

Suggested Reading Assessments
For the Use of Tutors Using
Blumenfeld's Alpha-Phonics Self-Tutor

Prepared by Donald L. Potter

June 6, 2021

www.donotter.net

Contents

1. Alphabet Letter Identification Test
2. Alphabet Letter Production Test
3. San Diego Quick Assessment (Grade Level)
4. Reading Competency Test (Phonics & Grade Level)
5. Gentry Grade-Level Spelling Test (1st to 8th grade)
6. Miller Word Identification Assessment, Level 1 (Dyslexia)
7. 1987 Riverside Informal Reading Inventory (Grade Level)

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 ____ . $1560/\text{time in seconds} =$ ____ letters per minute.

Part 2 Score: Time ____ . $1980/\text{time in seconds} =$ ____ 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.

The quick brown fox jumped over a lazy dog.

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
play
me
at
run
go
and
look
can
here

you
come
not
with
jump
help
is
work
are
this

road
live
thank
when
bigger
how
always
night
spring
today

our
please
myself
town
early
send
wide
believe
quietly
carefully

city
middle
moment
frightened
exclaimed
several
lonely
drew
since
straight

decided
served
amazed
silent
wrecked
improved
certainly
entered
realized
interrupted

scanty
business
develop
considered
discussed
behaved
splendid
acquainted
escaped
grim

bridge
commercial
abolish
trucker
apparatus
elementary
comment
necessity
gallery
relativity

amber
dominion
sundry
capillary
impetuous
blight
wrest
enumerate
daunted
condescend

San Diego Quick Assessment – Student Material

capacious

limitation

pretext

intrigue

delusion

immaculate

ascent

acid

binocular

embankment

conscientious

isolation

molecule

ritual

momentous

vulnerable

kinship

conservation

jaunty

inventive

zany

jerkin

nausea

gratuitous

linear

inept

legality

aspen

amnesty

barometer

galore

rotunda

capitalism

prevaricate

visible

exonerate

superannuate

luxuriate

piebald

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.
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.

checkmarks in group A:

Group B

Step up when I yell, "Lift the flag."
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.

checkmarks in Group B:

Group C

Steve got a base hit late in the game.
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.

checkmarks in Group C:

Group D

In a dream Gail met a sheep on the beach.
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.

checkmarks in Group D:

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:

The First Step Towards Literacy

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 student's "spelling grade-level." This informal and easy to administer test consists 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."

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 _____

Level I

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 _____

Holistic I 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

Phonetic – I 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

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

Scoring: 0-1 errors = Exceptional: Independent Reading Level
2-4 errors = Satisfactory: Instructional Reading Level
5 or more errors = Unsatisfactory: 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, etc.

Published by Donald L. Potter on the www.donpotter.net website on August 15, 2015.