

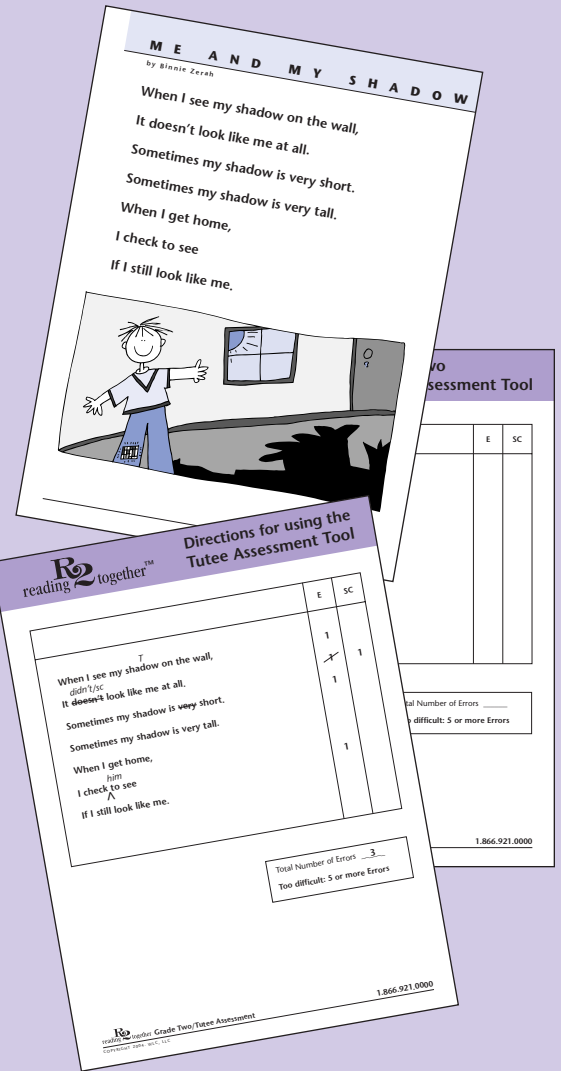
# Find the right Reading Together™ level

A caring mentor can make a big impact on an at-risk student. But a caring mentor with the tools to improve academic achievement can begin a lifelong transformation. Reading Together™ provides those tools in the form of easy-to-follow lessons based on scientific research and best practices.

Ideally, community-based organizations work in partnership with schools to monitor progress and enrich the learning experience. But in cases where there is little contact with the school environment, Learning Together provides a free Assessment Kit to help CBOs determine the proper program placement. The assessment is designed to be used by non-educators with minimal instruction.

Reading Together™ placement is by reading level, not necessarily grade level. Some third graders, for example, may be more appropriately placed in the Grade Two program. The Assessment Kit comes with: two passages for Grade Two; one each for Grade Three and Intermediate (Grades Four, Five and Six); blank scoring sheets; a sample scoring sheet; and directions.

Reading Together™ targets students who are adequate decoders (that is, they can sound out most words) but who have difficulty reading with fluency and comprehension. Students who cannot decode need additional phonics support before beginning Reading Together™; decoders who are placed in a Reading Together™ program that is too advanced may be frustrated by the level of difficulty. It's simple to find the proper placement.



**reading together™** Directions for using the Tutee Assessment Tool

The purpose of this instrument is to place students in the appropriate grade level for instruction. Students who find the text too difficult will have problems making progress in comprehension because they cannot read the words. By recording mistakes and times a student corrects him/herself (self-corrects), you can determine whether the text is too difficult. Follow the directions on each selection and record the mistakes and self-corrections. If the student's mistakes exceed the recommended number of errors on each selection, you will need to use the lower grade level program for tutoring.

**Step 1**

<b>Errors</b>	<b>Record as</b>
1. Substitutions	Child: <u>home</u> Text: house
2. Insertions	A
3. Omissions	house
4. Child stops and cannot proceed The teacher tells the word.	Child: home   Text: home   T
<b>Record but DO NOT count as error</b> Self-corrections (made after an error)	Child: <u>home</u>   SC. Text: house

**Step 2**  
Total the number of Errors (E) and the number of Self-Corrects (SC) on each line. Mark out the Error in the E column, if the student self-corrects.

**Step 3**  
Total both lines and record at the bottom of the page.

**Step 4**

Student makes too many errors on the selection → Use the next lowest grade level for tutoring

reading together™ Grade Two/Tutee Assessment 1.866.921.0000

## Three Simple Steps

- 1) Start by testing the child with the passage at his/her grade level. A third-grade student would start with the Grade Three passage, "Owl Prowl."
- 2) The directions explain how to mark the scoring sheet as the tutee reads. A sample scoring sheet shows the administrator what the errors might look like.
- 3) Tally the errors. If there are five or more errors, the program is likely too difficult for this student — try the assessment again with the lower-level passage. If a second grader has five or more errors on the Grade Two passage, retest with the second assessment to see if this child should be included in Reading Together™.

Find out more about adding Reading Together™ to your community program. Call us at 1-866-921-0000.

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