

Dr. Fry's Informal Reading Assessments

K-8

by Edward Fry, Ph.D.

2nd Edition

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*Numbers in parentheses are approximate reading ability grade levels.

Oral Reading Test

Purpose

Even though this is an oral test, this test quickly determines a student's general reading level. It measures growth in reading ability and aids in selecting books for the student to read.

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 can't pronounce or needs help in pronouncing. When the student has finished reading a paragraph, count the mistakes and check 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. Check "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. Check "Indep." The student next reads paragraph 2-B. If she/he makes three to four mistakes, you have found the *instructional reading level*. Check "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*. Check "Frust." to the right of the paragraph. Stop testing when you get to the student's frustration level. Check the space for fluency after each paragraph is read.

Record the results of the test in the spaces provided on the examiner's copy of the test. Fill in the highest grade level of material that the student can handle independently. Then record the grade 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 colored 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 grade level for grades one through three. The first paragraph is marked 1-A. This means “easy first grade.” The next is marked 1-B. This means “hard first grade.” There is only one paragraph for each level beyond third.

The last paragraph is marked grade 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 junior and senior high school reading satisfactorily . For more accurate determination of reading ability for students reading at junior and senior high school levels, a standardized silent reading test is recommended. *If the last paragraph is read at the Independent Level, use a silent reading test to determine advanced skills.* For silent reading and comprehension, use test 10 in this assessment book.

Teaching Suggestions

1. To improve general reading ability, see the book *How to Teach Reading* (TCR 2759), 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 practicing 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.
4. Fluency is an important reading skill and it is easy to teach using the method of “repeated readings.” Take any short prose passage and have the student read it three or more times, trying to improve speed and meaningful intonation on each successive reading. Start with very easy passages and gradually increase the length and difficulty. Do not use the paragraphs in this test.

Oral Reading Test

by Edward Fry, Ph.D

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

Name _____ Date _____

Examiner _____ Class _____

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

Directions: The student reads aloud from the student copy—not this copy. If the student can't 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 First Grade)			
Errors			
Level			
0-2 Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.			
Fluency: 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. 1-B (Hard First Grade)			
Errors			
Level			
0-2 Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.			
Fluency: 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"/>

Oral Reading Test *(cont.)*

		1st Testing	2nd Testing	3rd Testing
No. 2-A (Easy Second Grade)				
Errors	Level			
0–2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3–4 Instr	.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5+	Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency: 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 Second Grade)				
Errors	Level			
0–2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3–4 Instr	.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5+	Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency: 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 Third Grade)				
Errors	Level			
0–2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3–4 Instr	.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5+	Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency: 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 Third Grade)				
Errors	Level			
0–2	Indep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3–4 Instr	.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5+	Frust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency: 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"/>