

San Diego Quick Assessment of Reading Ability

SKILL ASSESSED

Word Recognition

Grade Level

K-11

Language

English

Grouping

Individual

Approximate Testing Time

10 Minutes

Materials

- Record Form (p. 70)
- Student Material (pp. 71-72)

Source

From "The Graded Word List:
Quick Gauge of Reading Ability"
by Margaret La Pray et al.

▶ **WHAT** This test measures the recognition of words out of context. Generally, proficient readers read as accurately both in and out of context. The 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** Students will read word lists of increasing difficulty until they reach a "frustration" level (three or more errors in one list). Start with a list that is two or three grade levels below the student's current placement. Give the student the test sheet and say: *There are a number of short word lists on this page.* (Point to the list you are starting with.) *Start with this list and read each word aloud. Even if you're not sure what a word is, try it anyway. Ready? Start now.* If the student pauses before attempting to pronounce a word, encourage them to try, but after five seconds tell the student to move on to the next word.

If the student finishes the starting list with fewer than three errors, say: *Good. Now try the next list.* (Point to the next list.) Have student continue reading successive lists until student makes three or more errors in one list. Stop testing when student completes that list by saying: *Good. You can stop now.*

CONTINUED ▶

▶ **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.



CORE's *Teaching Reading Sourcebook*,
Second Edition

▶ **WHAT'S NEXT?** If students do poorly on this assessment, further assessment is necessary to identify underlying causes. The *CORE Phonics Survey* will identify whether or not poor decoding skill knowledge is causing poor word recognition, and the *CORE Phonological Segmentation Test* or the *CORE Phoneme Segmentation Test* will isolate phoneme awareness as an underlying factor.

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 in 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 grade 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 _____
# of errors _____	# of errors _____	# of errors _____	# of errors _____	# of errors _____

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 _____
# of errors _____	# of errors _____	# of errors _____	# of errors _____

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 _____
acid _____	conservatism _____	aspen _____	luxuriate _____
binocular _____	jaunty _____	amnesty _____	piebald _____
embankment _____	inventive _____	barometer _____	crunch _____
# of errors _____	# of errors _____	# of errors _____	# of errors _____

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
limitation	isolation	jerkin	rotunda
pretext	molecule	nausea	capitalism
intrigue	ritual	gratuitous	prevaricate
delusion	momentous	linear	visible
immaculate	vulnerable	inept	exonerate
ascent	kinship	legality	superannuate
acid	conservatism	aspen	luxuriate
binocular	jaunty	amnesty	piebald
embankment	inventive	barometer	crunch