

INSTRUCTIONS FOR ADMINISTERING THE LITERACY ASSESSMENT FOR DIABETES (LAD):

The Literacy Assessment for Diabetes (LAD) is a screening instrument to assess an adult patient's ability to read ordinary nutritional and medical terms as well as those terms specific to diabetes. The purpose of this test is to indicate relevant literacy information to those medical personnel who assist diabetic patients in understanding nutritional and medical instructions.

Word Reading:

Subjects are to pronounce 60 words, arranged in three columns in order of increasing complexity. Half of the words are at the fourth grade level, the rest range from sixth through sixteenth grade level. The word list used by the administrator of the test provides space for scoring responses and a pronunciation guide.

The LAD consists of a laminated reading list from which subjects read, and the same list with a pronunciation key for the administrator of the test. The administrator should have a clipboard and pencil when testing subjects.

The test is to be administered one-on-one, rather than in a group setting. The LAD tests the subject's ability to recognize words – not the subject's speech or diction. The LAD counts certain non-standard pronunciations as correct if the subject uses the non-standard pronunciation consistently throughout the test. Examples of non-standard pronunciation include English as a second language, speech impediments, or use of a non-standard English dialect. The LAD is designed for use with adults.

The examiner's copy of the LAD provides the correct pronunciations just below the words. The examiner should familiarize herself with this pronunciation guide before administering the test and should follow the pronunciation guide as s/he scores the test. The examiner's copy should not be visible to the subject. Should the subject be curious about the correct pronunciation of words, this should be deferred until after the test is completed.

Many low- or non-literate subjects are very sensitive about their inability to read and should be treated at all times with courtesy and respect. Their inability to read should not be treated as blameworthy. Before beginning testing, make sure that those subjects who need eyeglasses or contact lenses are wearing them for the test.

Directions for Word Reading:

1. Give the patient a laminated copy of the LAD and score answers on the unlaminated (or administrator's) copy. Hold your copy so that it does not distract your testee.

*SAY: Would you please read **aloud** as many words as you can from the lists. Start with the first word on List 1, and read down the list. When you have finished with the first list, start at the top of the next list, and so on. When you come to a word you cannot read, try your best or say "pass" and go on to the next word.*

2. If the patient takes more than five seconds on a word, say "pass" and point to the next word, if necessary, to move the patient along. If the patient passes five or more times allow him/her to attempt only words they know.

Directions for Scoring:

3. Place a plus (+) after each correctly pronounced word, a zero (0) after each mispronounced word, and a minus (-) after words not attempted. A word that the patient self-corrects is counted as a correct word and marked with a plus (+).
4. Count the number of correct words (+) for each of the three lists and record the number in the "SCORE" box. Total the numbers and write the total in the corresponding blanks. The raw score is the total of the three lists. The raw score can then be converted to a reading grade level using the conversion table printed on the tool score sheet.