

INSTRUCTIONAL RECOMMENDATIONS – READING (PROSE LITERACY) 5

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 5 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 5, Reading [Prose Literacy], indicates that you have the literacy skills needed to be able to transfer existing knowledge to new contexts or situations and to integrate information from multiple sources to solve a problem or make a decision and to generate new content.</p> <p>At Reading [Prose Literacy] Level 5, your skills include the ability to:</p> <ul style="list-style-type: none"> • integrate and synthesize information from multiple sources or from complex and lengthy texts. • make abstract and complex inferences. • use general background knowledge to evaluate the quality of text.
LEARNER RECOMMENDATIONS	<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 5**

Individuals at Level 5 have advanced literacy-based comprehension skills. At Level 5, individuals can function easily beyond the literal level of information provided in a task and the information source. They have the ability to consistently and thoughtfully apply their background information and knowledge to all tasks they encounter.

Individuals at Level 5 have mastered completing tasks that are based on multiple abstract conditions and unspecified outcomes. At Level 5, individuals have also mastered the ability to deal with competing or distracting information at any point in the completion of a task or process.