

Reading Grade Level Test, grades 8 to 12

Every Man the Architect of His Own Fortune by MacDiarmid

Nothing is more common in the world, than for people to flatter their self-esteem, and to excuse their indolence, by referring the prosperity of others to the caprice or partiality of fortune. Yet few, who have examined the matter with attention, have failed to discover, that success is as generally a consequence of industry and good conduct, as disappointment is the consequence of indolence and indecision.

Happiness, as Pope remarks, is truly "our being's end and aim;" and almost every man desires wealth, as a means of happiness. Thus, in wishing, mankind are nearly alike; but it is chiefly the striking incongruity that exists betwixt their actions and thoughts that checker society, that produces those endless varieties of character and situation which prevail in human life.

(8th Grade Level; 2 errors permitted) Errors _____

Instruction of Deaf Mutes

(Speech of Dr. Adams at the laying of the Corner Stone of a new Institution for Deaf Mutes in New York, November 22, 1853)

It was the boast of Augustus Caesar, that he found the City of Rome composed of brick, and left it marble. But the Imperial City, even in the days of its Augustan splendor and magnificence, could not boast of one of those philanthropic institutions which are the chief ornaments of our modern metropolis. It had its long aqueducts of marble stretching across the valleys, and its sculptured arches spanning the streets--its triumphal pillars piercing the skies; its Amphitheater of colossal dimensions, and its every form of classic elegance and might. But not one hospital for the sick: not one retreat for the insane; not one asylum for the blind; and not one refuge for the orphan; not one institution for the mute.

(10th Grade Level; 2 errors permitted) Errors _____

Excerpt from The Federalist 22 by Alexander Hamilton

The organization of Congress is itself utterly improper for the exercise of those powers which are necessary to be deposited in the Union. A single assembly may be a proper receptacle of those slender, or rather fettered, authorities, which have been heretofore delegated to the federal head; but it would be inconsistent with all the principles of good government, to entrust it with those additional powers which, even the moderate and more rational adversaries of the proposed Constitution admit, ought to reside in the United States. If that plan should not be adopted, and if the necessity of the Union should be able to withstand the ambitious aims of those men who may indulge magnificent schemes of personal aggrandizement from its dissolution, the probability would be, that we should run into the project of conferring supplementary powers upon Congress, as they are now constituted; and either the machine, from the intrinsic feebleness of its structure, will moulder into pieces, in spite of our ill-judged efforts to prop it; or, by successive augmentations of its force and energy, as necessity might prompt, we shall finally accumulate, in a single body, all the most important prerogatives of sovereignty, and thus entail upon our posterity one of the most execrable forms of government that human infatuation ever contrived.

(12th Grade Level; 2 errors permitted) Errors _____

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Instructions

This test's reading grade levels are based on Fry reading grade levels. This test was developed by 4OL's director as an extension of the National Right to Read Foundation's (NRRF) reading grade level test. Part 2 of the NRRF test scores reading grade level, but stops at the 6th grade level. This test extends those results to 12th grade level. The NRRF test has shorter passages and not as many archaic words, so 1 error or less is permitted on each of their reading passages. This test allows 2 errors or less for each grade level passage, as the passages are longer and contain a fair number of archaic words.

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 passages. 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." Hold your copy of the test to hide your markings from the student being tested.

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.

If the student makes any mistakes reading a word, including "the" for "a" or "is" for "it," mark the word as incorrect. The student is allowed up to 2 errors per passage. If they make more than 2 errors on a passage, they can continue to finish if they wish, but you can stop them after their 3rd error if they are getting frustrated. Their grade level score on this test is the highest passage at which they read the complete passage with 2 or less errors. You should have given the NRRF reading grade level test first, and proceeded to this test after they missed 1 or less error on each passage up to the 6th grade level passage on the NRRF test. If they read the 6th grade level NRRF passage with 1 error or less but missed more than 2 on the 8th grade level test, their grade level score is 6. A student who missed 2 words on the grade level 8 essay and 4 words on the grade level 10 essay is reading at the 8th grade level. A student who missed 2 or fewer words on the 10th grade passage but missed 3 words on the 12th grade passage would score at the 10th grade reading level. A student who missed 1 word on all three tests is reading at or above the 12th grade level.