



**TRANSCEND**<sup>®</sup>  
Translation matters.<sup>®</sup>

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## LOW - L I T E R A C Y E D U C A T I O N

# Checklist

- |  | Yes                      | No                       |  | Yes                      | No                       |
|--|--------------------------|--------------------------|--|--------------------------|--------------------------|
| 1. Have you identified your audience? .....  | <input type="checkbox"/> | <input type="checkbox"/> | 10. Have you selected an appealing, simple layout with plenty of white space and a large font size? (12-14 point) .... | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you know their reading proficiency?.....   | <input type="checkbox"/> | <input type="checkbox"/> | 11. Are summary documents limited to one or two pages? (for two page documents, back-to-back is better.) .....         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the document at the <b>readers'</b> grade reading level or lower? (Use WORD or Fog to test. If grade level is $\geq 12$ , use WP.) .....   | <input type="checkbox"/> | <input type="checkbox"/> | 12. Have you used <b>bold</b> or a larger font to set off the most important information? .....                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Have you used headings to set off blocks of information? .....  | <input type="checkbox"/> | <input type="checkbox"/> | 13. Have you avoided ALL CAPS and <u>underlining</u> ? .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are most of the sentences about 10 words long?.....   | <input type="checkbox"/> | <input type="checkbox"/> | 14. Have you chosen a serif font for English (sans serif font for Spanish)? .....                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Are there two or less multi-syllabic words per sentence? .....  | <input type="checkbox"/> | <input type="checkbox"/> | 15. Do you have at least one or two appealing graphics per page? .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is the most important information in two or more highly visible areas of the document? The very beginning, the very end, the first or last of a series of bulleted items. ....  | <input type="checkbox"/> | <input type="checkbox"/> | 16. Do the photos or drawings of people look like the target ethnic group?.....  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is the text limited to 300 words per page or less?.....   | <input type="checkbox"/> | <input type="checkbox"/> | 17. Have you <b>field tested</b> the document (both text and graphics) with members of the target group?.....          | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Has the author of the document summarized frequently, helping readers to remember the main points? (Using bullets is a good way of summarizing. But, don't use more than five. Key items go in the first and last spots.) ... | <input type="checkbox"/> | <input type="checkbox"/> |  |                          |                          |

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