

Baseline Analytical Reading Test

Version 260521

Assessor Instructions

Introduction

The aim of this reading test is not to get a reading level measurement. The aim is to identify any causes of frustration for the learner. If a learner is below their expected level, something will have caused that. You can only expect accelerated progress if you deal with that underlying issue.

Section 1 is a qualitative assessment of the background cognitive profile for the learner. Once you have completed that, begin to work through the student sheet together, checking the boxes on the recording sheet to pinpoint areas of struggle.

If any part of section 3 is too hard for the student, just stop the assessment.

Micro Interventions

This is a very basic introduction to the intervention protocols we recommend on the assessment analysis sheet. These micro interventions can save you hours of wasted time.

Sometimes the situation can be complex and so we suggest always creating a Reading Intervention Plan in collaboration with a Trainertext Reading Intervention Coach in the early days of your implementation of this system.

Phrase Reread Protocol

As the student works through the text, they must stop at the end of each phrase of 3-5 words and reread those words until they are fluent. Only then should they start to read the next phrase.

Trainertext Practice Protocol

The ideal is a daily 1:1 session, but alternatively the student should work through a section of text solo, using the trainertext to help them work out any tricky words. Once they are confident they can read the text fluently, they should then do a final readthrough of the text to whoever is supporting them. Some students may need 1:1 support until they have the confidence to complete solo sessions.

Eye Tracking Exercise Protocol

The student holds their arm out in front of them, with a slight bend in the elbow, as if they were holding a book or piece of paper.

They point their index finger at the ceiling and stare very intently at a spot on their finger.

They now do a slow swiping action left and right, as if their finger is on a vertical tablet. They must track their finger with just their eyes, while keeping their head still.

Each session should be for just 10 very intense seconds, but they must aim for 10 sessions per day for 10 days.

Little Voice Protocol

The student imagines that they have a small audience inside their head, sat around in a circle waiting to be read to.

The student now reads silently, but reads the book to their audience in their head, so that they can hear it, even though nobody else can.

The student should repeat this exercise until they can always hear the text that they are reading, even when they are reading silently.

Photocopiable BART Recording Sheet

Student Name _____ Date _____

Section 1: Pre Assessment Pattern Analysis

Pattern	Y/N	Indication
1a: Indicators of auditory processing weakness, like late speech development or saying "what" in response to a question.		Phonics will be hard, might need help with blending, will find trainertext a great help, progress will be slow and dependent on level of speech. Apply the Trainertext Practice Protocol
1b: Indicators of short term memory weakness.		Reading development will be slow and will benefit from the Phrase Reread Protocol .
1c: Indicators of attention deficit.		Keep practice sessions short, incorporate maximum gaming elements, track progress for engagement.
1d: Indicators of weak language knowledge.		Reading development will be dependent on language knowledge, but will also help language development.
1f: Any guessing with short words when reading?		Whole word reading strategy being used. Apply the Trainertext Practice Protocol

Section 2: Functional Vision Test

Pattern	Y/N	Indication
2c was the only section where they could see the smallest letters clearly.		They need to follow the Eye Tracking Protocol .
2b allowed them to see the smallest letters, but not 2a.		The student has a sensitivity to black on white. Use tinted plastic overlays . Continue to page 2 of the BART if the student can read the third line.
Student was unable to see the smallest letters even in section 2c		They need to do an eye test or wear their glasses if that has already been done.

Section 3: Functional Reading Test

Pattern	Y/N	Indication
3a: 2+ Errors made.		Needs basic phonics teaching. Halt the assessment .
3b: Struggled more than in 3a.		Short term memory weakness. Implement the Phrase Reread Protocol to accelerate subconscious development.
3c/d/e: Errors with any short, common words or with the nonsense words		Struggling with the complexities of real text. Use the Trainertext Practice Protocol .

Section 4: Functional Comprehension Test

Pattern	Y/N	Indication
4a: Presuming the student was decoding well in Section 3, look for indications of weak comprehension or multiple rereads to get the meaning (N.B the student MUST read it silently).		The student is not voicing the words internally. Ask them to confirm that they cannot hear the words as they read them silently. We then need to use the Little Voice Protocol .

BART

Student Sheet - Version 1 - Page 1

Stop if the student is struggling at any point

This box needs to be the size of a credit card.

Adjust the window on the screen until it is.

2a: Ask the student to read out letter patterns to identify which line is the smallest the student can see clearly. If they cannot read out the smallest letters, move to Section 2b.

50 - jtzp hwsg pldo

30 - grzb jenb qfda rpvt adsu

20 - tsdw vrha ohkg edhw sdkh bjrv wcbz

10 - hfvr tdsp jkwb gmcu baxf ypiq dtav ojkx dchr yfge kcnw phxd jadu ihxf szfe

2b: Check if they can now read the smallest letters. If not, go to Section 2c.

50 - yvtp bkarn gwdf

30 - kbec xdwg zrwf fdrh kbfe

20 - khbt pdcu adsc dscv mjuv kpoh wfjc

10 - mbsa xfrt uthw hcbe wxmr pgkt bdhe zsfk cbne jhqd vcpu nhxd lkwe sahq

2c: Ask the learner to cover one eye and try reading the smallest letters.

20 - dscv mjuv kpoh wfjc khbt pdcu adsc

10 - pgkt bdhe zsfk cbne jhqd vcpu nhxd lkwe sahq mbsa xfrt uthw hcbe wxmr

Only do this page if the student could read the letters in the second line of 2b.
STOP if the student is struggling with any section.

3a: Ask the student to read out the following regular words:

cat hug gate there strand hairs flout

3b: Ask the student to read out the following longer words:

government percentage snakeskin

3c: Ask the student to read out these less regular words:

average answer law blasted aviary

3d: Ask the student to read out the following nonsense words:

lig dop trem delk swont blarg jought

3e: Ask the student to read out the following and look for guesses:

Roddy saw one of those new films with some friends. The three of them were there for the whole evening together.

4a: Ask them to read this silently and give the answer 1, 2, 3 or 4:

Select the best answer below:

1. This first option is not really great.
2. This is the choice to make today.
3. This one is almost as brilliant too.
4. This isn't the best option to choose.