

# San Diego Quick Assessment of Reading Ability

## SKILL ASSESSED

Word Recognition

Grade Level

K-11

Language

English

Grouping

Individual

Approximate Testing Time

10 Minutes

Materials

- Record Form (p. 83)
- Student Material (pp 84-85)

Source

From “The Graded Word List:  
Quick Gauge of Reading Ability”  
by Margaret La Pray et al.

➤ **WHAT** This test measures the recognition of words out of context. Generally, proficient readers read as accurately both in and out of context. The test consists of 13 graded word lists from pre-primer to eleventh grade. The words within each list are of about equal difficulty.

➤ **WHY** Weak readers over rely 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.

**Errors/List****1 Error****2 Errors****3 Errors****Reading Level****Independent Level****Instructional Level****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.

See Also...

CORE Teaching

Reading Sourcebook,

Section IV: Decoding and

Word Attack

- WHAT'S NEXT?** If students do well on this test but poorly on reading passages, fluency practice is beneficial. If students do poorly on the assessment, further assessment is necessary to identify underlying causes. The CORE Phonics Survey will identify whether or not decoding skill knowledge is causing poor word recognition, and the CORE Phoneme Segmentation Test would isolate phoneme awareness as an underlying factor.