

# 40L Quick Screen Reading Grade Level Test

Student Name: \_\_\_\_\_

# correct

1	up rate	rat mope	sit cute	hog teen	ten site
2	pool cowbell	leaf napkin	shutter mainstay	pause wander	sunset spoilsport
3	chief noisy	shouting ledge	fantastic alike	motor grackle	sawmill partook
4	belief cyclone	molecule receive	dwindle disengage	coastal extinct	surgical polygon
5	symmetry wretched	concentrate implosion	physicist glucose	incumbent philosophical	experiment compliance
6	anxious continuous	obstinate digression	allegation immeasurable	impromptu coincidence	theocracy conveyance
7	collegiate impetuous	aspiration provisional	psychiatrist jurisprudence	entrepreneur manifold	surveillance coordinate
8	pseudonym emphasize	myopic negligence	gracious seminary	exhaust antithesis	inconsiderate renaissance
9	archeology referendum	legitimacy personify	vengeance condemnation	antagonize unremitting	expenditure acknowledgement
10	impertinent opulence	diadem nebulous	picturesque ensconced	reconnoiter transmutation	preeminent mortification
11	myriad renunciation	amiability qualitative	querulous beatitude	tautological ambiguity	sagacity herculean
12	immateriality extemporaneous	abrogated sardonically	imperceptibility miasma	rhododendron loquacious	etymological diametrical

Grade Level Score = number of words correct/10, for example, 42 words correct, grade level 4.2.

Stop test when student misses 5 words in a row, 10 words total, or misses >3 and is getting frustrated.

Print two copies, one for student and one for tester.

Raw Score (total words correct) \_\_\_\_\_ Reading Grade Level (divide raw score by 10) \_\_\_\_\_

## 40L Quick Screen Reading Grade Level Test Instructions

The 40L Quick Screen Reading Grade Level Test has not been normalized. It has been tested with large numbers of students and correlates well with existing grade level tests. It was developed by 40L's director, who had 19 years of experience teaching and testing remedial students at the time of its development.

Print two copies of the test, one for you and one for the student. You will need a copy to write on for each student you test, but the student's copy should not be marked on and can be used again with each student tested. Start by telling the student, "I will be giving you a test to see how well you can read a variety of words. You are being tested for accuracy, not speed. If you cannot figure out a word, you can say "skip" and move on to the next word. This will help me know which word you are reading, if you skip a word without telling me I might get confused. We will start on line 1 and you will read the words to me, reading each row from left to right until I tell you to stop." If the student is older or young but a good reader, you can add, "The first few rows of words may be easy for you, but I want to make sure you can read them all, reading all the words is part of the test." Hold your copy of the test to hide your markings from the student being tested. The student needs to try to read all 10 words in each numbered line, saying skip for any that they cannot figure out.

When giving this test, you should not tell the student if their answer is correct, either verbally or with non-verbal cues. If they cannot figure out a word after a few attempts, they should say skip. If they keep trying, say "you can skip a word if you can't figure it out, just say, "skip" and move on to the next word." Not telling them if they are correct or not will allow for a more accurate grade level assessment and will also allow you to use the test for retesting without biasing the results. You should use neutral words like "OK" instead of a confirming word like "good." If the student needs affirmation to continue, you can say, "You're doing a great job on the test, keep reading, let's move on to this next word," placing your finger under their next word.

If the student loses their place, point out the next word. If the student jumps to the wrong line after the end of a line, redirect them to the correct line by placing your finger under the word that they should be reading in the correct line. If the student reads a word incorrectly, mark this on your paper by putting an X over or on the word they read incorrectly. If they say the word incorrectly but then correct themselves, write an OK or S/C (for Self-Correct) next to your X and count the word as correct. If you did not understand their attempt to read the word, tell them, "I'm sorry, I didn't hear that very well, can you read it to me again?" while placing your finger under the word in question. If the student is reading too fast for you to keep up with your markings, tell them to pause at the end of each row until you tell them to continue.

When the student misses 5 words in a row, stop the test and score the test, words read correctly after missing 5 in a row should not be counted towards the total score. (You should stop the test, but if the student is adamant about continuing and you have time, you can continue.) Also stop the test after the student has missed 10 words total. You should also stop and score the test if the student has missed more than 3 words and is getting too frustrated to continue.

To score the test, count the number of words read correctly and divide that total by 10 to get a decimal score of reading grade level. For example, a student who missed the word "mope" in line 1, "pause" in line 2, then "noisy, ledge, alike, grackle, and partook" in line 3 would have missed 5 words in a row on line 3, so you stop the test. There are 10 words in each numbered line (5 on top and 5 on the bottom), so the student missed 7 of 30 words read.  $30 - 7 = 23$  words read correctly.  $23/10 = 2.3$ , so the student would be reading at a grade level of 2.3. A student who read every word correctly up to line 6 but then missed 2 words on line 6, 3 words on line 7, then 5 words on line 8 would stop for hitting the 10 word limit. If the last word the student read correctly on line 8 was "seminary," the student would have read 78 words.  $78 - 10 = 68$ .  $68/10 = 6.8$ , grade level 6.8.