Suggested Reading Assessments

For the Use of Tutors Using

The Natural Phonics Primer

The Universal Safety Net for Reading

Prepared by Donald L. Potter

June 6, 2021

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Alphabet Letter Recognition Test

Name: _____ Date: _____ Age _____ Grade _____

School _____ Uppercase LPM _____ Lowercase LPM _____

Underline unknown letter. If they say another letter, write it over the printed letter. LPM = 1560/seconds.

Upper Case Manuscript

I E A Z W S O K G C X

T P L H D U Q M Y V R

N J F B

Lower Case Manuscript

u q m y v r n j f b x

t p i d l e a z w s o

k g c h

Alphabet Letter Production Test

Student Name: _____ Grade _____ School _____

Part 1 Score: Time _____. 1560/time in seconds = _____ letters per minute.

Part 2 Score: Time _____. 1980/time in seconds = _____ letters per minute.

Comments on Grip & Letter Formation: _____

_____

Part 1: Timed writing of the Alphabet from A to Z.

Ask the student to write the alphabet from a to z from memory. Record the time, noting grip and letter formation.

_____

_____

Part 2. Timed writing of a Pangram.

Ask the student to write the following pangram. Record the time, noting grip and letter formation. Also pay particular attention to whether the student copies letter by letter or word for word. Word by word or even phrase by phrase is much to be preferred.

<div align="center">

The quick brown fox jumped over a lazy dog.

</div>

_____

_____

San Diego Quick Assessment of Reading Ability

Grade level K-11
Word Recognition
Individual testing
10 minutes

- **WHAT** → This test measures the recognition of words out of context. Generally, proficient readers read as accurately both in and out of context. This test consists of 13 graded word lists from preprimer to eleventh grade. The words within each list are of about equal difficulty.

- **WHY** → Weak readers overrely on context and recognize words in context more easily than out of context.

- **HOW** → Begin with a list two or three sets below the student's grade level and continue until the student makes three or more errors in a list. Present the Student Material word list to the student. Use a paper to cover word lists not being read. Mark errors on the Record form by crossing out each missed word. Mispronunciations can be written down next to the word.

  When the teacher says "next", the student should move the paper down and read the next word. Encourage the student to read words that he or she does not know so that you can identify the techniques used for word identification. Wait no longer than five seconds before moving on to the next word.

- **WHAT IT MEANS** Each list completed by the student can be scored as shown below.

Errors/List	Reading Level
1 error	Independent Level
2 errors	Instructional Level
3 errors	Frustration Level

  Student Reading Level = The student's reading level is the last grade-level word list in which the student reads eight or more words correctly.

San Diego Quick Assessment – Record Form

Name _____ Grade _____ Date _____

Directions: Begin with a list that is at least two or three sets below the student's grade level. Have the student read each word aloud on that list. Continue until the student makes three or more errors in a list.

Reading Levels: One error- independent level; two errors- instructional level; three errors- frustration level. When testing is completed, record the highest level in each of these categories in the spaces below.

INDEPENDENT _____ **INSTRUCTIONAL** _____ **FRUSTRATION** _____

Preprimer		Primer		Grade 1		Grade 2		Grade 3	
see		you		road		our		city	
play		come		live		please		middle	
me		not		thank		myself		moment	
at		with		when		town		frightened	
run		jump		bigger		early		exclaimed	
go		help		how		send		several	
and		is		always		wide		lonely	
look		work		night		believe		drew	
can		are		spring		quietly		since	
here		this		today		carefully		straight	

Grade 4		Grade 5		Grade 6		Grade 7	
decided		scanty		bridge		amber	
served		business		commercial		dominion	
amazed		develop		abolish		sundry	
silent		considered		trucker		capillary	
wrecked		discussed		apparatus		impetuous	
improved		behaved		elementary		blight	
certainly		splendid		comment		wrest	
entered		acquainted		necessity		enumerate	
realized		escaped		gallery		daunted	
interrupted		grim		relativity		condescend	

Grade 8		Grade 9		Grade 10		Grade 11	
capacious		conscientious		zany		galore	
limitation		isolation		jerkin		rotunda	
pretext		molecule		nausea		capitalism	
intrigue		ritual		gratuitous		prevaricate	
delusion		momentous		linear		visible	
immaculate		vulnerable		inept		exonerate	
ascent		kinship		legality		superannuate	
acrid		conservatism		aspen		luxuriate	
binocular		jaunty		amnesty		piebald	
embankment		inventive		barometer		crunch	

San Diego Quick Assessment – Student Material

see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	drew
can	are	spring	quietly	since
here	this	today	carefully	straight

decided	scanty	bridge	amber
served	business	commercial	dominion
amazed	develop	abolish	sundry
silent	considered	trucker	capillary
wrecked	discussed	apparatus	impetuous
improved	behaved	elementary	blight
certainly	splendid	comment	wrest
entered	acquainted	necessity	enumerate
realized	escaped	gallery	daunted
interrupted	grim	relativity	condescend

San Diego Quick Assessment – Student Material

capacious	conscientious	zany	galore
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delusion	momentous	linear	visible
immaculate	vulnerable	inept	exonerate
ascent	kinship	legality	superannuate
acrid	conservation	aspen	luxuriate
binocular	jaunty	amnesty	piebald
embankment	inventive	barometer	crunch

Student's Name: _____ Sex: ___ Age: ____ Grade: ____ Date: _____

Test Administrator: _____ Test Location: _____

Reading Competency Test
The National Right to Read Foundation

Part 1: Phonics Knowledge and Decoding Ability

Print two copies of Part 1. Have the student read aloud from his copy. As you listen, make a checkmark on your copy each time the student 1) Skips a word, 2) Substitutes a different word, even though it may have similar meaning, 3) Inserts a non-related word, or 4) Mispronounces a word (if the student corrects the mispronunciation, remove the check). Stop if the student receives four or more checks in any one group. To continue would only add to the student's sense of frustration.

Group A

The big red hen is mad.   checkmarks in group A:
Did Bob get on the bus?
Ben can fix his bad bat.   ____ ____ ____ ____ ____
Hit the fat bug on the bed.
Don let the cat sit on his lap.

Group B

Step up when I yell, "Lift the flag."   checkmarks in Group B:
Bang went the black drum!
Stan shot the last duck.
Blot up the mess on the glass top desk.   ____ ____ ____ ____ ____
Help Fred lift the big clock.

Group C

Steve got a base hit late in the game.   checkmarks in Group C:
Take the pan of white rice off the stove.
Kate will bake a fine cake and win a dime. ____ ____ ____ ____ ____
Dave rode his bike in the race.
Mike chose the cage of mice for his prize.

Group D

In a dream Gail met a sheep on the beach. checkmarks in Group D:
Take a seat on the boat by the sail.
Wait a week to paint the chain.   ____ ____ ____ ____ ____
His team made roast beef to eat.
The rain on his feet made Dean groan.

Group E

Her third bird was born in the barn.

Take more care of your hair.

Four car horns were heard by the clerk.

Wear your shirt in the street or at work.

The sports stars will park their cars by the church.

checkmarks in Group E:

____ ____ ____ ____ ____

Group F

I found a foul mouse in our room.

If I boil the sour soup it will spoil.

A loud howl was heard on the lawn.

The clown shook the round hoop.

Mack bought his smooth boots in town.

checkmarks in Group F:

____ ____ ____ ____ ____

Group G

He saw Sue play with the toy bee.

You may buy the two new saws.

Can she ski on the wide blue sea?

The cow and the crow play by the tree.

The blue fly lays its eggs in the dry hay.

checkmarks in Group G:

____ ____ ____ ____ ____

Group H

It was dumb to leave his glove in the field.

The calf would like some salt this cold night.

A ghost said, "Dare to guess if I am dead."

Phone for some bread and fruit for the child.

Find the part of the sword that is rough to touch.

checkmarks in Group H:

____ ____ ____ ____ ____

Part 2: Informal Grade Level Assessment

Print two copies of Part 2. Have the student read aloud from his copy. As you listen, make a checkmark on your copy each time the student 1) Skips a word, 2) Substitutes a different word, even though it may have similar meaning, 3) Inserts a non-related word, or 4) Mispronounces a word (if the student corrects the mispronunciation, remove the check). Stop if the student receives five or more checks in any one group. To continue would only add to the student's sense of frustration.

Group 1 – First-Grade
"What is that?" said Lucy, as she
came out on the steps. "Oh, it is a
little boat! What a pretty one it is!"
"I will give it to you when it is finished,"
said John, kindly. "Would you like to have it?"
"Yes, very much, thank you,
John. Has grandma seen it?"

checkmarks in Group 1:

____ ____ ____ ____ ____

Group 2 – Second-Grade
Herbert worked away until he had
made the beam and the post. Then he made
a hole in the middle of the block, and put
the post in. Next, he put the beam into
a little groove at the top of the post,
so that it would balance nicely.

checkmarks in Group 2:

____ ____ ____ ____ ____

Group 3 – Third-Grade
"Don't you hate splitting wood?"
asked Charlie, as he sat down on a
log to hinder Rob for a while.
"No, I rather like it. When I get hold
of a tough old fellow, I say, 'See here,
now, you think you're the stronger,
and are going to beat me.'"

checkmarks in Group 3:

____ ____ ____ ____ ____

Group 4 – Fourth-Grade

In several parts of the world there
are to be found large herds of wild horses.
In South America the immense plains are
inhabited by them, and it is said that ten
thousand are sometimes found in a single
herd. These herds are always preceded by a
leader, who directs their motions.

checkmarks in Group 4:

____ ____ ____ ____ ____

Group 5 – Fifth-Grade

The bear, a ten–foot mass in tolerable
proportion, seemed to be regularly beset
by a pack of hungry little swells.
First, one would take him on the haunch,
then whip back into the sea over his tail
and between his legs. Presently a bolder
swell would rise and pitch into his back.

checkmarks in Group 5:

____ ____ ____ ____ ____

Group 6 – Sixth-Grade

It is a spacious and timbered room,
with one large bull's eye window—an
overgrown lens. The thing is sort of
a Cyclops. There are ropes, and chains,
and a windlass. There is a bell by which
the engineer of the first engine can signal
the plowman, and a cord whereby
the plowman can talk back.

checkmarks in Group 6:

____ ____ ____ ____ ____

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<u>The First Step Towards Literacy</u>

You have taken the first step towards literacy by deciding to take the *Reading Competency Test*. Everyone should be able to read what they can talk about and understand. The Reading Competency Test is a simple, reliable, valid test developed by Dr. Patrick Groff for *The National Right to Read Foundation*. It will help you determine if your child or someone you love is missing out on the most important part of schooling, learning to read.

The National Right to Read Foundation was established in 1993 to encourage schools to return to the direct teaching of intensive, systematic phonics in every first-grade classroom in America. Scores of reading research studies have been done over the past seventy-five years that prove phonics is an essential first step in learning to read. We know that without intensive phonics instruction, many children will remain handicapped readers for life.

For most of America's history, everyone who went to school learned to read. But about sixty years ago, many teachers, professors of education and publishing companies rejected common sense and many years of successful teaching practice and adopted the "look and say" method of teaching reading, now called "whole language." The result has been a disaster for millions of children, who are now labeled dyslexic, or learning disabled, but whose only problem is that they haven't been taught to read.

One way *The National Right to Read Foundation* is helping expose the terrible tragedy of illiteracy is to give wide exposure to this *Reading Competency Test*. The only way we can determine the true literacy rate in America is with a reliable, valid test of reading ability. Once you know the truth then steps can be taken to fix the problem.

If you or your loved ones have difficulty passing this test, then you need to take remedial action immediately. An intensive, systematic phonics program you can use at home may be just the help you need. Remember, teaching someone to read can be one of the most rewarding experiences you can ever have. It is our hope that this simple *Reading Competency Test* will awaken the American people, so that together we can restore reading practices to our schools that will make America once again, the most literate nation on earth.

Background for Parents and Teachers

by Dr. Patrick Groff

Dr. Patrick Groff, Professor of Education Emeritus, San Diego State University, has published over 300 books, essays, and journal articles and is a nationally known expert in the field of reading.

The National Right to Read Foundation is offering an easy-to-administer test of reading abilities that can be given to students or adults. *The Reading Competency Test* is written so that anyone can administer it and gain independent information about the reading abilities of individuals who read poorly.

The *Reading Competency Test* is modeled after what is known as the "Informal Reading Inventory" (IRI). The IRI originated in the 1940's as a quick and relatively simple way for classroom teachers to determine how well their students were reading grade-level written materials. Its use has been proved satisfactory since the IRI has been found to be both a reliable and a valid means to discern how well students can read materials at different grade-levels of difficulty.

Its reliability has been demonstrated repeatedly. Anyone who carefully follows the uncomplicated directions when scoring it will obtain the same scores for a student as does any other administrator of the test. The same is true for *the Reading Competency Test*.

The IRI also is a valid test. The IRI presents samples of reading text at different grade levels of difficulty to determine whether a student is reading at an (1) independent, (2) instructional, or (3) frustration level. *The Reading Competency Test* follows these same procedures.

These testing procedures have been validated by comparing them with IRI scores gained in earlier days and with scores of widely-used standardized reading tests. There have been significant positive correlations obtained between the two sets of scores. Therefore, it is reasonable to conclude that the test procedures used by the IRI, and by *the Reading Competency Test*, are valid ones.

The Reading Competency Test also is a valid test of how well students or adults apply phonics information to the recognition of written words. In this regard, the *Test* presents specially-written groups of sentences for students or adults to read which contain carefully selected words. These special words were selected because they can be decoded successfully by the application of certain, discrete phonics rules. It was then determined which phonics rules the nation's experts in phonics teaching indicate that students learning to read must learn. The ability to apply all these recommended phonics' rules is tested in the *Test*. It thus is a valid examination of an individual's ability to apply crucial phonics information to read words and sentences. The *Test* is a unique diagnostic tool to determine what phonics skills students and adults still need to learn.

The *Test* is not intended to displace the standardized reading tests. Rather it is designed to provide special information about reading skills that usually are not reported to parents or the public by the schools. The information about reading abilities gained from the Test will add to the information parents presently can gain from the schools. The *Test* is particularly useful for examining the reading skills of adults who read poorly. Many adults have no recent records of their general reading skills, or how well they can read grade-level designated materials, or apply phonics information.

Parents who administer the *Reading Competency Test* may find that report-card grades are higher than the reading scores on the *Test.* There are at least three possible reasons for this discrepancy.

First, a report card grade represents the teacher's personal, subjective opinion of a child's reading performance. Unfortunately, there is a tendency among today's teachers to give inflated grades in reading.

Second, the teacher who gives an inflated grade in reading may have based this decision in part on the child's previous score on a standardized reading test. Regrettably, many publishers adjust the grade-level norms on their tests to obtain higher average student scores. In many cases today, no large body of students given a certain standardized test will score below the average. In other words, such a standardized test no longer is a legitimate indicator of the relative abilities of children to read well.

Third, the *U.S. Department of Education* recently reported that it has found that 48 percent of American adults are "functionally illiterate." Many adults, who read poorly, doubtless had been given good marks for reading on their report cards. It certainly is not true that 48 percent of students receive Ds or Fs in reading on their report cards. It seems clear, then, that schools have given inflated grades in reading for years.

Considering these facts, it is the position of *The National Right to Read Foundation* that the *Reading Competency Test* will more accurately reveal true reading abilities than do some report card grades, or the scores of many modern standardized reading tests.

[This edition of the RCT was published by Donald L. Potter on January 7, 2006 on the www.donpotter.net website. Dr. Patrick Groff was born on January 30, 1923. He passed away on April 4, 2014. **The National Right to Read** Website was founded by Robert Sweet, Jr, in 1993 and closed in 2020 when Mr. Sweet passed away. The assets were transferred to The Reading League.]

How to Give the Test

Part 1 of the test consists of eight groups of sentences (A-H) that contain phonetically regular one-syllable words. It will help you determine how well the student knows phonics.

Part 2 consists of six paragraphs taken from the middle part of school readers, grades 1-6 that were in wide use 100 years ago—a time when children were taught to read with intensive, systematic instruction in phonics. Each paragraph represents material that anyone who has been properly taught should be able to read and comprehend within their grade level. Keep in mind that grade-level 6 is equivalent to high-school level reading today.

Print two copies of the *Reading Competency Test*. Have the student read aloud in his copy from the sentences and paragraphs. As you listen, make a check mark in your copy each time the student 1) Skips a word, 2) Substitutes a different word, even though it may have similar meaning, 3) Inserts a non-related word, or 4) Mispronounces a word (if the student corrects the mispronunciation, remove the check). Stop if the student receives four or more checks in any one group in Part 1, or five or more checks in any one paragraph in Part 2. To continue would only add to the student's sense of frustration.

How to Interpret the Results

Analyze each group of sentences in Part 1 and Part 2 separately:

Use the following guidelines for Part 1: Independent = 1 check mark; Instructional = 2 to 3; Frustration = 4 or more.

Use the following guidelines for Part 2: Independent = 1 check mark; Instructional = 2 to 4; Frustration = 5 or more.

If the student has completed the second grade and cannot read all the sentences in Part 1 with one check or less in each group, the student is in need of remedial phonics instruction. Likewise, if the student cannot read at an independent level at his or her current grade level, the student is in need of remedial phonics instruction. (Each Group in Part 2 represents a grade level.)

Phonics is the Answer

If the student does not score well on the *Reading Competency Test*, it does not mean that he or she is dyslexic, or has a learning disability, or that he or she is of inferior intelligence. It does mean that he or she has not been taught to read with intensive, systematic phonics.

THE GENTRY GRADE-LEVEL SPELLING TEST

The Gentry Spelling Grade-Level Test is a graded list of spelling words that allows parents and teachers to determine a students' "spelling grade-level." This informal and easy to administer test consist of eight lists of 20 words each for grades 1 through 8. Start a couple of years below your child's grade level and stop testing when your child misses more than half of the words in a list. Words selected for each list are those that students in a particular grade level typically misspell at the beginning of the year but master by the end of the year after good spelling instruction.

Remember, the highest grade level list at which your child spells 50 percent or more of the words correctly is a good indication of your child's grade level for spelling accuracy and his or her instructional level.

NAME: _____ GRADE _____ DATE_____

SCHOOL _____ TEACHER _____ INSTRUCTIONAL LEVEL _____

Grade One   Words Missed_____

1. all	5. play	9. the	13. like	17. is
2. me	6. at	10. and	14. am	18. ten
3. do	7. yes	11. one	15. you	19. was
4. come	8. on	12. be	16. see	20. no

Grade Two   Words Missed _____

1. jump	5. that	9. off	13. hike	17. seven
2. apple	6. more	10. bell	14. brown	18. egg
3. five	7. house	11. say	15. hope	19. sometime
4. other	8. fine	12. part	16. much	20. wall

Grade Three   Words Missed _____

1. spring	5. bones	9. below	13. wrong	17. those
2. helps	6. saved	10. walked	14. things	18. cream
3. feather	7. planning	11. also	15. airplane	19. biting
4. people	8. placed	12. often	16. learn	20. carry

Grade Four   Words Missed _____

1. worry	5. thumb	9. wreck	13. finish	17. fifth
2. twenty	6. carried	10. November	14. middle	18. tomorrow
3. you're	7. surprise	11. loud	15. wrote	19. writing
4. dozen	8. blame	12. wasn't	16. iron	20. frozen

Grade Five   Words Missed _____

1. neighbor	5. laid	9. subject	13. officer	17. midnight
2. parties	6. manners	10. claim	14. prove	18. steady
3. rotten	7. parents	11. unknown	15. library	19. prepare
4. worst	8. hungry	12. American	16. yawn	20. village

Grade Six   Words Missed _____

1. jewel	5. theme	9. ruin	13. interview	17. burden
2. thief	6. system	10. yield	14. forbid	18. canvas
3. avenue	7. written	11. seize	15. hymn	19. grocery
4. arrangement	8. depot	12. difference	16. mimicking	20. lawyer

Grade Seven   Words Missed _____

1. possession   5. interrupt   9. occasionally 13. patient   17. laboratory
2. yacht   6. athletic   10. anchor   14. pressure   18. cashier
3. thorough   7. secretary   11. announce   15. straighten 19. wrath
4. gymnasium   8. agriculture 12. revenue   16. establish 20. intelligent

Grade Eight   Words Missed _____

1. fierce   6. chemically   11. vengeance   16. alliteration
2. predominant   7. coincidence   12. executive   17. grievance
3. committee   8. columnist   13. schedule   18. autobiographical
4. analyze   9. cheetah   14. seniority   19. guarantee
5. pursue   10. financial   15. restaurant   20. appropriateness

Gentry advises, "If your child scored below grade level, don't be surprised. Most schools do a poor job of teaching spelling."

I recommend having the students spell the words from dictation in writing so I can also evaluate their handwriting as well as their spelling.

DIRECTIONS

for the *MILLER WORD IDENTIFICATION ASSESSMENT, I* (MWIA I)

Charles M. Richardson, B.S, M.S, P.E, September 25, 2003
Revised Donald L Potter, June 10, 2016

INTRODUCTION

The MWIA Level I is a quick way to see how a person analyzes words: By decoding (sounding-out), by sight memorization, or a mix of the two. The MWIA consists of a "Holistic" and a "Phonetic" list. You need a pen/pencil, stopwatch or equivalent, a clipboard or folder to hold your copy out of sight of the student, and a copy of the test for the student. (Use a separate copy to record each student's responses.) If the student is apprehensive about being timed, tell him this is part of some research (which it is) and that we need to see if the student reads one list slower or faster than the other. Explain that the student should read aloud across each line (point), and stop at the end of the first list.

TESTING

When you and your watch are ready, tell the student to begin, and start your watch. Underline each word the student mis-calls, but give no hint or signal; if the student self-corrects, just circle the word. If possible, mark some indication of the student's error for later analysis. When the student completes the Holistic list, stop your watch. Ask the student to wait while you record the time, and reset your watch.

Repeat as above for the next list. Stop your watch; record the time.

On the PHONETIC LIST ONLY, re-visit all of the words the student mis-called, point to each and say, "Spell this out loud while you're looking at it, then say it again." If the student says it right, complete the underline into a full circle around the word. If the student still says it wrong, bracket the word /thus/ to indicate that it was attempted but not successful. If the student "blurts out" the correct word without spelling it, just circle the word. Enter the # of words spell-corrected and total # re-tried for the Phonetic list.

SCORING

Convert the recorded times to speeds in WPM (words-per-minute) by the formula (3000 divided by seconds). Record WPM's. The percent slow-down (SD) from the Holistic speed (HS) to the Phonetic speed (PS) is 100(PS/HS) subtracted from 100: 100 - 100(PS/HS) = %SD

INTERPRETATION

Severity of "Whole-Word-Dyslexia" (WWD) is proportional to %SD and the rise in errors on the Phonetic list. Up to 5% SD is mild, 10-20% is moderate, >20% is severe. Up to 3 Phonetic errors is mild, 4-8 is moderate, >10 is severe. Combinations are left to the judgment of the examiner. Examine the errors: if the substituted word is a "look-alike," the student is using memory instead of decoding. If the student switches a vowel, it's a phonetic error. If the student mistakes look-alike consonants, e.g., "n" or "b" for an "h," it could signal a visual difficulty. The above are not absolutes!

The Miller Word-Identification Assessment

SUMMARY SHEET

Donald L. Potter, February 11, 2016

Name _____ M (__)/F (__) Age ____ Grade ____ Test Date _____

School _____ City/State _____

<u>Level I</u>

Holistic WPM _____ Phonetic WPM _____ Difference _____

Difference _____/Holistic WPM _____ x 100 = _____% of Slow-down

Holistic Errors ____ Phonetic Errors ____ Difference ____

Ratio of Phonic Errors _____/Holistic errors _____ = _____

Phonetic Corrected ____ out of ____ attempted.

Tested by _____

Scored by _____

K – 1 School _____ City/State/District _____

Method/Program _____

Publisher _____

Comments:

Name _____ M (__)/F(__) Age _____ Grade _____ Test Date _____

<u>Holistic I</u>   Time ____:____" = (_____ Sec.)\3000 = _____ WPM   Err _____

the	to	and	a	I	you	it	in
said	for	up	look	is	go	we	little
down	can	see	not	one	my	me	big
come	blue	red	where	jump	away	here	help
make	yellow	two	play	run	find	three	funny
he	was	that	she	on	they	but	at
with	all						

<u>Phonetic – I</u>   Time _____'_____" = (_____Sec.)\3000 = _____ WPM

Err _____ Spell-Cor _____/_____ Slow-Down _____%

bib	nip	map	tag	job	met	sip	mix
pad	lock	wig	pass	hot	rack	jet	kid
pack	Tom	luck	neck	pick	cut	deck	kick
duck	fuzz	mud	hack	sick	men	hunt	rash
pest	land	tank	rush	mash	rest	tent	fond
bulk	dust	desk	wax	ask	gulps	ponds	hump
lamp	belt						

QuickRecognition Word List

For Grade Level Placement

From the 1987 Riverside Informal Reading Inventory

Name: _____ Grade _____ Age ____ School _____

Independent Level _____ Instructional Level _____ Frustational Level _____

First Grade		Second Grade		Third Grade		Fourth Grade
Level 5 1/1 Primer	Level 6 1/2	Level 7 2/1	Level 8 2/2	Level 9 3/1	Level 10 3/2	Level 11 4
see	cold	boats	rich	king	actor	quit
fun	blue	head	apples	belong	upset	gown
big	name	fine	finger	jacket	picnic	valleys
jump	funny	drop	balloons	trail	robot	salad
hat	again	mother	wagon	large	dining	canoe
can	here	does	forgot	forget	gathered	ladder
little	thank	table	birthday	silent	terrible	fight
hide	dance	about	farmers	against	treasure	although
work	great	dirty	because	follow	neither	impressed
down	house	carry	magic	blanket	difficult	temperature
girls	first	hungry	season	hour	groceries	balcony
fence	change	very	between	mistake	probably	certainly
animals	beautiful	round	brother	thunder	vacation	library
now	women	garage	alphabet	design	measure	package
water	believe	choose	complain	breath	unusual	confident
why	kitchen	awful	accident	exercise	scientist	appreciate
people	windows	scares	enough	message	delighted	pronounce
yard	could	machine	practice	pioneer	orchestra	ridiculous
land	thought	decided	special	emergency	valuable	imaginary
visit	never	tomorrow	different	collected	restaurant	delicious
Errors:	Errors:	Errors:	Errors:	Errors:	Errors:	Errors:

Fifth Grade	Sixth Grade	Seventh Grade	Eight Grade
Level 12	Level 13	Level 14	Level 15
habit	behave	yield	instill
strict	prove	enable	bristle
appoint	reward	oxygen	void
vanish	hospital	function	fanfare
feature	detective	disgrace	throng
develop	cluster	equator	alter
construct	examined	collide	wholesale
festival	introduction	abandon	proclaim
collapse	allowance	refugee	casserole
attitude	sculptor	malfunction	solicit
memorize	leather	barricade	apprehensive
journal	magazine	environment	contour
campaign	sympathy	stability	unscrupulous
yearn	pressure	anguish	besiege
cease	university	hysterical	gauge
saunter	evacuation	podium	pungent
agility	symbolizes	malicious	traverse
debris	rehearsal	gaunt	ecstatic
perspiration	glamorous	eccentric	synchronize
outrageous	supervising	solitary	boisterous
Errors:	**Errors:**	**Errors:**	**Errors:**

Scoring: 0-1 errors   = **E**xceptional: Independent Reading Level
           2-4 errors   = **S**atisfactory: Instructional Reading Level
           5 or more errors = **U**nsatisfactory: Frustrational Reading Level

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 1st semester; 1/2 = first grade 2nd semester.

Protocol sheet for Names Test

Name _____ Grade _____ Teacher _____ Date _____

Jay Conway	Tim Cornell	Chuck Hoke	Yolanda Clark
Kimberly Blake	Roberta Slade	Homer Preston	Gus Quincy
Cindy Sampson	Chester Wright	Ginger Yale	Patrick Tweed
Stanley Shaw	Wendy Swain	Glen Spencer	Fred Sherwood
Flo Thornton	Dee Skidmore	Grace Brewster	Ned Westmorland
Ron Smitherman	Troy Whitlock	Vance Middleton	Zane Anderson
Bernard Pendergraph	Shane Fletcher	Floyd Sheldon	Dean Bateman
Austin Shepherd	Bertha Dale	Neal Wade	
Joan Brooks	Gene Loomis	Thelma Rinehart	

Phonics category	_Errors_
Initial consonants	___/37
Initial consonant blends	___/19
Consonant digraphs	___/15
Short vowels	___/36
Long vowels/VC-final *e*	___/23
Vowel Digraphs	___/15
Controlled vowels	___/25
Schwa	___/15

Scoring matrix for the Names Test

Name _____Date _____

Name	InCon	InConBl	ConDgr	ShVow	LngVow/VC-e	VowDgr	CtrVow	Schwa
Anderson				A			er	o
Austin						Au		i
Bateman	B				ate			a
Bernard	B						er, ar	
Bertha	B		Th				er	a
Blake		Bl			ake			
Brewster		Br					ew, er	
Brooks		Br				o͝o		
Chester			Ch	e			er	
Chuck			Ch	u				
Cindy	C			i	y /ī/			
Clark	C						ar	
Conway	C			o		ay		
Cornell	C			e			or	
Dale	D				ale	ee		
Dean	D					ea		
Dee	D					ee		
Fletcher		Fl	ch				er	
Flo		Fl			o			
Floyd		Fl				oy		
Fred		Fr		e				
Gene	G				ene			
Ginger	G			i			er	
Glen		Gl		e				
Grace		Gr			ace			
Gus	G			u				
Hoke	H				oke			
Homer	H				o		er	
Jake	J				ake			
Jay	J					ay		
Joan	J					oa		
Kimberly	K			i	y /ē/		er	
Loomis	L					o͞o		i
Middleton	M			i				o
Murphy	M		ph		y /ē/		ur	

Scoring matrix for the Names Test

Name _____Date _____

Name	InCon	InConBl	ConDgr	ShVow	LngVow/VC-e	VowDgr	CtrVow	Schwa
Neal	N					ea		
Ned	N			e				
Patrick	P			a, i				
Pendergraph	P	Ph		e, a			er	
Preston		Pr		e				o
Quincy				i	y /ē/			
Rinehart	R				ine		ar	
Roberta	R				o		er	a
Ron	R			o				
Sampson	S			a				o
Shane	S				ane			
Shaw			Sh				aw	
Sheldon			Sh	e				o
Shepherd			Sh	e			er	
Sherwood			Sh	e		o͝o		
Skidmore		Sk		i			or	
Slade		Sl			ade		er	a
Smitherman		Sm	Th	e				
Spencer		Sp		e			er	
Stanley		St		a		ey		
Swain		Sw				ai		
Thelma			Th	e				a
Thornton			Th				or	o
Tim	T			i				
Troy		Tr				oy		
Tweed		Tw				ee		
Vance	V			a				
Wade	W				ade			
Wendy	W			e	y /ē/			
Westmorland	W			e			or	a
Whitlock			Wh	i, o				
Wright					i			
Yale	Y				ale			
Yolanda	Y			a				a
Zane	Z				ane			

Table 5
Sample protocol for a third-grade student

Name *Jimmy Smith*   Grade _3_   Teacher *Ms. Brown* Date 10-9-93

✔ *Conver*
Jay Conway

✔ *Carnell*
Tim Cornell

✔   ✔
Chuck Hoke

Yondolada ✔
Yolanda Clark

✔   ✔
Kimberly Blake

✔   ✔
Roberta Slade

✔   ✔
Homer Preston

✔ *Quancy*
Gus Quincy

Kindy ✔
Cindy Sampson

✔   ✔
Chester Wright

Ging Yell
Ginger Yale

✔   ✔
Patrick Tweed

Standly ✔
Stanley Shaw

Wendell Swan
Wendy Swain

✔   ✔
Glen Spencer

✔ *Steward*
Fred Sherwood

Floy Thonton
Flo Thornton

✔   ✔
Dee Skidmore

✔ *Bowster*
Grace Brewster

✔   ✔
Ned Westmoreland

✔   ✔
Ron Smitherman

✔   ✔
Troy Whitlock

✔   ✔
Vance Middleton

Zan ✔
Zane Anderson

Barnid   Pedugraph
Bernard Pendergraph

✔   ✔
Shane Fletcher

✔ ✔
Floyd Sheldon

✔ *Batmin*
Dean Bateman

Astin ✔
Austin Shepherd

Betha ✔
Bertha Dale

Ned ✔
Neal Wade

✔   ✔
Jake Murphy

Jane ✔
Joan Brooks

Glen ✔
Gene Loomis

Clemitha Rainhart
Thelma Rinehart

Phonics category	Errors
Initial consonants	2 /37
Initial consonant blends	1 /19
Consonant digraphs	2 /15
Short vowels	1 /36
Long vowels/VC - final e	8 /23
Vowel digraphs	6 /15
Controlled vowels	9 /25
Schwa	1 /15

Duffelmeyer, Frederick A., Kurse, Anne, E., Fyfe, Stephen. A. "Further validation and enhancement of the Names Test." *The Reading Teacher*, Vol. 48. No 2., October 1994. [This testing chart prepare by Donald L. Potter on Sept. 19, 2022.]

https://www.eiu.edu/curriculum/reading_resources/Names%20Test%20-%20Further%20Validation%20and%20Enhancement%20of%20the%20Names%20Test%20-%20Article.pdf

Phonological Awareness Screening (PAST) Test

Dr. David A. Kilpatrick's PAST test is available Online for free download. Rather than include the test in this document, I am including a link to the free online test.

https://www.thepasttest.com

The test is easy to administer with a little practice following the included instruction.

Here is a video explaining in detail how to give the test.

https://youtu.be/AjO41IPPW2Y

I include Phonemic Manipulation Tasks (addition, deletion, substitution) with all my phonics instruction. Here are some sample exercises to go with my *Universal Safety Net for Literacy*.

Examples to go with Exercise 1

Say ba(t) but don't say the /t/ = ba
Say ba(t) but change the /t/ to /d/ = bad
Say (b)at but change the /b/ to /c/ = cat

Examples to go with Exercise 2

Say be(t) but don't say the /t/ = bĕ
Say (b)et but change the /b/ to /s/ = set
Say be(t) but change the /t/ to /d/ = bed
Say b(e)t but change the /ĕ/ to /ă/ = bat

Examples to go with Exercises 4

Say bi(t) but don't say the /t/ = bi
Say (b)it but change the /b/ to /s/ = sit
Say bi(t) but change the /t/ to /d/ = bid
Say b(i)t but change the /ĭ/ to /ă = bat
Say b(i)t but change the /ĭ/ to /ĕ/ = bet

Other Examples:

Say ca(t) but change the /t/ to /sh/ = cash