

FASD Workplace Literacy Assessment Instructions

Contents

Numeracy.....	3
Part One: Understanding Numeric Values.....	3
A. Reading Numbers	4
B. Writing Numbers with words.....	5
C. Recognizing the Larger Number.....	6
D. Recognizing the Smaller Number	7
E. Sequencing Numbers	8
F. Recognizing Number Place.....	9
Part Two: Arithmetic.....	10
A. Adding.....	11
B. Subtracting.....	12
C. Multiplying	13
D. Dividing.....	14
E. Adding & Subtracting Decimals.....	15
F. Multiplying Decimals.....	16
G. Dividing to Get Decimal Answer	17
Part Three: Understanding Currency	18
A. Reading Money Values in Numbers.....	19
B. Reading Money Values in Words.....	20
C. Counting Value of Coins.....	21
D. Paying with Coins.....	22
E. Counting Value of Dollar Bills & Coins	23
F. Paying with Dollar Bills & Coins.....	24
G. Understanding Abstract Value of Money	25
Part Four: Calculations with Currency	26
A. Adding Money Values.....	27

B. Subtracting Money Values	28
C. Solving Word Problems with Money Values.....	29
D. Working with Money Values & Percentages.....	30
Part Five: Physical/Time Relationships	31
A. Identifying Fractions from Shapes	32
B. Representing Fractions	33
C. Understanding Abstract Concept of Time	34
D. Telling Time.....	35
E. Understanding Abstract Concept of Measuring	36
Reading	37
Phonetics and Comprehension	37
A. Reading Letters of the Alphabet.....	38
B. Writing Letters of the Alphabet.....	39
C. Pronunciation.....	40
D. Recognizing Common Sounds	41
E. Reading Comprehension.....	42
F. Recognizing Meaning from Context.....	43
G. Recognizing Subject of a Sentence	44
H. Recognizing Verb of a Sentence	45
I. Making Inferences about a Text.....	46
Communication.....	47
Writing ability.....	47
A. Responding to a Question	48
B. Basic Spelling Ability	49
C. Writing Complete Sentences	51
D. Using Correct Punctuation.....	52
E. Capitalization.....	53
F. Sentence Agreement.....	54
G. Spelling of Non-basic Words.....	55
H. Organizing and Structuring of Writing.....	56

Numeracy

Part One: Understanding Numeric Values

There are six questions in each section, with the last two being more difficult. Answers are in **bold**. For each, clearly explain what is expected from individuals and discuss what supports, if any, they might want for the task. As soon as they get 3 questions wrong in a section, stop. If they get the first three questions right, skip to the last two questions. The skill level assessment is as follows:

- 1 – Zero to one questions correct
- 2 – Two questions correct
- 3 – Three questions correct
- 4 – Four or more questions correct

A. Reading Numbers

This section tests ability to provide the numeric value of a number given its name. Have different options of spaced lined paper for the individual to choose, and a choice of writing implements¹. Write out the name of the number and have individual write its numeric value beside it. Go through the example with the individual first. For individuals that reading/writing is a barrier to this skill, read each number aloud and make a note that **verbal support** was provided. Watch for right numbers, but in wrong order which may suggest individual is partially dyslectic – especially if you notice a trend of reversing numbers and letters during entire assessment – and make a note of it.

<u>Example:</u> eleven	11
1) thirteen	13
2) seven	7
3) twenty-three	23
4) thirty-five	35
5) four hundred	400
6) fifty-six	56

¹ For entire assessment, a selection of writing tools and different line-width paper is helpful for individuals who may struggle with fine motor skills.

B. Writing Numbers with words

This assesses ability to understand the name of a numeric value. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out the number and have individual write its name beside it. Go through the example with the individual first. For students that reading/writing is a barrier to this skill, allow them to provide their answer verbally and note that **verbal support** was provided. **Note: Do not read the questions aloud.** If individuals come up with the right name, but spell it wrong (confirm verbally what they wrote) consider it correct. Numeral comprehension, not spelling, is being assessed here.

Example: 78

seventy-eight

1) 37

thirty-seven

2) 12

twelve

3) 9

nine

4) 110

one hundred and ten

5) 305

three hundred and five

6) 637

six hundred and thirty-seven

D. Recognizing the Smaller Number

This section assesses the ability to recognize the smaller of two numbers. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out the two numbers and instruct the individual to circle the smaller value. Go through the example with the individual first. If an individual's ability to read each number is a barrier, read each pair out loud and make a note **verbal support** was provided.

Example: (32) 45

1) **9** 11

2) 31 **13**

3) 54 **27**

4) **102** 111

5) **315** 425

6) 2002 **1973**

E. Sequencing Numbers

This section assesses the ability to count sequentially between numbers up and down. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out the two numbers and instruct the individual write the numbers between the numbers in the correct order. Go through the examples with the individual first. For individuals that reading/writing is a barrier to this skill, allow them to provide their answer verbally and make a note that **verbal support** was provided. If sequence is correct, but in wrong order, count as half right and make a note.

Example 1: 23 to 32 **23, 24, 25, 26, 27, 28, 29, 30, 31, 32**

Example 2: 10 to 1 **10, 9, 8, 7, 6, 5, 4, 3, 2, 1**

1) 13 to 19

13, 14, 15, 16, 17, 18, 19

2) 45 to 54

45, 46, 47, 48, 49, 50, 51, 52, 53, 54

3) 79 to 86

79, 80, 81, 82, 83, 84, 85, 86

4) 13 to 4

13, 12, 11, 10, 9, 8, 7, 6, 5, 4

5) 23 to 14

23, 22, 21, 20, 19, 18, 17, 16, 15, 14

6) 97 to 106

97, 98, 99, 100, 101, 102, 103, 104, 105, 106

F. Recognizing Number Place

This section assesses the ability to understand the relationship between digit placements in numbers. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out the numbers and instruct the individual to underline the number in the place you request. Go through the example with the individual first. For individuals that reading/writing is a barrier to this skill, read each aloud and make a note that **verbal support** was provided.

<u>Example:</u> 20	tens place	<u>2</u>0
1) 6	ones place	<u>6</u>
2) 13	tens place	<u>1</u>3
3) 35	tens place	<u>3</u>5
4) 94	ones place	9<u>4</u>
5) 121	ones place	12<u>1</u>
6) 636	tens place	6<u>3</u>6

Part Two: Arithmetic

There are four to twelve questions in each section, which assesses a different arithmetic operation. For each, clearly explain what is expected from individuals. Different questions test a particular skill to perform the operation. Because of this, it's recommended to separate the questions in sections between evaluation sessions to reduce frustration. However, because many arithmetic skills depend on understanding more basic skills, assess addition and subtraction before multiplication and division. Also if an individual struggles with a skill that is a prerequisite for a higher skill, skip the higher skill assessment and assign a score of 1. There is no need to subject an individual to more frustration when you already know what the result will be. The skill level assessment in this section is subjective and should not be limited to the right or wrong answer. As such, talking with individuals during the assessment can help understand their ability better than just checking the answer at the end.

Note: this is the one portion of the assessment that calculators are not permitted.

Once individuals get three questions wrong in a session, stop and assign 1 to the remaining skills rather than frustrate them further.

A. Adding

This section assesses the ability to perform basic addition calculations. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out questions one at a time and instruct individuals to solve them. For individuals that reading/writing is a barrier to this skill, read each aloud and make a note that **verbal support** was provided. Allow them to answer verbally. The questions are sequential:

a) 1) and 2) assess ability to perform simple one-digit addition problems without carrying.

b) 3) and 4) assess ability to perform one-digit addition problems requiring carrying.

c) 5) and 6) assess ability to perform one-to-two-digit addition problems with or without carrying.

d) 7) and 8) assess ability to perform two-digit addition problems without carrying.

e) 9) and 10) assess ability to perform two-digit addition problems requiring carrying.

$$\begin{array}{r} 1) \quad \begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array} \quad 2) \quad \begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array} \quad 3) \quad \begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array} \quad 4) \quad \begin{array}{r} 8 \\ + 9 \\ \hline 17 \end{array} \quad 5) \quad \begin{array}{r} 17 \\ + 4 \\ \hline 21 \end{array} \end{array}$$

$$\begin{array}{r} 6) \quad \begin{array}{r} 11 \\ + 8 \\ \hline 19 \end{array} \quad 7) \quad \begin{array}{r} 20 \\ + 17 \\ \hline 27 \end{array} \quad 8) \quad \begin{array}{r} 14 \\ + 25 \\ \hline 39 \end{array} \quad 9) \quad \begin{array}{r} 18 \\ + 16 \\ \hline 34 \end{array} \quad 10) \quad \begin{array}{r} 27 \\ + 25 \\ \hline 52 \end{array} \end{array}$$

B. Subtracting

This section assesses the ability to perform basic subtraction calculations. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out questions one at a time and instruct individuals to solve them. For individuals that reading/writing is a barrier to this skill, read each aloud and make a note that **verbal support** was provided. Allow them to answer verbally. The questions are sequential:

a) 1) and 2) assess ability to perform simple one-digit subtraction problems.

b) 3) to 5) assess ability to perform two-to-one-digit subtraction problems without borrowing.

c) 6) and 7) assess ability to perform two-to-one-digit subtraction problems requiring borrowing.

d) 8) and 9) assess ability to perform two-digit subtraction problems without borrowing.

e) 10) assesses ability to perform a two-digit subtraction problem requiring borrowing.

$$\begin{array}{r} 1) \quad \begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array} \quad 2) \quad \begin{array}{r} 7 \\ - 6 \\ \hline 1 \end{array} \quad 3) \quad \begin{array}{r} 16 \\ - 3 \\ \hline 13 \end{array} \quad 4) \quad \begin{array}{r} 17 \\ - 4 \\ \hline 13 \end{array} \quad 5) \quad \begin{array}{r} 28 \\ - 2 \\ \hline 26 \end{array} \end{array}$$

$$\begin{array}{r} 6) \quad \begin{array}{r} 12 \\ - 5 \\ \hline 7 \end{array} \quad 7) \quad \begin{array}{r} 21 \\ - 5 \\ \hline 16 \end{array} \quad 8) \quad \begin{array}{r} 24 \\ - 11 \\ \hline 13 \end{array} \quad 9) \quad \begin{array}{r} 33 \\ - 23 \\ \hline 10 \end{array} \quad 10) \quad \begin{array}{r} 22 \\ - 14 \\ \hline 8 \end{array} \end{array}$$

C. Multiplying

This section assesses the ability to perform multiplication calculations. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out questions one at a time and instruct individuals to solve them. For individuals that reading/writing is a barrier to this skill, read each aloud and make a note that **verbal support** was provided. Allow them to answer verbally. The questions are sequential:

- a) 1) to 5) assess ability to perform simple one-digit multiplication problems.
- b) 6) and 7) assess ability to perform one-to-two-digit multiplication problems without carrying.
- c) 8) assesses ability to perform one-to-two-digit multiplication problems with carrying.
- d) 9) assesses ability to perform two-digit multiplication problems without carrying.
- e) 10) assesses ability to perform two-digit multiplication problems with carrying.
- f) 11) and 12) assess ability to perform three-digit multiplication

$$\begin{array}{r} 4 \\ \times 1 \\ \hline 4 \end{array} \quad \begin{array}{r} 5 \\ \times 3 \\ \hline 15 \end{array} \quad \begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array} \quad \begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array} \quad \begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 12 \\ \times 4 \\ \hline 48 \end{array} \quad \begin{array}{r} 10 \\ \times 7 \\ \hline 70 \end{array} \quad \begin{array}{r} 16 \\ \times 3 \\ \hline 48 \end{array} \quad \begin{array}{r} 23 \\ \times 10 \\ \hline 230 \end{array} \quad \begin{array}{r} 19 \\ \times 18 \\ \hline 342 \end{array}$$

$$\begin{array}{r} 431 \\ \times 26 \\ \hline 11206 \end{array} \quad \begin{array}{r} 526 \\ \times 143 \\ \hline 78078 \end{array}$$

D. Dividing

This section assesses the ability to perform division calculations. For individuals that reading/writing is a barrier to this skill, read each aloud and make a note that **verbal support** was provided. Allow them to answer verbally. The questions are sequential:

- a) 1) and 2) assess ability to perform simple division with a one-digit answer.
- b) 3) and 4) assess ability to perform simple division with a two-digit answer.
- c) 5) assesses ability to perform long division without a remainder (or decimals).
- d) 6) assesses ability to perform long division with a remainder (or decimals)

1)	$2 \overline{) 8}$	2)	$5 \overline{) 35}$	3)	$3 \overline{) 39}$
4)	$4 \overline{) 84}$	5)	$6 \overline{) 72}$	6)	$7 \overline{) 85}$

(or **12.14**)

E. Adding & Subtracting Decimals

This section assesses the ability to perform addition and subtraction with decimals. Skip this section if individual did not score at least an average of 3 in **Section A** and **Section B**.

Assessment is done according to rubric instead of just correct answer because the method here is more important than the answer. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out questions one at a time as shown and instruct individuals rewrite the problem up and down (vertically) to solve it. Answers are in bold.

1)	$2.75 + 4.38 = \mathbf{7.13}$	5)	$29.3 + 7.21 = \mathbf{36.51}$
2)	$9.34 - 5.57 = \mathbf{3.77}$	6)	$17.43 - 6.22 = \mathbf{11.21}$
3)	$15.76 + 3.58 = \mathbf{19.34}$	7)	$87 + 1.65 = \mathbf{88.65}$
4)	$84.10 - 7.04 = \mathbf{77.06}$	8)	$79 - 0.42 = \mathbf{78.58}$

Assign the score that best describes the individual's performance:

1 – No evidence of decimals lined up to perform calculation.

No evidence of decimal in right place in answer.

2 – Little evidence of decimals lined up to perform calculation.

Little or no evidence of decimal in right place in answer.

3 – Decimal is mostly lined up to perform calculation.

Decimal is mostly in right place in answer. Majority of answers are correct.

4 – Decimal is lined up and in right place for all questions and answers.

Majority of answers are correct.

F. Multiplying Decimals

This section assesses the ability to perform multiplication with decimals. Skip this section if individual did not score at least an average of 3 in **Section C**. Assessment is done according to rubric instead of just correct answer because the method is more important than the answer. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out questions one at a time as shown and instruct individuals rewrite the problem up and down (vertically) to solve it. Answers are in bold.

$$1) \quad 2.7 \times 5.6 = \mathbf{15.12}$$

$$2) \quad 67 \times 3.1 = \mathbf{207.7}$$

$$3) \quad 4.21 \times 2 = \mathbf{8.42}$$

$$4) \quad 1.89 \times 4.5 = \mathbf{8.505}$$

Assign the score that best describes the individual's performance

- 1 – No evidence of decimal in right place in answer.
- 2 – Little or no evidence of decimal in right place in answer.
- 3 – Decimal is mostly in right place in answer. Majority of answers are correct.
- 4 – Decimal is in right place for all questions and answers. Majority of answers are correct.

Part Three: Understanding Currency

There are 6 questions per section, with the last two being more difficult. For each, clearly explain what is expected from individuals and discuss what supports, if any, they might want for the task. As soon as they get 3 questions wrong in a section, stop. If they get the first three questions right, skip to the last two questions. The skill level assessments are as follows:

Zero to one questions correct – 1

Two questions correct – 2

Three questions correct – 3

Four or more questions correct – 4

The following real (or play) currency will be needed for currency assessment:

4-pennies

5-nickels

4-dimes

6-quarters

4- loonies

1-toonie

1-five dollar bill

2-ten dollar bills

1-twenty dollar bill

A. Reading Money Values in Numbers

This section tests the ability to identify the name of a monetary value from the numeric notation. For each question, write out the numeric notation and direct individuals to read the money value out loud to you. **Note: Do not read the questions aloud.** Go through the example with the individual first.

Example: \$2.10 **two dollars and ten cents**

- 1) \$1.00 **one dollar**
- 2) \$0.59 **fifty-nine cents**
- 3) \$14.00 **fourteen dollars**
- 4) \$11.54 **eleven dollars and fifty-four cents**
- 5) \$26.87 **twenty-six dollars and eighty-seven cents**
- 6) \$120.53 **one hundred and twenty dollars and fifty-three cents**

B. Reading Money Values in Words

This section tests the ability to identify the numeric notation of a monetary value from the name. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. For each question, write out and read the written notation and direct individuals to write the numeric notation. Go through the example with the individual first.

<u>Example:</u> Three dollars and 1 cent	\$3.01
1) Fifty cents	\$0.50 (or 50¢)
2) One dollar and seventy cents	\$1.70
3) Five dollars and seventy-five cents	\$5.75
4) Twenty-seven dollars	\$27.00
5) Fifty-six dollars and sixty-eight cents	\$56.68
6) Two-hundred and seventy five dollars	\$275.00

C. Counting Value of Coins

This section tests ability to recognize the monetary value of coins. Real coins will be used and the questions and answers are verbal. For each question, display the listed coins and direct individuals to tell you their value. Go through the example with the individual first. Provide paper and writing implement if requested. For individuals that arithmetic is a barrier, provide a calculator and make a note that **calculator support** was provided. Watch for patterns of certain coins being confused with each other and make a note of it.

Example: 1 quarter **\$0.25**

1) 1 dime **\$0.10**

2) 1 loonie **\$1.00**

3) 1 quarter, 1 nickel **\$0.30**

4) 1 toonie, 1 penny **\$2.01**

5) 6 quarters, 1 dime,
1 nickel **\$1.65**

6) 1 toonie, 1 loonie,
5 nickels, 1 penny **\$3.26**

D. Paying with Coins

This section tests ability to make a monetary value with a combination of coins. Real coins will be. For each question, write down and say the value and then direct individuals to show you the combination of coins that make that value. Go through the example with the individual first. For individuals that arithmetic is a barrier, provide a calculator and make a note that **calculator support** was provided. Note: answers will vary; assessor must count coins for each. Watch for patterns of certain coins being confused with each other and make a note of it.

Example: \$0.75 **2 quarters, 2 dimes, and 1 nickel**

1) \$0.50

2) \$2.01

3) \$1.68

4) \$2.30

5) \$3.67

6) \$1.95

E. Counting Value of Dollar Bills & Coins

This section tests ability to recognize the monetary value of bills coins. Real bills and coins will be used and the questions and answers are verbal. For each question, display the listed bills coins and direct individuals to tell you their value. Go through the example with the individual first. Provide paper and writing implement if requested. For individuals that arithmetic is a barrier, provide a calculator and make a note that **calculator support** was provided. Watch for patterns of certain bills and coins being confused with each other and make a note of it.

<u>Example:</u> 5 bill, 2 quarters	\$5.25
1) 10 bill, 1 dime	\$10.10
2) 5 bill, 20 bill	\$25.00
3) 5 bill, 1 toonie	\$6.00
4) 20 bill, loonie, 1 quarter	\$21.25
5) 20 bill, 10 bill, toonie, nickel	\$31.05
6) 10 bill, 5 bill, loonie, 5 quarters	\$17.25

F. Paying with Dollar Bills & Coins

This section tests ability to make a monetary value with a combination of bills and coins. Real bills and coins will be used. For each question, write down and say the value and then direct individuals to show you the combination of coins that make that value. Go through the example with the individual first. For individuals that arithmetic is a barrier, provide a calculator and make a note that **calculator support** was provided. Note: answers will vary; assessor must count coins for each. Watch for patterns of certain coins being confused with each other and make a note of it.

Example: \$15.30

10 bill, 5 bill, 3 dimes

- 1) \$5.75
- 2) \$8.00
- 3) \$23.00
- 4) \$13.10
- 5) \$42.45
- 6) \$29.95

G. Understanding Abstract Value of Money

This section tests ability to understand financial value of currency. Individuals will answer the six multiple choice questions on **Appendix 1**. Have different options of writing implements available for individuals. Read each question and answers out loud, and then direct individual to choose the best answer. Provide assistance and cues if vocabulary is a problem. If needed, provide a piece of paper to cover up questions below the one the individual is working on. For individuals that reading/writing is a barrier to this skill, allow them to provide their answer verbally and make a note that **verbal support** was provided.

Answers:

1. a)
2. b)
3. c)
4. b)
5. d)
6. b)

Part Four: Calculations with Currency

There are 6 questions per section, with the last two being more difficult. For each, clearly explain what is expected from individuals and discuss what supports, if any, they might want for the task. As soon as they get 3 questions wrong in a section, stop. If they get the first three questions right, skip to the last two questions. The skill level assessments are as follows:

Zero to one questions correct – 1

Two questions correct – 2

Three questions correct – 3

Four or more questions correct – 4

A. Adding Money Values

This section assesses the ability to perform basic addition calculations with money values. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out questions one at a time and instruct individuals to solve them. For individuals that reading/writing is a barrier to this skill, read each aloud and make a note that **verbal support** was provided. Allow them to answer verbally. For individuals that arithmetic is a barrier, provide a calculator and make a note that **calculator support** was provided.

1)	$\begin{array}{r} \$2.25 \\ + \$2.00 \\ \hline \mathbf{\$4.25} \end{array}$	2)	$\begin{array}{r} \$10.50 \\ + \$3.25 \\ \hline \mathbf{\$13.75} \end{array}$	3)	$\begin{array}{r} \$2.50 \\ + \$4.50 \\ \hline \mathbf{\$7.00} \end{array}$
4)	$\begin{array}{r} \$25.65 \\ + \$13.40 \\ \hline \mathbf{\$39.05} \end{array}$	5)	$\begin{array}{r} \$19.95 \\ + \$11.58 \\ \hline \mathbf{\$31.53} \end{array}$	6)	$\begin{array}{r} \$145.70 \\ + \$75.45 \\ \hline \mathbf{\$221.15} \end{array}$

B. Subtracting Money Values

This section assesses the ability to perform basic subtraction calculations with money values. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out questions one at a time and instruct individuals to solve them. For individuals that reading/writing is a barrier to this skill, read each aloud and make a note that **verbal support** was provided. Allow them to answer verbally. For individuals that arithmetic is a barrier, provide a calculator and make a note that **calculator support** was provided.

1)	$\begin{array}{r} \$4.00 \\ - \$2.00 \\ \hline \mathbf{\$2.00} \end{array}$	2)	$\begin{array}{r} \$10.50 \\ - \$4.00 \\ \hline \mathbf{\$6.50} \end{array}$	3)	$\begin{array}{r} \$6.50 \\ - \$2.25 \\ \hline \mathbf{\$4.25} \end{array}$
4)	$\begin{array}{r} \$15.00 \\ - \$7.40 \\ \hline \mathbf{\$7.60} \end{array}$	5)	$\begin{array}{r} \$29.95 \\ - \$13.40 \\ \hline \mathbf{\$16.55} \end{array}$	6)	$\begin{array}{r} \$312.30 \\ - \$95.45 \\ \hline \mathbf{\$216.85} \end{array}$

C. Solving Word Problems with Money Values

This section assesses the ability to perform budgeting calculations from descriptions of every day scenarios. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Have a calculator available for individuals to use. Explain the scenarios one at a time. If necessary, write key words to questions (underlined) and instruct individuals to solve them. Go through the example with the individual first. For individuals that reading/writing is a barrier to this skill, allow them to answer verbally and make a note that **verbal support** was provided.

Example: You were paid \$800 and rent costs \$400. How much is left?

Answer: **\$400**

- 1) You have \$50 in your bank. You buy a movie for \$20. How much is left? Answer: **\$30**
- 2) A shirt costs \$25. You have a coupon for \$5 off. How much does shirt cost? Answer: **\$20**
- 3) You have \$30. A friend lends you \$15. Groceries cost \$40. How much is left? Answer: **\$5**
- 4) You were paid \$400 and rent costs \$350. Can you afford a \$70 cell phone? Answer: **No (-\$20)**
- 5) You have -\$10 in your bank. You were paid \$200. How much do you have? Answer: **\$190**
- 6) You have \$200. A video game costs \$240. How more do you need to buy it? Answer: **\$40**

D. Working with Money Values & Percentages

This section assesses the ability to perform percentage calculations with money value. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Write out and read questions one at a time and instruct individuals to solve them. Have a calculator available for individuals to use. You might have to explain how the percentage function works if individuals are not familiar with the calculator. Go through the example with the individual first. For individuals that reading/writing is a barrier to this skill, allow them to answer verbally and make a note that **verbal support** was provided.

Example: $\$4.00 + 10\% \text{ tax} = \mathbf{\$4.40}$

- 1) $\$100 + 20\% \text{ tax} = \mathbf{\$120}$
- 2) $\$100 - 25\% \text{ sale} = \mathbf{\$75}$
- 3) $\$35 + 6\% \text{ tax} = \mathbf{\$37.10}$
- 4) $\$21.50 - 50\% \text{ sale} = \mathbf{\$10.75}$
- 5) $\$34.67 + 12\% \text{ tax} = \mathbf{\$38.83}$
- 6) $\$129.95 - 15\% \text{ sale} = \mathbf{\$110.46}$ (half-right for $\mathbf{\$110.45}$)

Part Five: Physical/Time Relationships

There are 6 questions per section, with the last two being more difficult. Most questions are done on Appendix handouts. For each, clearly explain what is expected from individuals and discuss what supports, if any, they might want for the task. As soon as they get 3 questions wrong in a section, stop. If they get the first three questions right, skip to the last two questions. The skill level assessments are as follows:

Zero to one questions correct – 1

Two questions correct – 2

Three questions correct – 3

Four or more questions correct – 4

A. Identifying Fractions from Shapes

This section assesses the ability to recognize fractions from physical representation. Individuals will answer the six questions on **Appendix 2**. Have different options of writing implements available for individuals. Show the shape for question and then direct individual to choose the fraction that best describes the shape. Go through the example with the individual first. If needed, provide a piece of paper to cover up questions below the one the individual is working on. For individuals that reading/writing is a barrier to this skill, allow them to provide their answer verbally and make a note that **verbal support** was provided.

Answers:

1. c)
2. a)
3. d)
4. b)
5. a)
6. b)

B. Representing Fractions

This section assesses the ability to understand physical representation of fractions.

Individuals will answer the six questions on **Appendix 3**. Have different options of writing implements available for individuals. Show and read the fraction for each question and then direct individual to draw a shape that best describes the fraction. (Or provide beads and have students divide them to represent the fraction) Go through the example with the individual first. If needed, provide a piece of paper to cover up questions below the one the individual is working on. For individuals that reading/writing is a barrier to this skill, allow them to provide their answer verbally and make a note that **verbal support** was provided.

Answers will vary. The amount of shaded squares should equal the top number (numerator) of the fraction.

C. Understanding Abstract Concept of Time

This section assesses the ability to understand the concept of time. Individuals will answer the six questions on **Appendix 4**. Have different options of writing implements available for individuals. Read each question and answers out loud, and then direct individual to choose the best answer. Provide assistance and cues if vocabulary is a problem. If needed, provide a piece of paper to cover up questions below the one the individual is working on. For individuals that reading/writing is a barrier to this skill, allow them to provide their answer verbally and make a note that **verbal support** was provided.

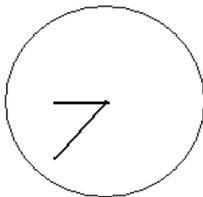
Answers:

- 1. a)**
- 2. c)**
- 3. a)**
- 4. c)**
- 5. b)**
- 6. a)**

D. Telling Time

This section assesses the ability to tell time and understand colloquial time references. Individuals will answer the six questions about time. Have an analog and digital clock or watch for individuals to see during assessment. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Set digital clock to current time. Set analog clock to 2 hours ahead or behind. Ask each question aloud at a time and direct individual to answer verbally or on paper (depending on question). Some answers will vary.

- 1) What is the time on digital clock?
- 2) What is the time on analog clock?
- 3) Which is the correct time? **Digital clock.**
- 4) Write on paper what a digital clock would be at quarter after noon. **12:15**
- 5) Write on paper what a digital clock would be at quarter to 6. **5:45**
- 6) Draw on paper what an analog clock would be at 9:20.



E. Understanding Abstract Concept of Measuring

This section assesses the ability to understand the concept of measuring. Individuals will answer the six questions on **Appendix 5**. Have different options of writing implements available for individuals. Read each question and answers out loud, and then direct individual to choose the best answer. Provide assistance and cues if vocabulary is a problem. If needed, provide a piece of paper to cover up questions below the one the individual is working on. For individuals that reading/writing is a barrier to this skill, allow them to provide their answer verbally and make a note that **verbal support** was provided.

Answers:

1. b)

2. c)

3. a)

4. d)

5. a)

6. d)

Reading

Phonetics and Comprehension

The types of questions and skill assessment levels vary for each section. Most questions are done on Appendix handouts. Answers are in **bold**. For each, clearly explain what is expected from individuals and discuss what supports, if any, they might want for the task.

A. Reading Letters of the Alphabet

This section tests ability to read letters. Only individuals that struggle with reading and writing basic words need to do this section. Discuss individual's reading ability with them, or consider performance in other sections, to decide whether to test this section. If you decide that the test is not necessary because students already have this skill, assign a score of 4. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. For each question, write out the letter and direct individuals to read it out loud to you. **Note: Do not read the questions aloud.** Go through the example with the individual first.

Example: X **say "X"**

1) b

2) Q

3) g

4) K

5) e

6) V

B. Writing Letters of the Alphabet

This section tests ability to write letters. Only individuals that struggle with reading and writing basic words need to do this section. Discuss individual's reading ability with them, or use performance in other sections, to decide whether to test this section. If you decide that the test is not necessary because students already have this skill, assign a score of 4. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. For each question, say the letter and the direct individuals to write out both regular and capital letter (upper and lower case). Go through the example with the individual first.

Example: say "C" **C** **c**

1) N

2) R

3) B

4) I

5) Z

6) U

C. Pronunciation

This section tests reading ability of common words. **Appendix 6** has 4 lists of words each corresponding to a skill assessment level. Have individuals read the words in the list on at a time. It might be advantageous to use a piece of paper to cover the words not been read. If individual misreads 3 words, stop and assign the skill level as the number of that list. If individual misreads 2 or less words, proceed to next list. Do not read words out loud for individuals. Watch for students confusing order of letters which may suggest another problem.

D. Recognizing Common Sounds

This section tests ability to read and recognize rhyming words. Individuals will answer the 5 questions on **Appendix 7**. Have different options of writing implements available for individuals. Direct individual to read the pairs of words in each question and choose which two rhyme. If needed, provide a piece of paper to cover up questions below the one the individual is working on. Do not read words out loud for individuals. Watch for students confusing order of letters which may suggest another problem.

The skill level assessment is as follows:

Zero to one questions correct – 1

Two questions correct – 2

Three questions correct – 3

Four or more questions correct – 4

Answers:

1. d)

2. c)

3. b)

4. a)

5. a)

E. Reading Comprehension

This section tests ability to comprehend what is being read. **Appendix 8** has four short passages. Direct individuals to read the passages one and a time and then ask them verbally the three corresponding questions. Allow them to reread. Instead of asking the questions directly, it might be helpful with some individuals to discuss the passage. The answers can vary, use subjective assessment to determine if individual is correctly answering. If an individual gets two or more wrong, stop and assign the skill level as the number of that passage. If an individual gets two or more right, repeat the process for the next level passage.

Passage 1.

- 1) Who is the passage about?
- 2) What is George doing?
- 3) How is George getting a chicken?
- 4) What meal is the chicken for?

Passage 2.

- 1) Who did the man tell?
- 2) Where is he talking about the kids going?
- 3) What is "too thin"?
- 4) Should someone go play on the ice?

Passage 3.

- 1) How was the weather?
- 2) Were there clouds?
- 3) How many people attended?
- 4) What was the highlight of the day?

Passage 4.

- 1) Who has to fill in a timesheet?
- 2) Where is the employee schedule?
- 3) When should timesheets be filled?
- 4) Where do the timesheets go when filled out?

F. Recognizing Meaning from Context

This section tests ability to recognize meaning from context. Individuals will answer the 5 questions on **Appendix 9**. Have different options of writing implements available for individuals. Go through the example with the individual first. Direct individual to read the sentence in each question and choose which meaning best describes the word in bold. If needed, provide a piece of paper to cover up questions below the one the individual is working on. For individuals that reading/writing is a barrier to this skill, read each questions aloud and allow them to provide their answer verbally and make a note that **verbal support** was provided.

The skill level assessment is as follows:

Zero to one questions correct – 1

Two questions correct – 2

Three questions correct – 3

Four or more questions correct – 4

Answers:

1. b)

2. c)

3. a)

4. c)

5. d)

G. Recognizing Subject of a Sentence

This section tests ability to recognize the subject of a sentence. Individuals will answer the 5 questions on **Appendix 10**. Have different options of writing implements available for individuals. Go through the example with the individual first. Direct individual to read the sentence in each question and underline the word(s) that is the subject or are who or what it is about. If needed, provide a piece of paper to cover up questions below the one the individual is working on. For individuals that reading/writing is a barrier to this skill, read each questions aloud and allow them to provide their answer verbally and make a note that **verbal support** was provided.

The skill level assessment is as follows:

Zero to one questions correct – 1

Two questions correct – 2

Three questions correct – 3

Four or more questions correct – 4

Answers:

- 1) **Chester** bought a new car.
- 2) **You** should be careful on icy roads.
- 3) **John and his friends** came over last night.
- 4) Last night, **Team Canada** won the game.
- 5) Whenever it is dark, **Joan's son** is scared.

H. Recognizing Verb of a Sentence

This section tests ability to recognize the verb of a sentence. Individuals will answer the 5 questions on **Appendix 11**. Have different options of writing implements available for individuals. Go through the example with the individual first. Direct individual to read the sentence in each question and underline the word(s) that tells what the verb or action in the sentence is. If needed, provide a piece of paper to cover up questions below the one the individual is working on. For individuals that reading/writing is a barrier to this skill, read each questions aloud and allow them to provide their answer verbally and make a note that **verbal support** was provided.

The skill level assessment is as follows:

Zero to one questions correct – 1

Two questions correct – 2

Three questions correct – 3

Four or more questions correct – 4

Answers:

- 1) I can fix your computer (or fix)
- 2) Harvey ate a whole pizza himself.
- 3) Please leave the dog alone.
- 4) We are happy today.
- 5) Who is the Prime Minister of Canada?

I. Making Inferences about a Text

This section tests ability to read texts and make inferences. That is, draw conclusions beyond what is said. Direct individuals to read the passage on **Appendix 12** and then ask them verbally the five corresponding questions. Allow them to reread. Instead of asking the questions directly, it might be helpful with some individuals to discuss the passage. The answers will vary, use subjective assessment to determine if individual is correctly answering.

The skill level assessment is as follows:

Zero to one questions correct – 1

Two questions correct – 2

Three questions correct – 3

Four or more questions correct – 4

- 1) What is the serious safety concern?
- 2) What is the extremely flammable gas?
- 3) Do you think an employee breaking the rule would really be blown into a million pieces? Do you think they would really be fired?
- 4) What does the manager mean when he says, "This isn't rocket science, people."?

Communication

Writing ability

Six different skills will be assessed from one sample of writing. Each section explains to rubric to subjectively assign a skill level for each. Clearly explain this task is to check individuals writing skill and discuss what supports, if any, they might want for the task. Have different options of spaced lined paper for individual to choose, as well as choice of writing implements. Read out and discuss the questions on **Appendix 13** and direct them to choose one and write their answer on the separate piece of paper. Do not give a time limit, but limit to one side of paper. Make a note of time required. If ability to write is a barrier, give students the opportunity to answer orally. Record their answer with some recording device to assess skills later. Make a note that **verbal support** was provided. If requested, have a dictionary available to use and make a note the **dictionary support** was provided.

A. Responding to a Question

This section assesses ability to respond to a given question. This skill can also be assessed from a verbal response. Read (or listen to) the sample of writing provided by the individual and assign a skill level of 1 to 4 based on the following rubric.

1. Response is not relevant to question and does not answer the question at all.
2. Response is somewhat relevant to question but does not provide an answer.
3. Response is relevant to question and partly provides an answer with irrelevant information.
4. Response is relevant to question and answers the question.

B. Basic Spelling Ability

This section assesses **basic** spelling ability in an individual's writing of **one to two syllable words or three syllable words on Common Word List** (on next page). Use your discretion if you feel a word not on Common Word list is basic. This skill cannot be assessed from a verbal response. If **verbal support** was provided, make a note and assign a skill level of one. Read the sample of writing provided by the individual and assign a skill level of 1 to 4 based on the following rubric. Reminder, do **not** consider errors in three or more syllable words not on the **Common Word List**.

1. Unable to understand majority of response due to abundant spelling errors.
2. Unable to understand part of response due to spelling errors. Other spelling errors present do not interfere with understanding.
3. Spelling errors are present but few do not interfere with understanding.
4. There are few to none spelling errors but none interfere with understanding.

Common Word List

already	history
animal	hospital
another	however
beautiful	important
business	information
capital	interest
carefully	operation
company	remember
consider	seventeen
different	suddenly
difficult	together
discover	tomato
eleven	tomorrow
everything	understand
example	yesterday
family	

C. Writing Complete Sentences

This section assesses ability to use complete sentences and not punctuation. This skill can also be assessed from a verbal response. Read (or listen to) the sample of writing provided by the individual and assign a skill level of 1 to 4 based on the following rubric:

1. Almost no evidence of complete sentences, which interferes with understanding.
2. Some evidence of complete sentences, which mostly does not interfere with understanding.
3. Majority of sentences are complete with no interference with understanding.
4. There are few to non incomplete sentences with no interference with understanding.

D. Using Correct Punctuation

This section assesses ability to correctly use punctuation. This skill cannot be assessed from a verbal response. If **verbal support** was provided, make a note and assign a skill level of one. Read the sample of writing provided by the individual and assign a skill level of 1 to 4 based on the following rubric:

1. Almost no evidence of punctuation, which interferes with understanding.
2. Some evidence of punctuation, which mostly does not interfere with understanding.
3. Majority of punctuation is correct with no interference with understanding.
4. There are few punctuation errors with no interference with understanding.

E. Capitalization

This section assesses ability to correctly use capital letters. This skill cannot be assessed from a verbal response. If **verbal support** was provided, make a note and assign a skill level of one. Read the sample of writing provided by the individual and assign a skill level of 1 to 4 based on the following rubric.

1. Almost no evidence of capitalization, which interferes with understanding.
2. Some evidence of capitalization, which mostly does not interfere with understanding.
3. Majority of capitalization is correct with no interference with understanding.
4. There are few capitalization errors with no interference with understanding.

F. Sentence Agreement

This section assesses ability to correctly use subject-verb agreement. This skill can also be assessed from a verbal response. Read (or listen to) the sample of writing provided by the individual and assign a skill level of 1 to 4 based on the following rubric.

1. Almost no evidence of proper agreement, which interferes with understanding.
2. Some evidence of proper agreement, which mostly does not interfere with understanding.
3. Majority of agreement is correct with no interference with understanding.
4. There are few agreement errors with no interference with understanding.

G. Spelling of Non-basic Words

This section assesses spelling ability in an individual's writing of **three or more syllable words**. If individual attempted less than 4 words of three or more syllable that aren't on common word list, make a note and assign a skill level of 1. This skill cannot be assessed from a verbal response. If **verbal support** was provided, make a note and assign a skill level of one. Read the sample of writing provided by the individual and assign a skill level of 1 to 4 based on the following rubric.

1. Unable to understand majority of response due to abundant spelling errors.
2. Unable to understand part of response due to spelling errors.
Other spelling errors present do not interfere with understanding.
3. Spelling errors are present but few do not interfere with understanding.
4. There are few to none spelling errors but none interfere with understanding.

H. Organizing and Structuring of Writing

This section assesses ability to correctly organize and structure writing. If individual wrote less than four sentences (or four complete points if run-on sentences are used), make a note and assign a skill level of one. This skill cannot be assessed from a verbal response. If **verbal support** was provided, make a note and assign a skill level of one. Read the sample of writing provided by the individual and assign a skill level of 1 to 4 based on the following rubric.

1. There is no evidence of organizing ideas. The main idea is unclear and other sentences do not support it and are unrelated.
2. There is little evidence of organizing ideas. The main idea is clear. Some sentences support it, but most are unrelated.
3. The ideas are organized into one or more paragraphs. The main idea is clearly stated at beginning or end of paragraph. Most of the other sentences support the main idea. Writing at times jumps from idea to idea.
4. The ideas are organized into three or more paragraph structure. The main idea of the writing is clearly stated in beginning or end of first paragraph. The other paragraphs clearly develop ideas to support the main idea. All sentences support each paragraphs idea.