**Learner Inventory: Native Speaker**

Learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tutor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

*Use this form to better understand your learner’s interests, abilities, needs, and goals. Explain that these questions will help you plan your tutoring session - you do not need to fill it out in one session. Complete the observation section on your own, after meeting several times, to record learner’s strengths and needs.*

**Learner Reading Interests:**

* Arts/Crafts/Hobbies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Biographies (celebrities, historic persons)
* Children’s Books
* Comics/Humor
* Do it yourself (carpentry, home repair, mechanics) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Fiction (adventure, mystery, romance, sci-fi…) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Health/Medicine \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* History
* Home skills (cooking, gardening) \_\_\_\_\_\_\_\_\_\_\_\_
* Job skills, careers, want ads \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Nature/Animals
* News/Current Events \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Religious/Spiritual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Science
* Shopping/Ads
* Sports
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Formats:**

* Forms (Insurance, Government, Job Application…) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Instructions/Manuals/Packaging \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Books
* Magazines
* Newspapers
* Audio books
* Social media (online)
* Banking/Bills/Financial Documents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| ***GOALS: What I want to be able to do with reading and writing*** | | |
| ***Life Skill Topic*** | ***Reading*** | ***Writing*** |
| *1. Employment* |  |  |
| *2. Health* |  |  |
| *3. Education or Training* |  |  |
| *4. Family and children* |  |  |
| *5. Housing* |  |  |
| *6. Telephone* |  |  |
| *7. Transportation* |  |  |
| *8. Community Life and Services* |  |  |
| *9. Shopping, Banking* |  |  |
| *10. Media – TV, Radio, Newspapers* |  |  |
| *11. Technology – Computers* |  |  |
| *12. Other:* |  |  |



**Observation:**

Learner Priorities:

Needs help with this area (✓)

Strength in this area (+)

Not Applicable (N/A)

Sounds of letters together

Short words

Long words

Short Sentences

Long sentences

Punctuation

Reading Faster

Meaning of Words

Understanding what I read in:

\_\_\_ Paragraphs

\_\_\_ Short stories, essay, etc.

Remembering what I read

Picking out what to remember when reading

Paying attention while reading

\_\_\_\_\_Telling about what I’ve read

Spelling

Handwriting

Knowing what to say when writing

Organizing ideas when writing

Writing notes or letters

Taking tests/how to study

Using the library

Using the computer

Decoding Skills:

Learner has difficulty reading:

consonant sounds

vowel sounds

consonant blends

words with more than one syllable

other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When encountering unknown words learner:

attempts to sound out unfamiliar words

self-corrects mistakes

uses context clues

substitutes words

adds words

skips (part of all) of a word

mispronounces words

Fluency:

Learner reads (aloud):

word by word

in phrases

at an appropriate rate

responding to punctuation

using stress, pitch, and intonation

Comprehension:

Notes and recalls main idea and significant details

Recalls correct sequence of events

Can find cause and effect relationships

Distinguishes facts and opinion

Distinguishes facts and inferences

Formulates valid conclusions

Evaluates:

Applies what is read to reach new conclusions, ideas

Relates reading to own life

Notes/Comments:

 Reading Goals Self-Assessment

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Comfortable reading now** | **Can read but need practice** | **Need or want to read about** | **Not important to me** |
| **1** | Ads/Sale flyers |  |  |  |  |
| **2** | Books |  |  |  |  |
| **3** | Children’s books |  |  |  |  |
| **4** | Driver’s manual |  |  |  |  |
| **5** | Food labels |  |  |  |  |
| **6** | Greeting cards |  |  |  |  |
| **7** | Instructions |  |  |  |  |
| **8** | Letters/email |  |  |  |  |
| **9** | Letters from child’s school |  |  |  |  |
| **10** | Magazines (titles/topics) |  |  |  |  |
| **11** | Mail and bills |  |  |  |  |
| **12** | Medicine bottles/Prescriptions |  |  |  |  |
| **13** | Menus |  |  |  |  |
| **14** | Newspaper (sections/topics) |  |  |  |  |
| **15** | Recipes |  |  |  |  |
| **16** | Religious texts/materials |  |  |  |  |
| **17** | Street signs, traffic signs |  |  |  |  |
| **18** | Telephone book |  |  |  |  |
| **19** | Work-related materials |  |  |  |  |
| **20** | Work bulletin board/memos |  |  |  |  |
| **21** | Other: |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Choose 2-3 of the goals that are the most important to you. Use your work above to complete the sentences.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.



Writing Goals Self-Assessment

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  |  | **Comfortable writing now** | **Can write but need practice** | **Need or want to write** | **Not important to me** |
| **1** | Alphabet |  |  |  |  |
| **2** | Name and address |  |  |  |  |
| **3** | Address envelopes |  |  |  |  |
| **4** | Checks |  |  |  |  |
| **5** | Cursive |  |  |  |  |
| **6** | Fill out forms |  |  |  |  |
| **7** | Greeting cards |  |  |  |  |
| **8** | Grocery list |  |  |  |  |
| **9** | Job applications |  |  |  |  |
| **10** | Letters/Email |  |  |  |  |
| **11** | Notes to my child’s teacher |  |  |  |  |
| **12** | Paragraphs |  |  |  |  |
| **13** | Story |  |  |  |  |
| **14** | Work order |  |  |  |  |
| **15** | Work-related words |  |  |  |  |
| **16** | Other: |  |  |  |  |
|  |  |  |  |  |  |
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|  |  |  |  |  |  |

Choose 2-3 of the goals that are the most important to you. Use your work above to complete the sentences.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I want to improve my \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Writing Sample: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_