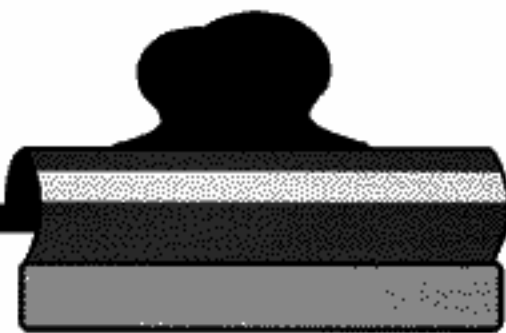


# Table of Contents

Introduction . . . . .	4
Test 1. Oral Reading Test (grades 1–7) . . . . .	5–11
Test 2. Phonics Survey Test (grades 1–4) . . . . .	12–14
Test 3. Phonics Patterns Test (grades 2–5) . . . . .	15–17
Test 4. Onset and Rime Test (grades 1–4) . . . . .	18–19
Test 5. Phoneme Segmentation Test (grades 1–4) . . . . .	20–21
Test 6. Instant Word Survey Test (grades 1–4) . . . . .	22–26
Test 7. Instant Word Comprehensive Test (grades 1–4) . . . . .	27–33
Test 8. Letter Names Test (grades K–1) . . . . .	34–35
Test 9. Picture Nouns Test (grades 2–5) . . . . .	36–41
Test 10. Silent Reading Comprehension Test A (grades 1–4) Test B (grades 5–8) . . . . .	42–50
Test 11. Oral Comprehension Questions (grades 1–8) . . . . .	51–52
Test 12. Spelling Test (grades 1–6) . . . . .	53–54
Test 13. Homophones Test A (grades 3–6) Test B (grades 4–7) . . . . .	55–60
Test 14. Word Meaning Test (grades 3–8) . . . . .	61–64
Test 15. Graph Reading Test (grades 4–7) . . . . .	65–70
Test 16. Hearing Test . . . . .	71–72
Test 17. Vision Test . . . . .	73–76
Test 18. Writing Checklist . . . . .	77–78
Test 19. Graph for Estimating Readability . . . . .	79–80
Test 20. Interest Inventory Test A (for children) Test B (for adults) . . . . .	81–82
Test 21. Parent/Guardian Interview . . . . .	83–86
Test 22. Using School Records . . . . .	87–91
Testing Terms . . . . .	92
Normal Distribution Curve . . . . .	93
Tips for Assessment and Recordkeeping . . . . .	94
Research and Classroom Book References . . . . .	95
Related Teaching Materials . . . . .	96

\*Numbers in parentheses are approximate reading ability grade levels.

# Introduction



*These tests are intended to help teachers of reading by determining what should be taught, measuring progress, and suggesting areas that might be causing difficulty in learning to read.*

*They are useful for elementary teachers, parents, remedial or special education teachers, reading teachers, volunteer tutors, adult literacy teachers, and teachers of students learning English.*

*It is not suggested that you need to use all of the tests provided; choose the ones most appropriate to assess the needs of your students.*

*Many of the enclosed assessments include teaching suggestions. These ideas and the references and materials used at the back of the book are not exhaustive but offer an assortment of strategies to use as needed.*

*Your efforts in teaching someone to read are worthwhile and commendable.*

*Edward Fry, Ph.D.*

# Oral Reading Test

## Purpose

This test quickly determines a student's general reading level.

## Answer Key

Mark the examiner's copy and record sheet.

Count one mistake for each word the student is unable to pronounce. If the student immediately makes the correction, this is not counted as a mistake. If a student omits a word, ask the student to read the line again more carefully.

Underline each word the student can't pronounce or needs help in pronouncing. When the student has finished reading a paragraph, count the mistakes and check the appropriate box to the right of each paragraph. For example, if a student begins with paragraph 1-B and reads it without a mistake, or with one or two mistakes, she/he can read at this level independently. Check "Indep." to the right of the paragraph.

The student should then read paragraph 2-A. If the student receives a score of 0-2 mistakes, then the student can handle material at this level independently, too. Check "Indep." The student next reads paragraph 2-B. If she/he makes three to four mistakes, you have found the instructional reading level. Check "Instr." to the right of that paragraph. This is the level at which reading instruction will be most effective for that student. Notice that the number of mistakes for each reading level is shown on the test to the right of the paragraph.

After finding the student's instructional reading level, continue the test until you find the frustration reading level. Check "Frustr." to the right of the paragraph. Stop testing when you get to the student's frustration level.

Record the results of the test in the spaces provided on the examiner's copy of the test. Fill in the highest grade level of material that the student can handle independently. Then record the grade level of material that should be used for instruction.

# Instant Word Comprehensive Test

**Directions:** Have the student read the words aloud from the student's copy on page 31. On this page, mark **C** for each word read correctly and **X** for each word read incorrectly.

Student's Name: \_\_\_\_\_

Rank Number		Rank Number		Rank Number		Rank Number	
_____1.	the	_____26.	or	_____51.	will	_____76.	number
_____2.	of	_____27.	one	_____52.	up	_____77.	no
_____3.	and	_____28.	had	_____53.	other	_____78.	way
_____4.	a	_____29.	by	_____54.	about	_____79.	could
_____5.	to	_____30.	word	_____55.	out	_____80.	people
_____6.	in	_____31.	but	_____56.	many	_____81.	my
_____7.	is	_____32.	not	_____57.	then	_____82.	than
_____8.	you	_____33.	what	_____58.	them	_____83.	first
_____9.	that	_____34.	all	_____59.	these	_____84.	water
_____10.	it	_____35.	were	_____60.	so	_____85.	been
_____11.	he	_____36.	we	_____61.	some	_____86.	call
_____12.	was	_____37.	when	_____62.	her	_____87.	who
_____13.	for	_____38.	your	_____63.	would	_____88.	oil
_____14.	on	_____39.	can	_____64.	make	_____89.	now
_____15.	are	_____40.	said	_____65.	like	_____90.	find
_____16.	as	_____41.	there	_____66.	him	_____91.	long
_____17.	with	_____42.	use	_____67.	into	_____92.	down
_____18.	his	_____43.	an	_____68.	time	_____93.	day
_____19.	they	_____44.	each	_____69.	has	_____94.	did
_____20.	I	_____45.	which	_____70.	look	_____95.	get
_____21.	at	_____46.	she	_____71.	two	_____96.	come
_____22.	be	_____47.	do	_____72.	more	_____97.	made
_____23.	this	_____48.	how	_____73.	write	_____98.	may
_____24.	have	_____49.	their	_____74.	go	_____99.	part
_____25.	from	_____50.	if	_____75.	see	_____100.	over

Name \_\_\_\_\_

# Homophones Test B

**Directions:** Circle or point to the correct word in parentheses.

1. Rabbits have very short (tails - tales).
2. Please come (in - inn) the house.
3. I have a hole in the (toe - tow) of my sock.
4. We go to school five days out of the (weak - week).
5. He was wearing (blew - blue) pants.
6. The man will use the (brakes - breaks) to stop the train.
7. That (creek - creek) runs into a nearby river.
8. His brother was very (dear - deer) to him.
9. Did the flowers (die -dye) from cold last night?
10. Our teacher is very (fair - fare).
11. The bad man (beat - beet) his horse.
12. The (loan - lone) traveler was glad to reach home.
13. We (road - rowed) our boat across the lake.
14. Last night (we - wee) went to sleep late.
15. I think (it's - its) going to rain.
16. How much do you think you (way - weigh)?
17. Do you like to eat (meat - meet)?
18. The fruit is in the (bin - been).
19. Mary put her (shoe - shoo) on her left foot.
20. Have you (herd - heard) the bell ring yet?
21. (Wood - Would) you stop playing with your food at the table?

# Using School Records

## School Record Summary

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Student's Age \_\_\_\_\_ years and \_\_\_\_\_ months \_\_\_\_\_

Present Grade \_\_\_\_\_ years and \_\_\_\_\_ months \_\_\_\_\_

### Chronological Age Grade Placement (CAGP)

This compares the student's age and grade placement with United States norms.

Subtract 5 years and 4 months from the student's age:

CAGP is \_\_\_\_\_ years, \_\_\_\_\_ months.

This would be the grade the student would be in if the student started kindergarten at the age of 5 years and 4 months.

Student's CAGP is \_\_\_\_\_ years and \_\_\_\_\_ months ahead/behind student's present grade.

### Group Reading Achievement Tests

Keep a record of group standardized or other reading tests.

Name of Test	Date	Scores
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Other Achievement Tests

Keep a record of achievement tests in other areas such as mathematics, language, social studies, spelling, and science.

Name of Test	Date	Scores
_____	_____	_____
_____	_____	_____
_____	_____	_____