**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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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