

Parts 1 & 2 Scorer's Copies & Instructions

The National Right to Read Foundation's READING COMPETENCY TEST – Part I

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A Test to Measure Phonics Knowledge.

PART I – SCORER'S COPY

1. Instructions

Part I 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 the phonetic code.

As the student reads aloud from Part I you will be able to tell if the student can apply phonics rules. If the student has been given proper phonics instruction, he or she should be able to read all the groups of sentences in ***Part I at an independent level, without any errors.***

Have the student read aloud (in the Student's Copy) from the eight groups of sentences beginning with Group A. Follow along and keep score in the Scorer's Copy. As you listen, make a checkmark (✓) on the lines provided each time the student: (1) **omits a word**, (2) **substitutes a word**, (3) **inserts a word**, or (4) **mispronounces a word**. (If the student corrects the mispronunciation, remove the checkmark). **STOP IF THE STUDENT REACHES FRUSTRATION LEVEL!**

2. Administer The Test

A

1. The big red hen is mad.
2. Did Bob get on the bus?
3. Ben can fix his bad bat.
4. Hit the fat bug on the bed.
5. Don let the cat sit on his lap.

checkmarks in group A:

— — — — —

B

1. Step up when I yell, “Lift the flag.”
2. Bang went the black drum!
3. Stan shot the last duck.
4. Blot up the mess on the glass top desk.
5. Help Fred lift the big clock.

checkmarks in group B:

— — — — —

C

1. Steve got a base hit late in the game.
2. Take the pan of white rice off the stove.
3. Kate will bake a fine cake and win a dime.
4. Dave rode his bike in the race.
5. Mike chose the cage of mice for his prize.

checkmarks in group C:

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D

1. In a dream Gail met a sheep on the beach.
2. Take a seat on the boat by the sail.
3. Wait a week to paint the chain.
4. His team made roast beef to eat.
5. The rain on his feet made Dean groan.

checkmarks in group D:

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E

1. Her third bird was born in the barn.
2. Take more care of your hair.
3. Four car horns were heard by the clerk.
4. Wear your shirt in the street or at work.
5. The sports stars will park their cars by the church.

checkmarks in group E:

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F

1. I found a foul mouse in our room.
2. If I boil the sour soup it will spoil.
3. A loud howl was heard on the lawn.
4. The clown shook the round hoop.
5. Mack bought his smooth boots in town.

checkmarks in group F:

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G

1. He saw Sue play with the toy bee.
2. You may buy the two new saws.
3. Can she ski on the wide blue sea?
4. The cow and the crow play by the tree.
5. The blue fly lays its eggs in the dry hay.

checkmarks in group G:

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H

1. It was dumb to leave his glove in the field.
2. The calf would like some salt this cold night.
3. A ghost said, "Dare to guess if I am dead."
4. Phone for some bread and fruit for the child.
5. Find the part of the sword that is rough to touch.

checkmarks in group H:

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The National Right to Read Foundation's READING COMPETENCY TEST – Part II

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A Test to Measure Grade Level Reading Ability

PART II – SCORER'S COPY

2. Instructions

The following paragraphs were taken from the middle part of school readers that were in wide use 100 years ago – a time when children were taught to read with intensive instruction in phonics.

There are six paragraphs to be read, each one representing the student's reading a level from first through sixth grade. Once a student has reached sixth grade and has not mastered the decoding system of the English language they are in great jeopardy of failure, dropping out of school, or being placed in special education when their only deficiency is poor instruction in the alphabetic code.

Each paragraph in this test represents material that children who have been properly taught should be able to read and comprehend within their grade level today.

An independent reader should have **no more than 1 checkmark or error** up to their current grade level of reading instruction. **Two to four checkmarks or errors** indicate that the student needs remedial help in mastering the complete phonetic code.

If the student has **more than five errors or check marks** after reading paragraphs up to their current grade level then the student is at a level of frustration, and the student requires immediate instruction in systematic phonics.

Using the Scorer's copy of the Reading Test, make a checkmark (✓) on the lines provided each time the student: (1) **omits a word**, (2) **substitutes a word**, (3) **inserts a word**, or (4) **mispronounces a word** (if the student corrects the mispronunciation, remove the checkmark). Do not tell the student the grade level of the paragraph that he or she is to read. **STOP IF THE STUDENT REACHES FRUSTRATION LEVEL.**

Be sure to analyze each grade level separately. The highest grade at which a student can read at an independent level (with no more than one error) is his or her true grade-level reading ability. Any student who reads at an instructional or frustration level within or below his or her school grade level is in need of immediate remedial systematic phonics instruction.

Now listen to the student read the six paragraphs, or read as far as they can before they reach frustration level. Keep a record of the checkmarks on the “Scorer’s Copy” of the test as you listen to the student read.

NOTE:

A century of findings from experimental research on reading development make clear that the best way to develop a student’s quick and accurate (automatic) recognition of written words is to use intensive systematic phonics instruction to teach a student to read, beginning in Kindergarten.

It is also well known from experimental research that no factor relates more closely to students’ ability to comprehend what they read than does the automatic recognition of words.

Mastery of phonics information and how to apply it is a prerequisite to a student’s successful reading development.

1 “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

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2 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

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3 “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

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4 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

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5 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

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6 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

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3. Interpret the Results

Analyze each group of sentences separately.

a.) Independent level = A student who has completed 2nd grade should be able to read ALL the sentences in **Part I** with no more than **one error per section**. This indicates that the phonics rules for second grade reading level have been mastered;

b.) Instructional level = If the student makes **two or more errors in Part I**, then remedial phonics instruction is needed immediately;

c.) Frustration level = If the student makes **four or more errors in Part I**, then intensive, systematic phonics instruction is required. This student has a serious deficiency in reading instruction.