



Six Quick Word-Identification Assessments

	mor-	n Market	Name:			•
The N	AGONE ALITE	(That of Worl R.	Phonologica Rhyme	l Au	The Names Test	
ı			A. Ask the student if the following	Student:	developed by Petricia Cardington, 189)	1
A. Short Vowels			1. cat/hat 2. pig/wig 3. box/hp	Jay Conway	Date:	
2. ped 7	64 - 1656) 5 1		State aloud the following thymin thyming word.		Wendy Swain	
a. sib		Te 7,2	1. rack, sack 2. pop, hop	Linuck Hoke	Gien Spencer	
5. VUN	A STATE OF THE STA		3. Wing king	Yolanda Clark	Fred Sherwood	
. Digraphs		Section 2	Oddity Tasks	Kimberly Blake	Ro Thornton	
1. sheQ			C. Make picture cards for the following structures and the two pictures w	Roberto Siade Homer Preston	Dee Skidmore	
			and la		Grace Brawster Ned www.	
The	San Diego Q	uick Assessm		Sight Word	Ned Westmoreland	_
***************************************	700 C	GADE1 GAR	112	Sight Word Proficion Automaticity Assess	ney and	-
gen gring me di gring di grin di gring di grin di gring di gring di gring di gring di gring di gring di grin	come not with purp traip is work on the purp traip is work on the purp traip is work on the purp traip is worked described temperated temperated excitatily entered realized tenterrupted. I ganner a copadious temperated residuals in temperated feministrated operated tenterrupted. I ganner debution temperated tenterrupted described des	right spring out spring to day spring to day out to day to day spring to				



The Nonsense Word Test

Preparing the Test

• Type or print the test and make a copy to record the student's responses.

Administering the Test

- BING2332 Ž Administer the test to one student at a time.
- ergiculosai gavenarasta, conce • Explain to the student that she is to read each word. Point out that the words are nonsense, or made-up, words.
- As the student reads the entire list, put a check mark on the answer sheet beside each word she reads correctly. (The word is correct if the student's pronunciation is correct according to common sound-spelling relationships.)

Scoring the Test

- Total the number of words the student read correctly. Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- Focus future instruction on those sound-spelling relationship categories (short vowels, long vowels, etc.) in which the student made three or more errors.

The Nonsense Word Test

A. Short Vowels

- I. lat
- **6.** fim
- 2. ped
- **7.** hep
- **3.** sib
- **8.** yot
- **4.** mog
- **9.** rud
- 5. vun
- 10. cag

B. Digraphs, Blends

- I. sheg
- 6. bruck
- 2. chab
- 7. cliss
- 3. stot
- 8. smend
- 4. whid
- 9. thrist
- 5. thuzz
- 10. phum

C. Long Vowels

- I. sote
- 6. shain
- 2. mabe
- 7. dright
- 3. foap
- 8. hupe
- 4. weam
- 9. heest
- 5. flay
- 10. sny

D. Other Vowels

- I. doit
- 6. moof
- 2. spoud
- 7. lurst
- 3. clar
- 8. porth
- **4.** foy
- 9. stook
- 5. jern
- 10. flirch

E. Multisyllabic Words

- I. rigfap
- 6. moku
- 2. churbit
- 7. wolide
- 3. napsate
- 8. lofam
- 4. reatloid
- 9. pagbo
- 5. foutray
- 10. plizzle



The Names Test

Preparing the Test

• Type or print the 25 names on a sheet of paper and make a copy to serve as an answer sheet. If you have students who might be overwhelmed by the size of the list, write each name on a note card.

Administering the Test

- Administer the test to one student at a time.
- Explain to the student that he is to pretend to be a teacher and read the list of names as if he's taking attendance.
- Pointing out that you will not help with any names, have the student read the entire list.
- Write a check mark on the answer sheet for each name he reads correctly. Count first and last names separately. (Count a word correct if all the syllables are pronounced correctly. It doesn't matter where the child places the accent.) Write phonetic spellings for the names misread.

Scoring the Test

- Count words where the vowel sound depends on which syllable the consonant is placed with (for example, Ho/mer or Hom/er) correct for either pronunciation.
- Total the number of names read correctly. Analyze the mispronounced names, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- The average second grader scores 23 correct out of 50.

The Names Test

(developed by Patricia Cunningham, 1990)

an f the

int

Student:	-	Date:	
Jay Conway		Wendy Swain	
Tim Cornell		Glen Spencer	· · · · · · · · · · · · · · · · · · ·
Chuck Hoke		Fred Sherwood	:
Yolanda Clark		Flo Thornton	·
Kimberly Blake		Dee Skidmore	
Roberta Slade		Grace Brewster	
Homer Preston		Ned Westmoreland	
Gus Quincy	•	Ron Smitherman	
Cindy Sampson		Troy Whitlock	
Chester Wright		Vance Middleton	
Ginger Yale		Zane Anderson	
Patrick Tweed		Bernard Pendergraph	
itanley Shaw			

293



The San Diego Quick Assessment

Preparing the Test

- Prepare word-list cards by typing each list on a note card. Write the grade-level on the back of each card for your reference.
- Prepare a typed word list with a space after each word for you to record the student's responses.

Administering the Test

- Start with a card that is at least two years below the student's grade level.
- Have the student read the words in the list aloud. If she misreads any words, go to an easier list until she makes no errors. Now you have identified the student's base reading level.
- Have the student read each subsequent card in sequence, and record all incorrect responses. Encourage the student to read all the words so that you can determine the strategies he or she uses to decode.
- Continue the assessment until the student misses at least three words on one of the lists.

Scoring the Test

Use the assessment results to identify the student's independent, instructional, and frustration levels. You can provide instructional and independent reading materials for each child based on the results of this assessment.

Independent level = no more than one error on a list
Instructional level = two errors on a list
Frustration level = three or more errors on a list

a more study in the Intermediate Grades • Scholastic Professional Design

The San Diego Quick Assessment

(La Pray and Ross, 1969)

PRE-PRIMER	PRIMER	GRADE 1	CDADE 2
see	you	road	GRADE 2
play	come	live	our
me	not	thank	please
at	with	when	myself
run	jump		town
go	help	bigger how	early
and	is	always	send
look	work	night	wide
can	are	spring	believe
here	this	• •	quietly
	11115	today	carefully
GRADE 3	GRADE 4	GRADE 5	GRADE 6
city	decided	scanty	bridge
middle	served	business	commercial
moment	amazed	develop	abolish
frightened	silent	considered	trucker
exclaimed	wrecked	discussed	apparatus
several	improved	behaved	elementary
lonely	certainly	splendid	comment
drew	entered	acquainted	necessity
since	realized	escaped	gall ery
straight	interrupted	grim	relativity
GRADE 7	CDADE 0	Chine	.
amber	GRADE 8	GRADE 9	GRADE 10
dominion	capacious limitation	conscientious	zany
sundry		isolation malacula	jerk in
capillary	pretext	molecule ritual	nausea
impetuous	intrigue delusion		gratuitous
blight		momentous	lin ear
wrest	immaculate	vulnerable	inep t
enumerate	ascent	kinship	legality
daunted	acrid	conservatism	aspen .
condescend	binocular	jaunty	amnesty
	embankm ent	inventive	baro m eter



TOWRE (Test of Word Reading Efficiency)

Preparing the Tests

Type or print the two tests on separate sheets of paper and make copies to use as answer sheets to record the student's responses.

Administering the Tests

- Administer the tests to one student at a time.
- For the "Sight Word Efficiency Test," explain to the student that he or she is to read each word. For the "Phonemic Decoding Efficiency Test," point out that the words are nonsense, or made-up, words.
- For each test, have the student read as many words as possible within 45 seconds. Use a stopwatch or other timer to time the student.
- Write a check mark on the answer sheet beside each word the student reads incorrectly or skips. (For the "Sight Word Efficiency Test," count the words read correctly in 45 seconds. For the "Phonemic Decoding Efficiency Test," count a word correct if the pronunciation is correct according to common sound-spelling relationships.)

Scoring the Tests

- For each test, total the number of words read correctly. Analyze the mispronounced words, looking for patterns that might give you in formation about the student's decoding strengths and weaknesses.
- For information on converting raw test scores to age-based or grade-based scores, see the TOWRE Examiner's Manual (PRO-ED, 1999).

From Test of Word Reading Efficiency, by J. K. Torgesen, R. Wagner, and C. Rashor tte, 1999, Austin, TX: PRO-ED. Copyright ©1999 by PRO-ED, Inc. Reprinted with permission.

aching Phonics & Word Study in the Intermediate Grades • Scholastir Professional B

TOWRE (Test of Word Reading Efficiency)

(Torgeson, Wagner, and Rashotte, 1969)

is			
up.	work	<u>crowd</u>	<u> Uniform</u>
Cat	<u>qmuj</u>	beller	INGOESSOMY
red*	port	inside	emeleoig
me	fasi	<u>plane</u>	<u>୍ଥାର୍ଥ୍ୟ</u> ନ୍ତ୍ର
for the same	<u>fine</u>	<u>pretty</u>	@@Weilige
no	<u>x milk</u>	<u>famous</u>	୍ ାହାଇଟ୍ରାମ
We	back back	<u>children</u>	VIOESONG!
he	Jacobs Rost	Wilhou	<u> </u>
the	find	finally	: Internation
and	paper	Stronge	ୀ-୧୯୫୫ ଅନ୍ତ
yes Yes	open	<u>budge</u> i	নাগ্রহার্থান
of.	kind	repress	əmonesis
bim .	<u>oble</u>	<u>condir</u>	CONIGEN
os .	shoes -	Justice	
es 000k	money	<u> </u>	1008(070)
ook. Vas	great	resolve	୍ରାଥ୍ୟା (୯.
nelp	father	<u>describe</u> :	୍ କୁର୍ମ୍ପ୍ରେମ୍ବର ମୁନ୍ଦ
gen .	<u> iver ilver</u>	garmen	
	Space Space	business	
me .	short	guality	olek:
DOO!	<u>"Jefi</u>	potent	Timous ine
	<u>people</u>	collapse -	
ien .	almo st	elements -	⊘⊝ eelive
aby:	waves ***	<u>ploneer</u>	r∈iderii)v
ew Op	child	remember	

From Test of Word Reading Efficiency, by J. K. Torgesen, R. Wagner, and C. Rashotte, 1999, Austin, TX: PRO-ED. Copyright @1999 by PRO-ED, Inc. Reprinted with permission.

Phonemic Decoding Efficiency

		1.25	
	A Company of the Comp		
<u> Mai John Market</u>	to the bollow to	erojiy,	
90	Company of SIID AT A SEC.	1robe	
. ko	plin	©@ @@@	
<u>i(e)</u>	i por estado de la composição de la comp	<u> </u>	
000	poth	Siploosi	
ALE)	CALLE AND VOSION NOT COMPANY	<u>dnek</u> e	
a a i	meesi	Allei c	
ijolici.	snlee .	neigi.	
Wuni	gμάσγ	Anmerior	
र्शिष्ट्राः	SKIEE	สาปังอย่ะ	
(be)	ielly -	Joinfigur	
ناڭد	eliri .	GGD0H	
1900e	sine:	OREDNO:	
(E)	(Pejant	Shifoite:	
1 <u>6(0)</u> √€;	nieno	୍ରା ଠାରେ	
୍ଥି ଆହାର	Zini	Sinungii	
filegii	(OO)	ADJE INICIO	
્રાથકુક વ્યક્ત	irisk	TO TEORS	i in
(Gale)	Kelin	(Aeaanoon)	
HENO!	SIKOULE IN SECTION	ଔ ଽ ଽ୲୲୕୲୲୲ଡ଼୕ୣଽ୕	
	Nunei-	Ginulogoje	

From *Test of Word Reading Efficiency*, by J. K. Torgesen, R. Wagner, and C. Rashotte, 1999, Austin, TX: PRO-ED. Copyright ©1999 by PRO-ED, Inc. Reprinted with permission.

The Sight-Word Proficiency and Automaticity Assessment

Preparing the Test

 Type or print the test on a sheet of paper and make a copy to record the student's responses.

Administering the Test

- Administer the test to one student at a time.
- Explain to the student that she is to read each word as quickly as possible.
- Have the student read as many words as possible within 90 seconds. Use a stopwatch or other timer to time her.
- Put a check mark on the answer sheet beside each word the student read incorrectly or skipped.

Scoring the Test

- Count the words the student read correctly in 90 seconds.
- Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- Provide additional instruction on words your students read incor rectly or skipped. Retest students every six weeks and monitor progress.

Sight Word Proficiency and Automaticity Assessment

		2	99.10	
the V	Inte	also **	will	resign
of	hos	around	each	good 🤲 👟
and	more	another	about	new have
a ·	her	came	how?	write 2 12
<u>to</u>	two	com e	ups :	our
in	like	work	out -	As a used
İS	hi m	three	them 🖢 📜	<u> </u>
you	se e	word	then	mon ()
that	time	must	she zav	100 3 2 3 2 3
1	could	<u>because</u>	many	SOUNT STATE
<u>he</u>	no .	does	SOME	±0 ⊡)
for	<u>make</u>	port	S0 4 11	SOIME
WOS	than	even	ihese .	right action
<u>on</u>	<u>first</u>	place place	would s	7 BOOK THE
are	bee n	well	other:	alnink .
but	long	os — fil	its: 🚜 🔄	<u>Such</u>
what	little	<u>with</u>	who !	here was
<u>. all</u>	ve ry —	<u>his</u>	now .	, rjej≮e
were	after	<u>they</u>	peopl e	in aver
when	words	<u></u>	my	Majnes
we	<u>called</u>	b e	<u>made</u>	anêle.
there	<u>. just</u>	<u>this</u>	over 📆	outers &
<u>can</u>	wher e	from	did the	Yeola Name different
an	<u>most</u>	<u>1</u>	down	OMON COMPANY
your	know	<u>have</u> .	only .	ocali :
which	get	<u></u> <u>Of</u>	Way	Office 2 (3)
their	through	by	find:	went se
said	<u>baak</u>	one	use	olderin de
	<u>much</u>	had	<u>may</u>	numb er
do	<u>before</u>	<u>not</u>	wa ier	



Phonological Awareness Assessment

Preparing the Test

- Type or print the test and make a copy to record the student's responses.
- Make picture cards to use for sections C and D. Note that answers are provided in parentheses.

Administering the Test

- Administer the test to one student at a time.
- Follow the guidelines on the test for each section.
- Put a check mark on the answer sheet beside each correct answer

Scoring the Test

• Note areas that the student needs more work on. Students should get a minimum of four correct in each section.

Phonological Awareness Assessment

Andrew Control of the
Rhyme

	🗛 ASK	sk the stud	ant if the	following	TUTORO 1	naire rh	77m
--	-------	-------------	------------	-----------	----------	----------	-----

٠.		4.1						****	110		1 1	10.0			10.7	50%		17.7				45.				1.				14 14				4.8 %				1		28 Z. L	12. 1	4.4	. 10
٠.		6.00	100					100	10.00			. 1			100	3.0			11.	200	1	4.	4.5	5 AV			** 5. 5	24, 11	2 - 2-	**: T		7.4	· .								a 11.7		
		1 1 1 2							13.7		4 5 5	1.0		11 15								. 17		1.30	4	-								e an an	denie .	· · · · · ·		وتعفارس	27	Acres 100			L. C. which
	100	•	יוביי	/ha	-4		1.00								. 1							1990	1		4	C^{2}	210	/r		21										28.25	27.11	37.5	
	. •	•	aı.	/ 114					1.1.			100		. 11		1		38.0	140		1000				ı.	u	AL I	, ,	ш	ш					1000	. 47		VII.				<u></u>	
	5.7								- 11	3.5		73			_	_	_	-	_	_	100	Section 1		200	200						7 · ·				2.00			S. 177	100			100	0.50
					43.7			1.00			*,	٠		4.00		1			100	1,000					6.500	1.0						5.50	, 1 Tu						23.5				
_			•					:						41.	10.0		2.11		10.5		1.1			100	_	1 -	_ /	рe							6.00								
_		m	110				4.000	artini.					100	J				100	A	S			1. 15			10	т,	me	33.0		Sec.	. S	. i.			1.0		12.1			all are		
_	•		אוו	/ \A/	иυ	1.0	44			4	SOUTH		118 7 6			16.00	. 4.	20	400	200	8.0	# 1 Jan	26.0	. 9	•	ш		υL	24.	100	1.5	100				. * * 8		7.0		20 4 7 30			
		_		/w	-			100	4.5			٧		4.				_	-	-		3.3		100	ratio of		23.0		2	2.0	200						4.5		20 2	V . V	S 774.65		1000
		25.21			•						7.	1	14			150				e.,		7	-30					4	1.77			4.6.				- 37"					10.00		d Village
-	•		5.000			100	4.1	90° .	177		·						3.4	175.1		10.0	12									A			. 12			•					1.5		
		ь	•	- /1:		7 L	100				1,1		24 - 3				10.	100	12.0	\$ f.				-21.7		CI	la la a	WA.	71	m.		2.75	100		1. 6				1.7	4.5			5.1 25
•	·•		M)	k/li		· 11	2.1.5									100		200				100		- 3		. OI	41	٧ı											13 TO	2.5			****
, -	-	-	~	M TI	w.	400	12.10				4.	2 5	100		_			_		-			1.5				100.00					٠.			100		·	121	47.50	475.0	N. 15.55	27.00	2000
			. 19	1.7 5	, a , a ;			100			· . · ·	1.0	100		- 3	1. 1			1.1				ř		1			7 A A				157	5.0	8-13			٠			200	1.30.3		

B. State aloud the following rhyming word pairs. Ask the student to provide another rhyming word.

	100000			41.5	and the state of the state of	Maria da Maria da Cara				A			- 10 (A) (A) (A) (A)	427 94 7577	
		t, sacl	March 1971	and the state of	100	A Company of the Comp			goat,		Principles for the second		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		r and Cara
	raci	7 ANAL	•	and the state of t	and the second	ter protection and a second	4.6		7(12-11)	((1)21				CONTRACTOR AND A TOP A	
_	·• LULI	\ \ .			the state of the state of	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	1.77	1. 1	····	CUUL					
	70.75	v, Duoi	•				1.00			1,000,7,000	24 (1 1 1 1 1 1 1			Committee of the second	* **
	46, 6,0,600		4		and the second second	化三烯酸 化二进程机构 化	100 100 100	and the second second				1		Committee and a finisher	40.00
10.				2	with the state of the	ふいこうが だいこうご					34.94 CO.				Marian State
		, hop			and the second	Augusty Service of the service of	1.7		vide,	- La					the state of the state of
		non.	4 . C			前门,化室子把 地口上			VILLE	1111111	17 45 47 30-1				
,	טיים יי	. 111/11/			Tall the second of the				A TOOL	TILL					
	————————————————————————————————————	,	1.0	and the second second				4 4 3 4 5		20,000		territoria de la compansión de la compan	5 Te 4 Care 1 Te 5 Te 5	2000 F. Str. W. W. C.	1
	1786377	200 BBB 100 C	1.3477 1146	part of the country of	and the second second	医肾髓 化硫酸 医髓炎				77,000	7.5	State of the contract of	A-400 A-70 B-00	44.20 C-20 W-170	A
	7.07.56.65									100	20, 20,	m/ 315m	0.00		
	V 4 74	a kin			The State of the Control of the Cont	그 사는 경기는 불가 받았다.	100000		oake.		and the second second		As Indiana are also recen	manifest consequences	Contract to the second
-	· WIN	a vin	or .		\$100 hours, 41252	The section of the section of the			MRE		A September 1	THE PRODUCT OF	the first series of the series	A STATE OF THE STA	

Oddity Tasks

- C. Make picture cards for the following word sets. Display each picture-card set. Ask the student to find the two pictures whose names begin with the same sound. Circle the student's choices.
 - sun, sock, fish (sun, sock)
 mop, sun, man (mop, man)
 pig, pan, dog (pig, pan)
 dog, ten, top (ten, top)
 pig, leaf, log (leaf, log)
 fan, leaf, fish (fan, fish)
- D. Make picture cards for the following word sets. Display each picture-card set. Ask the student to find the two pictures whose names end with the same sound. Circle the student's choices.
 - bat, rock, nut (bat, nut)
 cup, top, pen (cup, top)
 ten, fan, cup (ten, fan)
 bus, glass, bat (bus, glass)
 sock, cup, rake (soc≥, rake)
 deg, leaf (leg, leaf)

Scholastic Bergerians S.
te Grades
Intermediate
ŝ
Ş.
Study
Mord
Š
1001/C
eociiing M
ğ

2. hop (/p/)

3. red (/d/)

 Say the first sound of a word as a whole. 	word and then th	e rest of the word. Have the	student say
1. /s/ at	·	4. /l/ ock	•
2. /m/ op		5. /t/ ape	_
3. /f/ ish	· . ————	6. /b/ ox	-
Say each word sound by	sound. Ask the s	tudent to say the word as a v	whole.
1. /m/ /ē/ (me)		4. /s/ /u/ /n/ (sun)	
2. /s/ /ā/ (say)	<u></u>	5. /m/ /ā/ /k/ (make)	
3. /f/ /ē/ /t/ (feet)		6. /l/ /ā/ /z/ /ē/ (lazy)	
ar oegmentation			
	student to clap th	e number of syllables he or s	he hears in (
Say each word. Ask the word. 1. pencil (2)	student to clap th		he hears in o
Say each word. Ask the word. 1. pencil (2) 2. map (1)	student to clap th	4. bookmark (2)	he hears in
Say each word. Ask the word. 1. pencil (2)	student to clap th		he hears in o
Say each word. Ask the word. 1. pencil (2) 2. map (1) 3. tomato (3)		 4. bookmark (2) 5. elephant (3) 6. rock (1) 	
Say each word. Ask the word. 1. pencil (2) 2. map (1) 3. tomato (3) Say each word. Have the 1. sun (/s/)		4. bookmark (2)5. elephant (3)6. rock (1)first sound he or she hears in	
Say each word. Ask the word. 1. pencil (2) 2. map (1) 3. tomato (3) Say each word. Have the 1. sun (/s/) 2. mop (/m/)		 4. bookmark (2) 5. elephant (3) 6. rock (1) first sound he or she hears in 4. top (/t/) 	
Say each word. Ask the word. 1. pencil (2) 2. map (1) 3. tomato (3) Say each word. Have the 1. sun (/s/)		4. bookmark (2)5. elephant (3)6. rock (1)first sound he or she hears in	
1. pencil (2) 2. map (1) 3. tomato (3) Say each word. Have the 1. sun (/s/) 2. mop (/m/) 3. leaf (/l/)	student say the	 4. bookmark (2) 5. elephant (3) 6. rock (1) first sound he or she hears in 4. top (/t/) 5. candle (/k/) 	each word.

J.	Say each word. Have the	tudent say each	word sound by sound.	
	1. see (/s/ /ē/) 2. my (/m/ /ī/)		4. rain (/r/ /ā/ /n/) 5. tub (/t/ /u/ /b/)	
	3. lake (/]/ /ā/ /k/)		6. rocks (/r/ /o/ /k/ /s/)	

5. glass (/s/)

6. leaf (/f/)

Phonemic Manipulation

K. Say each word. Have the student say the word without the first sound.

1. sun (un) 2. mat (at)

3. leaf (eaf)

4. ship (ip) 5. bike (ike)

6. stop (top)

L. Say each word. Have the student replace the first sound in the word with /s/.

1. mad (sad) 2. run (sun)

3. cat (sat)

4. pick (sick)

5. hand (sand)

6. chip (sip)