

Giving the QST: Quick Guide

Give the QST before the MWIA: its score tells you which MWIA to give. You need two copies of the test (yours to mark, a clean one for the student), a pencil, and a folder to hide your copy. Test in a quiet corner.

- **Never say whether a word is right or wrong.** No “good,” no nods. Say “OK” or “Keep going” and point to the next word.
- **Mark an X over a missed word.** If the student fixes it on their own, write **S/C** (self-correct). It counts as right.
- **Didn’t hear it?** Put your finger under the word and say, “Can you read that one to me again?”
- **Lost their place?** Put your finger under the word they should read next.

QST: Quick Screen Reading Grade Level Test

Say	“I’m going to see how well you can read a variety of words. This is for accuracy, not speed. If you can’t figure out a word, say ‘skip’ and go on to the next one. Start on line 1 and read each row left to right until I tell you to stop.”
Timing	None. Even older students start on line 1 and read every word until a stop rule applies.
Stop	after 5 missed in a row, 10 missed in all , or if the student has missed more than 3 and is too frustrated to go on.
Score	Words read correctly ÷ 10 = reading grade level. Each numbered line has 10 words. Example: the student reads 3 lines (30 words) and misses 7, so $23 \div 10 = 2.3$.
Next	QST of 1.0 or below: give the MWIA 1 short . QST of 1.1 or higher: give the MWIA 3 (or the MWIA 3 short if time is tight).

40L Quick Screen Reading Grade Level Test

Read each word aloud · Say “skip” for words you can’t figure out · Accuracy, not speed

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 (e.g., 42 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 (unmarked, reusable) and one for the tester.

Raw Score (total words correct) _____ **Reading Grade Level (raw score ÷ 10)** _____

40L Quick Screen Reading Grade Level Test — Instructions

About This Test

The 40L Quick Screen is a fast, reliable way to measure a student's reading grade level. Your student reads a list of words aloud while you mark each one correct or incorrect — no reading passages, no timing, no guessing from context. The result is a grade level score to one decimal place (for example, 4.2).

This test was normed against the National Right to Read Foundation's reading grade level test and has been used with large numbers of students across a wide range of ages and abilities. The National Right to Read Foundation is no longer in operation.

Giving The Test

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 remain unmarked so it can be reused.

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. 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.”

Even older students need to read all the words for the test scoring to be valid.

When giving this test, do 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 will allow for a more accurate grade level assessment and will also allow you to use the test for retesting without biasing the results. 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 by placing your finger under the word they should be reading. If the student reads a word incorrectly, mark this on your paper by putting an X over the word. If they say the word incorrectly but then self-correct, write OK or S/C next to your X and count the word as correct. If you did not understand their attempt, say, “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. 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 if the student has missed more than 3 words and is getting too frustrated to continue.

Scoring The Test

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 “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 missed 5 words on line 8 would stop for hitting the 10-word limit.

This student would have attempted 78 words. $78 - 10 = 68$ words read correctly.

$68/10 = 6.8$, grade level 6.8.