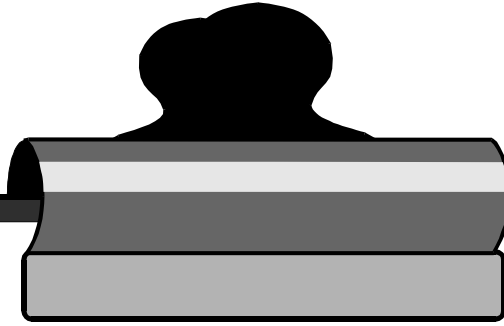


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\*Numbers in parentheses are approximate reading ability year levels.

# 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 primary teachers, ESL teachers, parents, remedial or special education teachers, reading teachers, volunteer tutors and adult literacy teachers.*

*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 cannot pronounce or needs help in pronouncing. When the student has finished reading a paragraph, count the mistakes and tick 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. Tick '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. Tick 'Indep.' to the right of that paragraph. The student next reads paragraph 2-B. If she/he makes three to four mistakes, you have found the instructional reading level. Tick '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. Tick 'Frust.' 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 year level of material that the student can handle independently. Then record the year level of material that should be used for instruction.

# Oral Reading Test *(cont.)*

Do not use this test for instruction. If a student misses a word, tell that student to 'go on'. Do not supply any hints or tell the student the word. If this policy is followed, the same test can be used later to determine progress. When retesting a student, use different coloured pencils to underline mistakes. Spaces have been provided for recording the results of the retests. Keep the record sheet for easy reference and for retesting.

The paragraphs are not timed, but excessive rapidity or slowness may be noted to the right of the paragraph as a characteristic of the student's reading ability. Slow reading means more practice is needed at that level so the student can gain fluency.

There are two paragraphs per year level for years one to three. The first paragraph is marked 1-A. This means 'easy year one'. The next is marked 1-B. This means 'hard year one'. There is only one paragraph for each level beyond year three.

The last paragraph is marked year seven, but actually it is indicative of popular adult and non-academic reading or a non-technical secondary reading level. If a student can read it without errors, she or he can do most secondary-level reading satisfactorily. For more accurate determination of reading ability for students reading at secondary levels, a standardised silent reading test is recommended. *If the last paragraph is read at the Independent Level, use a silent reading test to determine advanced skills.*

## Teaching Suggestions

1. To improve general reading ability, see the book *How to Teach Reading*, which includes many strategies such as easy reading practice, comprehension instruction, phonics, vocabulary improvement, and development of writing skills.
2. Oral reading can be improved by practising reading aloud from material at the student's independent or instructional level. See the readability graph on page 79 for determining book difficulty.
3. Use a variety of oral reading experiences such as reading short passages, poems, parts in plays, and announcements.

# Oral Reading Test

## Examiner's Copy and Record Sheet for Determining Independent and Instructional Reading Levels

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

Examiner \_\_\_\_\_ Class \_\_\_\_\_

	1st Testing	2nd Testing	3rd Testing
Date	_____	_____	_____
Total Score: Independent reading level	_____	_____	_____
Instructional reading level	_____	_____	_____

**Directions:** The student reads aloud from the student copy—not this copy. If the student cannot read a word or mispronounces it, just say ‘Go on’, and count it as an error (underline the word). Do not tell the student the missed word. Stop the test when the Frustration Level is first reached.

		1st Testing	2nd Testing	3rd Testing
No. 1-A (Easy Year One)	<b>Errors</b>			
	<b>Level</b>			
Look at the dog.	0–2 Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is big.	3–4 Instr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5+ Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It can run.	Speed:			
	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Run, dog, run away.	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		1st Testing	2nd Testing	3rd Testing
No. 1-B (Hard Year One)	<b>Errors</b>			
	<b>Level</b>			
We saw the sun.	0–2 Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It made us warm.	3–4 Instr.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5+ Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Now it was time to go home.	Speed:			
	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was a long way to walk.	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Oral Reading Test *(cont.)*

		1st Testing	2nd Testing	3rd Testing
No. 2-A (Easy Year Two)				
The door of the house opened, and a man came out. He had a broom in his hand. He said to the boy sitting there, 'Go away'. The boy got up and left.	<b>Errors</b>			
	0–2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3–4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speed:</b>				
	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		1st Testing	2nd Testing	3rd Testing
No. 2-B (Hard Year Two)				
The family ate breakfast. Then they gave the pig his breakfast. It was fun to watch him eat. He seemed to like it. He was eating all of it.	<b>Errors</b>			
	0–2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3–4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speed:</b>				
	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		1st Testing	2nd Testing	3rd Testing
No. 3-A (Easy Year Three)				
When the man had gone, the boys were surprised to see how many boxes he had left in their little backyard. Right away they began to pile them on top of each other. It took so long that lunchtime came before they knew they were hungry.	<b>Errors</b>			
	0–2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3–4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speed:</b>				
	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		1st Testing	2nd Testing	3rd Testing
No. 3-B (Hard Year Three)				
The man became angry because his dog had never talked before, and besides, he didn't like its voice. So he took his knife and cut a branch from a palm tree. Just then the palm tree said, 'Put down that branch'. The man was getting very upset about the way things were going, and he started to throw the branch away.	<b>Errors</b>			
	0–2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3–4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speed:</b>				
	Fast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Avg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>