

INSTRUCTIONAL RECOMMENDATIONS – READING (PROSE LITERACY) 3

The purpose of this document is to provide recommendations for instructors who are using TOWES™ Focus results to develop learning plans for clients. These recommendations relate to planning instruction for clients who achieved Level 3 in Reading (Prose Literacy) on a TOWES™ Focus assessment. The first two rows of information are provided to clients as part of their score reports. The two rows that follow are instructional recommendations, from general to specific.

CLIENT REPORT STATEMENTS	
INTERPRETATION	<p>A score at Level 3 in Reading [Prose Literacy], indicates that you have skills that will help ensure your success at work and in daily life. You are able to successfully transfer your Reading skills to new situations.</p> <p>At Reading [Prose Literacy] Level 3, your reading skills include the ability to:</p> <ul style="list-style-type: none"> • read somewhat complex texts to locate a single piece of information. • read less complex texts to locate multiple pieces of information. • make basic inferences from information in a single source. • choose and integrate information from more than one source or more than one part of a single text. • Make basic inferences from information in multiple sources. • identify relevant and irrelevant information.
LEARNER RECOMMENDATIONS	<p>Here are some ways you can build on your skills:</p> <ul style="list-style-type: none"> • Decide on a clear and measurable goal, before you start. • Use materials with content that is of interest to you. • practice reading complex and difficult texts. • practice synthesizing information from multiple texts. • practice sorting information as relevant or irrelevant for completion of a task. • Check your progress regularly.

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<p>GENERAL RECOMMENDATIONS READING (PROSE LITERACY) LEVEL 3</p>	<ul style="list-style-type: none"> • Assist clients in defining clear and measurable goals, before starting any training. • As much as possible, use content or topics that are of high interest or are of high value to them and their literacy goal. • Monitor clients ‘progress so you know when they have achieved their set goal or when you need to shift them to a different strategy. • Individualized learning plans are very useful as is regular and frequent review of progress. • Computer-based training will be useful for learners at Level 3. • The ultimate goal is for learners to strengthen the skills they have and to expand their skills, as may be required for them to achieve their set goal.
<p>SPECIFIC RECOMMENDATIONS READING (PROSE LITERACY) LEVEL 3</p>	<p>Individuals at Level 3 have basic to proficient literacy-based comprehension skills. At Level 3, individuals can function beyond the literal level of provided information. They have the ability to begin to thoughtfully apply their background information to tasks they encounter. Individuals at this level are proficient in following directions and tasks that are based on conditions and outcomes. Individuals at Level 3 have basic abilities to deal with competing or distracting information within and between a task and information source.</p> <p>Learners at Level 3 have the level of skills required to succeed at further academic or technical training.</p> <p>Learners at Reading [Prose Literacy] Level 3 can further improve their skills by:</p> <ul style="list-style-type: none"> • practicing reading complex and difficult texts. • practicing synthesizing information from multiple texts. • practicing sorting information as relevant or irrelevant to the completion of a task.