



Six Quick Word-Identification Assessments

TOWRE (Test of Word Reading Efficiency)
(Thorpeason, Wagner, and Rash...

Word Efficiency

Name: _____

Phonological Awareness

Rhyme

A. Ask the student if the following words rhyme.

- cat/hat _____
- pig/wig _____
- box/lip _____

B. State aloud the following rhyming words.

- rack, sack _____
- pop, hop _____
- wing, king _____

Oddity Tasks

C. Make picture cards for the following words and the two pictures which do not belong.

The Names Test
(developed by Patricia Cunningham, 1991)

Name: _____ Date: _____

Students: _____	_____
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 _____

The San Diego Quick Assessment
(La Paro and Rose, 1989)

GRADE 1 see play me at run go and can can here	GRADE 1 city middle moment lightened estimated several lonely draw stroke strange	GRADE 1 order dormant sundry capitular irreducible blight was exquisite dashed concessed	GRADE 2 road live thank when bigger how always right spring today	GRADE 2 nor please myself team early send side believe quietly constantly	GRADE 2 decided served aroused silenced improved certainty enriched realized interrupted	GRADE 3 secure business develop considered behaved splendid acquired escaped grim	GRADE 3 bridge commercial cloudy teacher apparatus elementary commercial necessity gallery relax	GRADE 3 conviction location molecule ritual momentous vulnerable kinship conservation jaunty inventive
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Sight Word Proficiency and Automaticity Assessment



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

- Administer the test to one student at a time.
- 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

- | | |
|--------|---------|
| 1. lat | 6. fim |
| 2. ped | 7. hep |
| 3. sib | 8. yot |
| 4. mog | 9. rud |
| 5. vun | 10. cog |

B. Digraphs, Blends

- | | |
|----------|-----------|
| 1. sheg | 6. bruck |
| 2. chab | 7. cliss |
| 3. stot | 8. smend |
| 4. whid | 9. thrist |
| 5. thuzz | 10. phum |

C. Long Vowels

- | | |
|---------|-----------|
| 1. sote | 6. shain |
| 2. mabe | 7. dright |
| 3. foap | 8. hupe |
| 4. weam | 9. heest |
| 5. flay | 10. sny |

D. Other Vowels

- | | |
|----------|------------|
| 1. doit | 6. moof |
| 2. spoud | 7. lurst |
| 3. clar | 8. porth |
| 4. foy | 9. stook |
| 5. jern | 10. flirch |

E. Multisyllabic Words

- | | |
|-------------|-------------|
| 1. 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)

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 _____

Stanley Shaw _____

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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

The San Diego Quick Assessment

(La Pray and Ross, 1969)

PRE-PRIMER

see
play
me
at
run
go
and
look
can
here

PRIMER

you
come
not
with
jump
help
is
work
are
this

GRADE 1

road
live
thank
when
bigger
how
always
night
spring
today

GRADE 2

our
please
myself
town
early
send
wide
believe
quietly
carefully

GRADE 3

city
middle
moment
frightened
exclaimed
several
lonely
drew
since
straight

GRADE 4

decided
served
amazed
silent
wrecked
improved
certainly
entered
realized
interrupted

GRADE 5

scanty
business
develop
considered
discussed
behaved
splendid
acquainted
escaped
grim

GRADE 6

bridge
commercial
abolish
trucker
apparatus
elementary
comment
necessity
gallery
relativity

GRADE 7

amber
dominion
sundry
capillary
impetuous
blight
wrest
enumerate
daunted
condescend

GRADE 8

capacious
limitation
pretext
intrigue
delusion
immaculate
ascent
acid
binocular
embankment

GRADE 9

conscientious
isolation
molecule
ritual
momentous
vulnerable
kinship
conservatism
jaunty
inventive

GRADE 10

zany
jerkin
nausea
gratuitous
linear
inept
legality
aspens
amnesty
barometer



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 information 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).

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TOWRE (Test of Word Reading Efficiency)

(Torgeson, Wagner, and Rashotte, 1969)

Sight Word Efficiency

is	work	crowd	uniform
up	jump	better	necessary
cat	part	inside	problems
red	fast	plane	absentee
me	fine	pretty	advertise
to	milk	famous	pleasant
no	back	children	property
we	lost	without	distress
he	find	finally	information
the	paper	strange	recession
and	open	budget	understand
yes	kind	repress	emphasis
of	able	contain	confident
him	shoes	justice	intuition
as	money	morning	boisterous
book	great	resolve	plausible
was	father	describe	courageous
help	river	garment	alienate
then	space	business	extinguish
time	short	quality	prattle
wood	left	porch	limousine
let	people	collapse	valentine
men	almost	elements	defective
baby	waves	pioneer	recently
new	child	remember	instruction
stop	strong	dangerous	transient

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Phonemic Decoding Efficiency

ip	barp	crail
ga	sip	troba
ko	pin	depa
ja	fip	glan
on	poth	sploo
ig	vasp	dreke
n	meest	ritur
pin	shlee	hedea
wun	guddy	bremia
lar	skree	nitrac
ba	relly	brnber
dir	dir	clabon
nup	sline	dreono
ie	dreer	shrate
bave	prain	olofen
pate	zini	smuncu
hem	bloo	pelnaco
des	risk	iondas
du	keln	fermab
kna	srone	crendmoke
jive	lunaf	emulbajate

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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 incorrectly or skipped. Retest students every six weeks and monitor progress.

Sight Word Proficiency and Automaticity Assessment

the	into	also	will	go
of	has	around	each	good
and	more	another	about	new
a	her	came	how	write
to	two	come	up	our
in	like	work	out	used
is	him	three	them	me
you	see	word	then	man
that	time	must	she	too
it	could	because	many	any
he	no	does	some	day
for	make	part	so	same
was	than	even	these	right
on	first	place	would	look
are	been	well	other	think
but	long	as	its	such
what	little	with	who	here
all	very	his	now	take
were	after	they	people	why
when	words	at	my	things
we	called	be	made	help
there	just	this	over	put
can	where	from	did	years
an	most	I	down	different
your	know	have	only	away
which	get	or	way	again
their	through	by	find	off
said	back	one	use	went
if	much	had	may	old
do	before	not	water	number



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.

Name: _____

Date: _____

Phonological Awareness Assessment

Rhyme

A. Ask the student if the following word pairs rhyme.

1. cat/hat _____

2. pig/wig _____

3. box/lip _____

4. can/man _____

5. let/pen _____

6. sun/run _____

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

1. rack, sack _____

2. pop, hop _____

3. wing, king _____

4. goat, coat _____

5. wide, hide _____

6. bake, lake _____

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.

1. sun, sock, fish (*sun*, *sock*)2. mop, sun, man (*mop*, *man*)3. pig, leaf, log (*leaf*, *log*)4. pig, pan, dog (*pig*, *pan*)5. dog, ten, top (*ten*, *top*)6. 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.

1. bat, rock, nut (*bat*, *nut*)2. cup, top, pen (*cup*, *top*)3. ten, fan, cup (*ten*, *fan*)4. bus, glass, bat (*bus*, *glass*)5. sock, cup, rake (*sock*, *rake*)6. dog, leg, leaf (*leg*, *leaf*)

Oral Blending

E. Say the first sound of a word and then the rest of the word. Have the student say the word as a whole.

- | | | | |
|----------------|-------|----------------|-------|
| 1. /s/ ... at | _____ | 4. /l/ ... ock | _____ |
| 2. /m/ ... op | _____ | 5. /t/ ... ape | _____ |
| 3. /f/ ... ish | _____ | 6. /b/ ... ox | _____ |

F. Say each word sound by sound. Ask the student to say the word as a whole.

- | | | | |
|-----------------------|-------|---------------------------|-------|
| 1. /m/ /ē/ (me) | _____ | 4. /s/ /u/ /n/ (sun) | _____ |
| 2. /s/ /ā/ (say) | _____ | 5. /m/ /ā/ /k/ (make) | _____ |
| 3. /f/ /ē/ /t/ (feet) | _____ | 6. /l/ /ā/ /z/ /ē/ (lazy) | _____ |

Oral Segmentation

G. Say each word. Ask the student to clap the number of syllables he or she hears in each word.

- | | | | |
|---------------|-------|-----------------|-------|
| 1. pencil (2) | _____ | 4. bookmark (2) | _____ |
| 2. map (1) | _____ | 5. elephant (3) | _____ |
| 3. tomato (3) | _____ | 6. rock (1) | _____ |

H. Say each word. Have the student say the first sound he or she hears in each word.

- | | | | |
|---------------|-------|-----------------|-------|
| 1. sun (/s/) | _____ | 4. top (/t/) | _____ |
| 2. mop (/m/) | _____ | 5. candle (/k/) | _____ |
| 3. leaf (/l/) | _____ | 6. yellow (/y/) | _____ |

I. Say each word. Have the student say the last sound he or she hears in each word.

- | | | | |
|--------------|-------|----------------|-------|
| 1. bat (/t/) | _____ | 4. take (/k/) | _____ |
| 2. hop (/p/) | _____ | 5. glass (/s/) | _____ |
| 3. red (/d/) | _____ | 6. leaf (/f/) | _____ |

J. Say each word. Have the student say each word sound by sound.

- | | | | |
|-----------------------|-------|----------------------------|-------|
| 1. see (/s/ /ē/) | _____ | 4. rain (/r/ /ā/ /n/) | _____ |
| 2. my (/m/ /ī/) | _____ | 5. tub (/t/ /u/ /b/) | _____ |
| 3. lake (/l/ /ā/ /k/) | _____ | 6. rocks (/r/ /o/ /k/ /s/) | _____ |

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) _____