

# Quick Recognition Word List

## For Grade Level Placement

### From the 1987 Riverside Reading Inventory

Name: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ School \_\_\_\_\_

Independent Level \_\_\_\_\_ Instructional Level \_\_\_\_\_ Frustrational Level \_\_\_\_\_

| First Grade           |                 | Second Grade   |                 |
|-----------------------|-----------------|----------------|-----------------|
| Level 5<br>1/1 Primer | Level 6<br>1/2  | Level 7<br>2/1 | Level 8<br>2/2  |
| see _____             | cold _____      | boats _____    | rich _____      |
| fun _____             | blue _____      | head _____     | apples _____    |
| big _____             | name _____      | fine _____     | finger _____    |
| jump _____            | funny _____     | drop _____     | balloons _____  |
| hat _____             | again _____     | mother _____   | wagon _____     |
| can _____             | here _____      | does _____     | forgot _____    |
| little _____          | thank _____     | table _____    | birthday _____  |
| hide _____            | dance _____     | about _____    | farmers _____   |
| work _____            | great _____     | dirty _____    | because _____   |
| down _____            | house _____     | carry _____    | magic _____     |
| girls _____           | first _____     | hungry _____   | season _____    |
| fence _____           | change _____    | very _____     | between _____   |
| animals _____         | beautiful _____ | round _____    | brother _____   |
| now _____             | women _____     | garage _____   | alphabet _____  |
| water _____           | believe _____   | choose _____   | complain _____  |
| why _____             | kitchen _____   | awful _____    | accident _____  |
| people _____          | windows _____   | scares _____   | enough _____    |
| yard _____            | could _____     | machine _____  | practice _____  |
| land _____            | thought _____   | decided _____  | special _____   |
| visit _____           | never _____     | tomorrow _____ | different _____ |
| <b>Errors:</b>        | <b>Errors:</b>  | <b>Errors:</b> | <b>Errors:</b>  |

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| Fifth<br>Grade     | Sixth<br>Grade     |
|--------------------|--------------------|
| Level 12           | Level 13           |
| habit _____        | behave _____       |
| strict _____       | prove _____        |
| appoint _____      | reward _____       |
| vanish _____       | hospital _____     |
| feature _____      | detective _____    |
| develop _____      | cluster _____      |
| construct _____    | examined _____     |
| festival _____     | introduction _____ |
| collapse _____     | allowance _____    |
| attitude _____     | sculptor _____     |
| memorize _____     | leather _____      |
| journal _____      | magazine _____     |
| campaign _____     | sympathy _____     |
| yearn _____        | pressure _____     |
| cease _____        | university _____   |
| saunter _____      | evacuation _____   |
| agility _____      | symbolizes _____   |
| debris _____       | rehearsal _____    |
| perspiration _____ | glamorous _____    |
| outrageous _____   | supervising _____  |
| <b>Errors:</b>     | <b>Errors:</b>     |

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| Seventh Grade     | Eight Grade        |
|-------------------|--------------------|
| Level 14          | Level 15           |
| yield _____       | instill _____      |
| enable _____      | bristle _____      |
| oxygen _____      | void _____         |
| function _____    | fanfare _____      |
| disgrace _____    | throng _____       |
| equator _____     | alter _____        |
| collide _____     | wholesale _____    |
| abandon _____     | proclaim _____     |
| refugee _____     | casserole _____    |
| malfunction _____ | solicit _____      |
| barricade _____   | apprehensive _____ |
| environment _____ | contour _____      |
| stability _____   | unscrupulous _____ |
| anguish _____     | besiege _____      |
| hysterical _____  | gauge _____        |
| podium _____      | pungent _____      |
| malicious _____   | traverse _____     |
| gaunt _____       | ecstatic _____     |
| eccentric _____   | synchronize _____  |
| solitary _____    | boisterous _____   |
| <b>Errors:</b>    | <b>Errors:</b>     |

## Information for Giving and Scoring the Test

|                     |   |                         |                             |
|---------------------|---|-------------------------|-----------------------------|
| Scoring: 0-1 errors | = | <u>Exceptional</u> :    | Independent Reading Level   |
| 2-4 errors          | = | <u>Satisfactory</u> :   | Instructional Reading Level |
| 5 or more errors    | = | <u>Unsatisfactory</u> : | Frustrational Reading Level |

Ask the students to read each word in the list. Do not give them any clues. If they read another word for the word in the test, write that word on the line to the right of the test word. Note carefully any phonetic errors. Tell the test is for your information, not for a grade. Congratulate them on whatever they write. Write a simple check for each correct word.

**Independent Reading Level** indicates the level of books they can read on their own.

**Instructional Reading Level** are books they can read with help from the teacher.

**Frustrational Reading Level** indicates book that are too far beyond their level to attempt to read, even with the teacher's help.

The 1987 *Riverside Informal Reading Inventory* by Leo Fay, Bruce Balow, and Richard Arnold. Walter H. MacGinitie was the Evaluation Coordinator.

There were three parts to the 1987 *Riverside Informal Reading Inventory*: (1) The Quick Recognition (QR) section of the test was given first as a screening device to determine where to start (2) the Oral Reading (OR) and (3) Silent Reading (SR) sections of the assessment. The Silent Reading (SR) portion included eight comprehension questions. After using the test continuously since 1990, I have discovered that the Quick Recognition (QR) section alone gives a fair assessment of the student's reading level.

1/1 = first grade 1<sup>st</sup> semester; 1/2 = first grade 2<sup>nd</sup> semester, etc.

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