



# Tutoring Progress Report

Learner: \_\_\_\_\_

Tutor: \_\_\_\_\_

Date:; \_\_\_\_\_

Hours of instruction to date: \_\_\_\_\_  
(since last assessment)

## Learner Reading Interests

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Adventures         | <input type="checkbox"/> Gardening            | <input type="checkbox"/> Health and medical topics             |
| <input type="checkbox"/> Mysteries          | <input type="checkbox"/> Art or crafts        | <input type="checkbox"/> Insurance papers                      |
| <input type="checkbox"/> Sports             | <input type="checkbox"/> Sewing/Needlework    | <input type="checkbox"/> Government forms                      |
| <input type="checkbox"/> Comics             | <input type="checkbox"/> Cooking              | <input type="checkbox"/> How to manuals                        |
| <input type="checkbox"/> Humor              | <input type="checkbox"/> Mechanics            | <input type="checkbox"/> Package instructions                  |
| <input type="checkbox"/> Romance            | <input type="checkbox"/> Carpentry            | <input type="checkbox"/> Shopping materials and advertisements |
| <input type="checkbox"/> TV and movie stars | <input type="checkbox"/> Home repair          | <input type="checkbox"/> Mail received from _____              |
| <input type="checkbox"/> Animals            | <input type="checkbox"/> Careers              | <input type="checkbox"/> Bills and banking materials           |
| <input type="checkbox"/> Nature             | <input type="checkbox"/> Want ads             | <input type="checkbox"/> Current Events and news publications  |
| <input type="checkbox"/> Science            | <input type="checkbox"/> Personal problems    | <input type="checkbox"/> Other _____                           |
| <input type="checkbox"/> History            | <input type="checkbox"/> Children's books     | _____  |
| <input type="checkbox"/> Travel             | <input type="checkbox"/> Religious/ spiritual | _____  |

## Materials used by learner on his/her own:

(Give titles and reading levels where known)

- Books/Workbooks \_\_\_\_\_
- CD's/ Videos \_\_\_\_\_
- Computer Programs/Internet \_\_\_\_\_
- Magazines \_\_\_\_\_
- Newspapers \_\_\_\_\_
- Other \_\_\_\_\_

## Materials used in tutoring sessions:

(Give titles and reading levels where known)

- Books/Workbooks \_\_\_\_\_
- CD's/ Videos \_\_\_\_\_
- Computer Programs/Internet \_\_\_\_\_
- Magazines \_\_\_\_\_
- Newspaper \_\_\_\_\_
- Other \_\_\_\_\_

## Learner Priorities: Needs help with this area (✓) or has strength in this area (+) or Not Applicable (N/A)

- |  |  |
|--|--|
| _____ Short words                              | _____ Paying attention while I'm reading             |
| _____ Long words                               | _____ Telling about what I've read                   |
| _____ Short Sentences                          | _____ Analyzing what I've read                       |
| _____ Long sentences                           | _____ Spelling                                       |
| _____ Punctuation                              | _____ Handwriting                                    |
| _____ Reading Faster                           | _____ Knowing what to say when I'm writing           |
| _____ Meaning of Words                         | _____ Knowing how to organize ideas when I'm writing |
| _____ Understanding what I read in:            | _____ Knowing how to write correctly                 |
| ___ Paragraphs                                 | _____ Writing notes or letters                       |
| ___ Short stories, essay, etc.                 | _____ Taking tests/how to study                      |
| _____ Remembering what I read                  | _____ Using the library                              |
| _____ Remembering what I hear                  | _____ Using the computer                             |
| _____ Picking out what to remember when I read | _____ Sounds of letters together                     |

## Comprehension:

### Written

### Spoken

#### Understands concepts

Notes and recalls main idea  
and significant details

Always Often Sometimes Rarely Never NA

Recalls correct sequence of events

Can find cause and  
effect relationship

Distinguishes facts and opinion

Distinguishes facts and inferences

Formulates valid conclusions

Always Often Sometimes Rarely Never NA

#### Evaluates

Applies what is read to reach  
new conclusions, ideas

Relates reading to own life

\*NA not presently working in this area

## Bader Assessment Information

*Please* complete this *confidential* information:  
at the onset of tutoring, and following every 10<sup>th</sup> tutoring session thereafter.  
(Ten sessions is approximate. Reassess when you believe there has been a skill level gain.)

### Word lists (Instructional Level)

- |                                      |                                     |                                     |  |
|--------------------------------------|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> PP (list A) | <input type="checkbox"/> 2 (list D) | <input type="checkbox"/> 5 (list G) | <input type="checkbox"/> 8 (list J)      |
| <input type="checkbox"/> P (list B)  | <input type="checkbox"/> 3 (list E) | <input type="checkbox"/> 6 (list H) | <input type="checkbox"/> 9 & up (list k) |
| <input type="checkbox"/> 1 (list C)  | <input type="checkbox"/> 4 (list F) | <input type="checkbox"/> 7 (list I) |  |

Oral Reading: \_\_\_\_\_ prepared \_\_\_\_\_ unprepared

Passage Title: \_\_\_\_\_

#### No. of Miscues:

- \_\_\_\_\_ substitutions (changes meaning)  
\_\_\_\_\_ additions  
\_\_\_\_\_ skipped (part or all of word) not attempted  
\_\_\_\_\_ mispronunciations  
\_\_\_\_\_ words pronounced by examiner (5 seconds)

#### Rate and fluency: appropriate? \_\_\_\_\_ (Y/N)

- \_\_\_\_\_ reads word by word  
\_\_\_\_\_ reads in phrases  
\_\_\_\_\_ good use of punctuation  
\_\_\_\_\_ good use of stress, pitch, and intonation

#### Comprehension:

Oral reading inaccuracies changed meaning \_\_\_\_\_ (Y/N)

Answered \_\_\_\_\_ out of \_\_\_\_\_ comprehension questions.

Interpretive question: acceptable answer? \_\_\_\_\_ (Y/N)

**Assessed Instructional  
Reading Level \_\_\_\_\_**