

Health Science Clinical Text Readiness and Needs Assessment

A practical pre-reading and planning tool for medical terminology, clinical safety, and content-area literacy

Purpose: Use this brief tool before teaching an authentic healthcare text. It helps identify vocabulary, comprehension, confidence, and application needs so instruction can be planned without lowering professional expectations. This is not a grade and should not be used as a permanent label.

Student: _____ Date: _____

Course/period: _____ Text or topic: _____

Suggested context: CDC Clinical Safety: Hand Hygiene for Healthcare Workers

Part 1. My Experience and Confidence

Circle one answer for each statement: 1 = Not yet true, 2 = Sometimes true, 3 = Usually true, 4 = Very true.

Statement	1	2	3	4
I can explain why hand hygiene is important in patient care.	Not yet	Sometimes	Usually	Very true
I have read a healthcare or medical-information text before.	Not yet	Sometimes	Usually	Very true
I can use headings and bullet points to find important information.	Not yet	Sometimes	Usually	Very true
I can explain unfamiliar healthcare vocabulary using context clues.	Not yet	Sometimes	Usually	Very true
I feel confident reading a professional text independently.	Not yet	Sometimes	Usually	Very true

Part 2. Vocabulary Readiness

For each term, mark E if you can explain it, R if you recognize it, or N if it is new to you. Add a meaning, example, or place where you have seen the term.

Term	My mark	What I think it means or where I have seen it
hand hygiene	E / R / N	_____
antiseptic	E / R / N	_____
aseptic	E / R / N	_____
indwelling device	E / R / N	_____
invasive	E / R / N	_____

Term	My mark	What I think it means or where I have seen it
contaminated	E / R / N	_____
colonization	E / R / N	_____
adherence	E / R / N	_____
efficacy	E / R / N	_____
ABHS	E / R / N	_____

Part 3. Quick Clinical Reading Check

Answer in your own words. You may use the text after the first attempt.

1. Before touching a patient, what should a healthcare worker do?

2. When is soap and water required or preferred over alcohol-based hand sanitizer?

3. Why does the text say that gloves are not a substitute for hand hygiene?

4. What does the word *aseptic* mean in the phrase "aseptic task"?

5. Write one question you still have about hand hygiene or infection prevention.

Part 4. Connection and Support

A. Which part of this text connects most clearly to the work of a healthcare professional?

B. Which support would help you most? Check or circle all that apply.

- ☐ Vocabulary preview or word wall
- ☐ Text divided into shorter sections
- ☐ Partner discussion
- ☐ Audio or text-to-speech support

☐ Teacher read-aloud or think-aloud

☐ Diagram or demonstration

☐ Practice scenarios

Other: _____

C. What would make this text easier to understand without lowering the professional expectations?

Instructor Scoring and Planning Notes

Use student responses with observation and discussion. Do not assign a single label based on this tool. Look for the next instructional move.

Evidence	Possible finding	Instructional response
3+ unfamiliar terms	Vocabulary may block meaning.	Preteach essential terms; use a word wall and examples.
Vocabulary strong; scenarios weak	Needs application practice.	Model decisions; use patient-care scenarios.
Difficulty locating information	Needs text-structure support.	Annotate headings; color-code sections.
Low confidence; accurate answers	Needs fluency support.	Use partner reading and a teacher think-aloud.
Strong understanding/application	Ready for extension.	Compare with a longer infection-control guideline.

Teacher observation notes

Students' strengths, questions, reading behaviors, or language supports to revisit:

Next instructional move or companion resource:

Answer Key and Planning Prompts

Use this page as a teacher reference after students complete the readiness check.

Answer Key for Part 3

1	Perform hand hygiene immediately before touching the patient.
2	Use soap and water when hands are visibly soiled, before eating, after restroom use, and during care of patients with suspected or confirmed C. difficile or norovirus infection during outbreaks.
3	Gloves can become contaminated and do not replace hand hygiene.
4	Aseptic means preventing contamination by microorganisms during a task.
5	Responses will vary and should guide follow-up instruction.

Suggested instructional responses

- Preview the essential vocabulary before asking students to read for detail.
- Chunk the text into short sections and model how headings and bullets help readers locate information.
- Use a two-column decision chart comparing when to use alcohol-based hand sanitizer and when to use soap and water.
- Pair the text with a labeled hand diagram and teacher demonstration so students connect print to action.
- Use patient-care scenarios that require students to explain which hand-hygiene method is appropriate and why.

Follow-up notes

What students can do now	What I will teach or revisit next

Source note: This classroom tool uses hand hygiene as a sample clinical reading context. For the original professional text, see the Centers for Disease Control and Prevention, Clinical Safety: Hand Hygiene for Healthcare Workers: <https://www.cdc.gov/clean-hands/hcp/clinical-safety/index.html>

Designed as an adaptable resource for Health Science, medical terminology, ESOL, reading, and content-area literacy instruction.