

## INSTRUCTIONAL RECOMMENDATIONS – READING (PROSE LITERACY) 4

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 4 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.

<b>CLIENT REPORT STATEMENTS</b>	
<b>INTERPRETATION</b>	<p>A score at <b>Level 4</b>, in <b>Reading [Prose Literacy]</b>, indicates that you have the skills needed to be able to efficiently complete tasks, to transfer existing knowledge to new contexts or situations and to integrate information from multiple sources to solve a problem or make a decision.</p> <p>At <b>Reading [Prose Literacy] Level 4</b>, your skills include the ability to:</p> <ul style="list-style-type: none"> <li>●choose and integrate information from more than one source or more than one part of a single text.</li> <li>●make basic inferences based on information from multiple sources.</li> <li>●identify relevant and irrelevant information.</li> <li>●integrate and synthesize information from multiple sources or from complex and lengthy texts.</li> <li>●make complex inferences.</li> <li>●use general background knowledge to evaluate the quality of text.</li> </ul>
<b>LEARNER RECOMMENDATIONS</b>	<p>Your reading skills are strong and you are well prepared to benefit from academic, technical or on-the-job training.</p>

**INSTRUCTIONAL RECOMMENDATIONS**

**SPECIFIC  
RECOMMENDATIONS  
READING  
(PROSE LITERACY)  
LEVEL 4**

Individuals at Level 4 have proficient to advanced literacy-based comprehension skills. At Level 4, individuals can consistently function beyond the literacy level of the information provided in the task. They have the ability to thoughtfully apply their background information and knowledge to tasks they encounter.

At Level 4, individuals are proficient in following directions and completing tasks that are based on abstract conditions and unspecified outcomes. Individuals at Level 4 are also proficient at dealing with competing or distracting information within and between a task and information source.