

Literacy Research

Adult literacy has been somewhat neglected by research and consequentially, there is limited literature about that topic. Two of the leading reports on adult literacy were drafted by the Adult Literacy Research Working Group (ALRWG), a panel of experts on adult reading research and practice, which was established by the National Institute for Literacy (NIFL) in collaboration with the National Center for the Study of Adult Learning and Literacy (NCSALL). The first report, published in 2002 is titled “Research-Based Principles for Adult Basic Education Reading Instruction” (http://lincs.ed.gov/publications/pdf/adult_ed_02.pdf) and the follow up piece published in 2010 is “Adult Education Literacy Instruction: A Review of the Research” (http://lincs.ed.gov/publications/pdf/adult_ed_2010.pdf). Both reports provide overview of current research in adult literacy but also note the existing gap that exists when it comes to adult literacy. Perhaps indicative of the lack of attention and funding available for adult literacy programs, the National Institute for Literacy has since ceased operations since publishing the most recent report.

Oklahoma TANF Literacy program

<http://www.odl.state.ok.us/literacy/initiatives/tanf.htm>

The Oklahoma TANF Literacy program began in 1998 and is a partnership between the Oklahoma Department of Libraries (ODL) and the Oklahoma Department of Human Services (DHS). The program takes place in library and community-based settings and offers offer basic literacy instruction to TANF clients. Local sites provide up to 30 hours of instruction each week in reading, math, writing, and life skills instruction. Clients are referred to local programs after initial assessments by DHS staff. Clients remain in the program until they are employed or reach a sixth grade proficiency level and are referred to other DHS education partners. This successful partnership resulted in more than 80,927 instructional hours provided to TANF clients in 2009, an increase of more than 37% over the previous year. The TANF Literacy Initiative is supported by funds provided to ODL by DHS. Participating programs receive resources, support, and funding to assist them in providing expanded literacy services.

Kenan Family Literacy Model

The Kenan Family Literacy model was developed in 1988 by the Kenan Family Literacy Project. Family literacy is defined by the Family Literacy Forum 2008 Advisory Committee as the literacy practices of parents, children and family members as they go about their daily lives and negotiate relationships both within the family and between the family and the broader community. The Kenan model allows parents and children to learn together and was developed because research shows that the family is the greatest influence on a child’s education and desire to learn. The model includes four components:

- ABE/GED/ESL for Adults
- Early Childhood Education for 3 to 5 year olds
- Parent and Child Together (PACT) Time
- Parent Time

This model is used by Owens Valley Career Development Center, the West Virginia Family Literacy Initiative, the Colorado Department of Education and many other programs throughout the country. The model has been found to be effective in improving children's literacy, improving parent's confidence in reading and the amount of time they read to their children.

California Adult Literacy Professional Development Project

<http://www.calpro-online.org/about.asp>

The California Department of Education (CDE), Adult Education Office, awarded a multi-year contract to the American Institutes for Research (AIR) to provide quality professional development and learning experiences to personnel working in California's adult education and literacy delivery system.

The ultimate goal of CALPRO in providing professional development opportunities for adult educators is to enhance student learning gains and to help adult learners meet their goals as productive workers, family and community members, and lifelong learners. CALPRO has produced a number of resource guides for adult education teachers and administrators including the ABE New Teacher Resource Guide. This resource guide includes sections on research based strategies for teaching adults to read, assessment and accountability, and model program standards for Adult Basic Education.

(Note: The link in the ABE New Teacher Resource Guide to the report "Research-based Principles for Adult Basic Education Reading Instruction" is invalid. The document can be located here: http://literacynet.org/lincs/resources/adult_ed_02.pdf)

Florida Literacy Coalition, Promising Practices

http://www.floridaliteracy.org/literacy_resources_manager_administrator_prompractices.html

The Florida Literacy Coalition published a list in 2009 and 2010 of 10 Florida based literacy "promising practices" programs. These programs illustrate:

- Evidence of effectiveness
- Unique and/or innovative qualities
- Ability to be replicated by other adult education, literacy, or family literacy providers

Motheread® Curriculum

<http://www.motheread.org/index.html>

Motheread, Inc. is a nationally acclaimed private, non-profit organization that combines the teaching of literacy skills with child development and family empowerment issues. Parents and children learn to use the power of language to discover more about themselves, their families, and their communities.

Motheread offers classes for both adults and children. In adult classes, participants learn to be story readers, writers, and tellers in a group structure that supports their own sense of worth and ability. These classes are appropriate for all adults, regardless of reading ability or prior educational experience. By teaching the "why" of reading rather than just emphasizing the "how," classes encourage parents to be reading role models for their children. For children, Story

Exploring provides a structured environment for learning reading, critical-thinking, and problem solving skills.

Motheread's teaching approach with adults has been recognized for excellence by the Barbara Bush Foundation for Family Literacy, Laubach Literacy International, and the International Reading Association. Motheread is a nationwide curriculum program with state-level offices in 6 states and 2 territories, and nonaffiliated programs in 30 additional states.

Evidence Based Literacy Instruction (EBLI)

<http://www.ebli.org/>

EBLI instruction assists learners of all ages and ability levels in reaching their highest potential in reading. EBLI works for everyone, from new readers and non-readers to students labeled learning disabled or dyslexic. From struggling readers and spellers to honors students wishing to improve their reading speed and comprehension for college entrance exams such as the ACT or SAT, instruction in EBLI will effectively and efficiently help all learners reach their reading goals. EBLI students typically improve several grade levels in reading in a very short amount of time. These gains can be achieved in whole class or small group instruction as well as one-on-one intervention. EBLI offers on-site two and three day trainings for educators to be trained in the practice.

Student Achievement in Reading (STAR)

http://www.startoolkit.org/assets/files/Issue_Assessment.pdf

STAR is a training and technical assistance initiative of the Department of Education, Office of Vocational and Adult Education, Division of Adult Education and Literacy. It contains helpful research and information on adult literacy. One of their issue papers titled "The Role of Diagnostic Assessment in Implementing Evidence-Based Reading Instruction" may be particularly helpful to look at when implementing literacy assessments with their TANF population. To access the document click:

http://www.startoolkit.org/assets/files/Issue_Assessment.pdf.

Sample Programs

Under TANF there are no allowable work activities that relate to remediation or adult literacy. The Deficit Reduction Act (DRA) outlined that remediation can be countable if it is customized to meet the skills of a specific employer or general training that prepares an individual for employment. So, the individual has to get the job or be on the career pathway in order to participate in adult literacy/ remediation activities and have them count toward a state's Work Participation Rate (WPR). The official DRA language states that "***Education directly related to employment, in the case of a recipient who has not received a high school diploma or a certificate of high school equivalency***" is countable if and only if it is related to a specific occupation, job, or job offer. Education directly related to employment must be supervised on an ongoing basis no less frequently than daily. In general, those States that have been proactive in their approach to integrating adult literacy into their programs encourage personal responsibility and provide the needed foundation to engage in activities aimed at securing and maintaining employment. They have developed blended approaches that include, but are not limited to,

remedial and secondary education programs, job-readiness training, employment/self-employment counseling, field training, and referral to services to improve life management skills. In these instances, the decisions were based on formal assessments and each State has amended the participant's individual responsibility plan reflecting their training needs and including the necessary and available support services to ensure their success.

Sample States:

- **Florida:** <http://www.dcf.state.fl.us/programs/access/docs/workplan.pdf>
- **Michigan:** http://michigan.gov/documents/dleg/1_-_WIA_Paper_Creating_a_Truly_Adequate_21st_Century_Workforce_System_318768_7.pdf
- **Oklahoma:** <http://www.odl.state.ok.us/literacy/initiatives/tanf.htm>
- **Rhode Island:** http://www.dhs.ri.gov/Portals/0/Uploads/Documents/Public/RIWorks/TANF_State_Plan_12_08.pdf
- **Texas:** <http://www-tcall.tamu.edu/texaslearns/05admanual/tanf.htm>
- **Ohio:** <http://www.ohiohighered.org/able>

Some States have developed programs that are focused on skills and training as a "unified whole" with job training. Participants engage in 20 hours of core activities and the other 10 (non-core) are devoted to education *directly* related to the employment and often some of that includes remediation and basic education. These approaches are marketed and developed for clients where the diploma or GED is a prerequisite for employment by an employer or certain occupation. So, they engage with employers to determine placements in 20 hours of core activities and 10 hours of non-core activities that are required for the position. Basically a work-study-plus, where education is attached to the position and the employer provides an opportunity for the client and TANF provides the client through contractors, remediation and literacy skills. It is important that even though literacy *can* be included, that is must be fashioned in a way that is specifically focused on skills needed for employment.

Evidence-based Practice: A Workshop for Training Adult Basic Education, TANF and One Stop Practitioners and Program Administrators
http://ncsall.net/fileadmin/resources/teach/EBP_wkshp_guide.pdf.

Literacy benchmarking: <http://www.caalusa.org/benchmarkstudies606.pdf>

DOE *Even Start* program: <http://www2.ed.gov/programs/evenstartformula/index.html>

Office of Vocational and Adult Education (OVAE):
<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/index.html>

Literacy Resources

Literacy

DigitalLiteracy.gov: Your Destination for Digital Literacy Resources and Collaboration, 2011

In an increasingly global economy, Internet-access and computer skills are essential tools for individuals interested in expanding their educational and employment opportunities. The U.S. Department of Commerce's National Telecommunications and Information Administration, in partnership with nine Federal agencies, recently announced the launch of www.DigitalLiteracy.gov. The Web site is designed to serve as a centralized location for librarians, teachers, workforce trainers, and others interested in accessing resources related to digital literacy. The site features tools for educators, basic-skills tutorials, job skills, and community success stories. Additionally, interested parties can also use the site to collaborate through online discussions and resource sharing. For more information, please see:

www.DigitalLiteracy.gov

Experimental Test of Three Language/Literacy Interventions in Child Care Centers in Miami-Dade County, Florida, January 2009

This report presents results from a two-year experimental evaluation of the effectiveness of three different language and literacy interventions implemented in child care centers that served children from low-income families. The evaluation looked at the impact of targeted training on teacher behavior; interactions with children; aspects of the classroom environment that support children's language and literacy development (measured through direct observations); and children's language and pre-literacy skills, measured by their performance on a standardized assessment. For more information, please see:

http://www.acf.hhs.gov/programs/opre/cc/upgrade_miami_dade/reports/three_language/three_language.pdf

ProLiteracy, March 2009

ProLiteracy champions the power of literacy to improve the lives of adults and their families, communities, and societies. This organization works with local, national, and international organizations to build the capacity and quality of programs that are teaching adults to read, write, compute, use technology, and learn English as a new language. This Web site provides information on literacy programs around the country and how literacy can be utilized to alleviate poverty. For more information, please see:

<http://www.proliteracy.org/NetCommunity/Page.aspx?pid=484&srcid=191>

State Efforts to Promote Reading and Literacy Activities in Communities, February 2006

This article for the NGA Center on Best Practices reviews why reading and literacy activities are important for States. Literate readers have been shown to be more likely than nonreaders to pursue social and civic activities such as volunteering and attending sporting events. Therefore, literary reading may enhance community life and civic engagement. This resource provides information to States on creating literacy programs. To view or download: [Download Document](#)

Family Strengthening Policy Center: Family Literacy, January 2007

This Family Strengthening Policy Center Brief from the National Human Services Assembly provides an overview of family literacy education programs. Family literacy programs have been proven to have high educational benefits, as well as giving preparing caregivers to succeed as parents and employees, enhancing bonds between parents and children, and ultimately, strengthening connections between families, schools, and the community. To view or download: <http://www.nassembly.org/fspc/documents/Brief19.pdf>

"As Long As It Takes": Responding to the Challenges of Adult Student Persistence in Library Literacy Programs, April 2003

Because meaningful improvements in literacy require more hours of instruction than most adult learners receive, low student persistence is a critical issue for providers of adult education. This interim report from the Literacy in Libraries Across America persistence study describes adult students' characteristics and patterns of participation in nine library literacy programs and examines new strategies developed by the programs to raise persistence. Based on an implementation analysis and a look at participation levels before and as the strategies were put in place, the findings highlight public libraries' advantages as providers of literacy services and point to lessons for program design and implementation. For more information, please see: http://www.mdrc.org/Reports2003/lilaa/lilaa_overview.htm

Work Readiness/Community Colleges

Degree Completion Beyond Institutional Borders: Responding to the New Reality of Mobile and Nontraditional Learners, October 2010

It is expected that by the year 2018, sixty percent of all American jobs will require at least some college education. It has also been projected that if the current rates of degree completion continue, the American workforce will fall three million workers short of meeting the demands of this changing labor market. In this report from the Center for American Progress and the Council for Adults & Experiential Learning, the authors outline mechanisms and policies necessary to ensure postsecondary success among non-traditional and mobile learners. Among these mechanisms are articulation agreements between institutions allowing for easy credit transfers, methods for awarding credit to learning occurring outside of the classroom, resources that make educational options more apparent to students, and the development of programs based on competencies rather than credit hours. The authors stress that these changes are necessary both to meet the needs of the growing numbers of non-traditional students and to address the demands of the changing American economy. For more information, please see: http://www.americanprogress.org/issues/2010/10/pdf/degree_completion_beyond_borders.pdf

Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness, 2011

Community colleges around the country are faced with the task of teaching basic skills courses to over 2.5 million students. These students are often unable to make the transition to college-level coursework, an inability that has significant income-related implications. Individuals who do not take college coursework and earn an occupational certificate earn significantly less than those who do so. In an effort to aid students in making the transition from basic skills education to college coursework, the Washington State Board for Community and Technical Colleges

developed the Integrated Basic Education and Skills Training (I-BEST) program. The current study found I-BEST positively impacted six of seven educational outcomes as compared to a control group. Although the study did not find a relationship between I-BEST participation and positive changes in wages and hours worked, the authors attribute this to the participants entering the workforce during a recession. Due to the known positive relationship between college coursework and income, it is expected that future studies will find positive workforce outcomes among I-BEST participants. For more information, please see:
<http://ccrc.tc.columbia.edu/Publication.asp?UID=805>

Helping Low-Income Adults and Disadvantaged Youth Earn Credentials and Build Careers: Leading Foundations Speak about Policy Priorities, September 2010

This Center for Law and Social Policy (CLASP) Webinar discussed postsecondary education and credentials for low income populations to help increase economic mobility for this group. Speakers from the Ford Foundation, the Bill & Melinda Gates Foundation, and the Joyce Foundation provided information on best serving low-income adults and disadvantaged youth through education. For more information, please see:
http://org2.democracyinaction.org/o/5728/p/salsa/event/common/public/?event_KEY=24122

TANF Education and Training: Arkansas Career Pathways Initiative, April 2010

This innovative program highlight is from the Center on Law and Social Policy, and provides information on the Arkansas Career Pathways Initiative (CPI) program. CPI provides academic and support services for low-income, low-skill individuals to acquire the degrees and credentials necessary to secure a job. The program is funded with TANF dollars, and students are eligible for the program if they are adult caretakers of children under 21 and have incomes below 250 percent of the federal poverty line. For more information, please see:
<http://www.clasp.org/admin/site/publications/files/Arkansas-Career-Pathways.pdf>

Community Colleges Pave the Way to Upward Economic Mobility for Millions of Americans, Particularly Low-Income Students, October 2009

The Economic Mobility Project authored this report on ways that students can increase their long-term earnings and the role of community colleges. Twenty-six percent of community college students come from low-income families, compared to 15 percent of four-year college students. Research shows that by receiving a community college degree, students can increase their earnings by an average of \$7,900 annually, which is an earnings increase of 29 percent over those with a high school diploma. For more information, please see:
http://www.economicmobility.org/assets/pdfs/PEW_EMP_COMMUNITY_COLLEGES.pdf

TANF Education and Training: Kentucky's Ready to Work Program, April 2010

This innovative program highlight is from the Center on Law and Social Policy, and provides information on Kentucky's Ready-to-Work program. A collaboration between the Kentucky Cabinet for Health and Family Services and the Kentucky Community and Technical College System (KCTCS), this program helps TANF participants pursue postsecondary degrees at Kentucky community and technical colleges. For more information, please see:
<http://www.clasp.org/admin/site/publications/files/RTW.pdf>

Closing the Expectations Gap: 50-State Progress Report, February 2010

In 2005, Achieve launched the American Diploma Project (ADP) Network at the National Education Summit on High Schools. Since 2005, Achieve has been annually monitoring state progress in college and career readiness for its populations. At the inception of the program, only three states had aligned high school standards with postsecondary and workplace expectations, and in 2010, this report reveals that 31 states have college- and career-ready standards. For more information, please see:

<http://www.achieve.org/files/AchieveClosingtheExpectationsGap2010.pdf>

Strong Students, Strong Workers: Models for Student Success through Workforce Development and Community College Partnerships, December 2009

Community college and vocational training programs provided education to more than 6.2 million students in 2006, which represents about 35 percent of all postsecondary education students. These programs are often important in reaching low-income youth and adults to increase their educational attainment and skills. This paper, from the Center for American Progress, offers information on how community college programs can better engage and reach low-income students and improve their skill development for improved job attainment. For more information, please see:

http://www.americanprogress.org/issues/2009/12/pdf/strong_students.pdf

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http://www.economicmobility.org/assets/pdfs/PEW_EMP_COMMUNITY_COLLEGES.pdf

Accelerating Opportunity: A Breaking through Initiative, 2011

Over 26 million adults in the United States do not have a high school degree and many of these individuals are classified as low-skilled. Many Adult Basic Education (ABE) programs, designed to provide foundational skills, are failing to place low-skilled students on a trajectory to enter credit-bearing postsecondary programs and earn postsecondary credentials. Accelerating Opportunity: A Breaking through Initiative, seeks to transform ABE programs in the United States to help low-skilled students move along educational pathways and into jobs that pay a living wage. Modeling their efforts after the Washington State Integrated Basic Education and Skills Training (I-BEST) program, 11 States throughout the U.S. are attempting to substantially increase the number of basic skills students enrolled in career pathway programs that lead to high-quality employment opportunities. For more information, please see:

<http://www.acceleratingopportunity.org/>

What Works Clearinghouse Intervention Report: New Chance, January 2008

This newsletter is from the What Works Clearinghouse and provides an overview of the New Chance program. The program supports TANF recipients who have dropped out of school

through GED preparation, life skill training, parenting programs, childcare assistance, and case management. New Chance was found to be successful in helping participant's complete education. For more information, please see:

http://ies.ed.gov/ncee/wwc/pdf/WWC_NewChance_012408.pdf

Literacy Assessments

The U.S. Department of Education has issued the National Reporting System Implementation Guidelines. It outlines assessments used for both regular adult basic education learners and English as a Second Language/English Language Learners.

- It is recommended that each program conducts an ongoing standardized student assessment program according to the rules and regulations discussed in the Adult Learner Assessment Policies and Procedures Manual.
- It is also recommended that an intake assessment form is completed for all students in all programs upon entry and each fiscal year. Intake process: orientation, identification of standardized educational functioning level, development of an individualized student education plan with student academic goals, and completion of the standardized intake assessment form.
- The policy manual, especially in 3.3., defines the following definitions (just a few highlighted here):
 - *Educational Functioning Level: the standardized meaning of adult education levels so specific skills and achievements of adult learners can meet standardized requirements. The levels are defined in the NRS Implementation Guide.*
 - *Standardization of Assessment: a consistent set of assessment criteria that must be followed and met by all involved in a particular educational effort. The purpose of standardization is to assure that all adult learners are assessed under the same conditions so that their scores have the same meaning and are not influencing by differing conditions. Standardized procedures are very important when scores will be used to compare individuals or groups or gauge the progress of an individual or group.*
 - *Standardized Test: a form of measurement that has been normed against a specific population. Standardization is obtained by administering the test to a given population and then calculating means, standard deviations, standardized scores, and percentiles. Equivalent scores are then produced for comparisons of an individual score to the norm group's performance. If it is administered under non-standard conditions the results are meaningless.*
- Standardized Student Educational Functioning Level. The NRS divides educational functioning into six levels for both ABE and ESL. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. The six levels for ABE are:
 - 1) Beginning literacy
 - 2) Beginning basic education
 - 3) Low Intermediate basic education

- 4) High Intermediate basic education
- 5) Low Adult Secondary Education
- 6) High Adult Secondary Education

Each ESL level describes speaking and listening and basic reading, writing, and functional workplace skills that can be expected from a person functioning at that level.

The six ESL levels are:

- 1) Beginning literacy
- 2) Low beginning ESL
- 3) High beginning ESL
- 4) Low intermediate ESL
- 5) High intermediate ESL
- 6) Advanced ESL

- **Overview of the NRS Measures and Methods**

Annual 14 Tables for Statistical Report which are:

Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Table 2: Participants by Age, Ethnicity, and Sex

Table 3: Participants by Program Type and Age

Table 4: Educational Gains and Attendance by Educational Functioning Level

Table 4B: Educational Gains and Attendance for Pre- and Post-tested Participants

Table 5: Core Follow-up Outcome Measures

Table 6: Participant Status and Program Enrollment

Table 7: Adult Education Personnel by Function and Job Status

Table 8: Outcomes for Adults in Family Literacy Programs

Table 9: Outcomes for Adults in Workplace Literacy Programs

Table 10: Outcomes for Adult Correctional Education Programs

Table 11: Secondary Outcome Measures

Table 12: Work-based Project Learners by Age, Ethnicity, and Sex

Table 13: Core Follow-up Outcome Achievement for Prior Reporting Year and for Unintended Outcomes

Table 14: Local Grantees by Funding Source

The outcome measures were developed to provide uniform valid and reliable data. The core measures are divided into three categories:

- **Outcome measures** include educational gain, entered employment, retained employment, receipt of secondary school diploma or GED or placement in postsecondary education or training;
- **Descriptive measures** include student demographics, reasons for attending and student status; and
- **Participation measures** contact hours received and enrollment in instructional programs for special populations or projects (such as family literacy or workplace literacy).

Web sites:

- National Reporting System Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education, Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, November 2011
<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>

OTHER ASSESSMENTS

- 1) Tests for Adult Basic Education (TABE) - TABE 9 & 10 for beginning learners.
Text taken from Web site below.
If you require grade-level equivalents, they are available with TABE 9&10. The grade range extends from pre-literacy (0) to Grade 12.9. TABE 9&10 content is relevant to today's adult learners. It tests concepts that center around three types of literacy which reach across all subject matter: prose literacy, document literacy, and quantitative literacy. Prose literacy is the ability to read and understand passages of text. It entails constructing meaning from context and applying newly acquired knowledge to novel situations. Document literacy involves comprehending the content and purpose of entire documents, such as diagrams, maps, charts, tables, forms, and consumer labels. Quantitative literacy is the ability to merge knowledge of quantitative concepts with understanding of documents.
<http://sabes.org/assessment/tabe.htm>
- 2) WorkKeys for more advanced learners.
<http://www.act.org/workkeys/>
- 3) For ESL learners: BESTPlus and Best Literacy
<http://www.cal.org/aea/>
- 4) Adult Basic Learning Examination, Second Edition (ABLE)
Administration: Untimed; each level averages 2 hours, 40 minutes
Screening Battery: 1 hour
Norms: Grade Equivalents, Reference Group Percentile Ranks, and Stanines
Forms: ABLE: Two alternate and equivalent forms, E and F Screening Battery: One
SelectABLE: One, Form C

ABLE is appropriate for use with adults in a variety of adult education programs, including Tech Prep programs, GED programs, and adult literacy programs. The content is appropriate for adults and accommodates the non-reader.

Level 1 - Adults with 1-4 years formal education
Level 2 - Adults with 5-8 years formal education
Level 3 - Adults with 8+ years formal education

<http://www.pearsonassessments.com/iptac-0022190E51D2-32P4KH1/S0001/4943462d48515c3138323832404943464851--1326139233--3121--1325887125--c7e4db6d0dec75242fec108ef70d566d/http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-4010-375&Mode=summary>

- 5) A sub-test of the Quick Adult Reading Inventory (QARI) is the Word Reading Test (WRT).

Cost: This is available free downloaded (just the WRT).

General Description: The *WRT* is a test of Word Recognition, the ability to read words accurately when their recognition is not supported by other words in a reading passage. The *WRT* is one of the sub-tests in the *Quick Adult Reading Inventory (QARI)*, an individual assessment of reading. Continental Press has graciously granted permission for ASRP users to download, copy, and distribute the *WRT* at no cost.

For this test, the learner reads graded lists of words until a top level of mastery is reached. There are five lists of ten words each covering grade levels 0 to 10. Each list gives mastery criteria for two grade levels. There are complete directions for administering and scoring this test on the Directions for Giving the *WRT* page.

Links or Embedded Documents:

- [Information about the WRT](#)
- [WRT Tester Record & Word Lists: Form A | Form B](#)
- [All WRT Documents - PDF format \(84KB\)](#)

- 6) Davidson-Bruce Word Meaning Test

Cost: This is available to download for free.

General Description: The Word Meaning Test (WMT) is an assessment of expressive vocabulary. It is an oral test that you will give to your learners individually. Scores are given as Grade Equivalents (GE).

Links or Embedded Documents:

- [WMT Directions](#)
- [WMT Test \(All Levels\)](#)
- [WMT Acceptable Responses](#)
- [All WMT Documents - PDF format \(192KB\)](#)