___ For what was the bone used? (gouge, knives, and needles)
- ___ What two methods were used to shape stone? (struck with rock or antlers, pressure applied where flake was likely to break off)
- ___ For what were arrowheads actually used? (spear points)
- ___ Why were arrowheads rarely used as arrows? (they were too large)

of Memories: ___

If student read: 10 or fewer errors, 5 or more memories – GO ON

If examiner read: 5 or more memories – GO ON

Reading Card I: Volcanoes (7.0)

Powerful forces within the earth cause volcanoes. Scientists do not fully understand these forces. But they have developed theories on how the forces create volcanoes.

A volcano begins deep in the earth, where it is hot enough to melt rock. The molten rock is mixed with gases and floats up through the solid rock around it. Where the earth's crust is weakest, the liquid rock sometimes channels through it and explodes onto the surface in a volcanic eruption.

The melted rock is magma when it is still within the earth. But once it reaches the earth's surface, it is lava.

The lava flows out of the central channel and smaller side channels in streams or in sheets that overlap each other like waves on a beach.

The main gas released by a volcano is steam. Because the steam contains volcanic dust, it looks like smoke.

When the magma is sticky, rock fragments of various sizes are also thrown off by the explosion. The largest fragments are called *bombs*.

The material brought to the surface during a volcanic eruption sometimes forms a mountain around the opening of the central channel. A mountain that was formed by a volcano will have a large, bowl-like crater in its center, and it is also called a volcano.

Who read? Student read aloud Student read silently Examiner read

Reading Comprehension Questions: (Ask the student the following questions and mark with a check the questions s/he answers correctly.)

- ___ Where does a volcano begin? (deep in the earth)
- ___ What is molten rock? (rock so hot that it has to be melted)
- ___ How does molten rock reach the surface? (channels through weak places in the earth's surface)
- ___ What is magma? (melted rock below the earth's surface)
- ___ What is magma called when it reaches the earth's surface? (lava)
- ___ What is the main gas released by a volcano? (steam)
- ___ Why is this gas the color of smoke? (contains volcanic dust)
- ___ What happens when the magma is sticky? (rock fragments are thrown off by the explosion)
- ___ What are these fragments called? (bombs)
- ___ What is a crater? (bowl-like structure in the middle of the volcano)

of Memories: ___

If student read: 10 or fewer errors, 6 or more memories – GO ON

If examiner read: 6 or more memories – GO ON

Reading Passage J: A Shopping Trip (8.0)
(to be read aloud by examiner as a measure of listening comprehension)

Gene and Kim had been shopping for equipment for their camping trip. For several days they had been going from store to store looking for things they needed. Shopping was taking a lot of time and was very inconvenient. Their neighbor said that he had been shopping by sending for things through a mail-order catalog for years. Gene said that he had heard about mail-order shopping, but he was worried about getting their money back if something was wrong with their purchase. When the neighbor told Gene and Kim that the store offered a refund guarantee, they asked him if they could borrow his catalog.

Kim noticed that people could order merchandise three ways. They could place a telephone order, or mail an order form, or go to the mail-order counter of the store. Because the nearest mail-order store was far away from them, they planned to order by mail.

Gene felt that they had not completely wasted their time by looking through department stores because they could compare the catalog prices with the prices of items they had seen. They were both pleased to find that the measurements of hiking boots were given so that they would be able to tell whether they would fit.

Reading Comprehension Questions: (Ask the student the following questions and mark with a check the questions s/he answers correctly.)

- ___ What had Kim and Gene been shopping for? (a camping trip)
- ___ Why didn't they like to shop? (takes a lot of time; inconvenient)
- ___ How had their neighbor been doing his shopping? (through a mail-order catalog)
- ___ What is a refund guarantee? (you can get your money back)
- ___ Why was Gene skeptical of using a mail-order catalog? (he was worried about getting his money back if they weren't satisfied)
- ___ What were the three ways that one could order from a catalog? (in the store, by phone, or by mail)
- ___ Which method did Gene and Kim decide to use? (they ordered by mail)
- ___ Why did Gene feel they had not wasted their time? (they could compare prices to those they had found in the catalog)
- ___ What were they pleased to find in the catalog? (measurements for boots were given)
- ___ Why was this important? (they could tell if they would fit)

of Memories: ___

Interpretive Question: Why is it important to take your time when you shop?

Examiner reads: 6 or more memories – GO ON

Reading Passage K: Voter Drive (9.0-10.0)

(to be read aloud by examiner as a measure of listening comprehension)

Soon after Jim moved to Plainfield, he received a telephone call from a person who asked if he was registered to vote in the coming election. Jim said that he hadn't thought about it. The caller said she was a member of a local organization that was sponsoring a voter drive. She didn't represent any particular political party but only wanted to encourage people to register and to vote.

Since registration terms and procedures differ from one part of the country to another, the people working in the voter drive offered to explain the local procedures and tell people where they could register.

The caller explained that after Jim registered, he would be mailed a sample ballot for each election. The ballot would contain the names of the candidates and the measures to be voted on.

Jim asked some questions and then thanked the caller for giving him information about voter registration.

Frequently people say that they don't bother to vote because one vote is not significant. Jim read that a presidential election, referred to as the Revolution of 1800, resulted in Burr and Jefferson having the same number of votes. Jim appreciated being reminded about voter registration when he recalled that important tie.

Reading Comprehension Questions: (Ask the student the following questions and mark with a check the questions s/he answers correctly.)

- ___ From whom did Jim receive a phone call? (a person from a local organization)
- ___ Why was she calling? (she was encouraging people to vote and register)
- ___ What did the caller want Jim to do? (register to vote)
- ___ What services was she providing? (explaining the local procedures and telling people where to vote)
- ___ After he registers, what will he receive in the mail? (sample ballot)
- ___ Why would that information be helpful? (the ballot would contain the names of candidates and measures to be voted on; one could read and study to know the candidates and issues by the election)
- ___ How does voting differ from one part of the country to another? (procedures and registration forms)
- ___ Why did Jim know one vote could be important? (remembered Burr-Jefferson tie)

of Memories: ___

Interpretive Question: Why is it important to be flexible with time when applying for a new job?

Examiner reads: 6 or more memories – GO ON

Reading Passage L: Improvement for Workers (11.0-12.0)

(to be read aloud by examiner as a measure of listening comprehension)

When states first passed laws regulating labor conditions, they ran into a serious difficulty. Employers challenged the laws, claiming that they interfered with a worker's freedom to work on whatever terms he chose. In 1908 a case came before the Supreme Court in which the new progressive point of view on this kind of legislation was first expressed. An Oregon law protecting women workers was called a violation of the due process clause of the Fourteenth Amendment. The lawyer defending the state of Oregon produced pages and pages of evidence to reveal how the health of women would be jeopardized unless they were protected from employers who forced them to endure long hours and paid them a meager wage. The health of women, it was argued, in the long run would affect the welfare of the nation. The Supreme Court declared that the Oregon law was constitutional.

This case was by no means the last time the Fourteenth Amendment was employed in an attempt to block reform legislation. But the decision in favor of Oregon did encourage many states to pass laws protecting labor, and the courts upheld several of them.

During periods of economic stress, pressure is often brought to bear on legislators to repeal laws that protect employees. One argument frequently heard is that by paying wages below the minimum standard, employers can afford to hire more people, thereby decreasing unemployment. Those representing workers are quick to point out that there is no guarantee that employers would expand their hiring and that improving the economy is a better alternative than offering starvation wages. A high standard of living and good working conditions are not easily surrendered.

Reading Comprehension Questions: (Ask the student the following questions and mark with a check the questions s/he answers correctly.)

- ___ Who challenged the states who were trying to regulate labor conditions? (the employers)
- ___ Why were the employers challenging these laws? (they claimed they interfered with a worker's freedom)
- ___ In what year did a test case come before the Supreme Court? (1908)
- ___ Why was the Oregon law challenged? (called a violation of due process clause of 14th Amendment)
- ___ What unfair practices were employers charged with? (forced women to work long hours for little pay)
- ___ What was the basis of the lawyer's case who was defending Oregon? (health of women hurt; this could affect nation)
- ___ Who won the case? (Oregon)
- ___ How did this decision affect other states? (they passed laws to protect labor also)

of Memories: ___

Interpretive Question: Why is it important to have good labor conditions?

Section 2-Reading Comprehension Observations

Observation of Reading Behaviors

Instructions:

Check all that apply. A check next to one of the items below indicates that the student exhibited this reading behavior throughout the entire assessment. If a student reads earlier passages well, but begins one of the behaviors listed at a higher level passage, please note at which passage they began, for example, to read word by word.

Reading Behaviors Noted in the Passages

- | | |
|---|--|
| <input type="checkbox"/> Repeated words | <input type="checkbox"/> Changed words |
| <input type="checkbox"/> Added words | <input type="checkbox"/> Mispronounced words |
| <input type="checkbox"/> Omitted words | <input type="checkbox"/> Substituted words |
| <input type="checkbox"/> Made no attempt to pronounce | <input type="checkbox"/> Made corrections |

Other Reading Behaviors Observed

- | | |
|--|---|
| <input type="checkbox"/> Lost place while reading | <input type="checkbox"/> Attempted to phonetically pronounce words |
| <input type="checkbox"/> Skipped a line (or lines) while reading | <input type="checkbox"/> Substitutions and mispronunciations resulting from dialect |
| <input type="checkbox"/> Read word by word (the/car/came/down/the) | <input type="checkbox"/> Substituted similar sounding words for words in passage |
| <input type="checkbox"/> Read with good expression | <input type="checkbox"/> Substituted words of similar meaning for words in passage |
| <input type="checkbox"/> Ignored punctuation | <input type="checkbox"/> Other complaints or problems |
| <input type="checkbox"/> Used finger/marker to track | |
| <input type="checkbox"/> Problems squinting | |
| <input type="checkbox"/> Trouble concentrating on task | |

Other Observations:

Section 3–Writing Sample

Examiner: After the student has finished the reading portion of the assessment, please select a reading passage one or two grade levels below their approximate instructional reading level. Read a few sentences from the reading card and ask the student to write on this page what they hear. If they are unable to do that, ask the student to **copy** on this page one or two sentences from the card. Note the top half of the page is for a dictated writing sample and the bottom half is for a copied writing sample.

Dictated:

Copied:
