

Quick Word Recognition Grade Placement Test Instructions

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The document below is the Word Recognition test for you to use to informally assess your child's present reading level. It does not test reading comprehension and fluency, etc., but it gives a fairly accurate, quick way to determine your child's present reading ability level.

After you have begun using the Daily Lesson Plan for the Struggling Reader, give this test again about every three months, to help you determine how well your reading interventions are working with your child. Our goal is to make a one and a half to two year gain in one year, using the Daily Lesson Plan Guide.

When having your child read the words on the test, if your child has to sound the word out, but it is correct, then do not mark it wrong. The child may not know the words as quickly as you like, but you will be able to see if the skills are there to read the word. Just make a note of that, for you to refer to when you give the test again. I often put a short note on the test (AFTER the child has left the room), noting which words took a L-O-N-G time to sound out. The next time I give the test, I will expect to see that the amount of time needed to read the words will be much less. If a child says a word wrong, but corrects himself, then do not mark it wrong. If you can, it is best to refrain from telling the child the word, since we will be using this test again.

Please mark the words your child misses in each section and then clearly identify their current reading level. Encourage your child to read beyond the level they missed at least five words. You can stop when they miss 7 or more words in a column. This is very helpful in the consultation process to really determine the best approach to take with your child's learning plan.

Quick Word Recognition Grade Placement

Grade Placement: If a student reads at least five out of ten words correctly in a column, that is assumed to be the student's instructional grade level.

PREPRIMER

a
can
do
my
no
see
this
will
not
you

PRIMER

too
us
one
went
make
came
give
them
about
know

ONE

made
keep
why
black
road
our
don't
these
maybe
friend

TWO

cookie
blew
ground
number
sure
splash
afraid
wrote
voice
neighbor

THREE

grateful
dangerous
daughter
wrinkled
thieves
disappear
ceiling
hurried
machine
impatient

FOUR

admiration
geography
sausage
scissors
responsibility
persuade
character
wilderness
century
commercial

FIVE

qualify
celery
variety
atmosphere
brilliance
democracy
affectionate
ridiculous
legislature
contribution

SIX

meteor
pursuit
avalanche
cylinder
treacherous
congratulation
maneuver
dialect
diphtheria
exhaustion

SEVEN

functional
secluded
heredity
proposition
disintegrate
legitimate
heirloom
enthusiastic
ordinance
invariable

EIGHT

liquefy
lubricant
celestial
pessimistic
perpendicular
isthmus
archaeology
vacuumed
indoctrinate
allegiance

NINE

subversive
contaminated
depreciate
immunization
protozoa
ecological
instantaneous
nutrient
preconception
feudalism

TEN

dehydration
desirability
corpuscle
ammeter
therapeutic
philanthropy
deterioration
irrevocable
tyrannize
physiology

ELEVEN

emaciated
aborigines
usurp
schism
irascible
ingratiating
seismograph
idiosyncrasy
pseudonym
exigencies