Preface

The Ekwall/Shanker Reading Inventory (ESRI) has been a valuable tool for educators whose mission is to assist students in the development of their reading ability. The sixth edition can support the efforts of teacher candidates, classroom teachers, school psychologists, resource teachers, reading coaches, and reading specialists to differentiate instruction in order to be even more effective as they work with all readers. The ESRI fits well with most reading programs and with the Common Core Standards for English Language Arts.

The tests can be used to assess a wide range of students’ reading abilities. There are forty different diagnostic tests designed to measure nine different areas of reading. These tests measure oral and silent reading ability, listening comprehension, phonemic awareness, concepts about print, letter knowledge, basic sight vocabulary, phonics, structural analysis, context clues, dictionary skills, fluency skills, vocabulary, reading comprehension, and reading interests.

New to This Edition

Included in the new edition of the Ekwall/Shanker Reading Inventory are three supplementary ways to use the Graded Reading Passages. Also new to this edition are a set of confirmation assessments, a comprehensive letter recognition assessment, and a dictionary use assessment. The assessments in the sixth edition have been reorganized to better follow the sequence of reading instruction used in most reading programs and in most reading methods courses. A glossary of reading assessment terms is also now available. The additional uses and new assessments to the ESRI expand its effectiveness for experienced educators and all reading teachers. The reorganization and glossary make the ESRI easier to use for new teachers as an adjunct to their reading program and teacher candidates as they use it in their college classes. Each of these additions and changes is elaborated upon in the following list.

- **Group Silent Reading Comprehension Level** A technique to use the Graded Reading Passages as a large group assessment to determine the silent reading comprehension level of each student is described under the Additional Uses of the ESRI in Part II Section Two of the manual.

- **Optional Reading Comprehension Questions** Also under the Additional Uses of the ESRI are optional comprehension questions that go with each of the Graded Reading Passages. Main idea, detail, cause and effect, sequence, and inference questions are provided for use in determining if a student struggles with a specific type of comprehension question.

- **Lexile Scores** The Graded Reading Passages can now be used to determine the level of text appropriate for a student in Common Core State Standards Lexile Ranking of text. In addition growth in reading levels can be documented using the Lexile Scores provided for each of the reading passage.
Preface

- **Quick Confirmation Assessments** A set of brief tests to confirm a teacher’s observation that a student already possesses a high level of ability with a specific reading skill. These tests can be used to determine that the student does not need further testing in a specific area of reading.

- **Comprehensive Letter Knowledge Test** The Letter Knowledge Test has been revised to include all twenty-six upper- and lowercase letters. Each letter (upper- and lowercase) can be viewed as a separate unit. The individual letters not correctly identified by the student can be the focus of any future alphabet recognition instruction.

- **Dictionary Use Assessment** The Dictionary Use Assessment can be used to determine if a student can find words and use guide words in a dictionary. The assessment can also help determine if the student can use a dictionary to find how to pronounce a word, find the meaning of a word, determine the part of speech of a word, and find the plural form of words.

- **Reorganized Order of Assessments** The assessments are now sequenced so that they match the order that reading skills are taught in most reading programs. This same order is also followed in many reading methods courses.

- **Glossary of Reading Assessment Terms** A glossary is available at the end of the manual. An educator using the ESRI can look up the terms to get a better understanding of how they are being used in reading assessment.

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**How to Use the ESRI**

The ESRI may be used as a quick screening device for placement of students in groups or classes, for a brief assessment to confirm a teacher’s observation of a student, or for a comprehensive individual diagnosis. Specific directions guide the teacher to conduct the kind of diagnosis appropriate for each setting. The examiner’s selection of the tests to be used will determine the depth of the assessment. Examiners may use as few or as many tests in the battery as they wish.

The four forms of the Graded Reading Passages at each grade level enable examiners to use the ESRI to measure students’ growth in reading ability over time. Crib Sheets are provided for each test to make them user-friendly. The ESRI provides a flow chart to clarify the administration of the oral reading, silent reading, and listening comprehension passages; a chart to help the examiner identify which reading abilities are measured by the various tests in the battery; and test summary sheets and analysis sheets to enable the user to interpret data and report on the testing in an understandable, systematic way. The ESRI also provides a chart for the prescriptive analysis of all phonics skills, enabling the user to compare the student’s performance on all tests given in which phonics skills might be applied. The ESRI takes the reader step by step through the diagnosis of two sample subjects and then presents diagnostic reports for each of these students in their entirety.

All passages except those at the preprimer level contain ten questions to enhance the reliability of the inventory. The scoring procedure is based on research and the most commonly accepted criteria for scoring informal reading inventories.

Although all passages were written at specific levels based on widely accepted readability formulas, the user should realize there is less difference between, say, a seventh- and an eighth-grade passage than there is between a first- and a
second-grade passage. Consequently, at the upper grade levels factors such as interest and knowledge of the subject matter may sometimes be more important in determining when a student can adequately read a passage than the designated grade level of the passage. Thus, the examiner should not become overly concerned about always obtaining a perfect sequence of independent, instructional, and frustration levels on the higher-level reading passages.

**Acknowledgments**

The *Ekwall/Shanker Reading Inventory* is the product of the research and experience of many professional educators. I have been provided with their efforts and given the responsibility to create a product that will be beneficial for reading teachers and their students.

I want to thank each of the reviewers who have most recently assisted in this project:

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Ward A. Cockrum
Exploring the Ekwall/Shanker Reading Inventory

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SECTION ONE

Description of the Ekwall/Shanker Reading Inventory

What Is the Ekwall/Shanker Reading Inventory?

The Ekwall/Shanker Reading Inventory (ESRI) is a set of test instruments designed for the assessment or diagnosis of individual students’ reading abilities. The ESRI may be used by educators for different purposes. For example, classroom teachers may use the ESRI to quickly assess students’ reading performance. This assessment will enable teachers to group students for instruction and to guide the selection of reading materials for both instructional purposes and students’ independent reading. This assessment also helps teachers identify those students who may need more thorough diagnosis or referral to a specialist. Classroom teachers, reading specialists, resource specialists, psychologists, or others with experience administering the ESRI may use the appropriate tests to conduct a thorough diagnosis of reading abilities. These tests will reveal each student’s performance on all critical reading skills. An analysis of the student’s performance on these tests will provide a blueprint for prescriptive instruction to remediate reading difficulties. Pre- and posttesting of oral and silent reading will enable the examiner to measure the student’s progress over time.

The ESRI includes forty different tests designed to assess the full range of students’ reading abilities. Additional uses of the ESRI can be found following the forty tests. The additional uses include: a method for using the Graded Reading Passages in a large group setting to determine the silent reading comprehension level of each student in the group, a set of optional questions categorized into five types of comprehension questions to find out if a student struggles with specific types of questions, Lexile Scores for the Graded Reading Passages to use with Common Core Standards, and a set of quick confirmation assessments. The confirmation tests can be used to quickly support a teacher’s observation that a student already possesses a high level of ability on a specific reading skill.

EMERGENT LITERACY

Test 1  Emergent Literacy Tests

- Phonemic Awareness Tests (1a)
  - Rhyme Production (1a1)
  - Rhyme Recognition (1a2)
  - Initial Sound Recognition (1a3)
  - Phoneme Blending (1a4)
  - Phoneme Segmentation (1a5)
- Concepts about Print Test (1b)
- Letter Knowledge Test (1c)
  - Auditory Stimulus (1c1)
  - Visual Stimulus (1c2)
SIGHT WORDS
Test 2 Basic Sight Vocabulary Tests
   Quick Check for Basic Sight Words (2a)
   Basic Sight Words (2b)
   Basic Sight Word Phrases (2c)

PHONICS
Test 3 Phonics Tests
   Application of Phonics Skills in Context (3a)
   Initial Consonants (3b)
   Initial Blends and Digraphs (3c)
   Ending Sounds (3d)
   Vovels (3e)
   Phonograms (3f)
   Blending (3g)
   Substitution (3h)
   Vowel Pronunciation (3i)

Test 4 El Paso Phonics Survey

STRUCTURAL ANALYSIS
Test 5 Structural Analysis Tests
   Application of Structural Analysis Skills in Context (5a)
      Lower Level (5a1)
      Higher Level (5a2)
   Hearing Word Parts (5b)
   Inflectional Endings (5c)
   Prefixes (5d)
   Suffixes (5e)
   Compound Words (5f)
   Affixes (5g)
   Syllabication (5h)

Test 6 Knowledge of Contractions Test
Test 7 Quick Word List Survey

CONTEXT CLUE USE
Test 8 Check of Context Clue Use Test

DICTIONARY USE
Test 9 Dictionary Use Assessment

AN INFORMAL READING INVENTORY
Test 10 Graded Word List (GWL) or San Diego Quick Assessment
Test 11 Reading Passages Tests
      Oral Reading (11a)
      Silent Reading (11b)
      Listening Comprehension (11c)

READING INTERESTS
Test 12 Reading Interests Survey
      Elementary (12a)
      Older Student (12b)
Brief Descriptions of the Tests

The Ekwall/Shanker Reading Inventory begins with tests that can be used to assess students at the emergent literacy level and continues with assessments of major reading subskills. However, the main two tests in the ESRI are the Graded Word List Test (Test 10), also known as the San Diego Quick Assessment, and the Reading Passages Test (Test 11). These two assessments are described first and together comprise an informal reading inventory. The remaining reading assessments in this book complement the inventory. Each of the remaining tests is described in the order it is presented in the book and under the reading skill or ability it is primarily designed to measure.

Informal Reading Inventory

The Graded Word List (Test 10), which is also known as the San Diego Quick Assessment, can be used to obtain an estimate of the student's independent, instructional, and frustration reading levels. The Graded Word List is also the first test in the informal reading inventory and is used to determine at which level to have a student begin reading the Reading Passages section of the informal reading inventory. It also can provide an initial analysis of the student's ability to recognize basic sight words and apply phonics and structural analysis skills. Because such a word list does not require a student to read words in context, it cannot evaluate a student's ability to use context clues or to comprehend written material. Although the Graded Word List can be a highly useful screening instrument and can aid in a complete diagnosis, by itself it is an inadequate measure of a student's overall reading ability.

Most informal reading inventories include passages to assess oral reading, silent reading, and listening comprehension. In the ESRI these abilities are evaluated in the Reading Passages Tests 11a, 11b, and 11c, respectively. The ESRI includes a complete set of four equivalent reading passages ranging in difficulty from preprimer through ninth-grade level. These passages are designed to measure students' oral and silent independent, instructional, and frustration reading grade levels. They are also used to determine students' listening comprehension levels. As in the administration of any informal reading inventory, students' use of decoding skills, as well as their ability to comprehend, is taken into consideration in the scoring procedure.

Once you determine your students' various reading levels, you will be able to give them appropriate materials for instruction and for independent reading. This is especially important for students who are having difficulty in reading. In addition, you can analyze your students' performance on the reading passages and the other tests in this battery to determine their reading strengths and weaknesses, enabling you to provide specific instruction that will help your students attain their potential as readers. As previously indicated, the inventory contains four reading passages at each level, as follows:

<table>
<thead>
<tr>
<th>Preprimer-A</th>
<th>Preprimer-B</th>
<th>Preprimer-C</th>
<th>Preprimer-D</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade-A</td>
<td>First Grade-B</td>
<td>First Grade-C</td>
<td>First Grade-D</td>
</tr>
<tr>
<td>Second Grade-A</td>
<td>Second Grade-B</td>
<td>Second Grade-C</td>
<td>Second Grade-D</td>
</tr>
<tr>
<td>Third Grade-A</td>
<td>Third Grade-B</td>
<td>Third Grade-C</td>
<td>Third Grade-D</td>
</tr>
<tr>
<td>Fourth Grade-A</td>
<td>Fourth Grade-B</td>
<td>Fourth Grade-C</td>
<td>Fourth Grade-D</td>
</tr>
<tr>
<td>Fifth Grade-A</td>
<td>Fifth Grade-B</td>
<td>Fifth Grade-C</td>
<td>Fifth Grade-D</td>
</tr>
<tr>
<td>Sixth Grade-A</td>
<td>Sixth Grade-B</td>
<td>Sixth Grade-C</td>
<td>Sixth Grade-D</td>
</tr>
<tr>
<td>Seventh Grade-A</td>
<td>Seventh Grade-B</td>
<td>Seventh Grade-C</td>
<td>Seventh Grade-D</td>
</tr>
<tr>
<td>Eighth Grade-A</td>
<td>Eighth Grade-B</td>
<td>Eighth Grade-C</td>
<td>Eighth Grade-D</td>
</tr>
<tr>
<td>Ninth Grade-A</td>
<td>Ninth Grade-B</td>
<td>Ninth Grade-C</td>
<td>Ninth Grade-D</td>
</tr>
</tbody>
</table>
The A passages are designed to be read orally by the student on the first administration and the B passages to be read silently. The C and D passages may be used for a second administration at a later date, or as supplementary passages to confirm the results of the first administration. As with the A and B passages, the C passages are to be read orally and the D passages silently. Any of the passages may be used to determine the student’s listening comprehension level. For this we suggest you employ unused A or B passages on a first administration and C or D passages on a second administration at a later date. If you choose instead to use C or D passages to test for listening comprehension on a first administration, these passages will then be unsuitable for use in testing oral or silent reading at a later time.

Two additional uses of the Graded Reading Passages are possible with the ESRI. The Graded Reading Passages can be used as a large group test to estimate the silent reading comprehension levels of students in your classroom. The directions for conducting this large group assessment can be found on page 306. This use of the Graded Reading Passages of the ESRI will impact your ability to use the ESRI as a diagnostic instrument with any of the students in the group.

Also, additional questions are provided for each passage that can be used to determine if a student needs more instruction in answering specific types of comprehension questions. These questions can be found on pages 306–319. These optional questions are not used to establish a student’s reading levels and should only be used as needed, after those levels have been determined.

**Emergent Literacy/Prereading Skills**

The first test included in the ESRI is used to assess the prereading skills of Emergent Readers. The concepts and skills measured on the Phonemic Awareness Test (Test 1a), Concepts about Print Test (Test 1b), and Letter Knowledge Test (Test 1c) have been found to correlate highly with later success in learning to read.

**Basic Sight Word Knowledge**

The Basic Sight Vocabulary Tests (Test 2) measure students’ ability to recognize and pronounce the words that appear most often in the English language. The test has three parts. The first part is used to get a measure of the student’s knowledge of basic sight words, which are words that occur very often in print. The second and third sections are used to determine which of the 220 basic sight words and 143 basic sight word phrases can be recognized and pronounced instantly by the student.

**Phonics Skills**

The Phonics Test (Test 3) and the El Paso Phonics Survey (Test 4) are both designed to assess a reader’s phonics knowledge. The Phonics Test can be used to determine if the student has mastered letter-sound associations at three levels. The Phonics Test is divided into nine subtests. The first test, Application of Phonics Skills in Context, is a unique test that measures a student’s ability to apply phonics skills when reading regular one-syllable words in context; it also serves as a screening test. If a student demonstrates mastery on this test, it is not necessary to administer the remaining phonics tests. For students who do not master the first phonics test, other tests measure the specific skills of Initial Consonants, Initial Blends and Digraphs, Ending Sounds, Vowels, Phonograms, Blending, Substitution, and Vowel Pronunciation.
The El Paso Phonics Survey can be used to establish if the student has the ability to pronounce and blend ninety phonic elements. An additional assessment for older readers, the Quick Word List Survey (Test 7), can be used to quickly determine the need for further phonics assessment.

Structural Analysis Skills

Three tests are included to assist in determining a student’s structural analysis knowledge and ability. The Structural Analysis Test (Test 5) covers inflectional endings, compound words, prefixes, suffixes, and syllabication. The Structural Analysis Tests measure students’ abilities to decode multisyllable words using a format similar to that used in the phonics tests. The first test, Application of Structural Analysis Skills in Context, consists of two different passages (at two levels of difficulty), which reveal whether a student is able to apply structural analysis skills in the act of reading. If students master the first test, it is unnecessary to administer the remaining Structural Analysis Tests: Hearing Word Parts, Inflectional Endings, Prefixes, Suffixes, Compound Words, Affixes (a test that combines both prefixes and suffixes), and Syllabication. The Knowledge of Contractions Test (Test 6) is designed to assess the student’s knowledge of contractions. The Quick Word List Survey (Test 7) can be used with older readers to quickly determine if the student has mastered phonics and structural analysis. It can also serve as a pretest to see if further testing is needed in phonics and structural analysis.

Ability to Use Context Clues

The Check of Context Clue Use Test (Test 8) provides a means to observe a student’s use of context clues. The assessment is very simple and can be used by most students reading at a third-grade level or higher. The test can also serve as a model to develop an assessment that is appropriate for the reading level of your students.

Ability to Use a Dictionary

The Dictionary Use Assessment (Test 9) can be used to determine if a student can find words and use guide words in a dictionary. The assessment can also help determine if the student can use a dictionary to find how to pronounce a word, find the meaning of a word, determine the part of speech of a word, and find plural forms of words. This assessment is not used to determine a student’s strength in the eight areas assessed by the other tests; rather, it is a unique test focused on evaluating the student’s ability to use a dictionary.

Reading Interests

The Reading Interests Survey (Test 12) consists of two forms, elementary and older student, that can be used to assess students’ reading interests, experiences, and habits.

Using the Tests

Each of the tests in the ESRI will be covered in detail in later sections of this manual. For each test, you will be given its purpose, a description, specific directions for administering and scoring, and thorough information on how you can use the data gathered to evaluate the student’s reading performance in the area(s) tested.
Additional Uses of the ESRI

Large Group Silent Reading Comprehension Level Assessment

A special use of the silent reading passages in the ESRI is as a large group assessment to determine each student’s independent reading level. This process can be used at the beginning of a school year to help determine the reading level for each student in a class. The silent Graded Reading Passages B or D can be used for this activity.

Optional Questions

Optional questions are provided in this edition of the ESRI. These questions are intended to be used to determine if a student has difficulty answering specific types of comprehension questions. The optional questions should not be used to determine a reading level. Do not use the optional questions until the original questions have been used to determine a reading level.

Lexile Rating Scores

The Graded Reading Passages include Lexile Scores for use with the Common Core Standards. The Lexile Scores can be found on pages 320–321.

Quick Confirmation Tests

The quick confirmation assessments can be used to quickly confirm a teacher’s observation that a student has a high level of performance on a specific reading skill. These assessments are not numbered and are found on pages 322–338. These instruments are not diagnostic and are not included with the regular ESRI assessments. The areas the tests are designed to address are phonemic awareness, letter recognition, sight words, context clue use, dictionary use, vocabulary, and comprehension. The test to confirm a student’s high level of phonics and structural analysis ability is the one exception. This test (Test 7, the Quick Word List Survey) is included with the regular ESRI assessments.

Who Should Use the Ekwall/Shanker Reading Inventory?

The ESRI was designed for use by classroom teachers, reading specialists, resource specialists, and psychologists, among others, and for the training of prospective and in-service educators. Most reading experts readily agree that the reading grade level of a student can be determined more accurately by the use of a reading inventory of this nature than by the use of standardized achievement tests or other commonly used methods. Furthermore, while administering an inventory such as this a teacher can gather a great deal of diagnostic information that will serve as a blueprint for instruction. The ESRI is also flexible. In some cases, the examiner will employ only the Graded Word List and the oral reading passages to determine the student’s reading levels, so that appropriate placement may be made and guidance given when helping the student select reading materials. In other cases, the examiner may wish to perform a brief diagnosis of the student’s reading difficulties based on the use of some, but not all, of the tests in the ESRI. In still other cases, the examiner may wish to perform a comprehensive diagnosis of the student’s reading abilities based on the administration of many of the tests in the ESRI.

If you are using the ESRI as part of a college course or staff development training, your instructor will guide you in the selection of tests and procedures to be used.
Because these tests cover the full range of reading abilities, from emergent literacy skills through fluent reading with comprehension, under no circumstances should an examiner give all of these tests to any one student.

**Levels of Assessment**

For an initial screening of students’ abilities, give Tests 10 and 11a to students individually. These tests can be administered and scored in as little as ten to fifteen minutes per child. If you desire more specific information about your students’ reading abilities, the tests listed in the following table may be given for assessment.

A thorough reading diagnosis for a struggling reader may require an hour or more. The specific tests given for diagnostic purposes will vary depending on the reading skills of the student being tested. Typically, however, the tests listed in the following table are given in order to gather data for a comprehensive reading diagnosis.

<table>
<thead>
<tr>
<th>Student’s Reading Level</th>
<th>Tests</th>
<th>Test Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereaders</td>
<td>Tests 1a through 1c</td>
<td>Provides more information on prereading abilities.</td>
</tr>
<tr>
<td>Beginning readers¹</td>
<td>Test 2a</td>
<td>Tests basic sight word abilities.</td>
</tr>
<tr>
<td></td>
<td>Test 3a</td>
<td>Tests phonics abilities.</td>
</tr>
<tr>
<td>More able readers²</td>
<td>Test 5a or 5a2</td>
<td>Tests structural analysis abilities.</td>
</tr>
</tbody>
</table>

**Diagnostic Testing**

<table>
<thead>
<tr>
<th>Student’s Reading Level</th>
<th>Tests³</th>
<th>Test Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereaders</td>
<td>Test 1 and Tests 3a through 3c</td>
<td>Provides more thorough information on prereading abilities.</td>
</tr>
<tr>
<td>Beginning readers¹</td>
<td>Tests 10, 11a, and 11b</td>
<td>Tests reading abilities using Graded Reading Passages.</td>
</tr>
<tr>
<td></td>
<td>Test 11c</td>
<td>Tests listening comprehension abilities.</td>
</tr>
<tr>
<td></td>
<td>Tests 2b and 2c</td>
<td>Tests basic sight word abilities.</td>
</tr>
<tr>
<td></td>
<td>Tests 3a through 3i</td>
<td>Tests phonics abilities.</td>
</tr>
<tr>
<td></td>
<td>Test 12a or 12b</td>
<td>Provides information on reading interests.</td>
</tr>
<tr>
<td>More able readers²</td>
<td>Tests 10, 11a, 11b, 11c</td>
<td>Tests reading abilities using Graded Reading Passages.</td>
</tr>
<tr>
<td></td>
<td>Test 2a</td>
<td>Verifies mastery of basic sight words.</td>
</tr>
<tr>
<td></td>
<td>Test 3a</td>
<td>Verifies mastery of phonics.</td>
</tr>
<tr>
<td></td>
<td>Tests 5a through 5h</td>
<td>Tests structural analysis abilities.</td>
</tr>
<tr>
<td></td>
<td>Test 12a or 12b</td>
<td>Provides information on reading interests.</td>
</tr>
</tbody>
</table>

¹This level may include older remedial readers who are struggling with decoding skills.
²This level may include students who have mastered their beginning reading skills but who may lack fluency and the ability to decode written materials written at a third-grade level or higher.
³Tests 4, 6, 7, 8, and 9 are considered optional and are given only in unusual circumstances or when additional information is desired.
Do not be daunted by the apparent complexity of this inventory. Most of the tests in this battery have been used by tens of thousands of teachers and students in training to become teachers. The only tests that are somewhat difficult to administer are the Reading Passages Tests (Tests 11a, 11b, and 11c), and this manual contains ample guidance and special tools to assist you in learning to administer them. Once you have given the tests, you will not find it necessary to reread the instructions in the manual. Both your speed and your ability to administer, score, and interpret these reading tests will improve considerably with experience.

**Reading/Listening Levels Measured by the Ekwall/Shanker Reading Inventory**

The ESRI measures four reading levels, which are reported as grade levels. These include the three reading grade levels: the independent level, the instructional level, and the frustration level. A fourth level, listening ability, is determined by reading passages to the student and then scoring the student’s comprehension of that material. This is usually termed the student’s listening comprehension level. A description of the independent, instructional, frustration, and listening comprehension levels follows.

**Independent Reading Level**

The *independent reading level* is the level at which a student should be able to read without help of any kind from the teacher. This is the level at which one would normally expect the student to read a voluntarily selected library or trade book. The student should accurately pronounce or decode at least 99 percent of the words and should comprehend at least 90 percent of the material.

Most teachers are surprised to learn that students must decode 99 percent of the words to be able to read at an independent level. One of the most important reasons for teachers to give the ESRI is to determine students’ correct independent levels and thus guide students in selecting appropriate materials for independent reading. Experts know that students must spend large amounts of time engaged in the act of reading to develop their reading skills. This reading practice is most effective when students are reading materials at their independent reading levels.

**Instructional Reading Level**

The *instructional reading level* is the level at which a student would normally be reading when required to read a social studies or science textbook, a basal reader, or an anthology without having had a chance to read it previously. The student should accurately decode at least 95 percent of the words and should comprehend at least 60 percent of the material. The instructional reading level is always higher than the independent reading level. Material written at the student’s instructional reading level will be too difficult for the student to read independently. Therefore, the teacher should discuss the material with the student and build up the student’s background of experience to improve both vocabulary and overall comprehension. New words should also be discussed so that the student will be able to use word-attack skills correctly when encountering them.
Frustration Reading Level

The frustration reading level is the point at which reading material simply becomes too difficult for the student to read. The student can decode accurately 90 percent or less of the words and can comprehend only 50 percent or less of the material.

Listening Comprehension Level

The listening comprehension level is usually considered to be the highest level at which the student can listen to a passage and comprehend 70 to 75 percent of the material. Because there are ten questions on the ESRI, the lower percentage of 70 is used for easy scoring.

To determine the student’s listening comprehension level, you will read passages to the student and ask questions about those passages. The purpose for finding a student’s listening comprehension level is to determine whether a discrepancy exists between the level at which the student can read and comprehend and the level at which the student can listen and comprehend. If the student can listen and comprehend at a grade level or several grade levels higher than that same student can read and comprehend, you can conclude that this individual has good potential for improving in reading ability. Once problems with decoding skills are overcome, the student’s reading comprehension would be likely to improve.

Comprehension Levels Summary

The scoring criteria for the independent, instructional, frustration, and listening comprehension levels are summarized below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Word Recognition</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent level</td>
<td>99% or more</td>
<td>90% or more</td>
</tr>
<tr>
<td>Instructional level</td>
<td>95% or more</td>
<td>60% or more²</td>
</tr>
<tr>
<td>Frustration level</td>
<td>90% or less</td>
<td>50% or less</td>
</tr>
<tr>
<td>Listening comprehension level</td>
<td>—</td>
<td>70–75% or more</td>
</tr>
</tbody>
</table>

In determining a student’s oral reading level, both word recognition and comprehension are taken into consideration. Because we are unable to determine how many words the student recognizes in silent reading, only the comprehension factor is considered in scoring silent reading passages.

In scoring the ESRI, or any informal reading inventory, the ultimate decision about grade placement is usually based on the percentages previously mentioned. However, Johnson and Kress² have listed certain behavioral characteristics commonly observed in students at their independent, instructional, and frustration reading levels. These related behavioral characteristics are as follows:

**Independent and Instructional Levels**

- Rhythmic, expressive oral reading
- Accurate observation of punctuation
- Acceptable reading posture
- Silent reading more rapid than oral
- Response to questions in language equivalent to that of author
- No evidence of lip movement, finger pointing, head movement, vocalization, subvocalization, or anxiety about performance
**Frustration Reading Level**

- Abnormally loud or soft voice
- Arrhythmic or word-by-word oral reading
- Lack of expression in oral reading
- Inaccurate observation of punctuation
- Finger pointing (at margin or every word)
- Lip movements, head movements, subvocalization
- Frequent requests for examiner help
- Noninterest in the selection
- Yawning or obvious fatigue
- Refusal to continue

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**The Development of the Ekwall/Shanker Reading Inventory**

**The Graded Word List (GWL)**

The Graded Word List (GWL) used in the ESRI was developed by Margaret La Pray and Ramon Ross at San Diego State University. Since it was published in the *Journal of Reading* in January 1969, this list has been widely used and is likely to place a student at the correct independent, instructional, and frustration reading grade levels based on the student’s sight vocabulary, phonics, and structural analysis skills. However, this test evaluates neither the student’s ability to use context clues for decoding nor the student’s ability to comprehend what is read. Therefore, the examiner should use the GWL as a starting point in administering the oral and silent reading passages and for an initial assessment of basic sight word knowledge and phonics and structural analysis skills.

**The Graded Reading Passages**

All of the passages in the ESRI were written by Eldon E. Ekwall, who attempted to create passages that, according to research, would be of interest to students. Effort was made to control the subject matter so that questions about the content of each passage could not be answered by students who had not read that passage. All of the passages contain ten sentences, except the preprimer passages. Usually there is one question about each sentence. In most cases, the first question is rather easy and is designed to give students confidence in their ability to answer the rest of the questions.

In all of the passages *above* the second-grade level, one question is designed to test the student’s vocabulary. This question can often be answered by the student if he or she makes good use of meaning context. In all passages above the second-grade level, one question is also designed to test the student’s ability to make inferences. Most of the answers to the inference questions can be inferred from the passage itself. Any student with a good ability to reason should be able to answer these questions even though the answers may not be directly stated in the passage. We do not believe it is fair to expect a student to answer inference questions based strictly on background experiences, because some students with abundant experience would be likely to have an advantage over those with more meager backgrounds.
The initials F, I, and V appear beside each blank on the comprehension questions on the teacher’s Scoring Sheet. These initials designate the type of questions being asked. The initial F stands for factual, I stands for inference, and V stands for vocabulary.

In some cases, the examiner may feel it would be desirable to have more inference questions. Research in the area of reading comprehension, however, has shown that it is difficult, if not impossible, to design questions accurately except those that sample vocabulary knowledge and factual information. Furthermore, inference questions are less passage-dependent than literal questions. For this reason, students would be unduly penalized if more than 10 percent of the questions were of the inference type.

The grade levels of the reading passages for preprimer through grade 8 were determined by using the Harris-Jacobson Readability Formula. Derived from a great deal of research by Albert Harris and Milton Jacobson, the formula is based on the percentage of hard words in the passage (words not on the Harris-Jacobson List) and average sentence length. In writing the passages, the authors adjusted the average sentence length and the percentage of hard words to derive a score that would place the reading difficulty of each passage near the midpoint of each grade level. The grade levels of the reading passages for ninth grade were determined by using the revised version by Powers, Sumner, and Kearl of the original Dale-Chall Readability Formula.

After the initial writing of the passages and the questions about them were completed, the inventory was administered to approximately fifty students. These administrations were tape-recorded and later analyzed to determine whether certain questions were consistently missed by nearly all students due to faulty wordings. Following this analysis, adjustments were made. The inventory was then reviewed by four professors of reading education. Based on these reviews, more adjustments were made. Next, the inventory was administered to approximately sixty students of various ages, and further minor revisions were made in the content of the passages and the questions about them until it was determined that the questions and the levels of the passages were satisfactory.

The initial version of the inventory contained primer as well as preprimer and first-grade passages. The authors found that although it is possible to differentiate between preprimer and primer passages using a readability formula, it was not practical to include both preprimer and primer passages in the inventory because there is simply not enough difference between the reading levels of preprimer and primer passages to assess the difference accurately for most students. Therefore, only preprimer and first-grade level passages appear in the ESRI. The preprimer passages represent the lowest level at which a student can be said to read, and the first-grade passages represent a medium to high first-grade level.

**Time Factors for the Silent Reading Passages** An important aspect of reading ability is fluency. One measure of fluency is speed of reading, or reading rate. For this measure to be meaningful, however, the student must also decode accurately and comprehend what has been read. The ESRI provides a built-in measure of reading fluency. As described in the following paragraphs, you can determine the student’s reading rate on each silent reading passage. Because criteria have already been established for comprehension, you can determine the student’s reading rate on passages read at either the independent or instructional levels.

The ESRI includes time factors for the silent reading passages: slow, medium, fast, median (the point at which half the students read slower and the other half read
faster), and mean (average). These categories were developed by administering the ESRI to approximately 170 students at each grade level. Care was taken to select students from various socioeconomic levels in three different school districts.

The times listed are for only those students who comprehended at 70 percent or higher. You may note that even at the same grade level the longer passages tend to take a shorter amount of time to read, in terms of words per minute, than the shorter passages. Studies of the reading speeds of children report a great deal of variation. In addition to passage length, other elements influencing reading speed include interest, prior knowledge, and distractions. The times given for the preprimer level apply to students in the first grade who read the passages during the month of November, and the times given for the first grade and all other grade levels apply to students who read the passages in late February, March, and early April of the school year.

**Reliability of the Reading Passages** A preliminary study was conducted in which forty students were administered the A and B forms and C and D forms to determine the reliability of the two forms. Two examiners tested forty students from grades 1 through 9. Half of the students were given the A and B forms first and the other half were given the C and D forms first. All students were given the second set of forms (not previously taken) within a period of one week or less after the administration of the first forms. A product-moment coefficient was calculated between the A and C (oral) forms and found to be 0.82. The same calculations between the B and D (silent) forms produced a correlation coefficient of 0.79. One examiner administered forms A and B and forms C and D in grades 1 through 4, while the other examiner administered the same forms in grades 5 through 9. The correlation coefficients of 0.82 and 0.79 must, then, be considered as a measure of intrascorer reliability.

**Other Tests**

The Letter Knowledge Tests, the Basic Sight Words and Basic Sight Phrases Tests, the Phonics Tests, the Structural Analysis Tests, and the Elementary Level Reading Interests Survey were originally developed in the 1970s. They have been refined over more than twenty years and given to thousands of children and adults from diverse backgrounds in urban, rural, and suburban school settings. The Knowledge of Contractions Test, the El Paso Phonics Survey, and the Quick Word List Survey have been a part of the ESRI since its earliest editions.

The Phonemic Awareness Tests and the Concepts about Print Test were created using the most common form of assessment for these abilities. The Adult Level Reading Interests Survey, the Quick Check for Basic Sight Words, and the Check of Context Clue Use Test were carefully developed and their accuracy verified over many years.
SECTION TWO

Implementation of the Ekwall/Shanker Reading Inventory

Preparation for Administering the Ekwall/Shanker Reading Inventory

Before you can test your student, you will need to prepare materials, learn how to code oral reading errors, and be aware of the importance of testing the student in a proper setting.

Assembling Your Diagnostic Kit

This section provides instructions to help you construct a complete kit for diagnosing students’ reading difficulties. Once you have prepared the necessary materials, you will find it much easier to conduct the diagnosis. This kit will then also be available for use at any time in the future.

All materials for administering the ESRI are contained in this manual, with the exception of the flash cards needed for testing basic sight words and phrases. In addition to the manual, which contains information on administering, scoring, and interpreting the various tests, you will use several additional materials as part of this inventory. The Crib Sheets are provided to help remind you of the steps followed when giving the tests. The Test Sheets are the items you place in front of the student to test his or her reading abilities. The Scoring Sheets are the forms you write on to record the student’s performance. In most cases, the Scoring Sheets also provide you with information to use while giving the tests. Three different Summary and Analysis Forms are provided to assist you in conducting the reading diagnosis. Finally, an Administration Chart helps you give the Reading Passages Tests, which are the only tests in the entire inventory that are somewhat difficult to administer. If you are well prepared, you will find that all of these tests are logical and easy to administer, especially after you have given them a couple of times.

Duplicating the Scoring Sheets and Summary and Analysis Forms

Before you begin testing, duplicate the Scoring Sheets you will be marking while the student is reading and the Summary Sheet and Analysis Sheet you will be using to complete the diagnosis after the testing is finished. If you will be analyzing the student’s phonics skills, you may also want to use the Prescriptive Analysis of Phonics Skills Chart. Duplicate one set of the following for each child you test:

1. The Scoring Sheet for the Graded Word List or San Diego Quick Assessment (found on pp. 189–190).
2. One set of Scoring Sheets for the Oral and Silent Reading Passages (A and B passages are found on pp. 236–267, and C and D passages are found on pp. 269–302). These passages are also used for the Listening Comprehension Test.
3. The Scoring Sheets for the Emergent Literacy Tests (found on pp. 129–138). Copy these only if you anticipate that you will be testing a prereader.

4. The Scoring Sheets for the Quick Check for Basic Sight Words and the Basic Sight Words and Basic Sight Word Phrases Tests (found on pp. 141–147).


6. The Scoring Sheet for the Knowledge of Contractions Test (found on p. 176). (Note: This test is optional.)

7. The Scoring Sheets for the El Paso Phonics Survey (found on pp. 163–164). (Note: This test is also optional.)

8. The Scoring Sheet for the Reading Interests Survey (found on pp. 304–305). Copy either the elementary or older reader version, depending on which is appropriate for the individual being tested.


These materials should then be collated and paper clipped together in the order presented in the previous list. Numbers 1 through 8 also reflect the recommended order of administration of the tests. (Remember, you will never give all of these tests to any one student.)

You may find it helpful to copy each of these items on different colored paper. It is also a good idea to use different colors for the oral (A or C) and the silent (B or D) reading passages and the three different basic sight word tests. By color-coding these Scoring Sheets and the Summary and Analysis Sheets, it will be easier to select the appropriate item while you are testing or evaluating your student.

You may also wish to detach and copy (for each student tested) the Reading Passages Tests Administration Chart (found on p. 109). This chart will help you keep a record of the student’s progress through the various parts of the Reading Passages Tests (Oral Reading, Silent Reading, and Listening Comprehension).

**Preparing the Test Materials** The following Test Sheets will be placed in front of the student:

1. The Graded Word List or San Diego Quick Assessment Test Sheet (found on p. 188).

2. The Oral and Silent Reading Passages Test Sheets, either A and B or C and D (found on pp. 194–234). (In a pretest–posttest situation, usually Forms A and B are given for the pretest and Forms C and D are given for the posttest. As indicated earlier, these Test Sheets are also used for the Listening Comprehension Test.)

3. The Emergent Literacy Test Sheets (found on pp. 124–128).

4. The Quick Check for Basic Sight Words Test Sheet (found on p. 140). No Test Sheets are used for the administration of the Basic Sight Words and the Basic Sight Word Phrases Tests. Instead, flash cards are used, as will be described later.

5. The Phonics and Structural Analysis Test Sheets (found on pp. 150–153 and 166–169).

6. The Knowledge of Contractions Test Sheet (found on p. 175). (Optional)
8. The Quick Word List Survey Test Sheet (found on p. 178). (Optional)
9. No Test Sheet is used for either form of the Reading Interests Survey. The student’s responses are recorded on the Scoring Sheet.

Copy and laminate, if possible, the Crib Sheets (found on pp. 187 and 191–192). Place the Crib Sheets on top of the Graded Word List or San Diego Quick Assessment Test Sheet; it provides a reminder of the instructions for administering Tests 10 and 11. Crib Sheets for all the assessments are included with each test in Part II Section Two of this manual.

If you anticipate using these tests with many students in the future, you may want to detach and laminate or cover with clear contact paper some or all of the Test Sheets to protect them from wear. Although it may not be practical or necessary to laminate or cover all of the reading passages, it might be a good idea to protect the other Test Sheets. Also, if you separate these sheets now and order them correctly, you will not have to flip through the pages of the manual during testing.

You will also need to prepare flash cards for testing the 220 basic sight words and 143 basic sight word phrases. Specific instructions for doing this appear in this manual on pages 24 and 26.

If you want to time the silent reading passages, you will need a stopwatch or a watch with a second hand or digital readout of seconds. (Timing is optional.)

Finally, you will need an audio recorder to record the entire testing process. The recorder will be helpful in verifying your transcriptions of the student’s oral reading and other records you make of the testing. It will be essential for your evaluation of the student’s performance on the basic sight words and phrases tests.

Coding Students’ Oral Reading Errors

You will be transcribing the student’s oral reading errors while the student is reading orally on the following tests: Test 11a, the Oral Reading Test; Test 3a, Application of Phonics Skills in Context; and Test 5a, Application of Structural Analysis Skills in Context. To do this, you need to learn the code for marking in oral diagnosis, shown on page 41. If you already know a similar code, it will not be necessary to learn this one; however, you should learn to code the types of errors counted in scoring the ESRI. You should also learn to code self-corrected errors and disregard for punctuation and pauses, even though these are not counted as word recognition errors in the final computation of the student’s reading level. Even novice examiners find that the coding system can be learned quickly with a little practice. It is best to practice with students with reading difficulties, but if they are not readily available, you can improve your coding skills by transcribing the reading of skilled readers who make purposeful errors. Remember that when you administer the ESRI in an actual testing situation, you will be recording the session. This recording will allow you to go back over the oral reading portions later to verify the accuracy of your transcriptions.

Creating an Appropriate Setting for Testing the Student

It is important to test in a setting that allows the student to demonstrate his or her best reading ability. Find a place where the student can read to you without being heard and without bothering the rest of the class. Other students should not be able to hear the questions being asked of the student who is taking the inventory. Likewise, the student taking the tests should not be distracted by noise or activity near the testing area.
The time of day the testing takes place is also important. Do not ask the student to miss recess or some other enjoyable activity in which other students are participating. You want the student to perform at his or her best. Sometimes this can be done before school, during the lunch period, after school, or during a subject-matter activity that the student can make up at another time. Sometimes examiners test students on weekends or vacation days with parental permission.

Make every effort to put the student at ease during the session. Reassure the student that the results of the inventory will have no detrimental effect. If it is true, you should inform your student that the results will be seen only by you or your course instructor, not by the student’s parents. If you are the student’s teacher, inform the student that you will be using the results to provide more helpful instruction in the future. If you are evaluating the student for a course assignment or to learn how to administer the inventory, by all means tell the student this. This can make the student feel that you are the person on the spot. The student will be glad to assist you in your learning. It may seem like a small point, but it is a good idea to avoid using the words test or testing. You might instead refer to the instruments as assessments, inventories, evaluation materials, or reading activities.

Be relaxed and informal. Smile a lot and be friendly. Take your time. If this is your initial administration of the inventory, you may need time between tests to review procedures and keep your notes in order. Most examiners find it helpful to bring a fun book or art or puzzle activity with them to keep the student occupied during pauses in the testing. Certainly you should allow your student to take brief breaks if the testing is taking a long time or the student appears to tire. For some students, the administration of the inventory will take more than an hour. The tests may be given at more than one sitting over a period of days, if you prefer.

Do tell the student that you will be taking notes and recording the session. Do this in a matter-of-fact manner. Again, reassure the student you are doing this to assure that the tests are given properly and to keep accurate records of the student’s responses. Most examiners find it most comfortable to use a rectangular table and to place the student kitty-corner to the examiner at the opposite side of the examiner’s handedness. For example, if you are right-handed, you should sit at the long side of the table and have the student sit at the short side to your left. This way, when you score the tests and make other notes, you can do this to your right, which will be as far away as possible from the student’s eyes. Most students do try to see what you are writing, so you will also unobtrusively need to keep your writing covered.

Finally, inform the student that these activities are designed so that some of the tasks will be easy and some will be quite difficult. Tell the student that no one ever gets everything right and that the student should try to do his or her best even on the hard parts. You know that he or she will miss some items and that is just fine. You should not, however, tell the student the correct answer when he or she misses an item (with the exception of the oral reading passages, when you must pronounce a word for the student if he or she is unable to decode the word after about five seconds). If a student misses an item and is concerned about it, simply offer a neutral response, such as: “You’re doing fine,” or “That was a hard one, wasn’t it?” or “Let’s try the next one.” It is appropriate to offer enthusiastic praise for the student’s effort, such as “Good for you!” “I can see you’re trying hard,” or “I like working with you.”

Many examiners are surprised to discover how much their students enjoy participating in the administration of the ESRI. Most students crave individual attention from adults, and you will have many opportunities to make the student feel good about the experience.
Administering the Ekwall/Shanker Reading Inventory

Each of the forty tests in eight different areas in the ESRI are described in the order shown in the following list. However, you will usually begin an assessment session with the informal reading inventory (Tests 10 and 11). You will learn the purposes of each test, read a brief description of the test, and learn what steps to take in preparation before you give it, the detailed procedures for administration, and the procedures for scoring each test.

Again, the tests that compose the ESRI are:

**EMERGENT LITERACY**

**Test 1**  Emergent Literacy Tests
- Phonemic Awareness Tests (1a)
  - Rhyme Production (1a1)
  - Rhyme Recognition (1a2)
- Initial Sound Recognition (1a3)
- Phoneme Blending (1a4)
- Phoneme Segmentation (1a5)
- Concepts about Print Test (1b)
- Letter Knowledge Test (1c)
- Auditory Stimulus (1c1)
- Visual Stimulus (1c2)

**SIGHT WORDS**

**Test 2**  Basic Sight Vocabulary Tests
- Quick Check for Basic Sight Words (2a)
- Basic Sight Words (2b)
- Basic Sight Word Phrases (2c)

**PHONICS**

**Test 3**  Phonics Tests
- Application of Phonics Skills in Context (3a)
- Initial Consonants (3b)
- Initial Blends and Digraphs (3c)
- Ending Sounds (3d)
- Vowels (3e)
- Phonograms (3f)
- Blending (3g)
- Substitution (3h)
- Vowel Pronunciation (3i)

**Test 4**  El Paso Phonics Survey

**STRUCTURAL ANALYSIS**

**Test 5**  Structural Analysis Tests
- Application of Structural Analysis Skills in Context (5a)
  - Lower Level (5a1)
  - Higher Level (5a2)
- Hearing Word Parts (5b)
- Inflectional Endings (5c)
- Prefixes (5d)
Suffixes (5e)
Compound Words (5f)
Affixes (5g)
Syllabication (5h)

Test 6  Knowledge of Contractions Test
Test 7  Quick Word List Survey

CONTEXT CLUE USE
Test 8  Check of Context Clue Use

DICTIONARY USE
Test 9  Dictionary Use Assessment

AN INFORMAL READING INVENTORY
Test 10  Graded Word List (GWL) or San Diego Quick Assessment
Test 11  Reading Passages Tests
  Oral Reading (11a)
  Silent Reading (11b)
  Listening Comprehension (11c)

READING INTERESTS
Test 12  Reading Interests Survey
  Elementary (12a)
  Older Student (12b)

The ESRI evaluates students’ reading abilities in eight different areas; many of the evaluations are composed of a number of different tests. The Reading Passages Tests consist of three tests given together. The Emergent Literacy Tests consist of five tests for Phonemic Awareness, a test for Concepts about Print, and four tests for Letter Knowledge. Three different tests are provided for Basic Sight Vocabulary. The Phonics Tests and the Structural Analysis Tests each contain nine separate tests. Finally, two forms are provided for the Reading Interest Survey.

In no case will you give all sections of all tests to one student. The procedures will clarify when to give a certain test, when to stop administering each test, and when to skip part of a test or an entire test. Tests 4, 6, 7, 8, and 9 are optional for all students. Test 9 is only used to evaluate the ability to use a dictionary. The Reading Passages Tests (Test 11) are the most difficult to administer. You will find a step-by-step reminder guide or Crib Sheet that summarizes the critical administration and scoring procedures for them on pages 191–192. You may wish to keep this Crib Sheet handy when you actually administer Tests 11a, 11b, and 11c. A flow chart is then presented that you can use to track your progress as you administer them. The procedures for administering and scoring the remainder of the tests should be easy to understand and implement.

The procedures for administering and scoring the various tests are presented in this section of the manual. How to interpret the data you have gathered after administering and scoring the tests is explained in Part I Section Three of the manual. You will learn the specific steps to follow for translating your test information into a comprehensive diagnosis of the student’s reading strengths and weaknesses. This information can then be used to plan an effective program of remediation for the student.
Tests 1 through 3 and 5: Which Should You Administer?

It is not necessary to give all of the decoding tests to any student. Depending on the degree of the student’s reading difficulty and the experience of the examiner, administration of the decoding tests will take anywhere from ten to forty minutes.

You must determine where to begin the testing of decoding skills and when to stop testing. Do this by comparing the student’s independent level on the Graded Word List (GWL) or San Diego Quick Assessment with the following chart:

<table>
<thead>
<tr>
<th>San Diego Independent Level GWL</th>
<th>Begin with Test</th>
<th>Continue (as Needed) with Tests</th>
<th>Skip This Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below grade 1</td>
<td>1a</td>
<td>1b, 1c, 2b, 3</td>
<td>5</td>
</tr>
<tr>
<td>Grades 1 to 3</td>
<td>2b</td>
<td>2c, 3, and 5</td>
<td>5?</td>
</tr>
<tr>
<td>Grades 4 to 6</td>
<td>2a</td>
<td>5</td>
<td>3?</td>
</tr>
</tbody>
</table>

Generally, with a student whose independent level is below 1.0 on the GWL, you should begin testing with the Emergent Literacy Tests (Tests 1a, 1b, and 1c). This student may be able to read a few of the basic sight words on Test 2b and will likely have only minimal success on Test 3 (phonics). This student will be totally unable to perform on Test 5 (structural analysis).

Usually, a student whose independent level is between 1.0 and 3.0 on the GWL can skip the Emergent Literacy Tests and begin with Test 2b, Basic Sight Words. Most likely this student will correctly pronounce some or all of the basic sight words. If the student’s independent level on the GWL is at grade 1, the student is likely to know relatively few basic sight words. However, if the student’s independent level on the GWL is at grade 3, the student is likely to know all or nearly all of the basic sight words. If the student correctly pronounces approximately half or more of the basic sight words, administer Test 2c, Basic Sight Word Phrases.

Next, give the student the first phonics test, Test 3a. As with the Basic Sight Words Test, this student’s performance on the phonics tests is likely to reflect the achievement on the GWL. The student whose independent level on the GWL is at grade 1 surely will not master Test 3a and may become frustrated on or after the first few tests beginning with Test 3b. However, a student whose independent level on the GWL is grade 3 may well master Test 3a. If the student masters this test, skip the rest of the phonics tests and begin testing structural analysis, Test 5a1.

Do not administer Test 5a1 unless the student masters Test 3a. It is unlikely that a student in this category (having an independent level on the GWL between first and third grade) will master Test 5a1. This student may be able to master a few of the tests beginning with 5b but will become frustrated on the more difficult structural analysis tests.

As you will see in the descriptions of the various tests that follow, both Test 3a for phonics and Tests 5a1 and 5a2 for structural analysis were designed to assess the student’s ability to apply these decoding skills in the act of reading (in context). Students who master these tests do not need to be given the phonics or structural analysis tests, respectively, that follow them.

Normally, a student whose independent level is between 4.0 and 6.0 on the GWL will master Tests 2, 3, and 5. You may want to administer Test 2a to confirm mastery of basic sight words. This test is both quick and easy to give.

In nearly all cases, you can skip Test 3. It would be most unusual for a student to be able to score at the fourth-grade level or higher and not have mastered phonics. However, if you want to confirm phonics mastery, you could give Test 3a to be sure.
Do give Test 5a. If the student masters both 5a1 and 5a2, you can be sure that any existing reading difficulty does not result from inadequate phonics or structural analysis skills. However, this student may exhibit weaknesses in context usage, efficiency, or comprehension.

Once you establish a starting point, continue administering these tests until the student consistently fails to attain mastery on the tests, when it is clear that the student is frustrated by the tasks, or when you are no longer obtaining useful diagnostic information. It is important not to overtest.

Because of the ease of administering Tests 1, 2, 3, and 5, the following instructions will summarize the purpose of each test, give a description of each subtest, and combine the directions for administration and scoring.

Test 1: Emergent Literacy

Test 1a: Phonemic Awareness (Crib Sheet found on p. 123; No Test Sheet; Scoring Sheets found on pages 129–133.)

**PURPOSE** To determine whether the student can successfully complete the following phonemic awareness tasks: Rhyme Production, Initial Sound Recognition, Phoneme Blending, Phoneme Segmentation. If the student does not succeed at Rhyme Production, an alternate test for Rhyme Recognition is provided.

Generally, the Phonemic Awareness Tests should be given only to students who are non-readers or who can read only a few words.

**DESCRIPTION OF THE SUBTESTS** Each of the Phonemic Awareness Tests is easy to administer and score, and all follow a similar format. More than a dozen different phonemic awareness skills have been identified and can be tested. The ESRI provides simple tests for the phonemic awareness skills that seem to be most closely related to future reading success.

Emergent literacy tests are generally given to young children who are not test-wise. It is very important that the examiner be especially alert and careful when giving such tests. Children may perform poorly for reasons that may not be obvious. Often children do not fully understand the directions, and their failure may be more a reflection of their confusion than of their inability to succeed at the task being tested. Sometimes youngsters do not understand the meanings of words such as beginning, rhyming, sound, letter, word, top, bottom, and others. Frequently, these students will listen for cues in your voice inflection and will try to guess the answer they think will please you, rather than listening carefully to directions being given or the words in the test items.

For each of the Phonemic Awareness Tests, you will use the Scoring Sheet for your instructions to the student and for marking the student’s responses to the items tested. There is no Test Sheet because all of the test items are given orally by you. The five Phonemic Awareness Tests all follow a similar format. Refer to the Phonemic Awareness Scoring Sheet on pages 129–133 as you read the directions that follow. In each subtest, you will model the skill being tested, provide one or two practice items, and then give eight test items.

The Rhyme Production subtest requires the student to say a word that rhymes with two rhyming stimulus words given by the examiner. Some youngsters will not succeed at this task, even after you have modeled the skill and assisted the student with practice items. When this happens, you should cease testing and move to the alternate test, Rhyme Recognition, which is a lower-level rhyming task. It is easier
for a youngster to recognize two words that rhyme than it is to produce, or say, a new rhyming word after hearing the examiner pronounce two words that rhyme.

The Initial Sound Recognition subtest requires the student to say the beginning sound of words after the examiner pronounces two words with the same beginning sound.

The Phoneme Blending subtest requires the student to pronounce a whole word after the examiner says the word slowly, separating each of the phonemes.

The Phoneme Segmentation subtest is the opposite of the Phoneme Blending subtest. In this case, the examiner pronounces the whole word and the student repeats it by segmenting it into each of its phonemes or sounds.

These tests are not set up in a pretest/posttest format. While the tests may be administered at different times to assess progress, criteria for mastery are not provided. This test is designed to assess students’ abilities in these areas so that teachers may use this information to guide instruction.

ADMINISTRATION AND SCORING
1. Read the Crib Sheet and then simply follow the instructions as they are provided on the Scoring Sheet.
2. Determine the number of correct responses after each subtest is completed and write this number in the space provided.

Test 1b: Concepts about Print (Crib Sheet found on p. 123; Test Sheet found on p. 124; Scoring Sheet found on p. 134.)

PURPOSE To determine if the student has knowledge of critical concepts learned in the early stages of reading.

Generally, the Concepts about Print Test should be given only to students who are non-readers or who can read only a few words.

DESCRIPTION The Concepts about Print Test consists of a Test Sheet with a letter, a word, a sentence, and a paragraph on it. The examiner has the student look at the Test Sheet and answer ten questions designed to assess the student’s knowledge of critical prereading concepts.

ADMINISTRATION AND SCORING
1. Review the Crib Sheet and then simply follow the instructions as they are provided on the Scoring Sheet.
2. Determine the number of correct responses and write this number in the space provided. Additional space is provided on the Scoring Sheet for anecdotal comments regarding the student’s performance.

Test 1c: Letter Knowledge (Crib Sheet found on p. 123; Test Sheets found on pp. 125–128; Scoring Sheets found on pp. 135–138.)

PURPOSE To determine whether the student can associate the letter symbols with the letter names, with both an auditory and a visual stimulus.

DESCRIPTION OF THE SUBTESTS The Letter Knowledge Tests are usually given only to young children (ages 4–7), though occasionally an older remedial reader will not know the letter names. The four subtests include all twenty-six upper- and lowercase letters.
Subtest 1c1 evaluates the student’s ability to visually identify the letters when an auditory stimulus (the letter names) is provided by the examiner. Subtest 1c2 requires the student to recognize and say the letter names when the examiner provides a visual stimulus (points to the letters).

Subtest 1c2 requires a skill that is closer to that required in the act of reading and is more difficult than the skill tested in 1c1. Generally, if a student is having difficulty on these subtests, it will be reflected in a lower score on 1c2 than on 1c1. This generalization will not hold if the student is guessing wildly or does not understand the directions, but this should be apparent to the examiner through observation.

**ADMINISTRATION AND SCORING**

**Subtest 1c1**

1. Place the TEST 1c1: UPPERCASE LETTER KNOWLEDGE (Auditory Stimulus) Test Sheet in front of the student and say, “Point to the letter E . . . , the letter N . . . ,” and so on.

2. As you pronounce the letters, one at a time, from the Scoring Sheet, the student points to them on the Test Sheet. (The letters on the Test Sheet are in a different order than the letters on the Scoring Sheet.)

3. As the student points, indicate which letters the student does not know by circling them on the Scoring Sheet.

4. Determine the number of correct responses (letters that are not circled) and write this number as a fraction (items correct out of a total of twenty-six). Each letter (upper- and lowercase) can be viewed as a separate concept. The individual letters not correctly identified by the student should be the focus of any future alphabet recognition instruction.

5. Repeat these steps with the lowercase letter version of Test 1c1.

**Subtest 1c2**

1. Place the TEST 1c2: UPPERCASE LETTER KNOWLEDGE (Visual Stimulus) Test Sheet in front of the student and say, “Now you say the letters as I point to them.”

2. As you point to the letters, one at a time, on the Test Sheet, the student pronounces them. (The letters on the Test Sheet are in the same order as the letters on the Scoring Sheet.)

3. Indicate which letters the student does not know by circling them on the Scoring Sheet.

4. Determine the number of correct responses, then write this number as a fraction. Each letter (upper- and lowercase) can be viewed as a separate concept. The individual letters not correctly identified by the student should be the focus of any future alphabet recognition instruction.

5. Repeat these steps with the lowercase letter version of Test 1c2.

**Test 2: Basic Sight Vocabulary**

**Test 2a: Quick Check for Basic Sight Words** (Crib Sheet found on p. 139; Test Sheet found on p. 140; Scoring Sheet found on p. 141.)

**PURPOSE** To quickly test students’ knowledge of basic sight words.
DESCRIPTION  This test, which takes approximately two minutes to administer, allows you to determine whether a student has mastered the basic sight words. If there is any doubt in your mind as to whether a student should be given an entire basic sight word test, you may give the student this list first. A student who does not miss any words on this test need not take the entire Basic Sight Word Test. However, if a student misses even one word on this list, he or she should be given the entire Basic Sight Word Test (Test 2b).

The Quick Check for Basic Sight Words was developed by giving Ekwall’s basic sight word list to five hundred students in grades 2 through 6 using a machine to flash the words for less than one second. One hundred students were tested at each of these five grade levels. Computer analysis then listed, in ascending order of difficulty, the words students most often missed. From this list, thirty-six words were chosen. The first few words are the easier ones; following the first few easier words are the ones students tended to miss more often. The list also includes words commonly confused by many students. When giving this test, make sure the student is exposed to each word briefly (approximately one second). Given more time, the student may use word-attack skills instead of knowledge of basic sight words.

PREPARATION  Before administering the Quick Check for Basic Sight Words (Test 2a), make multiple copies of the Scoring Sheet to be used in quickly assessing students’ knowledge of basic sight words. Also copy or remove the Test Sheet. This page can then be placed on a surface such as tagboard and fastened with rubber cement or transparent tape. After it is cemented in place, you may want to laminate it or place it in a plastic sleeve to keep it from becoming soiled from handling.

ADMINISTRATION AND SCORING
1. Read the Crib Sheet. Then place the Test Sheet in front of the student and say, “I want you to read the words on this list out loud. Start here [point to the word I in the upper left-hand corner] and read each word as you go DOWN the columns.”
2. Provide assistance if the student loses his or her place.
3. As the student reads, mark those words read correctly with a plus (+) and those read incorrectly with a minus (–). If the student pauses more than approximately one second before saying a word, count it as wrong.
4. If the student says he or she does not know an answer, mark it with the letters DK (for “Don’t Know”). If the student skips a word completely, mark it with the letters NR (for “No Response”).
5. If the student misses any words on this test, he or she should be given Test 2b. If the student pronounces approximately half or more of the words on Test 2b correctly, then also administer Test 2c.

Tests 2b and 2c: Basic Sight Words and Basic Sight Word Phrases  (Crib Sheet found on p. 139; flash cards used instead of Test Sheets; Scoring Sheets found on pp. 140–147.)

PURPOSE  To determine which of the 220 basic sight words and 143 basic sight word phrases can be recognized and pronounced instantly by the student.

DESCRIPTION  These tests require the student to pronounce up to 220 basic sight words and 143 basic sight word phrases as they are flashed on cards by the examiner. The examiner records the student’s performance on the student Scoring Sheets while
listening to the recording of the tests. These tests take approximately five to twelve
minutes to administer and score.

The words on these tests are drawn from the Dolch Basic Sight Word Test,6 the
best known and most frequently used test of basic sight words. Subtest 2b consists
of the 220 Dolch words reordered according to frequency of occurrence as found in
the Durr (1973) list.7 The 220 basic sight words are divided into eleven sublists of
twenty words each for ease of scoring and instruction. Subtest 2c was developed so
that each of the basic sight words is presented in a phrase. Only sixteen new words
are added to complete the phrases. These are nouns, all of which were drawn from
the preprimer level of a popular basal series. The 143 basic sight phrases are divided
into the same eleven sublists as the basic sight words, with each sublist composed
of ten to sixteen phrases.

PREPARATION

1. Have your student Scoring Sheets copied (from pp. 142–147). You will need one
   set of the Scoring Sheets for both the basic sight words (Subtest 2b) and the basic
   sight word phrases (Subtest 2c) for each student you test.
2. You will need recording equipment to document the student’s responses to the
cards as they are flashed.
3. Have a pencil ready to record the student’s responses on the Scoring Sheet after
the tests have been administered. (Usually, this scoring is done after the test ses-
session has been completed and the student has departed.)
4. You will need to prepare flash cards for each of the 220 basic sight words and
143 basic sight word phrases. Your flash cards should be arranged in the same
order as the words on the Scoring Sheets.

To prepare flash cards, purchase either 3 × 5 inch or 4 × 6 inch index cards (either
blank or lined) or heavier stock cards in a similar or slightly smaller size. Most school
supply stores sell cards ready-made for this purpose in various colors. Also, they
often have rounded corners, which makes them last longer. You will need 363 cards,
but you should purchase a few more in case you make mistakes.

Once you have selected your cards, look at the lists of words on the Scoring
Sheets (pp. 142–147). Print one word on each flash card, using neat lowercase manu-
script printing. On the back of each card, you can designate each word by indicating
the Scoring Sheet list and number for each word. For example, on the back of the
first card, write I-1. This indicates List I, word one. The designation IV-16 indicates
the word ride, List IV, word sixteen. If your cards should become mixed up, you will
find it easy to reassemble them in the correct order if you identify each word on the
back as described. You also may wish to use different colored cards for each list.

An alternative to hand printing the cards is to use a computer to print out each
of the words and phrases in a large, clear font. Space the words so they match stan-
dard 8½ × 11 inch label sheets. These pages can be printed and then copied onto
self-adhesive label sheets. Then each label can be peeled off and applied to a flash
card. Once again, you would hand print the designation for each word on the back
of the card.

ADMINISTRATION

Subtest 2b

1. Make sure the recording equipment is turned on and the microphone is placed
on the table near the student being tested. Say to the student, “I am going to show
you some words on flash cards and I want you to say them when you see them. I will be flashing the cards quickly, so if you don’t know a word, don’t worry about it and go on.”

2. Lift off twenty to thirty words from the ordered stack. Flash these to the student at a rate of one-half to one second per card.

3. Your attention should be focused on flashing the cards, not on the student’s responses. Do not separate the cards into “right” and “wrong” piles because this may distract you, upset the student, and confuse the order of the flash cards. Instead, you will rely on the recording of the tests to determine later exactly which words were missed.

4. Continue flashing the cards until the student does not respond to about ten consecutive words or otherwise indicates an inability to complete the test successfully. If the student appears to be pronouncing most of the words correctly, continue the procedure until all cards are flashed.

Subtest 2c

1. Repeat the same procedure for testing the sight word phrases. However, with the phrase test you may allow up to two seconds per phrase when flashing the cards.

SCORING To score the tests, rewind the audiotape or click the saved audio file, select the appropriate Scoring Sheet, start playing the audio, and indicate, by marking + or –, whether the student correctly or incorrectly pronounced each word or phrase. (As indicated earlier, the scoring is usually completed after the student has left the testing site.) When scoring, only the first response counts. Once a student masters a word, he or she recognizes it instantly. If the student hesitates, the flashed word is not known by sight. It is not necessary to transcribe the student’s errors on these tests because basic sight words should be recognized instantly, on sight. So you may simply mark the scoring with pluses for correctly pronounced words and minuses for incorrectly pronounced words. Students should not be taught to sound out these words, especially because many of the basic sight words are phonetically irregular. The number of correct responses for each test is written as a fraction on the Scoring Sheets. For example, a student might score 185/220 on the basic sight words and 95/143 on the basic sight word phrases.

You must use judgment in deciding how quickly to flash the cards. Young children may have difficulty with a speed of one word per second, although ultimately the words must be recognized at this rate. Likewise, for students with speech difficulties the rate of flashing may need to be adjusted.

Format for Tests 3 and 5

Test 3 assesses the student’s phonics ability and Test 5 assesses structural analysis skills. Together these tests evaluate the student’s ability to use word analysis skills; they are sometimes referred to as the decoding tests. These tests, which can be administered quickly and easily, provide considerable information in an easy-to-read format.

The decoding tests use a common format on the Scoring Sheets, organized as follows, beginning with Tests 3b (p. 155) and 5b (p. 172):

• Down the left column, a summary of the directions for administering each subtest, including the spoken instructions you will give to the student
Down the center, places to mark the student’s responses to each test item (Space is provided for both pre- and posttest scores on the Scoring Sheets. You may use different colored ink to distinguish the pretest responses from posttest responses on each subtest.)

Down the right column, spaces to indicate the student’s total score on each subtest (You can determine the student’s mastery of each skill on both pre- and posttests by comparing the student’s performance to the criterion score for mastery provided for each subtest.)

Test 3: Phonics

(Crib Sheet found on pp. 148–149; Test Sheets found on pp. 150–153; Scoring Sheets found on pp. 154–157.)

PURPOSE To determine whether the student has mastered letter-sound associations (phonics) at three levels, with both an auditory and visual stimulus.

DESCRIPTION OF THE SUBTESTS The Phonics Tests consist of nine subtests, the first of which evaluates the student’s ability to use phonics skills while reading a short passage. This contextual evaluation can be used to determine quickly whether the student has mastered phonics skills. If this is the case, no further phonics testing is necessary.

The next five subtests are identical in format and evaluate the student’s knowledge of initial consonant sounds, initial blends and digraphs, ending sounds, vowels, and phonograms. The remaining subtests evaluate blending ability, phonic substitution, and vowel digraphs.

ADMINISTRATION AND SCORING

Subtest 3a

1. After reviewing the Crib Sheet, place the appropriate Test Sheet in front of the student and say, “Read this story aloud until I say stop.”

2. As the student reads, indicate specific reading errors on the Scoring Sheet, using the same code for marking oral reading errors you used on the oral reading passages.

3. Encourage the student to pronounce as many words as possible. Do not provide assistance by pronouncing words for the student, but rather encourage the student to go on and “do the best you can.” Cease testing if the student becomes overly frustrated.

4. Only the words underlined on the Scoring Sheet are considered in scoring. The words that are not underlined are basic sight words, which should be pronounced without phonic analysis or repetitions of previously underlined words.

5. To score this test, compare the oral reading transcription with the response chart just below the paragraph on the Scoring Sheet. The chart lists seventy-two phonic elements that are tested, with the underlined words from the paragraph. Circle each phonic element on the response chart that the student failed to pronounce correctly. Some of the phonic elements are tested by more than one underlined word from the paragraph. In such cases, circle the phonic element if even one of the underlined words is mispronounced. Mastery of the phonic element requires that it be pronounced correctly in all cases.
6. Circle the phonics element only if the element itself is mispronounced, regardless of the total pronunciation of the underlined word. For example, to determine the student’s symbol-sound association for beginning b, the underlined words are barn and bird. Circle the item if either beginning b is mispronounced. If, however, the student says bank for barn, the symbol-sound association for the beginning b is correct, so the item is not circled.

7. Determine the number of correct responses, write this number as a fraction, and compare it to the criterion for mastery. To achieve mastery, the student must correctly pronounce sixty-five of the seventy-two phonic elements, as indicated on the Scoring Sheet.

8. If the student masters this test (3a), stop testing phonics at this point and go on to Test 5a. If the student does not master this test, go on to Test 3b and continue testing phonics skills until the student is unable to complete the tasks successfully or when it is clear that the student is becoming frustrated.

Subtest 3b
1. After reviewing the Crib Sheet, place the appropriate Test Sheet in front of the student and say, “Look at number one. Point to the letter you hear at the beginning of water.”

2. The student must point to the w from among the five letter choices. If the student makes an incorrect choice, circle the word water on the Scoring Sheet. Then pronounce the next word, dog, and continue marking the Scoring Sheet in the same way. Continue to pronounce words and circle incorrect responses until the ten items are completed. (Of course, you may stop sooner if the student’s performance reflects a total inability to succeed at this task.)

3. Determine the number of correct responses, write this number as a fraction, and compare it to the criterion for mastery.

Subtests 3c through 3f
1. Subtests 3c through 3f follow the same format as Subtest 3b. Subtest 3c assesses initial blends and digraphs, 3d assesses ending sounds, 3e assesses short and long vowel sounds, and 3f assesses common ending phonograms or word elements.

Subtest 3g
1. Place the appropriate Test Sheet in front of the student, then check to see that the student can recognize and pronounce the two phonograms at and in. If the student does not know these, they should be taught, if it is possible to do so in a short time.

2. Complete the sample item for the student, demonstrating how the initial consonant t is pronounced /t/, then blended with the phonogram in, to arrive at tin.

3. Ask the student to do the same with the ten items provided, while you circle the incorrect responses.

4. On this subtest and Subtest 3h, you should not only circle the incorrect responses but also write phonetic transcriptions of the mispronounced words. This will aid in later analysis. Space is provided on the Scoring Sheet for this.

5. Determine the number of correct responses, write this number as a fraction, and compare it to the criterion for mastery.
Subtest 3h
1. Place the appropriate Test Sheet in front of the student and say, “Read these words. I will tell you the first one in each column in case you don’t know it. Some of these are real words, some are not.”
2. The student then reads the other twenty-five words in the five columns, while you follow the same scoring procedure as indicated for Subtest 3g.

Subtest 3i
1. Place the appropriate Test Sheet in front of the student and say, “Read as many of these words as you can.”
2. Follow the same scoring procedure as for Subtests 3g and 3h.

Test 4: El Paso Phonics Survey
(Crib Sheet found on pp. 158–160; Test Sheets found on pp. 161–162; Scoring Sheets found on pp. 163–164.)

PURPOSE To determine if the student has the ability to pronounce and blend ninety phonic elements.

DESCRIPTION Test 4 requires the student to pronounce and blend ninety phonic elements. This test has both advantages and disadvantages.

Advantages
1. It tests a student in a situation that is analogous to actual reading.
2. It tests a student’s high-level phonics and blending ability (see the Interpretation section for a discussion of these levels).
3. The test is comprehensive.
4. Because nonsense words are used, the student cannot get items correct by recognizing the words as sight words.
5. The test has high interscorer reliability.

Disadvantages
1. The test can take quite a while to administer.
2. It does not test a student’s knowledge of low-level phonics.
3. The test is difficult for some students, and many students can achieve the goals of phonics instruction (to decode unknown one-syllable words) without being able to master all the items on this test.
4. Testing using only nonsense words poses special problems for some students.
5. The phonics skills are not tested in context.

PREPARATION
1. Copy the two Scoring Sheets (found on pp. 163–164).
2. Place the Test Sheets (found on pp. 161–162) in front of the student.
3. While administering this test, you will need to look at the General Directions and the Special Directions Sheets and write on the copies of the Scoring Sheets. To do this easily, detach the Test Sheets before giving the test. You may want to rubber cement or tape the Test Sheets to pieces of tagboard. You may also laminate these pages to prevent them from becoming soiled with use.
ADMINISTRATION AND SCORING  Read the Crib Sheet. Then follow the instructions on the General Directions and Special Directions on pages 158–160.

Test 5: Structural Analysis

(Crib Sheet found on p. 165; Test Sheets found on pp. 166–169; Scoring Sheets found on pp. 170–173.)

PURPOSE  To determine whether the student can use structural analysis skills to aid in decoding unknown words.

DESCRIPTION OF THE SUBTESTS  The Structural Analysis Tests consist of eight subtests, the first of which (Test 5a) evaluates the student’s ability to use structural analysis skills while reading one or two passages. This contextual evaluation can be used to determine quickly whether the student has mastered structural analysis skills. If this is the case, no further testing is necessary in this area.

Test 5b assesses the student’s ability to hear the separate parts (syllables) of words, a prerequisite skill for structural analysis. Subtest 5c assesses the student’s ability to combine the various inflectional endings with root words and pronounce the resulting new words. Subtests 5d and 5e assess the student’s ability to decode prefixes and suffixes, respectively. Subtest 5f assesses the student’s ability to recognize the two separate units of compound words for purposes of pronunciation. Subtest 5g assesses the student’s ability to pronounce two-syllable words containing one easy affix (prefix or suffix). Finally, Subtest 5h assesses the student’s ability to pronounce regular three-, four-, and five-syllable words. Before administering any of the subtests, read the relevant portion of the Crib Sheet.

ADMINISTRATION AND SCORING

Subtest 5a

This subtest consists of two passages. The first (Test 5a1) is written at approximately the 5.1 grade level, and the second (Test 5a2) is written at the 7.0 grade level, according to the Flesch-Kincaid readability formula. The student may read either or both, depending on the performance level. When in doubt, start the student on the first passage and proceed to the second only if the student attains mastery on the first.

1. Place the appropriate Test Sheet (either 5a1 or 5a2) in front of the student and say, “Read this story aloud until I say stop.”

2. As the student reads, follow the procedure for transcribing oral reading errors described earlier. It is essential to determine whether the underlined words are pronounced correctly. All of these words require structural analysis skills for decoding, unless of course the student is able to recognize the words by sight. The words that are not underlined are either basic sight words or words that can be decoded using phonic analysis.

3. Encourage the student to pronounce as many words as possible. Do not provide assistance by pronouncing unknown words for the student. Cease testing if the student becomes overly frustrated.

4. To score this test, evaluate the student’s oral reading of the underlined words. Each mispronounced word should be circled on the response chart on the Scoring Sheet. The words on this chart are categorized according to the structural analysis skill required.
5. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery. If the student meets or exceeds the criterion for the first passage (Test 5a1), administer the second passage (Test 5a2), following the same instructions.

Subtest 5b
1. This test requires no Test Sheet. Hold the Scoring Sheet so that you can read from it and say, “How many syllables do you hear in the word cowboy?” Circle incorrect responses on the Scoring Sheet.
2. Continue the test with the other four items, circling the incorrect responses.
3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Subtests 5c through 5e
1. For each subtest, place the appropriate Test Sheet in front of the student and read the first word (the root word) in each column, then ask the student to pronounce the other words in the columns. (You should not read the first word in column two until the student has read all the words in column one, and so on.)
2. As the student reads the words, circle each incorrect response on the Scoring Sheet.
3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Subtest 5f
1. Place the appropriate Test Sheet in front of the student and say, “Read as many of these words as you can. Some are not real words.”
2. As the student reads the words, circle the errors. On this test, the errors are not determined by imprecise pronunciation but rather by the student’s failure to recognize and attempt to decode the two parts of the compound word. For example, if a student says baskethorse for baskethouse, this is considered correct, since it is clear that the student identified the two pronounceable units. However, if the student attempts to pronounce baskethouse by sounding the th digraph in the middle of the word, this is incorrect. Such an error reflects a lack of recognition of the two obvious word parts.
3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Subtest 5g
1. Place the appropriate Test Sheet in front of the student and say, “Read as many of these words as you can. Some are not real words.”
2. As the student reads, circle the errors. The determination of errors on this subtest follows the same restrictions described for the previous subtest.
3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Subtest 5h
1. Place the appropriate Test Sheet in front of the student and say, “Read as many of these words as you can.”
2. As the student reads, circle the errors. Although all of the words on this test are real words, most students will not recognize them as sight words. If the student misplaces the accent, count the item correct as long as each of the syllables is pronounced correctly.

3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Test 6: Knowledge of Contractions

(Crib Sheet found on p. 174; Test Sheet found on p. 175; Scoring Sheet found on p. 176.)

PURPOSE To determine whether the student has knowledge of contractions.

DESCRIPTION Test 6 requires the student to pronounce forty-seven common contractions and tell what two words the contraction stands for. A rather high percentage of students have occasional problems with the pronunciation of contractions; however, you are likely to find a greater percentage who do not know which two words are represented by the various contractions. Although pronunciation is more important for reading purposes, students will not use a contraction in their writing until they know the two words each contraction stands for.

PREPARATION
1. Copy the Scoring Sheet (from p. 176).
2. Open the manual to the Test Sheet (found on p. 175).

ADMINISTRATION
1. Read the Crib Sheet.
2. Have your Scoring Sheet ready and give the student the Test Sheet.
3. Read to the student the directions written on the Scoring Sheet.
4. As indicated on the Scoring Sheet, you will put a plus (+) in the first blank if the student can pronounce the contraction correctly and a plus (+) in the second blank if the student can tell you the two words the contraction stands for. Mark wrong answers with a minus.

SCORING To score the tests, use the box at the bottom of the Scoring Sheet. Count up the total number of pluses in the left columns to determine the number of contractions pronounced correctly. Count up the total number of pluses in the right columns to determine the number of contractions for which the student knows the words represented. The overall test score is the total of these two scores, with ninety-four being a perfect score.

Test 7: Quick Word List Survey

(Crib Sheet found on p. 177; Test Sheet found on p. 178; Scoring Sheet found on p. 179.)

PURPOSE To determine quickly whether the student has mastered phonics and structural analysis. With older, capable readers, this test may be used as a pretest to determine if it is necessary to administer Tests 3 and 5.
**DESCRIPTION**  Test 7 enables you to determine quickly whether a student has the necessary decoding skills to read successfully material written at an adult level. This test may be given to a student at approximately fourth-grade level and above to verify that the student has mastered phonics and structural analysis. Test 7 should not be given to a student who you know has difficulty with phonics or structural analysis, because it will be frustrating for that student and you will not gain useful diagnostic information.

A student who can read these words successfully does not have a decoding problem, although it is possible the student has difficulty with context clues, efficiency, vocabulary, or comprehension skills.

**PREPARATION**  Review the Pronunciation of Quick Survey Words on page 179 so that you are aware of the correct pronunciation of the test words. If necessary, you may refer to this sheet while testing the student.

**ADMINISTRATION AND SCORING**
1. Read the Crib Sheet.
2. Place the Quick Word List Survey Test Sheet in front of the student and ask the student to read the nonsense words out loud.
3. If the student can pronounce each of these words correctly, it will not be necessary to administer any of the decoding tests (Tests 3 and 5).
4. If it becomes apparent after one or two words that the student is not able to pronounce the words on the Quick Word List Survey, it should be discontinued and you should administer the appropriate decoding tests.
5. The correct pronunciations of the words on the Quick Word List Survey are shown on page 179. Remember, however, that accent rules or generalizations pertaining to the English language are not consistent; therefore, if the words are pronounced correctly except for the accent or stress shown on certain syllables, they should be considered correct.

### Test 8: Check of Context Clue Use

(Crib Sheet found on p. 180; Test Sheet found on p. 181; Scoring Sheet found on p. 182.)

**PURPOSE**  To provide an opportunity for the student to demonstrate use of context clues.

**DESCRIPTION**  Test 8, the Check of Context Clue Use Test, provides a means to observe a student’s use of context clues. The assessment is very simple and can be used by most students reading at a third-grade level or higher. The test can also serve as a model to develop an assessment that is appropriate for the reading level of your students. The assessment can demonstrate very quickly whether a student can use context clues. It is not an assessment that needs to be used with every student.

**PREPARATION**
1. Copy the Scoring Sheet found on page 182.
2. Place the Test Sheet found on page 181 in front of the student. Be sure to cover the Words in Context section of the Test Sheet.
ADMINISTRATION AND SCORING  Read the Crib Sheet. Then show each of the five multiple meaning words to the student. Ask him or her to provide a meaning for the word. Once the student has provided a meaning, show the student the sentence in which the word has a different meaning. Ask the student if the word still has the same meaning. Then ask the student what the new meaning of the word might be. Put a plus by the word in the column under “Different Meaning” if the student was able to recognize that the meaning of the word changed in the context of the sentence. Place a plus by the word in the column under “Provides New Meaning” if the student was able to tell what the new meaning of the word is in the context of the sentence. A minus sign is put in the appropriate spot if the student cannot recognize a change in the meaning of the word or if he or she cannot provide the new meaning for the word.

Test 9: Dictionary Use Assessment

(Crib Sheet found on p. 183; Test Sheet found on p. 184; Scoring Sheet found on pp. 185–186.)

PURPOSE  To provide an opportunity for the student to demonstrate his or her ability to use a dictionary.

DESCRIPTION  Test 9, the Dictionary Use Assessment, provides a means to observe a student’s use of a dictionary. The assessment is very easy to administer. The sections that apply most directly to reading are the determining how to pronounce a word subtest and the finding word meanings subtest. The test begins with two basic dictionary skills: finding words in a dictionary and using guide words. Using a dictionary to determine the part of speech of a word and the plural form of a word are also assessed in the Dictionary Use Assessment.

PREPARATION
1. Copy the Scoring Sheet found on pages 185–186.
2. Place the Test Sheet found on page 184 in front of the student. Be sure the words used in the assessment are in the dictionary being used with the test.

ADMINISTRATION AND SCORING  Read the Crib Sheet. Before using the assessment, you will need to choose three words in the dictionary being used with the assessment and write those words on the blanks in item one. The student will need to attempt to find those words in the dictionary. Each of the six items on the test have very specific directions included on the Scoring Sheet. The correct answers are given at the end of the Test 9 Scoring Sheet. Use those answers to make a determination of whether the student was successful or not successful in completing the required task for each question on the Test Sheet.

Test 10: Graded Word List (GWL) or San Diego Quick Assessment

(Crib Sheet found on p. 187; Test Sheet found on p. 188; Scoring Sheet found on pp. 189–190.)

PURPOSES
1. To obtain a quick estimate of the student’s independent, instructional, and frustration reading levels.
2. To obtain information for determining a starting level for the oral reading passages.
3. To obtain information for an initial diagnosis of basic sight vocabulary, phonics, and structural analysis skills.

**DESCRIPTION** This test requires the student to pronounce increasingly difficult words that are listed by the grade levels when they are learned by most students. This test takes approximately five to ten minutes to administer.

The reading levels on the Test Sheet (from which the student reads) for the various lists are designated as follows:

- **PP** = Preprimer
- **P** = Primer
- **I** = First grade
- **I** = Second grade
- **I** = Third grade
- **I** = Fourth grade
- **I** = Fifth grade
- **I** = Sixth grade
- **I** = Seventh grade
- **I** = Eighth grade
- **I** = Ninth grade

You will also notice that twenty-nine of the words on the Scoring Sheet of this test are italicized to indicate that they are Dolch basic sight words. Dolch words are the words that appear most often in materials written in English.

**PREPARATION**
1. Have your Scoring Sheets copied (from pp. 189–190). You will need one set of the two pages for each child you test. The two pages need not be on separate sheets but may be copied back to back if you wish.
2. Open the manual to the Test Sheet (found on p. 188).
3. Have a pencil ready to take transcriptions on the Scoring Sheet as the student reads from the Test Sheet.

**ADMINISTRATION**
1. Read the Crib Sheet.
2. Place the Test Sheet in front of the student and say, “Here are some words I would like you to read aloud. Try to read all of them even if you are not sure what some of the words are. Let’s begin by reading the words on this list” (pointing to the list on which the student is to start).
3. The best place to have most students begin reading is at the preprimer list. For the student who is able to read these words with ease, this starting point allows some early success that may build the student’s confidence. Because the lists are not long, little time will be wasted having the student read words that may be too easy. If you feel certain that the student can read, say, above third-grade level, then you may begin with a higher list. If the student misses two or more words on the first list you present, drop down to a lower list until the student makes no more than one error on that list. Then credit the student with all words on the list(s) below the list that is read with zero or one error.
4. Record words pronounced correctly with a plus (+) on your Scoring Sheet and write down all incorrect responses. You may wish to use diacritical marks on your Scoring Sheet. For example, *thank* might be read as *think* or *quietly* might be read as *quit ly*.
5. If it is obvious that a student can read all the words quite rapidly, you may not want to put a plus (+) mark next to each word. Instead, wait until the student has completed that list and then place a plus mark next to the first word and draw a vertical line quickly through the rest of the blanks to indicate that all words were read correctly. See the following example:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>see +</td>
</tr>
<tr>
<td></td>
<td>play</td>
</tr>
<tr>
<td></td>
<td>me</td>
</tr>
<tr>
<td></td>
<td>at</td>
</tr>
<tr>
<td></td>
<td>run</td>
</tr>
<tr>
<td></td>
<td>go</td>
</tr>
<tr>
<td></td>
<td>and</td>
</tr>
<tr>
<td></td>
<td>look</td>
</tr>
<tr>
<td></td>
<td>can</td>
</tr>
<tr>
<td></td>
<td>here</td>
</tr>
</tbody>
</table>

6. Have the student continue reading consecutively higher-level lists until the student misses three or more words on any one list.

7. After the student misses three or more words on any list, stop the testing, collect the Test Sheet, and complete the Results of Graded Word List section on the Scoring Sheet.

**SCORING** At the bottom of the Scoring Sheet is the Results of Graded Word List chart you may use for writing in the student’s independent, instructional, and frustration reading levels. Fill in the following information:

1. The highest-level list at which the student misses zero or one words is the independent reading level.
2. The highest list at which the student misses two words is the instructional reading level.
3. The highest list at which the student misses three or more words is the frustration reading level.

If the student scores at the independent, instructional, or frustration level at more than one level, assign the score to the highest level. For example, if a student scores as follows:

<table>
<thead>
<tr>
<th>List</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
you should report the results as follows:

Independent Level = P
Instructional Level = 2
Frustration Level = 3

Occasionally, a student’s performance will not translate logically into the three levels indicated. It is impossible to designate a specific instructional level for a student who does not miss exactly two words on any one list. For example, a student may miss one word on list PP and three words on list P. In this case, simply mark the space for instructional reading level as ND for Not Determined.

Sometimes a student’s error pattern is even more confusing. For example, the number of errors per list may be as follows:

<table>
<thead>
<tr>
<th>List</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

In this case, the student appears to have independent levels at both PP and 1, an instructional level at P, and a frustration level at 2. In situations such as this, you will have to use your own judgment. It is recommended that you simply ignore the result from the primer level and reasonably conclude that the student performed as follows:

Independent Level = 1
Instructional Level = ND (for Not Determined)
Frustration Level = 2

Test 11: Reading Passages

Tests 11a and 11b: Oral Reading and Silent Reading

(Crib Sheet found on pp. 191–192; Test Sheets found on pp. 194–234; Scoring Sheets found on pp. 236–302.)

PURPOSES
1. To obtain an accurate assessment of the student’s independent, instructional, and frustration reading levels in both oral and silent reading.
2. To obtain, through observation and analysis of the student’s performance, specific information that you will use to diagnose the student’s reading ability in the following areas: letter knowledge, basic sight vocabulary, phonics, structural analysis, context clues, fluency skills, vocabulary, and comprehension.

DESCRIPTION These tests require the student to read, both orally and silently, passages that are written according to graded levels of difficulty. Tests 11a and 11b are administered together.

The oral and silent reading passages can usually be administered to a student in ten to thirty minutes. The time it takes to administer the reading passages will
depend in part on the examiner’s ability to administer the test efficiently. Invariably, examiners find they need a bit longer to administer the passages the first few times. Once they are comfortable with the materials and procedures, the administration of the passages is both quicker and smoother. The administration time will also depend on the reading ability of the student, since some students are very slow readers and will require more time to read as well as to answer the questions about each passage. Usually, however, unskilled readers are able to read only a few of the shorter passages, while more able readers read considerably more and longer passages.

The reading levels of the passages are designated on both the Test Sheets and the Scoring Sheets using the same markings as those described for the Graded Word List or San Diego Quick Assessment.

PREPARATION

1. Have the Scoring Sheets for either the A and B or the C and D passages copied (from pp. 236–267 and 269–302). You will need a set of these passages for each child you test.

2. Open the manual to the appropriate Test Sheets (found on pp. 194–213 and 215–234).

3. Be sure you have practiced the procedure for coding (or transcribing) oral reading errors.

4. Have a pencil ready to take transcriptions on the Scoring Sheet as the student reads from the Test Sheet. Be sure the audio recorder is on.

5. If you want to determine the time it takes the student to read the silent reading passages, have a stopwatch or a watch with a second hand or digital readout of seconds.

ADMINISTRATION

1. Read the Crib Sheet.

2. Select the first passage for the student to read orally. Have the student read the A or C passage one level below the student’s independent reading level as determined by the GWL. If you are in doubt, it is better to start lower (on an easier passage) than higher for two reasons: (1) The student is more likely to experience initial success, which will bolster his or her confidence, and (2) it is easier to administer the passages when you can give progressively more difficult passages, rather than having to go back to easier passages.

3. Begin by saying to the student, “I have some passages for you to read. Read the first one out loud. If you find a hard word, try to read it as best you can and continue reading. It is important to remember what you read so you can answer some questions about the passage when you are through.”

4. Place the manual (opened to the proper page) in front of the student and say, “Ready, begin.”

5. While the student reads out loud, code the errors or miscues on the Scoring Sheet for the same passage. Do not give any further help to the student, such as saying, “Try to sound that word out.” However, if a student hesitates on a word, wait five seconds and then simply tell the word to the student.

6. When the student has completed reading the passage, take the manual back and place it where the student will not be able to look at the passage again for assistance when you ask the comprehension questions.
7. Ask the student the comprehension questions as shown on the Scoring Sheet for the passage. Mark correct answers with a plus (+) and incorrect answers with a minus (–). (If you wish, you may write down the student’s incorrect answers.) You may repeat the questions if necessary, or if an answer seems incomplete you may question further by saying, “Tell me more,” or “Can you tell me a little more about that?” However, do not rephrase the question to make it easier. For example, if a question was, “What color was the pony?” do not ask, “Was it brown and white?”

8. After completing the questions, score the oral reading and the comprehension questions and determine whether this passage is at the student’s independent, instructional, or frustration reading level. (Instructions for scoring the passages are presented in the next section of this manual.)

Note: At this point, you will have the student make the transition from oral to silent reading.

9. After scoring the first oral reading passage, say, “Here is another passage. Read this one to yourself and try to remember what you read so that you can answer some questions about it. Tell me when you finish.”

10. Hand the student the manual opened to the appropriate B passage corresponding to the A passage that the student has just finished reading (or the D passage if the student has just read the corresponding C passage). For example, if the student began with the 1A passage orally, then you would give the student the 1B passage next, regardless of how well the student read the 1A passage. If the student begins to read the second passage out loud, provide a gentle reminder to read this passage silently.

11. If you wish to determine the rate of reading, the time it takes the student to read the silent reading passage, you should have a stopwatch or a watch with a second hand or digital readout of seconds. When the student begins reading, start the stopwatch or note the time in seconds. When the student has finished the passage, again note the time in seconds, determine how long it took the student to read the passage, and write that time on the Scoring Sheet where you see Time: beside the small table that shows time factors.

12. When the student has finished reading the passage silently, take back the manual and ask the questions based on that passage. Mark the answers with a + or –.

13. Determine whether the passage is at the student’s independent, instructional, or frustration level.

14. After giving the first oral and silent reading passages, you will need to determine whether the student has been able to read them at the independent level. If both the oral and silent passages were at the student’s independent reading level, you would continue giving the next higher oral passage, followed by the corresponding silent passage, and so on, until the student’s frustration level is reached. In many cases, a student will reach frustration level on either oral or silent reading but not on both. In these instances, continue giving only the passages (either oral or silent) until the student reaches frustration level on that type of passage. For example, a student might reach frustration at fifth-grade level on oral reading because of difficulty with decoding skills. However, this student may be successful reading silently at higher levels because of good comprehension. In this case, continue giving silent reading passages only until the student reaches frustration level in silent reading.

15. If, after giving the first oral and silent reading passages, the student is not reading at the independent level on either of the two or both, give the next easier oral
and/or silent passages until both oral and silent independent reading levels have been established. Then continue upward, alternating oral and silent reading passages, until both oral and silent frustration levels are reached.

SCORING ORAL AND SILENT READING PASSAGES In scoring the oral reading passages in the ESRI or in any informal reading inventory, two main factors are used in determining a student’s reading level—word recognition (or decoding ability) and comprehension. (In scoring silent reading passages, only comprehension is taken into consideration.) To learn the code for marking word recognition (or decoding) errors in oral reading, see the accompanying box on p. 41.

Example of a Coded Reading Passage

Jan has a brown and white *kitten*. The kitten was very little when she got it. Now the kitten is big. It likes to run and play. It is named Tab.

Here is what the examiner heard as the student read the previous passage. The words in italics are the actual words the student read.

“Jan has a (pause) brag and white (after 5 seconds the examiner pronounced “kitten”). The kitten saw big when she got it. The … now the kitten is big. It likes … It likes … the, to run and play it is not named Tad.”

The student made nine mistakes that are to be scored as errors: (1) brag substituted for brown; (2) kitten pronounced by the examiner; (3) saw substituted for was; (4) very omitted; (5) big substituted for little; (6) the repeated once; (7) It likes repeated once; (8) not inserted; and (9) Tad substituted for Tab.

Neither *Now* nor to is counted as an error because both were self-corrected. Also, the pause after a and the period that was disregarded after play are not counted as errors.

Incidentally, this passage is clearly at the frustration level for this student!

PROCEDURE FOR SCORING ORAL READING PASSAGES

1. Count the total number of scorable errors as outlined in numbers 1 through 5 in the Code for Marking in Oral Diagnosis. Write the total number of errors in the space indicated on the Scoring Sheet for the passage. Note that omissions, insertions, substitutions or mispronunciations, words pronounced by the examiner, and repetitions are all counted as errors at each occurrence. Words that are self-corrected, disregard for punctuation, and pauses of less than five seconds are not counted as errors.

2. In counting repetitions, use the following guidelines:
   a. Count all repetitions even though they may all be repetitions of the same word.9
   b. Consecutively repeated words are counted as one repetition. For example, if a student repeats four words in a row the repetitions are considered one error.
CODE FOR MARKING IN ORAL DIAGNOSIS

▶ Score each instance as one error. Errors below noted by underlining.
Note: Never count more than one error on any one word.

Examples

<table>
<thead>
<tr>
<th>Kathy had always</th>
<th>1. Circle omissions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soon the airplane</td>
<td>2. Mark all insertions with a caret (^) and write in the inserted word.</td>
</tr>
<tr>
<td>Kathy peeked out of</td>
<td>3. Draw a line through words for which substitutions or mispronunciations were made and write the substitutions or mispronunciations above the words. (If the student reads too fast for you to write in all these errors, you can transcribe them later after listening to the tape recording of the reading.)</td>
</tr>
<tr>
<td>gave Kathy (something)</td>
<td>4. Use parentheses ( ) to enclose words that were pronounced by the examiner, when the student was unable to decode them within about five seconds.</td>
</tr>
<tr>
<td>Her mother helped her</td>
<td>5. Underline repetitions with a wavy line.</td>
</tr>
</tbody>
</table>

▶ Do not score as errors

| down the runway           | 1. Put a check mark (✔) over words that were self-corrected. |
| very small.               | 2. Use an arched line (⌒) to connect words wherever there was a disregard for punctuation. |
| airplane was              | 3. Draw two vertical lines ( || ) to indicate a pause before words. |

If a word is repeated more than one time, it is still only counted as one error. (Remember, you can never count more than one error on any one word.) See has in the following sentence:

Jan has a brown and white kitten.

Here is what the examiner heard as the student read the previous sentence: “Jan has, has, has, a brown and, and, white, and white kitten.” Even though has was repeated three times, it is still scored as one error.

d. If some words in a series are repeated more than other words, count one repetition for each different length of wavy line used to indicate repetitions. In
Part One: Section Two

the previous example, there are two repetitions scored as errors in the words and white kitten.

e. A word is not counted as a repetition error unless it is repeated correctly in its entirety more than one time. For example, if a student said cough and corrected it and said caught, it would simply be a self-correction, which is not an error. Or, if a student did not finish a word and then began again and repeated the first part, it would not be counted as a repetition error.

3. If a student mispronounces a proper name, count it as only one error for the entire passage, even if the student mispronounces the same name more than once while reading the passage.

4. On the Scoring Sheet, a table follows the set of questions for each oral reading passage. Across the top of the table is a series of numbers that denote the number of word recognition (decoding) errors. In the column on the left-hand side of the table is a series of numbers that denote the number of questions missed. Locate the number of word recognition errors made by the student in that passage and draw a circle around the appropriate number. Then locate the number of questions missed and draw a circle around that number. Find the point where the two circled numbers intersect. In that space, you will note one of the following symbols: The (+) means the student is reading at an independent level; the (❋) means the student is reading at an instructional level; and the (×) means the student is reading at a frustration level.

In the following table, for example, if the student had made seven word recognition errors and had missed two questions, you would first go across the top of the table and circle the space marked “6–8.” Then circle the number “2” down the left side to account for the two questions that the student missed. These two figures intersect in an area marked with an asterisk (❋). This means that the student is reading at an instructional level.

<table>
<thead>
<tr>
<th>Number of Questions Missed</th>
<th>Number of Word Recognition Errors</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0–2</td>
<td>1–5</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>❋</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>❋</td>
</tr>
<tr>
<td>2</td>
<td>❋</td>
<td>❋</td>
</tr>
<tr>
<td>1</td>
<td>❋</td>
<td>❋</td>
</tr>
<tr>
<td>4</td>
<td>❋</td>
<td>❋</td>
</tr>
<tr>
<td>5+</td>
<td>❋</td>
<td>❋</td>
</tr>
</tbody>
</table>

PROCEDURE FOR SCORING SILENT READING PASSAGES

1. Determine the number of comprehension errors from the ten questions that were asked of the student (except for the preprimer passages, which have only five questions).

2. Below the questions under each silent reading passage you will see a table. Simply look to see which level the student is reading at depending on the number of questions missed. In the following example, the student missed three questions. This would place the student in the range indicated by 2–4 in the table. This
 Implementation of the Ekwall/Shanker Reading Inventory

corresponds to the instructional level; thus, the box to the right of the instructional level is checked.

<table>
<thead>
<tr>
<th>Number of Questions Missed</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1 = Independent</td>
<td>Independent</td>
</tr>
<tr>
<td>2–4 = Instructional</td>
<td>Instructional</td>
</tr>
<tr>
<td>5+ = Frustration</td>
<td>Frustration</td>
</tr>
</tbody>
</table>

3. Some students will score artificially high on the silent reading passages if you do not take reading speed into account. Directly below each silent reading passage (Forms B and D) is a chart that reflects reading rate. You should ignore the scores of students who take considerably more time than that indicated in the “Slow” box. For example, the 4B paragraph (see p. 246) shows the “Slow” reading rate to be 66+ seconds. If a student takes more than about two minutes (120 seconds) to read this paragraph silently, you should stop the silent reading testing at that point. Consider this paragraph to have been read at the frustration level, even if the student answered enough questions correctly for this paragraph to have been read at the instructional or independent levels. Some students are able to gather enough information to answer questions about passages even though their struggles with decoding cause them to read very slowly. However, because of their very slow reading rate such students should not be judged as able to read material of this difficulty at instructional or independent levels. Obviously, these determinations require a judgment call on the part of the examiner. Further discussion of the importance of examiner judgment follows.

PROCEDURE FOR SCORING COMPREHENSION QUESTIONS In scoring the comprehension questions on both the oral and silent reading passages, use the following guidelines:

1. The student need not give the exact answer shown on the Scoring Sheet as long as it is a reasonable answer that means the same thing as the written answer; for example, substituting Dad for Father is perfectly acceptable. If, however, the student gives an answer that is unclear or seems impossible to score, ask a neutral question such as, “Can you tell me a little more about that?” or simply say, “Tell me more.” If the answer given then is obviously incorrect, it should be counted as wrong.

2. In some cases, the student must give two answers to a question to receive full credit. For example, the student may be asked what kinds of animals were on the farm. If the answer calls for at least two kinds to be named and the student responds with only one, then you should ask, “Can you tell me more?” If the student cannot tell you more but has given one of the two that were asked for, then give one-half credit for the answer. After the student completes the questions about a passage, there may be two questions for which one-half credit was given. In this case, you would of course give the student credit for one complete question. If there is only one question for which one-half credit was given, the student should not be given credit for the question, because giving credit would possibly place the student at a higher level than actual ability warrants.
EXAMINER JUDGMENT IN SCORING ORAL AND SILENT READING PASSAGES
According to the scoring criteria for the independent, instructional, and frustration levels shown on page 9, the instructional level is determined as follows:

<table>
<thead>
<tr>
<th>Instructional Level</th>
<th>Word Recognition</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% or more</td>
<td>60% or more</td>
<td></td>
</tr>
</tbody>
</table>

The frustration level is determined using the following criteria:

<table>
<thead>
<tr>
<th>Frustration Level</th>
<th>Word Recognition</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or less</td>
<td>50% or less</td>
<td></td>
</tr>
</tbody>
</table>

In examining these percentages, you might logically ask what happens if a student's word recognition level falls between 91 and 94 percent? Or, what happens when the comprehension level falls between 51 and 59 percent? These percentages have not been taken into consideration, because the criteria for the instructional level are word recognition of 95 percent or more and comprehension of 60 percent or more, whereas the criteria for the frustration level are word recognition of 90 percent or less and comprehension of 50 percent or less.

These levels were designed this way to give the examiner the opportunity to make a judgment as to whether the student should be placed at the higher of the two levels (instructional) or the lower of the two levels (frustration), based on the student's performance during the testing. For example, a student might score at the 94 percent level on word recognition, which is near the minimum of 95 percent or more for the instructional level. This same student may then score at the 100 percent level on comprehension. If this were the case, the teacher would probably want to look at the types of errors the student made in word recognition. If the majority of the student's word recognition errors were less serious ones, such as repetitions, then the student would probably be given the benefit of the doubt and placed at the higher (instructional) level. On the other hand, if a student scored at the 91 percent level on word recognition and was near the minimum in comprehension for the instructional level (60 percent), the teacher would probably choose to place the student at the lower (frustration) level.

On the Scoring Sheet for each oral reading passage, you will find a table showing the recommended level when both the student's oral reading errors and comprehension are taken into consideration.

<table>
<thead>
<tr>
<th>Number of Questions Missed</th>
<th>Number of Word Recognition Errors</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0–2</td>
<td>1–5</td>
</tr>
<tr>
<td>0</td>
<td>+</td>
<td>◎</td>
</tr>
<tr>
<td>1</td>
<td>+</td>
<td>◎</td>
</tr>
<tr>
<td>2</td>
<td>◯</td>
<td>*</td>
</tr>
<tr>
<td>1</td>
<td>*</td>
<td>◎</td>
</tr>
<tr>
<td>4</td>
<td>◯</td>
<td>◎</td>
</tr>
<tr>
<td>5+</td>
<td>◯</td>
<td>◯</td>
</tr>
</tbody>
</table>
This table makes it easy to determine the student’s reading level regardless of where the two scores fall with respect to percentages, because the calculations have already been done for you. However, when a student’s score falls in an area just bordering another area, such as between the independent and instructional levels or between the instructional and frustration levels, as indicated by the circled asterisks and the circled \( \times \)'s, respectively, then you may want to exercise more judgment in deciding exactly which level would be appropriate for the student. For example, for some students awareness of an error and an effort to go back and correct it can cause them to make repetition errors in the process. The research referred to earlier indicated that repetitions should be counted as errors when the percentages commonly given for scoring informal reading inventories are used. If they are not, the student may physiologically reach the frustration level even though there would not be a high enough percentage of errors to place the student at that level if repetitions were not counted as errors.

In using the ESRI, however, the experienced examiner may use some judgment in the scoring procedure. If a student makes one or two repetition errors in a relatively short passage and comprehends it nearly perfectly, for example, this student would probably be placed at the instructional level, not at the independent level. In such a case, you may want to give the student the benefit of the doubt and consider the performance to be at the independent level. Similarly, making a meaningful substitution is not as serious as making a nonmeaningful one. If a single error such as this causes the student to drop from independent to instructional level or from instructional to frustration level, the examiner may want to disregard the error. However, the examiner should keep in mind that this type of judgment should not be overexercised, or the student will ultimately be placed at too difficult a reading level.

A certain amount of teacher judgment should also be used in counting errors that are obviously a result of dialect or syntax. For example, in certain families or in certain parts of the country it may be common for a student to say, as in passage 3A, “Kathy had always wanted to go for a ride \textit{in} an airplane,” rather than “Kathy had always wanted to go for a ride \textit{on} an airplane.” If the student obviously knows all of the basic sight words and does not continuously make other substitutions that change the meaning of the passage, then you may want to ignore such minor errors.

In recording the student’s reading rate on the silent reading passages, remember that a student classified in the \textit{average} category but at the fast end of the \textit{average} rate reads considerably faster than the average student. For this reason, you should keep in mind that the student, in reality, reads at a \textit{high average} rate. The same is of course true for a student who reads on the low end of the average category; that is, the student should, in reality, be considered as reading at a \textit{low average} rate.

One additional problem may require the examiner to exercise judgment in evaluating or reporting the test scores. As noted earlier when discussing the San Diego Quick Assessment, a student’s performance may result in confusing levels. These difficulties may occur with the oral or silent reading passages. Occasionally, for example, a student will perform better on a more difficult passage. Such a student might read at the \textit{instructional} level on a third-grade passage and at the \textit{independent} level on a fourth-grade passage. This might occur if the student happened to be especially interested in or knowledgeable about the topic presented in the fourth-grade passage, or if the student happened to become distracted or for some other reason performed below his or her ability on the third-grade passage. When this occurs, you will have to exercise your judgment in determining and reporting the student’s performance levels.

If you do not plan to use the C and D passages later with this student, you could administer them to resolve the confusion. However, this is not always necessary.
It is important to remember that the results of these tests are merely the best measure of the student’s reading ability under the conditions that existed at the time of the testing. These results are not carved in stone. Examiners frequently become overly concerned about identifying the various reading levels precisely. The results of this testing may be used to assist the teacher, tutor, or reading specialist in pairing the student with reading materials of appropriate difficulty and in observing and analyzing the reading behavior to arrive at a diagnosis that is used to plan effective instruction. A paradox does exist here: On the one hand, the examiner wants to be scrupulously accurate in administering and scoring the tests in the inventory; on the other hand, the examiner must be careful about assigning too much significance to the data that are gathered. Ultimately, it may matter little whether the student reads fourth-grade material at an independent or an instructional level. Of far greater importance is the guidance and the direction the student is given in selecting the material to be read and the instruction the student receives to remediate the reading difficulty.

Test 11c: Listening Comprehension  
(Uses the same set of passages as oral and silent reading tests.)

PURPOSES
1. To determine the level at which a student can understand material when it is read to the student by the examiner. This level suggests the student’s capacity for reading. In other words, if a student’s listening comprehension level is, say, fifth grade, this would suggest that the student has the capacity or potential to understand fifth-grade reading material once the student has been taught to decode and comprehend at this level.

2. To obtain an estimate of the student’s vocabulary knowledge, which is an important prerequisite for listening comprehension.

DESCRIPTION  
This test requires the student to listen and then answer comprehension questions about graded passages that are read out loud by the examiner. The listening comprehension test can usually be administered to a student in five to ten minutes.

PREPARATION
1. Use the passages on the examiner’s Test Sheets to read to the student.

2. Have a pencil ready to mark the Scoring Sheet and indicate the student’s listening comprehension level.

ADMINISTRATION
1. After the student’s frustration level has been reached on both oral and silent reading, select the first available A or B passage at or just above the student’s highest frustration level on oral or silent reading. For example, if the student scored frustration level on the 5A (oral) passage and the 6B (silent) passage, select the 6A passage. (This is the next available passage at the student’s highest frustration level. See the following example of Student 1.) If, however, the student scored frustration level on the 4A (oral) passage and the 4B (silent) passage, then select the 5A passage to begin this test. (No passage is available at the highest frustration level, so you must select the first available passage just above the highest frustration level. See the following example of Student 2.) If you tested for oral and silent reading using the C and D passages, you would also use the C and D passages for the listening comprehension test.
2. Say to the student, “I am going to read a story to you. I want you to listen very carefully and be ready to answer some questions when I have finished reading. Okay?”

3. Read the passage to the student and ask the questions concerning that passage. Mark the answers on the Scoring Sheet and check the space near the bottom of the sheet that indicates this passage was used for the Listening Comprehension Test.

4. If the student gets 70 percent or more of the questions correct, check the space marked “Passed” on the bottom of the Scoring Sheet and then continue in order with more difficult passages until the student is unable to comprehend at least 70 percent of the questions.

5. It is not necessary to test above the student’s grade placement level. If the student is a disabled reader, then he or she certainly reads below grade level. If this same student’s listening comprehension level is at or above his or her grade placement level, this test result suggests the student has the capacity to read at least at grade level with proper instruction. This test can be time consuming to administer if the examiner must read many passages. If your objective is to determine whether the student appears to have the capacity to read above the level at which he or she is currently performing, it is unnecessary to test at levels above the student’s grade placement. Also, do not test at levels at or below the student’s highest instructional level. The student must have adequate comprehension on a passage to score at the instructional level when actually reading.

6. If the student fails the first passage you read, check the space marked “Failed” and then estimate the student’s listening comprehension level. Three examples are listed in the following chart:

<table>
<thead>
<tr>
<th>Student</th>
<th>Student</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Oral Reading Frustration Level  
Silent Reading Frustration Level  
First Listening Comprehension Passage

Result  
Estimated Listening Comprehension Level

<table>
<thead>
<tr>
<th>Student</th>
<th>Student</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5A</td>
<td>4A</td>
<td>4A</td>
</tr>
<tr>
<td>6B</td>
<td>4B</td>
<td>7B</td>
</tr>
<tr>
<td>6A</td>
<td>5</td>
<td>7A</td>
</tr>
<tr>
<td>Fail</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>5</td>
<td>3 or 4</td>
<td>6</td>
</tr>
</tbody>
</table>

All three of these students failed to answer 70 percent of the questions correctly on the first passage that was read to them by the examiner. Student 1 has an estimated listening comprehension level of grade 5 because she read at the instructional level on the fifth-grade silent reading passage. Student 2 has an estimated listening comprehension level of grade 3 or 4 because he read at the instructional level on the third-grade oral and silent reading passages. He could not be tested for listening comprehension at the fourth-grade level because both the A and B paragraphs were used during oral and silent reading. Student 3 has an estimated listening comprehension level of grade 6 because she read at the instructional level on the sixth-grade silent reading passage.
The following table shows three examples of students who passed the first passage administered to find the listening comprehension level:

<table>
<thead>
<tr>
<th>Student</th>
<th>Student</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student's Grade Placement</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Oral Reading Frustration Level</td>
<td>5A</td>
<td>4A</td>
</tr>
<tr>
<td>Silent Reading Frustration Level</td>
<td>6B</td>
<td>4B</td>
</tr>
<tr>
<td>First Listening Comprehension Passage</td>
<td>6A</td>
<td>5A</td>
</tr>
<tr>
<td>Result</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Second Listening Comprehension Passage</td>
<td>7A</td>
<td>6A</td>
</tr>
<tr>
<td>Result</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Third Listening Comprehension Passage</td>
<td>8A</td>
<td>N/A</td>
</tr>
<tr>
<td>Result</td>
<td>Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>Listening Comprehension Level</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

Student 1 is an eighth grader who passed the initial (6A) passage. He was then given the 7A passage, which he also passed, and then the 8A passage, which he passed as well. His listening comprehension level is 8.

Student 2 is a sixth grader who passed the initial (5A) passage. She was then given the 6A passage, which she also passed. At this point, testing was stopped because this student had passed the test at her grade placement level. Her listening comprehension level is 6.

Student 3 is a seventh grader who passed the initial (5A) passage. He was then given the 6A passage, which he failed. At this point, testing was stopped because the student had failed the 6A passage. His listening comprehension level is 5.

The Crib Sheets

Crib Sheets for all the tests are provided in Part II Section Two of the ESRI, accompanying the Test Sheets and Scoring Sheets. The instructions that appear on the Crib Sheet are based on the detailed directions you read in this section of the manual. You should copy the appropriate Crib Sheets and keep them in front of you when you administer Tests 10 and 11. The instructions for the remaining tests are considerably easier to master, although simple Crib Sheets are provided for each. Once you have learned the procedures for the Basic Sight Vocabulary Tests, you are not likely to forget them. The instructions for the Emergent Literacy Tests, the Phonics Tests, and the Structural Analysis Tests are summarized on their respective Scoring Sheets. Tests 4, 6, 7, 8, and 9 are optional and should be administered to students only if you need the additional information they provide. The instructions for the El Paso Phonics Survey are somewhat more complicated. The other optional tests, however, are quite easy to administer and score. Nonetheless, you may want to wait until you have some experience in giving the tests from the first six areas before giving Tests 4, 6, 7, 8, and 9. Test 12, the Reading Interests Survey, is simple to administer.

You may want to use the Tests 10 and 11 Crib Sheets to check your knowledge of the instructions for these two assessments. If you know what to do by reading the steps on the Crib Sheets without having to look back at the detailed instructions, that is a sign you understand the procedures well.
Reading Passages Tests Administration Chart: Tests 11a, 11b, and 11c

(The actual chart appears on page 109.)

The chart is designed to help you keep a record of the student’s progress through the various parts of Tests 11a, 11b, and 11c. By marking this chart as you administer the passages to determine the student’s oral, silent, and listening comprehension levels, you can guide your progress and be sure you have given the passages in the correct order. When you have become more adept at administering the inventory, the chart can be completed after the first three tests are administered and serve as a check of your progress.

Begin by completing the information at the top of the chart. The sample chart on page 50 was completed for a student named Rashonda. The information at the top of the page indicates that Rashonda is a sixth grader whose independent reading level as determined by the Graded Word List or San Diego Quick Assessment is at third-grade level. (This was the list on which Rashonda missed zero or one word.)

The instructions tell the examiner to have Rashonda begin reading the oral passage at least one year below this level, so the first passage Rashonda read orally was the 2A passage. This is indicated on the sample chart by circling this area. Rashonda scored at instructional level on the 2A passage, so the examiner wrote “instr” inside the circle and proceeded to administer the 2B passage (silently) per instructions. The order of all subsequent passages given for oral and silent reading, and then for listening comprehension, is indicated by the arrows on the chart. Rashonda’s performance on each passage is shown by the abbreviated words written on the chart. The chart thus shows that Rashonda performed as follows on the various passages:

<table>
<thead>
<tr>
<th>Order Given</th>
<th>Passage</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2A</td>
<td>Instructional</td>
</tr>
<tr>
<td>2</td>
<td>2B</td>
<td>Independent</td>
</tr>
<tr>
<td>3</td>
<td>1A</td>
<td>Instructional</td>
</tr>
<tr>
<td>4</td>
<td>PPA</td>
<td>Independent</td>
</tr>
<tr>
<td>5</td>
<td>3A</td>
<td>Frustration</td>
</tr>
<tr>
<td>6</td>
<td>3B</td>
<td>Instructional</td>
</tr>
<tr>
<td>7</td>
<td>4B</td>
<td>Frustration</td>
</tr>
<tr>
<td>8</td>
<td>4A</td>
<td>Listening Comp.—Pass</td>
</tr>
<tr>
<td>9</td>
<td>5A</td>
<td>Listening Comp.—Pass</td>
</tr>
<tr>
<td>10</td>
<td>6A</td>
<td>Listening Comp.—Fail</td>
</tr>
</tbody>
</table>

The summary section at the bottom of the chart shows the results of testing. This information can be transferred to the ESRI Test Summary Sheet at the conclusion of the testing session.

Test 12: Reading Interests Survey

(Crib Sheet found on p. 303; no Test Sheet is used; Scoring Sheets are found on pp. 304–305.)

PURPOSE To assess the student’s attitude toward reading and school, areas of reading interest, reading experiences, and conditions affecting reading in the home.

DESCRIPTION Test 12 enables you to assess quickly a student’s reading attitudes and interests. It consists of two forms: Test 12a, for elementary-age students, and
### SAMPLE READING PASSAGES TESTS ADMINISTRATION CHART

**TESTS 11A, 11B, AND 11C**

<table>
<thead>
<tr>
<th></th>
<th>A or C</th>
<th>B or D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student’s Name</strong></td>
<td>Rashonda</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Placement</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Graded Word List (GWL) Independent Level</strong></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Begin Oral Reading on Passage** 2  
**Date** 2/4/--

#### SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>Oral</th>
<th>Silent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Independent</strong></td>
<td>PP</td>
<td>2</td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Frustration</strong></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Test 12b, for older students or adults. The test may be given orally to young children or students unable to read the questions. Older students or more able readers may complete the form themselves.

**PREPARATION** Both of the Reading Interests Survey forms consist of a one-page Scoring Sheet. You need only select the appropriate form, copy it, and decide whether to administer it orally or have the student complete it in writing on his or her own.

**ADMINISTRATION AND SCORING**
1. Read the Crib Sheet.
2. If you are giving this test in a one-to-one situation at the conclusion of your administration of the ESRI, you might want to give it orally regardless of the student’s reading ability. This will allow you to discuss with the student his or her responses to some of the questions.
3. Encourage the student to give you candid responses to these items. Reassure the student that there are no right or wrong answers; you want to know how the student honestly feels about these questions.
4. Part I consists of seven open-ended statements. Write down the responses as the student finishes the sentences.
5. Part II assesses the student’s reading interests. If necessary, explain to the student what some of the categories are on Test 12a.
6. Part III assesses the student’s reading experiences and some of the factors that may affect the student’s reading behavior at home or outside of school.
7. After you have recorded the student’s responses, you may use this information when you plan the remediation program.
Exploring the Ekwall/Shanker Reading Inventory

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Section Two  Implementation of the Ekwall/Shanker Reading Inventory  14

Section Three  Interpretation of Test Results  52

Section Four  Preparation of Diagnostic Reports  89
SECTION ONE

Description of the Ekwall/Shanker Reading Inventory

What Is the Ekwall/Shanker Reading Inventory?

The Ekwall/Shanker Reading Inventory (ESRI) is a set of test instruments designed for the assessment or diagnosis of individual students’ reading abilities. The ESRI may be used by educators for different purposes. For example, classroom teachers may use the ESRI to quickly assess students’ reading performance. This assessment will enable teachers to group students for instruction and to guide the selection of reading materials for both instructional purposes and students’ independent reading. This assessment also helps teachers identify those students who may need more thorough diagnosis or referral to a specialist. Classroom teachers, reading specialists, resource specialists, psychologists, or others with experience administering the ESRI may use the appropriate tests to conduct a thorough diagnosis of reading abilities. These tests will reveal each student’s performance on all critical reading skills. An analysis of the student’s performance on these tests will provide a blueprint for prescriptive instruction to remediate reading difficulties. Pre- and posttesting of oral and silent reading will enable the examiner to measure the student’s progress over time.

The ESRI includes forty different tests designed to assess the full range of students’ reading abilities. Additional uses of the ESRI can be found following the forty tests. The additional uses include: a method for using the Graded Reading Passages in a large group setting to determine the silent reading comprehension level of each student in the group, a set of optional questions categorized into five types of comprehension questions to find out if a student struggles with specific types of questions, Lexile Scores for the Graded Reading Passages to use with Common Core Standards, and a set of quick confirmation assessments. The confirmation tests can be used to quickly support a teacher’s observation that a student already possesses a high level of ability on a specific reading skill.

EMERGENT LITERACY

Test 1 Emergent Literacy Tests

Phonemic Awareness Tests (1a)
Rhyme Production (1a1)
Rhyme Recognition (1a2)
Initial Sound Recognition (1a3)
Phoneme Blending (1a4)
Phoneme Segmentation (1a5)
Concepts about Print Test (1b)
Letter Knowledge Test (1c)
Auditory Stimulus (1c1)
Visual Stimulus (1c2)
SIGHT WORDS
Test 2 Basic Sight Vocabulary Tests
  Quick Check for Basic Sight Words (2a)
  Basic Sight Words (2b)
  Basic Sight Word Phrases (2c)

PHONICS
Test 3 Phonics Tests
  Application of Phonics Skills in Context (3a)
  Initial Consonants (3b)
  Initial Blends and Digraphs (3c)
  Ending Sounds (3d)
  Vowels (3e)
  Phonograms (3f)
  Blending (3g)
  Substitution (3h)
  Vowel Pronunciation (3i)

Test 4 El Paso Phonics Survey

STRUCTURAL ANALYSIS
Test 5 Structural Analysis Tests
  Application of Structural Analysis Skills in Context (5a)
    Lower Level (5a1)
    Higher Level (5a2)
  Hearing Word Parts (5b)
  Inflectional Endings (5c)
  Prefixes (5d)
  Suffixes (5e)
  Compound Words (5f)
  Affixes (5g)
  Syllabication (5h)

Test 6 Knowledge of Contractions Test
Test 7 Quick Word List Survey

CONTEXT CLUE USE
Test 8 Check of Context Clue Use Test

DICTIONARY USE
Test 9 Dictionary Use Assessment

AN INFORMAL READING INVENTORY
Test 10 Graded Word List (GWL) or San Diego Quick Assessment

Test 11 Reading Passages Tests
  Oral Reading (11a)
  Silent Reading (11b)
  Listening Comprehension (11c)

READING INTERESTS
Test 12 Reading Interests Survey
  Elementary (12a)
  Older Student (12b)
Brief Descriptions of the Tests

The Ekwall/Shanker Reading Inventory begins with tests that can be used to assess students at the emergent literacy level and continues with assessments of major reading subskills. However, the main two tests in the ESRI are the Graded Word List Test (Test 10), also known as the San Diego Quick Assessment, and the Reading Passages Test (Test 11). These two assessments are described first and together comprise an informal reading inventory. The remaining reading assessments in this book complement the inventory. Each of the remaining tests is described in the order it is presented in the book and under the reading skill or ability it is primarily designed to measure.

Informal Reading Inventory

The Graded Word List (Test 10), which is also known as the San Diego Quick Assessment, can be used to obtain an estimate of the student’s independent, instructional, and frustration reading levels. The Graded Word List is also the first test in the informal reading inventory and is used to determine at which level to have a student begin reading the Reading Passages section of the informal reading inventory. It also can provide an initial analysis of the student’s ability to recognize basic sight words and apply phonics and structural analysis skills. Because such a word list does not require a student to read words in context, it cannot evaluate a student’s ability to use context clues or to comprehend written material. Although the Graded Word List can be a highly useful screening instrument and can aid in a complete diagnosis, by itself it is an inadequate measure of a student’s overall reading ability.

Most informal reading inventories include passages to assess oral reading, silent reading, and listening comprehension. In the ESRI these abilities are evaluated in the Reading Passages Tests 11a, 11b, and 11c, respectively. The ESRI includes a complete set of four equivalent reading passages ranging in difficulty from preprimer through ninth-grade level. These passages are designed to measure students’ oral and silent independent, instructional, and frustration reading grade levels. They are also used to determine students’ listening comprehension levels. As in the administration of any informal reading inventory, students’ use of decoding skills, as well as their ability to comprehend, is taken into consideration in the scoring procedure.

Once you determine your students’ various reading levels, you will be able to give them appropriate materials for instruction and for independent reading. This is especially important for students who are having difficulty in reading. In addition, you can analyze your students’ performance on the reading passages and the other tests in this battery to determine their reading strengths and weaknesses, enabling you to provide specific instruction that will help your students attain their potential as readers. As previously indicated, the inventory contains four reading passages at each level, as follows:

<table>
<thead>
<tr>
<th>Preprimer-A</th>
<th>Preprimer-B</th>
<th>Preprimer-C</th>
<th>Preprimer-D</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade-A</td>
<td>First Grade-B</td>
<td>First Grade-C</td>
<td>First Grade-D</td>
</tr>
<tr>
<td>Second Grade-A</td>
<td>Second Grade-B</td>
<td>Second Grade-C</td>
<td>Second Grade-D</td>
</tr>
<tr>
<td>Third Grade-A</td>
<td>Third Grade-B</td>
<td>Third Grade-C</td>
<td>Third Grade-D</td>
</tr>
<tr>
<td>Fourth Grade-A</td>
<td>Fourth Grade-B</td>
<td>Fourth Grade-C</td>
<td>Fourth Grade-D</td>
</tr>
<tr>
<td>Fifth Grade-A</td>
<td>Fifth Grade-B</td>
<td>Fifth Grade-C</td>
<td>Fifth Grade-D</td>
</tr>
<tr>
<td>Sixth Grade-A</td>
<td>Sixth Grade-B</td>
<td>Sixth Grade-C</td>
<td>Sixth Grade-D</td>
</tr>
<tr>
<td>Seventh Grade-A</td>
<td>Seventh Grade-B</td>
<td>Seventh Grade-C</td>
<td>Seventh Grade-D</td>
</tr>
<tr>
<td>Eighth Grade-A</td>
<td>Eighth Grade-B</td>
<td>Eighth Grade-C</td>
<td>Eighth Grade-D</td>
</tr>
<tr>
<td>Ninth Grade-A</td>
<td>Ninth Grade-B</td>
<td>Ninth Grade-C</td>
<td>Ninth Grade-D</td>
</tr>
</tbody>
</table>
The A passages are designed to be read orally by the student on the first administration and the B passages to be read silently. The C and D passages may be used for a second administration at a later date, or as supplementary passages to confirm the results of the first administration. As with the A and B passages, the C passages are to be read orally and the D passages silently. Any of the passages may be used to determine the student's listening comprehension level. For this we suggest you employ unused A or B passages on a first administration and C or D passages on a second administration at a later date. If you choose instead to use C or D passages to test for listening comprehension on a first administration, these passages will then be unsuitable for use in testing oral or silent reading at a later time.

Two additional uses of the Graded Reading Passages are possible with the ESRI. The Graded Reading Passages can be used as a large group test to estimate the silent reading comprehension levels of students in your classroom. The directions for conducting this large group assessment can be found on page 306. This use of the Graded Reading Passages of the ESRI will impact your ability to use the ESRI as a diagnostic instrument with any of the students in the group.

Also, additional questions are provided for each passage that can be used to determine if a student needs more instruction in answering specific types of comprehension questions. These questions can be found on pages 306–319. These optional questions are not used to establish a student’s reading levels and should only be used as needed, after those levels have been determined.

**Emergent Literacy/Prereading Skills**

The first test included in the ESRI is used to assess the prereading skills of Emergent Readers. The concepts and skills measured on the Phonemic Awareness Test (Test 1a), Concepts about Print Test (Test 1b), and Letter Knowledge Test (Test 1c) have been found to correlate highly with later success in learning to read.

**Basic Sight Word Knowledge**

The Basic Sight Vocabulary Tests (Test 2) measure students' ability to recognize and pronounce the words that appear most often in the English language. The test has three parts. The first part is used to get a measure of the student’s knowledge of basic sight words, which are words that occur very often in print. The second and third sections are used to determine which of the 220 basic sight words and 143 basic sight word phrases can be recognized and pronounced instantly by the student.

**Phonics Skills**

The Phonics Test (Test 3) and the El Paso Phonics Survey (Test 4) are both designed to assess a reader’s phonics knowledge. The Phonics Test can be used to determine if the student has mastered letter-sound associations at three levels. The Phonics Test is divided into nine subtests. The first test, Application of Phonics Skills in Context, is a unique test that measures a student's ability to apply phonics skills when reading regular one-syllable words in context; it also serves as a screening test. If a student demonstrates mastery on this test, it is not necessary to administer the remaining phonics tests. For students who do not master the first phonics test, other tests measure the specific skills of Initial Consonants, Initial Blends and Digraphs, Ending Sounds, Vowels, Phonograms, Blending, Substitution, and Vowel Pronunciation.
The El Paso Phonics Survey can be used to establish if the student has the ability to pronounce and blend ninety phonic elements. An additional assessment for older readers, the Quick Word List Survey (Test 7), can be used to quickly determine the need for further phonics assessment.

**Structural Analysis Skills**

Three tests are included to assist in determining a student’s structural analysis knowledge and ability. The Structural Analysis Test (Test 5) covers inflectional endings, compound words, prefixes, suffixes, and syllabication. The Structural Analysis Tests measure students’ abilities to decode multisyllable words using a format similar to that used in the phonics tests. The first test, Application of Structural Analysis Skills in Context, consists of two different passages (at two levels of difficulty), which reveal whether a student is able to apply structural analysis skills in the act of reading. If students master the first test, it is unnecessary to administer the remaining Structural Analysis Tests: Hearing Word Parts, Inflectional Endings, Prefixes, Suffixes, Compound Words, Affixes (a test that combines both prefixes and suffixes), and Syllabication. The Knowledge of Contractions Test (Test 6) is designed to assess the student’s knowledge of contractions. The Quick Word List Survey (Test 7) can be used with older readers to quickly determine if the student has mastered phonics and structural analysis. It can also serve as a pretest to see if further testing is needed in phonics and structural analysis.

**Ability to Use Context Clues**

The Check of Context Clue Use Test (Test 8) provides a means to observe a student’s use of context clues. The assessment is very simple and can be used by most students reading at a third-grade level or higher. The test can also serve as a model to develop an assessment that is appropriate for the reading level of your students.

**Ability to Use a Dictionary**

The Dictionary Use Assessment (Test 9) can be used to determine if a student can find words and use guide words in a dictionary. The assessment can also help determine if the student can use a dictionary to find how to pronounce a word, find the meaning of a word, determine the part of speech of a word, and find plural forms of words. This assessment is not used to determine a student’s strength in the eight areas assessed by the other tests; rather, it is a unique test focused on evaluating the student’s ability to use a dictionary.

**Reading Interests**

The Reading Interests Survey (Test 12) consists of two forms, elementary and older student, that can be used to assess students’ reading interests, experiences, and habits.

**Using the Tests**

Each of the tests in the ESRI will be covered in detail in later sections of this manual. For each test, you will be given its purpose, a description, specific directions for administering and scoring, and thorough information on how you can use the data gathered to evaluate the student’s reading performance in the area(s) tested.
Additional Uses of the ESRI

Large Group Silent Reading Comprehension Level Assessment

A special use of the silent reading passages in the ESRI is as a large group assessment to determine each student’s independent reading level. This process can be used at the beginning of a school year to help determine the reading level for each student in a class. The silent Graded Reading Passages B or D can be used for this activity.

Optional Questions

Optional questions are provided in this edition of the ESRI. These questions are intended to be used to determine if a student has difficulty answering specific types of comprehension questions. The optional questions should not be used to determine a reading level. Do not use the optional questions until the original questions have been used to determine a reading level.

Lexile Rating Scores

The Graded Reading Passages include Lexile Scores for use with the Common Core Standards. The Lexile Scores can be found on pages 320–321.

Quick Confirmation Tests

The quick confirmation assessments can be used to quickly confirm a teacher’s observation that a student has a high level of performance on a specific reading skill. These assessments are not numbered and are found on pages 322–338. These instruments are not diagnostic and are not included with the regular ESRI assessments. The areas the tests are designed to address are phonemic awareness, letter recognition, sight words, context clue use, dictionary use, vocabulary, and comprehension. The test to confirm a student’s high level of phonics and structural analysis ability is the one exception. This test (Test 7, the Quick Word List Survey) is included with the regular ESRI assessments.

Who Should Use the Ekwall/Shanker Reading Inventory?

The ESRI was designed for use by classroom teachers, reading specialists, resource specialists, and psychologists, among others, and for the training of prospective and in-service educators. Most reading experts readily agree that the reading grade level of a student can be determined more accurately by the use of a reading inventory of this nature than by the use of standardized achievement tests or other commonly used methods. Furthermore, while administering an inventory such as this a teacher can gather a great deal of diagnostic information that will serve as a blueprint for instruction. The ESRI is also flexible. In some cases, the examiner will employ only the Graded Word List and the oral reading passages to determine the student’s reading levels, so that appropriate placement may be made and guidance given when helping the student select reading materials. In other cases, the examiner may wish to perform a brief diagnosis of the student’s reading difficulties based on the use of some, but not all, of the tests in the ESRI. In still other cases, the examiner may wish to perform a comprehensive diagnosis of the student’s reading abilities based on the administration of many of the tests in the ESRI.

If you are using the ESRI as part of a college course or staff development training, your instructor will guide you in the selection of tests and procedures to be used.
Because these tests cover the full range of reading abilities, from emergent literacy skills through fluent reading with comprehension, under no circumstances should an examiner give all of these tests to any one student.

Levels of Assessment

For an initial screening of students' abilities, give Tests 10 and 11a to students individually. These tests can be administered and scored in as little as ten to fifteen minutes per child. If you desire more specific information about your students' reading abilities, the tests listed in the following table may be given for assessment.

A thorough reading diagnosis for a struggling reader may require an hour or more. The specific tests given for diagnostic purposes will vary depending on the reading skills of the student being tested. Typically, however, the tests listed in the following table are given in order to gather data for a comprehensive reading diagnosis.

<table>
<thead>
<tr>
<th>Student's Reading Level</th>
<th>Tests</th>
<th>Test Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereaders</td>
<td>Tests 1a through 1c</td>
<td>Provides more information on prereading abilities.</td>
</tr>
<tr>
<td>Beginning readers¹</td>
<td>Test 2a</td>
<td>Tests basic sight word abilities.</td>
</tr>
<tr>
<td>Beginning readers¹</td>
<td>Test 3a</td>
<td>Tests phonics abilities.</td>
</tr>
<tr>
<td>More able readers²</td>
<td>Test 5a1 or 5a2</td>
<td>Tests structural analysis abilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student's Reading Level</th>
<th>Tests³</th>
<th>Test Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prereaders</td>
<td>Test 1 and Tests 3a through 3c</td>
<td>Provides more thorough information on prereading abilities.</td>
</tr>
<tr>
<td>Beginning readers¹</td>
<td>Tests 10, 11a, and 11b</td>
<td>Tests reading abilities using Graded Reading Passages.</td>
</tr>
<tr>
<td></td>
<td>Test 11c</td>
<td>Tests listening comprehension abilities.</td>
</tr>
<tr>
<td></td>
<td>Tests 2b and 2c</td>
<td>Tests basic sight word abilities.</td>
</tr>
<tr>
<td></td>
<td>Tests 3a through 3i</td>
<td>Tests phonics abilities.</td>
</tr>
<tr>
<td></td>
<td>Test 12a or 12b</td>
<td>Provides information on reading interests.</td>
</tr>
<tr>
<td>More able readers²</td>
<td>Tests 10, 11a, 11b, 11c</td>
<td>Tests reading abilities using Graded Reading Passages.</td>
</tr>
<tr>
<td></td>
<td>Test 2a</td>
<td>Verifies mastery of basic sight words.</td>
</tr>
<tr>
<td></td>
<td>Test 3a</td>
<td>Verifies mastery of phonics.</td>
</tr>
<tr>
<td></td>
<td>Tests 5a through 5h</td>
<td>Tests structural analysis abilities.</td>
</tr>
<tr>
<td></td>
<td>Test 12a or 12b</td>
<td>Provides information on reading interests.</td>
</tr>
</tbody>
</table>

¹This level may include older remedial readers who are struggling with decoding skills.
²This level may include students who have mastered their beginning reading skills but who may lack fluency and the ability to decode written materials written at a third-grade level or higher.
³Tests 4, 6, 7, 8, and 9 are considered optional and are given only in unusual circumstances or when additional information is desired.
Do not be daunted by the apparent complexity of this inventory. Most of the tests in this battery have been used by tens of thousands of teachers and students in training to become teachers. The only tests that are somewhat difficult to administer are the Reading Passages Tests (Tests 11a, 11b, and 11c), and this manual contains ample guidance and special tools to assist you in learning to administer them. Once you have given the tests, you will not find it necessary to reread the instructions in the manual. Both your speed and your ability to administer, score, and interpret these reading tests will improve considerably with experience.

**Reading/Listening Levels Measured by the Ekwall/Shanker Reading Inventory**

The ESRI measures four reading levels, which are reported as grade levels. These include the three reading grade levels: the independent level, the instructional level, and the frustration level. A fourth level, listening ability, is determined by reading passages to the student and then scoring the student’s comprehension of that material. This is usually termed the student’s listening comprehension level. A description of the independent, instructional, frustration, and listening comprehension levels follows.

**Independent Reading Level**

The *independent reading level* is the level at which a student should be able to read without help of any kind from the teacher. This is the level at which one would normally expect the student to read a voluntarily selected library or trade book. The student should accurately pronounce or decode at least 99 percent of the words and should comprehend at least 90 percent of the material.

Most teachers are surprised to learn that students must decode 99 percent of the words to be able to read at an independent level. One of the most important reasons for teachers to give the ESRI is to determine students’ correct independent levels and thus guide students in selecting appropriate materials for independent reading. Experts know that students must spend large amounts of time engaged in the act of reading to develop their reading skills. This reading practice is most effective when students are reading materials at their independent reading levels.

**Instructional Reading Level**

The *instructional reading level* is the level at which a student would normally be reading when required to read a social studies or science textbook, a basal reader, or an anthology without having had a chance to read it previously. The student should accurately decode at least 95 percent of the words and should comprehend at least 60 percent of the material. The instructional reading level is always higher than the independent reading level. Material written at the student’s instructional reading level will be too difficult for the student to read independently. Therefore, the teacher should discuss the material with the student and build up the student’s background of experience to improve both vocabulary and overall comprehension. New words should also be discussed so that the student will be able to use word-attack skills correctly when encountering them.
Frustration Reading Level

The frustration reading level is the point at which reading material simply becomes too difficult for the student to read. The student can decode accurately 90 percent or less of the words and can comprehend only 50 percent or less of the material.

Listening Comprehension Level

The listening comprehension level is usually considered to be the highest level at which the student can listen to a passage and comprehend 70 to 75 percent of the material. Because there are ten questions on the ESRI, the lower percentage of 70 is used for easy scoring.

To determine the student’s listening comprehension level, you will read passages to the student and ask questions about those passages. The purpose for finding a student’s listening comprehension level is to determine whether a discrepancy exists between the level at which the student can read and comprehend and the level at which the student can listen and comprehend. If the student can listen and comprehend at a grade level or several grade levels higher than that same student can read and comprehend, you can conclude that this individual has good potential for improving in reading ability. Once problems with decoding skills are overcome, the student’s reading comprehension would be likely to improve.

Comprehension Levels Summary

The scoring criteria for the independent, instructional, frustration, and listening comprehension levels are summarized below:

<table>
<thead>
<tr>
<th>Level</th>
<th>Word Recognition</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent level</td>
<td>99% or more</td>
<td>90% or more</td>
</tr>
<tr>
<td>Instructional level</td>
<td>95% or more</td>
<td>60% or more¹</td>
</tr>
<tr>
<td>Frustration level</td>
<td>90% or less</td>
<td>50% or less</td>
</tr>
<tr>
<td>Listening comprehension level</td>
<td>—</td>
<td>70–75% or more</td>
</tr>
</tbody>
</table>

In determining a student’s oral reading level, both word recognition and comprehension are taken into consideration. Because we are unable to determine how many words the student recognizes in silent reading, only the comprehension factor is considered in scoring silent reading passages.

In scoring the ESRI, or any informal reading inventory, the ultimate decision about grade placement is usually based on the percentages previously mentioned. However, Johnson and Kress² have listed certain behavioral characteristics commonly observed in students at their independent, instructional, and frustration reading levels. These related behavioral characteristics are as follows:

Independent and Instructional Levels

- Rhythical, expressive oral reading
- Accurate observation of punctuation
- Acceptable reading posture
- Silent reading more rapid than oral
- Response to questions in language equivalent to that of author
- No evidence of lip movement, finger pointing, head movement, vocalization, subvocalization, or anxiety about performance
**Frustration Reading Level**
- Abnormally loud or soft voice
- Arrhythmic or word-by-word oral reading
- Lack of expression in oral reading
- Inaccurate observation of punctuation
- Finger pointing (at margin or every word)
- Lip movements, head movements, subvocalization
- Frequent requests for examiner help
- Noninterest in the selection
- Yawning or obvious fatigue
- Refusal to continue

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The Development of the Ekwall/Shanker Reading Inventory

**The Graded Word List (GWL)**

The Graded Word List (GWL) used in the ESRI was developed by Margaret La Pray and Ramon Ross at San Diego State University. Since it was published in the *Journal of Reading* in January 1969, this list has been widely used and is likely to place a student at the correct independent, instructional, and frustration reading grade levels based on the student’s sight vocabulary, phonics, and structural analysis skills. However, this test evaluates neither the student’s ability to use context clues for decoding nor the student’s ability to comprehend what is read. Therefore, the examiner should use the GWL as a starting point in administering the oral and silent reading passages and for an initial assessment of basic sight word knowledge and phonetic and structural analysis skills.

**The Graded Reading Passages**

All of the passages in the ESRI were written by Eldon E. Ekwall, who attempted to create passages that, according to research, would be of interest to students. Effort was made to control the subject matter so that questions about the content of each passage could not be answered by students who had not read that passage. All of the passages contain ten sentences, except the preprimer passages. Usually there is one question about each sentence. In most cases, the first question is rather easy and is designed to give students confidence in their ability to answer the rest of the questions.

In all of the passages *above* the second-grade level, one question is designed to test the student’s vocabulary. This question can often be answered by the student if he or she makes good use of meaning context. In all passages above the second-grade level, one question is also designed to test the student’s ability to make inferences. Most of the answers to the inference questions can be inferred from the passage itself. Any student with a good ability to reason should be able to answer these questions even though the answers may not be directly stated in the passage. We do not believe it is fair to expect a student to answer inference questions based strictly on background experiences, because some students with abundant experience would be likely to have an advantage over those with more meager backgrounds.
The initials F, I, and V appear beside each blank on the comprehension questions on the teacher’s Scoring Sheet. These initials designate the type of questions being asked. The initial F stands for factual, I stands for inference, and V stands for vocabulary.

In some cases, the examiner may feel it would be desirable to have more inference questions. Research in the area of reading comprehension, however, has shown that it is difficult, if not impossible, to design questions accurately except those that sample vocabulary knowledge and factual information. Furthermore, inference questions are less passage-dependent than literal questions. For this reason, students would be unduly penalized if more than 10 percent of the questions were of the inference type.

The grade levels of the reading passages for preprimer through grade 8 were determined by using the Harris-Jacobson Readability Formula. Derived from a great deal of research by Albert Harris and Milton Jacobson, the formula is based on the percentage of hard words in the passage (words not on the Harris-Jacobson List) and average sentence length. In writing the passages, the authors adjusted the average sentence length and the percentage of hard words to derive a score that would place the reading difficulty of each passage near the midpoint of each grade level.

The grade levels of the reading passages for ninth grade were determined by using the revised version by Powers, Sumner, and Kearl of the original Dale-Chall Readability Formula.

After the initial writing of the passages and the questions about them were completed, the inventory was administered to approximately fifty students. These administrations were tape-recorded and later analyzed to determine whether certain questions were consistently missed by nearly all students due to faulty wordings. Following this analysis, adjustments were made. The inventory was then reviewed by four professors of reading education. Based on these reviews, more adjustments were made. Next, the inventory was administered to approximately sixty students of various ages, and further minor revisions were made in the content of the passages and the questions about them until it was determined that the questions and the levels of the passages were satisfactory.

The initial version of the inventory contained primer as well as preprimer and first-grade passages. The authors found that although it is possible to differentiate between preprimer and primer passages using a readability formula, it was not practical to include both preprimer and primer passages in the inventory because there is simply not enough difference between the reading levels of preprimer and primer passages to assess the difference accurately for most students. Therefore, only preprimer and first-grade level passages appear in the ESRI. The preprimer passages represent the lowest level at which a student can be said to read, and the first-grade passages represent a medium to high first-grade level.

**Time Factors for the Silent Reading Passages**  An important aspect of reading ability is fluency. One measure of fluency is speed of reading, or reading rate. For this measure to be meaningful, however, the student must also decode accurately and comprehend what has been read. The ESRI provides a built-in measure of reading fluency. As described in the following paragraphs, you can determine the student’s reading rate on each silent reading passage. Because criteria have already been established for comprehension, you can determine the student’s reading rate on passages read at either the independent or instructional levels.

The ESRI includes time factors for the silent reading passages: slow, medium, fast, median (the point at which half the students read slower and the other half read
faster), and \textit{mean} (average). These categories were developed by administering the ESRI to approximately 170 students at each grade level. Care was taken to select students from various socioeconomic levels in three different school districts.

The times listed are for only those students who comprehended at 70 percent or higher. You may note that even at the same grade level the longer passages tend to take a shorter amount of time to read, in terms of words per minute, than the shorter passages. Studies of the reading speeds of children report a great deal of variation. In addition to passage length, other elements influencing reading speed include interest, prior knowledge, and distractions. The times given for the preprimer level apply to students in the first grade who read the passages during the month of November, and the times given for the first grade and all other grade levels apply to students who read the passages in late February, March, and early April of the school year.

\textbf{Reliability of the Reading Passages} A preliminary study was conducted in which forty students were administered the A and B forms and C and D forms to determine the reliability of the two forms. Two examiners tested forty students from grades 1 through 9. Half of the students were given the A and B forms first and the other half were given the C and D forms first. All students were given the second set of forms (not previously taken) within a period of one week or less after the administration of the first forms. A product-moment coefficient was calculated between the A and C (oral) forms and found to be 0.82. The same calculations between the B and D (silent) forms produced a correlation coefficient of 0.79. One examiner administered forms A and B and forms C and D in grades 1 through 4, while the other examiner administered the same forms in grades 5 through 9. The correlation coefficients of 0.82 and 0.79 must, then, be considered as a measure of intrascorer reliability.

\textbf{Other Tests} 

The Letter Knowledge Tests, the Basic Sight Words and Basic Sight Phrases Tests, the Phonics Tests, the Structural Analysis Tests, and the Elementary Level Reading Interests Survey were originally developed in the 1970s. They have been refined over more than twenty years and given to thousands of children and adults from diverse backgrounds in urban, rural, and suburban school settings. The Knowledge of Contractions Test, the El Paso Phonics Survey, and the Quick Word List Survey have been a part of the ESRI since its earliest editions.

The Phonemic Awareness Tests and the Concepts about Print Test were created using the most common form of assessment for these abilities. The Adult Level Reading Interests Survey, the Quick Check for Basic Sight Words, and the Check of Context Clue Use Test were carefully developed and their accuracy verified over many years.
SECTION TWO

Implementation of the Ekwall/Shanker Reading Inventory

Preparation for Administering the Ekwall/Shanker Reading Inventory

Before you can test your student, you will need to prepare materials, learn how to code oral reading errors, and be aware of the importance of testing the student in a proper setting.

Assembling Your Diagnostic Kit

This section provides instructions to help you construct a complete kit for diagnosing students’ reading difficulties. Once you have prepared the necessary materials, you will find it much easier to conduct the diagnosis. This kit will then also be available for use at any time in the future.

All materials for administering the ESRI are contained in this manual, with the exception of the flash cards needed for testing basic sight words and phrases. In addition to the manual, which contains information on administering, scoring, and interpreting the various tests, you will use several additional materials as part of this inventory. The Crib Sheets are provided to help remind you of the steps followed when giving the tests. The Test Sheets are the items you place in front of the student to test his or her reading abilities. The Scoring Sheets are the forms you write on to record the student’s performance. In most cases, the Scoring Sheets also provide you with information to use while giving the tests. Three different Summary and Analysis Forms are provided to assist you in conducting the reading diagnosis. Finally, an Administration Chart helps you give the Reading Passages Tests, which are the only tests in the entire inventory that are somewhat difficult to administer. If you are well prepared, you will find that all of these tests are logical and easy to administer, especially after you have given them a couple of times.

Duplicating the Scoring Sheets and Summary and Analysis Forms

Before you begin testing, duplicate the Scoring Sheets you will be marking while the student is reading and the Summary Sheet and Analysis Sheet you will be using to complete the diagnosis after the testing is finished. If you will be analyzing the student’s phonics skills, you may also want to use the Prescriptive Analysis of Phonics Skills Chart. Duplicate one set of the following for each child you test:

1. The Scoring Sheet for the Graded Word List or San Diego Quick Assessment (found on pp. 189–190).
2. One set of Scoring Sheets for the Oral and Silent Reading Passages (A and B passages are found on pp. 236–267, and C and D passages are found on pp. 269–302). These passages are also used for the Listening Comprehension Test.
3. The Scoring Sheets for the Emergent Literacy Tests (found on pp. 129–138). Copy these only if you anticipate that you will be testing a prereader.
4. The Scoring Sheets for the Quick Check for Basic Sight Words and the Basic Sight Words and Basic Sight Word Phrases Tests (found on pp. 141–147).
6. The Scoring Sheet for the Knowledge of Contractions Test (found on p. 176). (Note: This test is optional.)
7. The Scoring Sheets for the El Paso Phonics Survey (found on pp. 163–164). (Note: This test is also optional.)
8. The Scoring Sheet for the Reading Interests Survey (found on pp. 304–305). Copy either the elementary or older reader version, depending on which is appropriate for the individual being tested.

These materials should then be collated and paper clipped together in the order presented in the previous list. Numbers 1 through 8 also reflect the recommended order of administration of the tests. (Remember, you will never give all of these tests to any one student.)

You may find it helpful to copy each of these items on different colored paper. It is also a good idea to use different colors for the oral (A or C) and the silent (B or D) reading passages and the three different basic sight word tests. By color-coding these Scoring Sheets and the Summary and Analysis Sheets, it will be easier to select the appropriate item while you are testing or evaluating your student.

You may also wish to detach and copy (for each student tested) the Reading Passages Tests Administration Chart (found on p. 109). This chart will help you keep a record of the student’s progress through the various parts of the Reading Passages Tests (Oral Reading, Silent Reading, and Listening Comprehension).

**Preparing the Test Materials**  The following Test Sheets will be placed in front of the student:

1. The Graded Word List or San Diego Quick Assessment Test Sheet (found on p. 188).
2. The Oral and Silent Reading Passages Test Sheets, either A and B or C and D (found on pp. 194–234). (In a pretest–posttest situation, usually Forms A and B are given for the pretest and Forms C and D are given for the posttest. As indicated earlier, these Test Sheets are also used for the Listening Comprehension Test.)
3. The Emergent Literacy Test Sheets (found on pp. 124–128).
4. The Quick Check for Basic Sight Words Test Sheet (found on p. 140). No Test Sheets are used for the administration of the Basic Sight Words and the Basic Sight Word Phrases Tests. Instead, flash cards are used, as will be described later.
5. The Phonics and Structural Analysis Test Sheets (found on pp. 150–153 and 166–169).
6. The Knowledge of Contractions Test Sheet (found on p. 175). (Optional)
8. The Quick Word List Survey Test Sheet (found on p. 178). (Optional)
9. No Test Sheet is used for either form of the Reading Interests Survey. The student’s responses are recorded on the Scoring Sheet.

Copy and laminate, if possible, the Crib Sheets (found on pp. 187 and 191–192). Place the Crib Sheets on top of the Graded Word List or San Diego Quick Assessment Test Sheet; it provides a reminder of the instructions for administering Tests 10 and 11. Crib Sheets for all the assessments are included with each test in Part II Section Two of this manual.

If you anticipate using these tests with many students in the future, you may want to detach and laminate or cover with clear contact paper some or all of the Test Sheets to protect them from wear. Although it may not be practical or necessary to laminate or cover all of the reading passages, it might be a good idea to protect the other Test Sheets. Also, if you separate these sheets now and order them correctly, you will not have to flip through the pages of the manual during testing.

You will also need to prepare flash cards for testing the 220 basic sight words and 143 basic sight word phrases. Specific instructions for doing this appear in this manual on pages 24 and 26.

If you want to time the silent reading passages, you will need a stopwatch or a watch with a second hand or digital readout of seconds. (Timing is optional.)

Finally, you will need an audio recorder to record the entire testing process. The recorder will be helpful in verifying your transcriptions of the student’s oral reading and other records you make of the testing. It will be essential for your evaluation of the student’s performance on the basic sight words and phrases tests.

Coding Students’ Oral Reading Errors

You will be transcribing the student’s oral reading errors while the student is reading orally on the following tests: Test 11a, the Oral Reading Test; Test 3a, Application of Phonics Skills in Context; and Test 5a, Application of Structural Analysis Skills in Context. To do this, you need to learn the code for marking in oral diagnosis, shown on page 41. If you already know a similar code, it will not be necessary to learn this one; however, you should learn to code the types of errors counted in scoring the ESRI. You should also learn to code self-corrected errors and disregard for punctuation and pauses, even though these are not counted as word recognition errors in the final computation of the student’s reading level. Even novice examiners find that the coding system can be learned quickly with a little practice. It is best to practice with students with reading difficulties, but if they are not readily available, you can improve your coding skills by transcribing the reading of skilled readers who make purposeful errors. Remember that when you administer the ESRI in an actual testing situation, you will be recording the session. This recording will allow you to go back over the oral reading portions later to verify the accuracy of your transcriptions.

Creating an Appropriate Setting for Testing the Student

It is important to test in a setting that allows the student to demonstrate his or her best reading ability. Find a place where the student can read to you without being heard and without bothering the rest of the class. Other students should not be able to hear the questions being asked of the student who is taking the inventory. Likewise, the student taking the tests should not be distracted by noise or activity near the testing area.
The time of day the testing takes place is also important. Do not ask the student to miss recess or some other enjoyable activity in which other students are participating. You want the student to perform at his or her best. Sometimes this can be done before school, during the lunch period, after school, or during a subject-matter activity that the student can make up at another time. Sometimes examiners test students on weekends or vacation days with parental permission.

Make every effort to put the student at ease during the session. Reassure the student that the results of the inventory will have no detrimental effect. If it is true, you should inform your student that the results will be seen only by you or your course instructor, not by the student’s parents. If you are the student’s teacher, inform the student that you will be using the results to provide more helpful instruction in the future. If you are evaluating the student for a course assignment or to learn how to administer the inventory, by all means tell the student this. This can make the student feel that you are the person on the spot. The student will be glad to assist you in your learning. It may seem like a small point, but it is a good idea to avoid using the words test or testing. You might instead refer to the instruments as assessments, inventories, evaluation materials, or reading activities.

Be relaxed and informal. Smile a lot and be friendly. Take your time. If this is your initial administration of the inventory, you may need time between tests to review procedures and keep your notes in order. Most examiners find it helpful to bring a fun book or art or puzzle activity with them to keep the student occupied during pauses in the testing. Certainly you should allow your student to take brief breaks if the testing is taking a long time or the student appears to tire. For some students, the administration of the inventory will take more than an hour. The tests may be given at more than one sitting over a period of days, if you prefer.

Do tell the student that you will be taking notes and recording the session. Do this in a matter-of-fact manner. Again, reassure the student you are doing this to assure that the tests are given properly and to keep accurate records of the student’s responses. Most examiners find it most comfortable to use a rectangular table and to place the student kitty-corner to the examiner at the opposite side of the examiner’s handedness. For example, if you are right-handed, you should sit at the long side of the table and have the student sit at the short side to your left. This way, when you score the tests and make other notes, you can do this to your right, which will be as far away as possible from the student’s eyes. Most students do try to see what you are writing, so you will also unobtrusively need to keep your writing covered.

Finally, inform the student that these activities are designed so that some of the tasks will be easy and some will be quite difficult. Tell the student that no one ever gets everything right and that the student should try to do his or her best even on the hard parts. You know that he or she will miss some items and that is just fine. You should not, however, tell the student the correct answer when he or she misses an item (with the exception of the oral reading passages, when you must pronounce a word for the student if he or she is unable to decode the word after about five seconds). If a student misses an item and is concerned about it, simply offer a neutral response, such as: “You’re doing fine,” or “That was a hard one, wasn’t it?” or “Let’s try the next one.” It is appropriate to offer enthusiastic praise for the student’s effort, such as “Good for you!” “I can see you’re trying hard,” or “I like working with you.”

Many examiners are surprised to discover how much their students enjoy participating in the administration of the ESRI. Most students crave individual attention from adults, and you will have many opportunities to make the student feel good about the experience.
Administering the Ekwall/Shanker Reading Inventory

Each of the forty tests in eight different areas in the ESRI are described in the order shown in the following list. However, you will usually begin an assessment session with the informal reading inventory (Tests 10 and 11). You will learn the purposes of each test, read a brief description of the test, and learn what steps to take in preparation before you give it, the detailed procedures for administration, and the procedures for scoring each test.

Again, the tests that compose the ESRI are:

**EMERGENT LITERACY**

Test 1  Emergent Literacy Tests
- Phonemic Awareness Tests (1a)
  - Rhyme Production (1a1)
  - Rhyme Recognition (1a2)
- Initial Sound Recognition (1a3)
- Phoneme Blending (1a4)
- Phoneme Segmentation (1a5)
- Concepts about Print Test (1b)
- Letter Knowledge Test (1c)
- Auditory Stimulus (1c1)
- Visual Stimulus (1c2)

**SIGHT WORDS**

Test 2  Basic Sight Vocabulary Tests
- Quick Check for Basic Sight Words (2a)
- Basic Sight Words (2b)
- Basic Sight Word Phrases (2c)

**PHONICS**

Test 3  Phonics Tests
- Application of Phonics Skills in Context (3a)
  - Initial Consonants (3b)
  - Initial Blends and Digraphs (3c)
  - Ending Sounds (3d)
  - Vowels (3e)
- Phonograms (3f)
- Blending (3g)
- Substitution (3h)
- Vowel Pronunciation (3i)

Test 4  El Paso Phonics Survey

**STRUCTURAL ANALYSIS**

Test 5  Structural Analysis Tests
- Application of Structural Analysis Skills in Context (5a)
  - Lower Level (5a1)
  - Higher Level (5a2)
- Hearing Word Parts (5b)
- Inflectional Endings (5c)
- Prefixes (5d)
Suffices (5e)  
Compound Words (5f)  
Affixes (5g)  
Syllabication (5h)  

**Test 6**  Knowledge of Contractions Test  
**Test 7**  Quick Word List Survey  

**CONTEXT CLUE USE**  
**Test 8**  Check of Context Clue Use  

**DICTIONARY USE**  
**Test 9**  Dictionary Use Assessment  

**AN INFORMAL READING INVENTORY**  
**Test 10**  Graded Word List (GWL) or San Diego Quick Assessment  
**Test 11**  Reading Passages Tests  
- Oral Reading (11a)  
- Silent Reading (11b)  
- Listening Comprehension (11c)  

**READING INTERESTS**  
**Test 12**  Reading Interests Survey  
- Elementary (12a)  
- Older Student (12b)  

The ESRI evaluates students’ reading abilities in eight different areas; many of the evaluations are composed of a number of different tests. The Reading Passages Tests consist of three tests given together. The Emergent Literacy Tests consist of five tests for Phonemic Awareness, a test for Concepts about Print, and four tests for Letter Knowledge. Three different tests are provided for Basic Sight Vocabulary. The Phonics Tests and the Structural Analysis Tests each contain nine separate tests. Finally, two forms are provided for the Reading Interest Survey.  

*In no case will you give all sections of all tests to one student.* The procedures will clarify when to give a certain test, when to stop administering each test, and when to skip part of a test or an entire test. Tests 4, 6, 7, 8, and 9 are optional for all students. Test 9 is only used to evaluate the ability to use a dictionary. The Reading Passages Tests (Test 11) are the most difficult to administer. You will find a step-by-step reminder guide or Crib Sheet that summarizes the critical administration and scoring procedures for them on pages 191–192. You may wish to keep this Crib Sheet handy when you actually administer Tests 11a, 11b, and 11c. A flow chart is then presented that you can use to track your progress as you administer them. The procedures for administering and scoring the remainder of the tests should be easy to understand and implement.  

The procedures for administering and scoring the various tests are presented in this section of the manual. How to interpret the data you have gathered after administering and scoring the tests is explained in Part I Section Three of the manual. You will learn the specific steps to follow for translating your test information into a comprehensive diagnosis of the student’s reading strengths and weaknesses. This information can then be used to plan an effective program of remediation for the student.
Tests 1 through 3 and 5: Which Should You Administer?

It is not necessary to give all of the decoding tests to any student. Depending on the degree of the student’s reading difficulty and the experience of the examiner, administration of the decoding tests will take anywhere from ten to forty minutes.

You must determine where to begin the testing of decoding skills and when to stop testing. Do this by comparing the student’s independent level on the Graded Word List (GWL) or San Diego Quick Assessment with the following chart:

<table>
<thead>
<tr>
<th>San Diego Independent Level GWL</th>
<th>Begin with Test</th>
<th>Continue (as Needed) with Tests</th>
<th>Skip This Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below grade 1</td>
<td>1a</td>
<td>1b, 1c, 2b, 3</td>
<td>5</td>
</tr>
<tr>
<td>Grades 1 to 3</td>
<td>2b</td>
<td>2c, 3, and 5?</td>
<td>5?</td>
</tr>
<tr>
<td>Grades 4 to 6</td>
<td>2a</td>
<td>5</td>
<td>3?</td>
</tr>
</tbody>
</table>

Generally, with a student whose independent level is below 1.0 on the GWL, you should begin testing with the Emergent Literacy Tests (Tests 1a, 1b, and 1c). This student may be able to read a few of the basic sight words on Test 2b and will likely have only minimal success on Test 3 (phonics). This student will be totally unable to perform on Test 5 (structural analysis).

Usually, a student whose independent level is between 1.0 and 3.0 on the GWL can skip the Emergent Literacy Tests and begin with Test 2b, Basic Sight Words. Most likely this student will correctly pronounce some or all of the basic sight words. If the student’s independent level on the GWL is at grade 1, the student is likely to know relatively few basic sight words. However, if the student’s independent level on the GWL is at grade 3, the student is likely to know all or nearly all of the basic sight words. If the student correctly pronounces approximately half or more of the basic sight words, administer Test 2c, Basic Sight Word Phrases.

Next, give the student the first phonics test, Test 3a. As with the Basic Sight Words Test, this student’s performance on the phonics tests is likely to reflect the achievement on the GWL. The student whose independent level on the GWL is at grade 1 surely will not master Test 3a and may become frustrated on or after the first few tests beginning with Test 3b. However, a student whose independent level on the GWL is grade 3 may well master Test 3a. If the student masters this test, skip the rest of the phonics tests and begin testing structural analysis, Test 5a1.

Do not administer Test 5a1 unless the student masters Test 3a. It is unlikely that a student in this category (having an independent level on the GWL between first and third grade) will master Test 5a1. This student may be able to master a few of the tests beginning with 5b but will become frustrated on the more difficult structural analysis tests.

As you will see in the descriptions of the various tests that follow, both Test 3a for phonics and Tests 5a1 and 5a2 for structural analysis were designed to assess the student’s ability to apply these decoding skills in the act of reading (in context). Students who master these tests do not need to be given the phonics or structural analysis tests, respectively, that follow them.

Normally, a student whose independent level is between 4.0 and 6.0 on the GWL will master Tests 2, 3, and 5. You may want to administer Test 2a to confirm mastery of basic sight words. This test is both quick and easy to give.

In nearly all cases, you can skip Test 3. It would be most unusual for a student to be able to score at the fourth-grade level or higher and not have mastered phonics. However, if you want to confirm phonics mastery, you could give Test 3a to be sure.
Do give Test 5a. If the student masters both 5a1 and 5a2, you can be sure that any existing reading difficulty does not result from inadequate phonics or structural analysis skills. However, this student may exhibit weaknesses in context usage, efficiency, or comprehension.

Once you establish a starting point, continue administering these tests until the student consistently fails to attain mastery on the tests, when it is clear that the student is frustrated by the tasks, or when you are no longer obtaining useful diagnostic information. It is important not to overtest.

Because of the ease of administering Tests 1, 2, 3, and 5, the following instructions will summarize the purpose of each test, give a description of each subtest, and combine the directions for administration and scoring.

Test 1: Emergent Literacy

Test 1a: Phonemic Awareness  (Crib Sheet found on p. 123; No Test Sheet; Scoring Sheets found on pages 129–133.)

**PURPOSE** To determine whether the student can successfully complete the following phonemic awareness tasks: Rhyme Production, Initial Sound Recognition, Phoneme Blending, Phoneme Segmentation. If the student does not succeed at Rhyme Production, an alternate test for Rhyme Recognition is provided.

Generally, the Phonemic Awareness Tests should be given only to students who are nonreaders or who can read only a few words.

**DESCRIPTION OF THE SUBTESTS** Each of the Phonemic Awareness Tests is easy to administer and score, and all follow a similar format. More than a dozen different phonemic awareness skills have been identified and can be tested. The ESRI provides simple tests for the phonemic awareness skills that seem to be most closely related to future reading success.

Emergent literacy tests are generally given to young children who are not test-wise. It is very important that the examiner be especially alert and careful when giving such tests. Children may perform poorly for reasons that may not be obvious. Often children do not fully understand the directions, and their failure may be more a reflection of their confusion than of their inability to succeed at the task being tested. Sometimes youngsters do not understand the meanings of words such as beginning, rhyming, sound, letter, word, top, bottom, and others. Frequently, these students will listen for cues in your voice inflection and will try to guess the answer they think will please you, rather than listening carefully to directions being given or the words in the test items.

For each of the Phonemic Awareness Tests, you will use the Scoring Sheet for your instructions to the student and for marking the student’s responses to the items tested. There is no Test Sheet because all of the test items are given orally by you. The five Phonemic Awareness Tests all follow a similar format. Refer to the Phonemic Awareness Scoring Sheet on pages 129–133 as you read the directions that follow. In each subtest, you will model the skill being tested, provide one or two practice items, and then give eight test items.

The Rhyme Production subtest requires the student to say a word that rhymes with two rhyming stimulus words given by the examiner. Some youngsters will not succeed at this task, even after you have modeled the skill and assisted the student with practice items. When this happens, you should cease testing and move to the alternate test, Rhyme Recognition, which is a lower-level rhyming task. It is easier
for a youngster to recognize two words that rhyme than it is to produce, or say, a new rhyming word after hearing the examiner pronounce two words that rhyme.

The Initial Sound Recognition subtest requires the student to say the beginning sound of words after the examiner pronounces two words with the same beginning sound.

The Phoneme Blending subtest requires the student to pronounce a whole word after the examiner says the word slowly, separating each of the phonemes.

The Phoneme Segmentation subtest is the opposite of the Phoneme Blending subtest. In this case, the examiner pronounces the whole word and the student repeats it by segmenting it into each of its phonemes or sounds.

These tests are not set up in a pretest/posttest format. While the tests may be administered at different times to assess progress, criteria for mastery are not provided. This test is designed to assess students’ abilities in these areas so that teachers may use this information to guide instruction.

ADMINISTRATION AND SCORING
1. Read the Crib Sheet and then simply follow the instructions as they are provided on the Scoring Sheet.
2. Determine the number of correct responses after each subtest is completed and write this number in the space provided.

Test 1b: Concepts about Print (Crib Sheet found on p. 123; Test Sheet found on p. 124; Scoring Sheet found on p. 134.)

PURPOSE To determine if the student has knowledge of critical concepts learned in the early stages of reading.

Generally, the Concepts about Print Test should be given only to students who are non-readers or who can read only a few words.

DESCRIPTION The Concepts about Print Test consists of a Test Sheet with a letter, a word, a sentence, and a paragraph on it. The examiner has the student look at the Test Sheet and answer ten questions designed to assess the student’s knowledge of critical prereading concepts.

ADMINISTRATION AND SCORING
1. Review the Crib Sheet and then simply follow the instructions as they are provided on the Scoring Sheet.
2. Determine the number of correct responses and write this number in the space provided. Additional space is provided on the Scoring Sheet for anecdotal comments regarding the student’s performance.

Test 1c: Letter Knowledge (Crib Sheet found on p. 123; Test Sheets found on pp. 125–128; Scoring Sheets found on pp. 135–138.)

PURPOSE To determine whether the student can associate the letter symbols with the letter names, with both an auditory and a visual stimulus.

DESCRIPTION OF THE SUBTESTS The Letter Knowledge Tests are usually given only to young children (ages 4–7), though occasionally an older remedial reader will not know the letter names. The four subtests include all twenty-six upper- and lowercase letters.
Subtest 1c1 evaluates the student’s ability to visually identify the letters when an auditory stimulus (the letter names) is provided by the examiner. Subtest 1c2 requires the student to recognize and say the letter names when the examiner provides a visual stimulus (points to the letters).

Subtest 1c2 requires a skill that is closer to that required in the act of reading and is more difficult than the skill tested in 1c1. Generally, if a student is having difficulty on these subtests, it will be reflected in a lower score on 1c2 than on 1c1. This generalization will not hold if the student is guessing wildly or does not understand the directions, but this should be apparent to the examiner through observation.

**ADMINISTRATION AND SCORING**

**Subtest 1c1**

1. Place the TEST 1c1: UPPERCASE LETTER KNOWLEDGE (Auditory Stimulus) Test Sheet in front of the student and say, “Point to the letter E . . . , the letter N . . . ,” and so on.

2. As you pronounce the letters, one at a time, from the Scoring Sheet, the student points to them on the Test Sheet. (The letters on the Test Sheet are in a different order than the letters on the Scoring Sheet.)

3. As the student points, indicate which letters the student does not know by circling them on the Scoring Sheet.

4. Determine the number of correct responses (letters that are not circled) and write this number as a fraction (items correct out of a total of twenty-six). Each letter (upper- and lowercase) can be viewed as a separate concept. The individual letters not correctly identified by the student should be the focus of any future alphabet recognition instruction.

5. Repeat these steps with the lowercase letter version of Test 1c1.

**Subtest 1c2**

1. Place the TEST 1c2: UPPERCASE LETTER KNOWLEDGE (Visual Stimulus) Test Sheet in front of the student and say, “Now you say the letters as I point to them.”

2. As you point to the letters, one at a time, on the Test Sheet, the student pronounces them. (The letters on the Test Sheet are in the same order as the letters on the Scoring Sheet.)

3. Indicate which letters the student does not know by circling them on the Scoring Sheet.

4. Determine the number of correct responses, then write this number as a fraction. Each letter (upper- and lowercase) can be viewed as a separate concept. The individual letters not correctly identified by the student should be the focus of any future alphabet recognition instruction.

5. Repeat these steps with the lowercase letter version of Test 1c2.

**Test 2: Basic Sight Vocabulary**

**Test 2a: Quick Check for Basic Sight Words** (Crib Sheet found on p. 139; Test Sheet found on p. 140; Scoring Sheet found on p. 141.)

**PURPOSE** To quickly test students’ knowledge of basic sight words.
DESCRIPTION  This test, which takes approximately two minutes to administer, allows you to determine whether a student has mastered the basic sight words. If there is any doubt in your mind as to whether a student should be given an entire basic sight word test, you may give the student this list first. A student who does not miss any words on this test need not take the entire Basic Sight Word Test. However, if a student misses even one word on this list, he or she should be given the entire Basic Sight Word Test (Test 2b).

The Quick Check for Basic Sight Words was developed by giving Ekwall’s basic sight word list to five hundred students in grades 2 through 6 using a machine to flash the words for less than one second. One hundred students were tested at each of these five grade levels. Computer analysis then listed, in ascending order of difficulty, the words students most often missed. From this list, thirty-six words were chosen. The first few words are the easier ones; following the first few easier words are the ones students tended to miss more often. The list also includes words commonly confused by many students. When giving this test, make sure the student is exposed to each word briefly (approximately one second). Given more time, the student may use word-attack skills instead of knowledge of basic sight words.

PREPARATION  Before administering the Quick Check for Basic Sight Words (Test 2a), make multiple copies of the Scoring Sheet to be used in quickly assessing students’ knowledge of basic sight words. Also copy or remove the Test Sheet. This page can then be placed on a surface such as tagboard and fastened with rubber cement or transparent tape. After it is cemented in place, you may want to laminate it or place it in a plastic sleeve to keep it from becoming soiled from handling.

ADMINISTRATION AND SCORING
1. Read the Crib Sheet. Then place the Test Sheet in front of the student and say, “I want you to read the words on this list out loud. Start here [point to the word I in the upper left-hand corner] and read each word as you go DOWN the columns.”
2. Provide assistance if the student loses his or her place.
3. As the student reads, mark those words read correctly with a plus (+) and those read incorrectly with a minus (–). If the student pauses more than approximately one second before saying a word, count it as wrong.
4. If the student says he or she does not know an answer, mark it with the letters DK (for “Don’t Know”). If the student skips a word completely, mark it with the letters NR (for “No Response”).
5. If the student misses any words on this test, he or she should be given Test 2b. If the student pronounces approximately half or more of the words on Test 2b correctly, then also administer Test 2c.

Tests 2b and 2c: Basic Sight Words and Basic Sight Word Phrases  (Crib Sheet found on p. 139; flash cards used instead of Test Sheets; Scoring Sheets found on pp. 140–147.)

PURPOSE  To determine which of the 220 basic sight words and 143 basic sight word phrases can be recognized and pronounced instantly by the student.

DESCRIPTION  These tests require the student to pronounce up to 220 basic sight words and 143 basic sight word phrases as they are flashed on cards by the examiner. The examiner records the student’s performance on the student Scoring Sheets while
listening to the recording of the tests. These tests take approximately five to twelve minutes to administer and score.

The words on these tests are drawn from the Dolch Basic Sight Word Test, the best known and most frequently used test of basic sight words. Subtest 2b consists of the 220 Dolch words reordered according to frequency of occurrence as found in the Durr (1973) list. The 220 basic sight words are divided into eleven sublists of twenty words each for ease of scoring and instruction. Subtest 2c was developed so that each of the basic sight words is presented in a phrase. Only sixteen new words are added to complete the phrases. These are nouns, all of which were drawn from the preprimer level of a popular basal series. The 143 basic sight phrases are divided into the same eleven sublists as the basic sight words, with each sublist composed of ten to sixteen phrases.

**PREPARATION**

1. Have your student Scoring Sheets copied (from pp. 142–147). You will need one set of the Scoring Sheets for both the basic sight words (Subtest 2b) and the basic sight word phrases (Subtest 2c) for each student you test.
2. You will need recording equipment to document the student’s responses to the cards as they are flashed.
3. Have a pencil ready to record the student’s responses on the Scoring Sheet after the tests have been administered. (Usually, this scoring is done after the test session has been completed and the student has departed.)
4. You will need to prepare flash cards for each of the 220 basic sight words and 143 basic sight word phrases. Your flash cards should be arranged in the same order as the words on the Scoring Sheets.

To prepare flash cards, purchase either 3 × 5 inch or 4 × 6 inch index cards (either blank or lined) or heavier stock cards in a similar or slightly smaller size. Most school supply stores sell cards ready-made for this purpose in various colors. Also, they often have rounded corners, which makes them last longer. You will need 363 cards, but you should purchase a few more in case you make mistakes.

Once you have selected your cards, look at the lists of words on the Scoring Sheets (pp. 142–147). Print one word on each flash card, using neat lowercase manuscript printing. On the back of each card, you can designate each word by indicating the Scoring Sheet list and number for each word. For example, on the back of the first card, write I-1. This indicates List I, word one. The designation IV-16 indicates the word *ride*, List IV, word sixteen. If your cards should become mixed up, you will find it easy to reassemble them in the correct order if you identify each word on the back as described. You also may wish to use different colored cards for each list.

An alternative to hand printing the cards is to use a computer to print out each of the words and phrases in a large, clear font. Space the words so they match standard 8½ × 11 inch label sheets. These pages can be printed and then copied onto self-adhesive label sheets. Then each label can be peeled off and applied to a flash card. Once again, you would hand print the designation for each word on the back of the card.

**ADMINISTRATION**

**Subtest 2b**

1. Make sure the recording equipment is turned on and the microphone is placed on the table near the student being tested. Say to the student, “I am going to show
you some words on flash cards and I want you to say them when you see them. I will be flashing the cards quickly, so if you don’t know a word, don’t worry about it and go on.”

2. Lift off twenty to thirty words from the ordered stack. Flash these to the student at a rate of one-half to one second per card.

3. Your attention should be focused on flashing the cards, not on the student’s responses. Do not separate the cards into “right” and “wrong” piles because this may distract you, upset the student, and confuse the order of the flash cards. Instead, you will rely on the recording of the tests to determine later exactly which words were missed.

4. Continue flashing the cards until the student does not respond to about ten consecutive words or otherwise indicates an inability to complete the test successfully. If the student appears to be pronouncing most of the words correctly, continue the procedure until all cards are flashed.

Subtest 2c

1. Repeat the same procedure for testing the sight word phrases. However, with the phrase test you may allow up to two seconds per phrase when flashing the cards.

SCORING To score the tests, rewind the audiotape or click the saved audio file, select the appropriate Scoring Sheet, start playing the audio, and indicate, by marking + or −, whether the student correctly or incorrectly pronounced each word or phrase. (As indicated earlier, the scoring is usually completed after the student has left the testing site.) When scoring, only the first response counts. Once a student masters a word, he or she recognizes it instantly. If the student hesitates, the flashed word is not known by sight. It is not necessary to transcribe the student’s errors on these tests because basic sight words should be recognized instantly, on sight. So you may simply mark the scoring with pluses for correctly pronounced words and minuses for incorrectly pronounced words. Students should not be taught to sound out these words, especially because many of the basic sight words are phonetically irregular. The number of correct responses for each test is written as a fraction on the Scoring Sheets. For example, a student might score 185/220 on the basic sight words and 95/143 on the basic sight word phrases.

You must use judgment in deciding how quickly to flash the cards. Young children may have difficulty with a speed of one word per second, although ultimately the words must be recognized at this rate. Likewise, for students with speech difficulties the rate of flashing may need to be adjusted.

Format for Tests 3 and 5

Test 3 assesses the student’s phonics ability and Test 5 assesses structural analysis skills. Together these tests evaluate the student’s ability to use word analysis skills; they are sometimes referred to as the decoding tests. These tests, which can be administered quickly and easily, provide considerable information in an easy-to-read format.

The decoding tests use a common format on the Scoring Sheets, organized as follows, beginning with Tests 3b (p. 155) and 5b (p. 172):

■ Down the left column, a summary of the directions for administering each subtest, including the spoken instructions you will give to the student
Down the center, places to mark the student’s responses to each test item (Space is provided for both pre- and posttest scores on the Scoring Sheets. You may use different colored ink to distinguish the pretest responses from posttest responses on each subtest.)

Down the right column, spaces to indicate the student’s total score on each subtest (You can determine the student’s mastery of each skill on both pre- and posttests by comparing the student’s performance to the criterion score for mastery provided for each subtest.)

Test 3: Phonics

(P crib Sheet found on pp. 148–149; Test Sheets found on pp. 150–153; Scoring Sheets found on pp. 154–157.)

PURPOSE To determine whether the student has mastered letter-sound associations (phonics) at three levels, with both an auditory and visual stimulus.

DESCRIPTION OF THE SUBTESTS The Phonics Tests consist of nine subtests, the first of which evaluates the student’s ability to use phonics skills while reading a short passage. This contextual evaluation can be used to determine quickly whether the student has mastered phonics skills. If this is the case, no further phonics testing is necessary.

The next five subtests are identical in format and evaluate the student’s knowledge of initial consonant sounds, initial blends and digraphs, ending sounds, vowels, and phonograms. The remaining subtests evaluate blending ability, phonic substitution, and vowel digraphs.

ADMINISTRATION AND SCORING

Subtest 3a

1. After reviewing the Crib Sheet, place the appropriate Test Sheet in front of the student and say, “Read this story aloud until I say stop.”

2. As the student reads, indicate specific reading errors on the Scoring Sheet, using the same code for marking oral reading errors you used on the oral reading passages.

3. Encourage the student to pronounce as many words as possible. Do not provide assistance by pronouncing words for the student, but rather encourage the student to go on and “do the best you can.” Cease testing if the student becomes overly frustrated.

4. Only the words underlined on the Scoring Sheet are considered in scoring. The words that are not underlined are basic sight words, which should be pronounced without phonic analysis or repetitions of previously underlined words.

5. To score this test, compare the oral reading transcription with the response chart just below the paragraph on the Scoring Sheet. The chart lists seventy-two phonic elements that are tested, with the underlined words from the paragraph. Circle each phonic element on the response chart that the student failed to pronounce correctly. Some of the phonic elements are tested by more than one underlined word from the paragraph. In such cases, circle the phonic element if even one of the underlined words is mispronounced. Mastery of the phonic element requires that it be pronounced correctly in all cases.
6. Circle the phonics element only if the element itself is mispronounced, regardless of the total pronunciation of the underlined word. For example, to determine the student’s symbol-sound association for beginning \( b \), the underlined words are \textit{barn} and \textit{bird}. Circle the item if \textit{either} beginning \( b \) is mispronounced. If, however, the student says \textit{bank} for \textit{barn}, the symbol-sound association for the beginning \( b \) is correct, so the item is not circled.

7. Determine the number of correct responses, write this number as a fraction, and compare it to the criterion for mastery. To achieve mastery, the student must correctly pronounce sixty-five of the seventy-two phonic elements, as indicated on the Scoring Sheet.

8. If the student masters this test (3a), stop testing phonics at this point and go on to Test 5a. If the student does not master this test, go on to Test 3b and continue testing phonics skills until the student is unable to complete the tasks successfully or when it is clear that the student is becoming frustrated.

\textit{Subtest 3b}

1. After reviewing the Crib Sheet, place the appropriate Test Sheet in front of the student and say, “Look at number one. Point to the letter you hear at the beginning of \textit{water}.”

2. The student must point to the \( w \) from among the five letter choices. If the student makes an incorrect choice, circle the word \textit{water} on the Scoring Sheet. Then pronounce the next word, \textit{dog}, and continue marking the Scoring Sheet in the same way. Continue to pronounce words and circle incorrect responses until the ten items are completed. (Of course, you may stop sooner if the student’s performance reflects a total inability to succeed at this task.)

3. Determine the number of correct responses, write this number as a fraction, and compare it to the criterion for mastery.

\textit{Subtests 3c through 3f}

1. Subtests 3c through 3f follow the same format as Subtest 3b. Subtest 3c assesses initial blends and digraphs, 3d assesses ending sounds, 3e assesses short and long vowel sounds, and 3f assesses common ending phonograms or word elements.

\textit{Subtest 3g}

1. Place the appropriate Test Sheet in front of the student, then check to see that the student can recognize and pronounce the two phonograms \textit{at} and \textit{in}. If the student does not know these, they should be taught, if it is possible to do so in a short time.

2. Complete the sample item for the student, demonstrating how the initial consonant \( t \) is pronounced /\( t \)/, then blended with the phonogram \textit{in}, to arrive at \textit{tin}.

3. Ask the student to do the same with the ten items provided, while you circle the incorrect responses.

4. On this subtest and Subtest 3h, you should not only circle the incorrect responses but also write phonetic transcriptions of the mispronounced words. This will aid in later analysis. Space is provided on the Scoring Sheet for this.

5. Determine the number of correct responses, write this number as a fraction, and compare it to the criterion for mastery.
Subtest 3h
1. Place the appropriate Test Sheet in front of the student and say, “Read these words. I will tell you the first one in each column in case you don’t know it. Some of these are real words, some are not.”
2. The student then reads the other twenty-five words in the five columns, while you follow the same scoring procedure as indicated for Subtest 3g.

Subtest 3i
1. Place the appropriate Test Sheet in front of the student and say, “Read as many of these words as you can.”
2. Follow the same scoring procedure as for Subtests 3g and 3h.

Test 4: El Paso Phonics Survey
(Crib Sheet found on pp. 158–160; Test Sheets found on pp. 161–162; Scoring Sheets found on pp. 163–164.)

PURPOSE To determine if the student has the ability to pronounce and blend ninety phonic elements.

DESCRIPTION Test 4 requires the student to pronounce and blend ninety phonic elements. This test has both advantages and disadvantages.

Advantages
1. It tests a student in a situation that is analogous to actual reading.
2. It tests a student’s high-level phonics and blending ability (see the Interpretation section for a discussion of these levels).
3. The test is comprehensive.
4. Because nonsense words are used, the student cannot get items correct by recognizing the words as sight words.
5. The test has high interscorer reliability.

Disadvantages
1. The test can take quite a while to administer.
2. It does not test a student’s knowledge of low-level phonics.
3. The test is difficult for some students, and many students can achieve the goals of phonics instruction (to decode unknown one-syllable words) without being able to master all the items on this test.
4. Testing using only nonsense words poses special problems for some students.
5. The phonics skills are not tested in context.

PREPARATION
1. Copy the two Scoring Sheets (found on pp. 163–164).
2. Place the Test Sheets (found on pp. 161–162) in front of the student.
3. While administering this test, you will need to look at the General Directions and the Special Directions Sheets and write on the copies of the Scoring Sheets. To do this easily, detach the Test Sheets before giving the test. You may want to rubber cement or tape the Test Sheets to pieces of tagboard. You may also laminate these pages to prevent them from becoming soiled with use.
ADMINISTRATION AND SCORING  Read the Crib Sheet. Then follow the instructions on the General Directions and Special Directions on pages 158–160.

Test 5: Structural Analysis

(P crib Sheet found on p. 165; Test Sheets found on pp. 166–169; Scoring Sheets found on pp. 170–173.)

PURPOSE  To determine whether the student can use structural analysis skills to aid in decoding unknown words.

DESCRIPTION OF THE SUBTESTS  The Structural Analysis Tests consist of eight subtests, the first of which (Test 5a) evaluates the student’s ability to use structural analysis skills while reading one or two passages. This contextual evaluation can be used to determine quickly whether the student has mastered structural analysis skills. If this is the case, no further testing is necessary in this area.

Test 5b assesses the student’s ability to hear the separate parts (syllables) of words, a prerequisite skill for structural analysis. Subtest 5c assesses the student’s ability to combine the various inflectional endings with root words and pronounce the resulting new words. Subtests 5d and 5e assess the student’s ability to decode prefixes and suffixes, respectively. Subtest 5f assesses the student’s ability to recognize the two separate units of compound words for purposes of pronunciation. Subtest 5g assesses the student’s ability to pronounce two-syllable words containing one easy affix (prefix or suffix). Finally, Subtest 5h assesses the student’s ability to pronounce regular three-, four-, and five-syllable words. Before administering any of the subtests, read the relevant portion of the Crib Sheet.

ADMINISTRATION AND SCORING

Subtest 5a

This subtest consists of two passages. The first (Test 5a1) is written at approximately the 5.1 grade level, and the second (Test 5a2) is written at the 7.0 grade level, according to the Flesch-Kincaid readability formula. The student may read either or both, depending on the performance level. When in doubt, start the student on the first passage and proceed to the second only if the student attains mastery on the first.

1. Place the appropriate Test Sheet (either 5a1 or 5a2) in front of the student and say, “Read this story aloud until I say stop.”

2. As the student reads, follow the procedure for transcribing oral reading errors described earlier. It is essential to determine whether the underlined words are pronounced correctly. All of these words require structural analysis skills for decoding, unless of course the student is able to recognize the words by sight. The words that are not underlined are either basic sight words or words that can be decoded using phonic analysis.

3. Encourage the student to pronounce as many words as possible. Do not provide assistance by pronouncing unknown words for the student. Cease testing if the student becomes overly frustrated.

4. To score this test, evaluate the student’s oral reading of the underlined words. Each mispronounced word should be circled on the response chart on the Scoring Sheet. The words on this chart are categorized according to the structural analysis skill required.
5. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery. If the student meets or exceeds the criterion for the first passage (Test 5a1), administer the second passage (Test 5a2), following the same instructions.

Subtest 5b
1. This test requires no Test Sheet. Hold the Scoring Sheet so that you can read from it and say, “How many syllables do you hear in the word *cowboy*?” Circle incorrect responses on the Scoring Sheet.
2. Continue the test with the other four items, circling the incorrect responses.
3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Subtests 5c through 5e
1. For each subtest, place the appropriate Test Sheet in front of the student and read the first word (the root word) in each column, then ask the student to pronounce the other words in the columns. (You should not read the first word in column two until the student has read all the words in column one, and so on.)
2. As the student reads the words, circle each incorrect response on the Scoring Sheet.
3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Subtest 5f
1. Place the appropriate Test Sheet in front of the student and say, “Read as many of these words as you can. Some are not real words.”
2. As the student reads the words, circle the errors. On this test, the errors are not determined by imprecise pronunciation but rather by the student’s failure to recognize and attempt to decode the two parts of the compound word. For example, if a student says *baskethorse* for *baskethouse*, this is considered correct, since it is clear that the student identified the two pronounceable units. However, if the student attempts to pronounce *baskethouse* by sounding the *th* digraph in the middle of the word, this is incorrect. Such an error reflects a lack of recognition of the two obvious word parts.
3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Subtest 5g
1. Place the appropriate Test Sheet in front of the student and say, “Read as many of these words as you can. Some are not real words.”
2. As the student reads, circle the errors. The determination of errors on this subtest follows the same restrictions described for the previous subtest.
3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Subtest 5h
1. Place the appropriate Test Sheet in front of the student and say, “Read as many of these words as you can.”
2. As the student reads, circle the errors. Although all of the words on this test are real words, most students will not recognize them as sight words. If the student misplaces the accent, count the item correct as long as each of the syllables is pronounced correctly.

3. Write the number of correct responses as a fraction on the Scoring Sheet to be compared with the criterion for mastery.

Test 6: Knowledge of Contractions

(Crib Sheet found on p. 174; Test Sheet found on p. 175; Scoring Sheet found on p. 176.)

PURPOSE To determine whether the student has knowledge of contractions.

DESCRIPTION Test 6 requires the student to pronounce forty-seven common contractions and tell what two words the contraction stands for. A rather high percentage of students have occasional problems with the pronunciation of contractions; however, you are likely to find a greater percentage who do not know which two words are represented by the various contractions. Although pronunciation is more important for reading purposes, students will not use a contraction in their writing until they know the two words each contraction stands for.

PREPARATION
1. Copy the Scoring Sheet (from p. 176).
2. Open the manual to the Test Sheet (found on p. 175).

ADMINISTRATION
1. Read the Crib Sheet.
2. Have your Scoring Sheet ready and give the student the Test Sheet.
3. Read to the student the directions written on the Scoring Sheet.
4. As indicated on the Scoring Sheet, you will put a plus (+) in the first blank if the student can pronounce the contraction correctly and a plus (+) in the second blank if the student can tell you the two words the contraction stands for. Mark wrong answers with a minus.

SCORING To score the tests, use the box at the bottom of the Scoring Sheet. Count up the total number of pluses in the left columns to determine the number of contractions pronounced correctly. Count up the total number of pluses in the right columns to determine the number of contractions for which the student knows the words represented. The overall test score is the total of these two scores, with ninety-four being a perfect score.

Test 7: Quick Word List Survey

(Crib Sheet found on p. 177; Test Sheet found on p. 178; Scoring Sheet found on p. 179.)

PURPOSE To determine quickly whether the student has mastered phonics and structural analysis. With older, capable readers, this test may be used as a pretest to determine if it is necessary to administer Tests 3 and 5.
DESCRIPTION  Test 7 enables you to determine quickly whether a student has the necessary decoding skills to read successfully material written at an adult level. This test may be given to a student at approximately fourth-grade level and above to verify that the student has mastered phonics and structural analysis. Test 7 should not be given to a student who you know has difficulty with phonics or structural analysis, because it will be frustrating for that student and you will not gain useful diagnostic information.

A student who can read these words successfully does not have a decoding problem, although it is possible the student has difficulty with context clues, efficiency, vocabulary, or comprehension skills.

PREPARATION  Review the Pronunciation of Quick Survey Words on page 179 so that you are aware of the correct pronunciation of the test words. If necessary, you may refer to this sheet while testing the student.

ADMINISTRATION AND SCORING
1. Read the Crib Sheet.
2. Place the Quick Word List Survey Test Sheet in front of the student and ask the student to read the nonsense words out loud.
3. If the student can pronounce each of these words correctly, it will not be necessary to administer any of the decoding tests (Tests 3 and 5).
4. If it becomes apparent after one or two words that the student is not able to pronounce the words on the Quick Word List Survey, it should be discontinued and you should administer the appropriate decoding tests.
5. The correct pronunciations of the words on the Quick Word List Survey are shown on page 179. Remember, however, that accent rules or generalizations pertaining to the English language are not consistent; therefore, if the words are pronounced correctly except for the accent or stress shown on certain syllables, they should be considered correct.

Test 8: Check of Context Clue Use

(Crib Sheet found on p. 180; Test Sheet found on p. 181; Scoring Sheet found on p. 182.)

PURPOSE  To provide an opportunity for the student to demonstrate use of context clues.

DESCRIPTION  Test 8, the Check of Context Clue Use Test, provides a means to observe a student’s use of context clues. The assessment is very simple and can be used by most students reading at a third-grade level or higher. The test can also serve as a model to develop an assessment that is appropriate for the reading level of your students. The assessment can demonstrate very quickly whether a student can use context clues. It is not an assessment that needs to be used with every student.

PREPARATION
1. Copy the Scoring Sheet found on page 182.
2. Place the Test Sheet found on page 181 in front of the student. Be sure to cover the Words in Context section of the Test Sheet.
ADMINISTRATION AND SCORING  Read the Crib Sheet. Then show each of the five multiple meaning words to the student. Ask him or her to provide a meaning for the word. Once the student has provided a meaning, show the student the sentence in which the word has a different meaning. Ask the student if the word still has the same meaning. Then ask the student what the new meaning of the word might be. Put a plus by the word in the column under “Different Meaning” if the student was able to recognize that the meaning of the word changed in the context of the sentence. Place a plus by the word in the column under “Provides New Meaning” if the student was able to tell what the new meaning of the word is in the context of the sentence. A minus sign is put in the appropriate spot if the student cannot recognize a change in the meaning of the word or if he or she cannot provide the new meaning for the word.

Test 9: Dictionary Use Assessment

(Crib Sheet found on p. 183; Test Sheet found on p. 184; Scoring Sheet found on pp. 185–186.)

PURPOSE  To provide an opportunity for the student to demonstrate his or her ability to use a dictionary.

DESCRIPTION  Test 9, the Dictionary Use Assessment, provides a means to observe a student’s use of a dictionary. The assessment is very easy to administer. The sections that apply most directly to reading are the determining how to pronounce a word subtest and the finding word meanings subtest. The test begins with two basic dictionary skills: finding words in a dictionary and using guide words. Using a dictionary to determine the part of speech of a word and the plural form of a word are also assessed in the Dictionary Use Assessment.

PREPARATION

1. Copy the Scoring Sheet found on pages 185–186.
2. Place the Test Sheet found on page 184 in front of the student. Be sure the words used in the assessment are in the dictionary being used with the test.

ADMINISTRATION AND SCORING  Read the Crib Sheet. Before using the assessment, you will need to choose three words in the dictionary being used with the assessment and write those words on the blanks in item one. The student will need to attempt to find those words in the dictionary. Each of the six items on the test have very specific directions included on the Scoring Sheet. The correct answers are given at the end of the Test 9 Scoring Sheet. Use those answers to make a determination of whether the student was successful or not successful in completing the required task for each question on the Test Sheet.

Test 10: Graded Word List (GWL) or San Diego Quick Assessment

(Crib Sheet found on p. 187; Test Sheet found on p. 188; Scoring Sheet found on pp. 189–190.)

PURPOSES

1. To obtain a quick estimate of the student’s independent, instructional, and frustration reading levels.
2. To obtain information for determining a starting level for the oral reading passages.
3. To obtain information for an initial diagnosis of basic sight vocabulary, phonics, and structural analysis skills.

**DESCRIPTION** This test requires the student to pronounce increasingly difficult words that are listed by the grade levels when they are learned by most students. This test takes approximately five to ten minutes to administer.

The reading levels on the Test Sheet (from which the student reads) for the various lists are designated as follows:

- **PP** = Preprimer = Fourth grade
- **P** = Primer = Fifth grade
- **=** First grade = Sixth grade
- **=** Second grade = Seventh grade
- **=** Third grade = Eighth grade
- **=** Fourth grade = Ninth grade

You will also notice that twenty-nine of the words on the Scoring Sheet of this test are italicized to indicate that they are Dolch basic sight words. Dolch words are the words that appear most often in materials written in English.

**PREPARATION**
1. Have your Scoring Sheets copied (from pp. 189–190). You will need one set of the two pages for each child you test. The two pages need not be on separate sheets but may be copied back to back if you wish.
2. Open the manual to the Test Sheet (found on p. 188).
3. Have a pencil ready to take transcriptions on the Scoring Sheet as the student reads from the Test Sheet.

**ADMINISTRATION**
1. Read the Crib Sheet.
2. Place the Test Sheet in front of the student and say, “Here are some words I would like you to read aloud. Try to read all of them even if you are not sure what some of the words are. Let’s begin by reading the words on this list” (pointing to the list on which the student is to start).
3. The best place to have most students begin reading is at the preprimer list. For the student who is able to read these words with ease, this starting point allows some early success that may build the student’s confidence. Because the lists are not long, little time will be wasted having the student read words that may be too easy. If you feel certain that the student can read, say, above third-grade level, then you may begin with a higher list. If the student misses two or more words on the first list you present, drop down to a lower list until the student makes no more than one error on that list. Then credit the student with all words on the list(s) below the list that is read with zero or one error.
4. Record words pronounced correctly with a plus (+) on your Scoring Sheet and write down all incorrect responses. You may wish to use diacritical marks on your Scoring Sheet. For example, *thank* might be read as *think* or *quietly* might be read as *quit’ly.*
5. If it is obvious that a student can read all the words quite rapidly, you may not want to put a plus (+) mark next to each word. Instead, wait until the student has completed that list and then place a plus mark next to the first word and draw a vertical line quickly through the rest of the blanks to indicate that all words were read correctly. See the following example:

PP
see +
play 
me 
at 
run 
go 
and 
look 
can 
here 

6. Have the student continue reading consecutively higher-level lists until the student misses three or more words on any one list.

7. After the student misses three or more words on any list, stop the testing, collect the Test Sheet, and complete the Results of Graded Word List section on the Scoring Sheet.

SCORING At the bottom of the Scoring Sheet is the Results of Graded Word List chart you may use for writing in the student’s independent, instructional, and frustration reading levels. Fill in the following information:

1. The highest-level list at which the student misses zero or one words is the independent reading level.
2. The highest list at which the student misses two words is the instructional reading level.
3. The highest list at which the student misses three or more words is the frustration reading level.

If the student scores at the independent, instructional, or frustration level at more than one level, assign the score to the highest level. For example, if a student scores as follows:

<table>
<thead>
<tr>
<th>List</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
you should report the results as follows:

Independent Level = P  
Instructional Level = 2  
Frustration Level = 3

Occasionally, a student’s performance will not translate logically into the three levels indicated. It is impossible to designate a specific instructional level for a student who does not miss exactly two words on any one list. For example, a student may miss one word on list PP and three words on list P. In this case, simply mark the space for instructional reading level as ND for Not Determined.

Sometimes a student’s error pattern is even more confusing. For example, the number of errors per list may be as follows:

<table>
<thead>
<tr>
<th>List</th>
<th>Number of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>PP</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

In this case, the student appears to have independent levels at both PP and 1, an instructional level at P, and a frustration level at 2. In situations such as this, you will have to use your own judgment. It is recommended that you simply ignore the result from the primer level and reasonably conclude that the student performed as follows:

Independent Level = 1  
Instructional Level = ND (for Not Determined)  
Frustration Level = 2

Test 11: Reading Passages

Tests 11a and 11b: Oral Reading and Silent Reading

(Crib Sheet found on pp. 191–192; Test Sheets found on pp. 194–234; Scoring Sheets found on pp. 236–302.)

PURPOSES
1. To obtain an accurate assessment of the student’s independent, instructional, and frustration reading levels in both oral and silent reading.
2. To obtain, through observation and analysis of the student’s performance, specific information that you will use to diagnose the student’s reading ability in the following areas: letter knowledge, basic sight vocabulary, phonics, structural analysis, context clues, fluency skills, vocabulary, and comprehension.

DESCRIPTION These tests require the student to read, both orally and silently, passages that are written according to graded levels of difficulty. Tests 11a and 11b are administered together.

The oral and silent reading passages can usually be administered to a student in ten to thirty minutes. The time it takes to administer the reading passages will
depend in part on the examiner’s ability to administer the test efficiently. Invariably, examiners find they need a bit longer to administer the passages the first few times. Once they are comfortable with the materials and procedures, the administration of the passages is both quicker and smoother. The administration time will also depend on the reading ability of the student, since some students are very slow readers and will require more time to read as well as to answer the questions about each passage. Usually, however, unskilled readers are able to read only a few of the shorter passages, while more able readers read considerably more and longer passages.

The reading levels of the passages are designated on both the Test Sheets and the Scoring Sheets using the same markings as those described for the Graded Word List or San Diego Quick Assessment.

PREPARATION
1. Have the Scoring Sheets for either the A and B or the C and D passages copied (from pp. 236–267 and 269–302). You will need a set of these passages for each child you test.
2. Open the manual to the appropriate Test Sheets (found on pp. 194–213 and 215–234).
3. Be sure you have practiced the procedure for coding (or transcribing) oral reading errors.
4. Have a pencil ready to take transcriptions on the Scoring Sheet as the student reads from the Test Sheet. Be sure the audio recorder is on.
5. If you want to determine the time it takes the student to read the silent reading passages, have a stopwatch or a watch with a second hand or digital readout of seconds.

ADMINISTRATION
1. Read the Crib Sheet.
2. Select the first passage for the student to read orally. Have the student read the A or C passage one level below the student’s independent reading level as determined by the GWL. If you are in doubt, it is better to start lower (on an easier passage) than higher for two reasons: (1) The student is more likely to experience initial success, which will bolster his or her confidence, and (2) it is easier to administer the passages when you can give progressively more difficult passages, rather than having to go back to easier passages.
3. Begin by saying to the student, “I have some passages for you to read. Read the first one out loud. If you find a hard word, try to read it as best you can and continue reading. It is important to remember what you read so you can answer some questions about the passage when you are through.”
4. Place the manual (opened to the proper page) in front of the student and say, “Ready, begin.”
5. While the student reads out loud, code the errors or miscues on the Scoring Sheet for the same passage. Do not give any further help to the student, such as saying, “Try to sound that word out.” However, if a student hesitates on a word, wait five seconds and then simply tell the word to the student.
6. When the student has completed reading the passage, take the manual back and place it where the student will not be able to look at the passage again for assistance when you ask the comprehension questions.
7. Ask the student the comprehension questions as shown on the Scoring Sheet for the passage. Mark correct answers with a plus (+) and incorrect answers with a minus (–). (If you wish, you may write down the student’s incorrect answers.) You may repeat the questions if necessary, or if an answer seems incomplete you may question further by saying, “Tell me more,” or “Can you tell me a little more about that?” However, do not rephrase the question to make it easier. For example, if a question was, “What color was the pony?” do not ask, “Was it brown and white?”

8. After completing the questions, score the oral reading and the comprehension questions and determine whether this passage is at the student’s independent, instructional, or frustration reading level. (Instructions for scoring the passages are presented in the next section of this manual.)

Note: At this point, you will have the student make the transition from oral to silent reading.

9. After scoring the first oral reading passage, say, “Here is another passage. Read this one to yourself and try to remember what you read so that you can answer some questions about it. Tell me when you finish.”

10. Hand the student the manual opened to the appropriate B passage corresponding to the A passage that the student has just finished reading (or the D passage if the student has just read the corresponding C passage). For example, if the student began with the 1A passage orally, then you would give the student the 1B passage next, regardless of how well the student read the 1A passage. If the student begins to read the second passage out loud, provide a gentle reminder to read this passage silently.

11. If you wish to determine the rate of reading, the time it takes the student to read the silent reading passage, you should have a stopwatch or a watch with a second hand or digital readout of seconds. When the student begins reading, start the stopwatch or note the time in seconds. When the student has finished the passage, again note the time in seconds, determine how long it took the student to read the passage, and write that time on the Scoring Sheet where you see Time: beside the small table that shows time factors.

12. When the student has finished reading the passage silently, take back the manual and ask the questions based on that passage. Mark the answers with a + or –.

13. Determine whether the passage is at the student’s independent, instructional, or frustration level.

14. After giving the first oral and silent reading passages, you will need to determine whether the student has been able to read them at the independent level. If both the oral and silent passages were at the student’s independent reading level, you would continue giving the next higher oral passage, followed by the corresponding silent passage, and so on, until the student’s frustration level is reached. In many cases, a student will reach frustration level on either oral or silent reading but not on both. In these instances, continue giving only the passages (either oral or silent) until the student reaches frustration level on that type of passage. For example, a student might reach frustration at fifth-grade level on oral reading because of difficulty with decoding skills. However, this student may be successful reading silently at higher levels because of good comprehension. In this case, continue giving silent reading passages only until the student reaches frustration level in silent reading.

15. If, after giving the first oral and silent reading passages, the student is not reading at the independent level on either of the two or both, give the next easier oral
and/or silent passages until both oral and silent independent reading levels have been established. Then continue upward, alternating oral and silent reading passages, until both oral and silent frustration levels are reached.

SCORING ORAL AND SILENT READING PASSAGES In scoring the oral reading passages in the ESRI or in any informal reading inventory, two main factors are used in determining a student’s reading level—word recognition (or decoding ability) and comprehension. (In scoring silent reading passages, only comprehension is taken into consideration.) To learn the code for marking word recognition (or decoding) errors in oral reading, see the accompanying box on p. 41.

Example of a Coded Reading Passage

Jan has a brown and white \( \text{\textit{kitten}} \). The kitten was very little when she got it. \( \text{\textit{Now}} \) the kitten is big. It likes to run and play. It is named Tab.

Here is what the examiner heard as the student read the previous passage. The words in italics are the actual words the student read.

“\text{\textit{Jan has a}} \space (\text{\textit{pause}}) \space \text{\textit{brag}} \space \text{\textit{and white}} \space (\text{after 5 seconds the examiner pronounced “kitten”}). \text{\textit{The kitten}} \space \text{\textit{saw}} \space \text{\textit{big}} \space \text{\textit{when she got it}}. \text{\textit{The … now the kitten is big}}. \text{\textit{It likes … It likes … the, to run and play it is not named Tad.”}"

The student made nine mistakes that are to be scored as errors: (1) brag substituted for brown; (2) kitten pronounced by the examiner; (3) saw substituted for was; (4) very omitted; (5) big substituted for little; (6) the repeated once; (7) It likes repeated once; (8) not inserted; and (9) Tad substituted for Tab.

Neither \text{\textit{Now}} nor \text{\textit{to}} is counted as an error because both were self-corrected. Also, the pause after a and the period that was disregarded after \text{\textit{play}} are not counted as errors.

Incidentally, this passage is clearly at the frustration level for this student!

PROCEDURE FOR SCORING ORAL READING PASSAGES

1. Count the total number of scorable errors as outlined in numbers 1 through 5 in the Code for Marking in Oral Diagnosis. Write the total number of errors in the space indicated on the Scoring Sheet for the passage. Note that omissions, insertions, substitutions or mispronunciations, words pronounced by the examiner, and repetitions are all counted as errors at each occurrence. Words that are self-corrected, disregard for punctuation, and pauses of less than five seconds are not counted as errors.

2. In counting repetitions, use the following guidelines:
   a. Count all repetitions even though they may all be repetitions of the same word.\(^9\)
   b. Consecutively repeated words are counted as one repetition. For example, if a student repeats four words in a row the repetitions are considered one error.
### CODE FOR MARKING IN ORAL DIAGNOSIS

▶ Score each instance as one error. Errors below noted by underlining.

Note: Never count more than one error on any one word.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Marking Oral Reading Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy had always big</td>
<td>1. Circle <strong>omissions</strong>.</td>
</tr>
<tr>
<td>Soon the airplane peeked out of</td>
<td>2. Mark all <strong>insertions</strong> with a caret (^) and write in the inserted word.</td>
</tr>
<tr>
<td>Kathy poured out of</td>
<td>3. Draw a line through words for which <strong>substitutions</strong> or <strong>mispronunciations</strong> were made and write the substitutions or mispronunciations above the words. (If the student reads too fast for you to write in all these errors, you can transcribe them later after listening to the tape recording of the reading.)</td>
</tr>
<tr>
<td>gave Kathy (something)</td>
<td>4. Use parentheses ( ) to enclose words that were <strong>pronounced</strong> by the examiner, when the student was unable to decode them within about five seconds.</td>
</tr>
<tr>
<td>Her mother helped her</td>
<td>5. Underline <strong>repetitions</strong> with a wavy line.</td>
</tr>
</tbody>
</table>

▶ Do not score as errors

✔ down the runway very small. The airplane was

1. Put a check mark (✔) over words that were **self-corrected**.
2. Use an arched line (⌒) to connect words wherever there was a **disregard for punctuation**.
3. Draw two vertical lines ( || ) to indicate a **pause** before words.

---

c. If a word is repeated more than one time, it is still only counted as one error. (Remember, you can never count more than one error on any one word.) See **has** in the following sentence:

Jan has a brown and white kitten.

Here is what the examiner heard as the student read the previous sentence: “Jan has, has, has, has, a brown and, and, white, and white kitten.” Even though **has** was repeated three times, it is still scored as one error.
d. If some words in a series are repeated more than other words, count one repetition for each different **length** of wavy line used to indicate repetitions. In
the previous example, there are two repetitions scored as errors in the words and white kitten.
e. A word is not counted as a repetition error unless it is repeated correctly in its entirety more than one time. For example, if a student said cough and corrected it and said caught, it would simply be a self-correction, which is not an error. Or, if a student did not finish a word and then began again and repeated the first part, it would not be counted as a repetition error.

3. If a student mispronounces a proper name, count it as only one error for the entire passage, even if the student mispronounces the same name more than once while reading the passage.

4. On the Scoring Sheet, a table follows the set of questions for each oral reading passage. Across the top of the table is a series of numbers that denote the number of word recognition (decoding) errors. In the column on the left-hand side of the table is a series of numbers that denote the number of questions missed. Locate the number of word recognition errors made by the student in that passage and draw a circle around the appropriate number. Then locate the number of questions missed and draw a circle around that number. Find the point where the two circled numbers intersect. In that space, you will note one of the following symbols: The (+) means the student is reading at an independent level; the (❋) means the student is reading at an instructional level; and the (×) means the student is reading at a frustration level.

In the following table, for example, if the student had made seven word recognition errors and had missed two questions, you would first go across the top of the table and circle the space marked “6–8.” Then circle the number “2” down the left side to account for the two questions that the student missed. These two figures intersect in an area marked with an asterisk (❋). This means that the student is reading at an instructional level.

<table>
<thead>
<tr>
<th>Number of Questions Missed</th>
<th>Number of Word Recognition Errors</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0–2</td>
<td>1–5</td>
</tr>
<tr>
<td>0</td>
<td>+</td>
<td>*</td>
</tr>
<tr>
<td>1</td>
<td>+</td>
<td>*</td>
</tr>
<tr>
<td>2</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>5+</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

PROCEDURE FOR SCORING SILENT READING PASSAGES
1. Determine the number of comprehension errors from the ten questions that were asked of the student (except for the preprimer passages, which have only five questions).
2. Below the questions under each silent reading passage you will see a table. Simply look to see which level the student is reading at depending on the number of questions missed. In the following example, the student missed three questions. This would place the student in the range indicated by 2–4 in the table. This
corresponds to the instructional level; thus, the box to the right of the instructional level is checked.

<table>
<thead>
<tr>
<th>Number of Questions Missed</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0–1 = Independent</td>
<td>Independent</td>
</tr>
<tr>
<td>2–4 = Instructional</td>
<td>Instructional</td>
</tr>
<tr>
<td>5+ = Frustration</td>
<td>Frustration</td>
</tr>
</tbody>
</table>

3. Some students will score artificially high on the silent reading passages if you do not take reading speed into account. Directly below each silent reading passage (Forms B and D) is a chart that reflects reading rate. You should ignore the scores of students who take considerably more time than that indicated in the “Slow” box. For example, the 4B paragraph (see p. 246) shows the “Slow” reading rate to be 66+ seconds. If a student takes more than about two minutes (120 seconds) to read this paragraph silently, you should stop the silent reading testing at that point. Consider this paragraph to have been read at the frustration level, even if the student answered enough questions correctly for this paragraph to have been read at the instructional or independent levels. Some students are able to gather enough information to answer questions about passages even though their struggles with decoding cause them to read very slowly. However, because of their very slow reading rate such students should not be judged as able to read material of this difficulty at instructional or independent levels. Obviously, these determinations require a judgment call on the part of the examiner. Further discussion of the importance of examiner judgment follows.

PROCEDURE FOR SCORING COMPREHENSION QUESTIONS  In scoring the comprehension questions on both the oral and silent reading passages, use the following guidelines:

1. The student need not give the exact answer shown on the Scoring Sheet as long as it is a reasonable answer that means the same thing as the written answer; for example, substituting Dad for Father is perfectly acceptable. If, however, the student gives an answer that is unclear or seems impossible to score, ask a neutral question such as, “Can you tell me a little more about that?” or simply say, “Tell me more.” If the answer given then is obviously incorrect, it should be counted as wrong.

2. In some cases, the student must give two answers to a question to receive full credit. For example, the student may be asked what kinds of animals were on the farm. If the answer calls for at least two kinds to be named and the student responds with only one, then you should ask, “Can you tell me more?” If the student cannot tell you more but has given one of the two that were asked for, then give one-half credit for the answer. After the student completes the questions about a passage, there may be two questions for which one-half credit was given. In this case, you would of course give the student credit for one complete question. If there is only one question for which one-half credit was given, the student should not be given credit for the question, because giving credit would possibly place the student at a higher level than actual ability warrants.
EXAMINER JUDGMENT IN SCORING ORAL AND SILENT READING PASSAGES

According to the scoring criteria for the independent, instructional, and frustration levels shown on page 9, the instructional level is determined as follows:

<table>
<thead>
<tr>
<th>Instructional Level</th>
<th>Word Recognition</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95% or more</td>
<td>60% or more</td>
</tr>
</tbody>
</table>

The frustration level is determined using the following criteria:

<table>
<thead>
<tr>
<th>Frustration Level</th>
<th>Word Recognition</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90% or less</td>
<td>50% or less</td>
</tr>
</tbody>
</table>

In examining these percentages, you might logically ask what happens if a student’s word recognition level falls between 91 and 94 percent? Or, what happens when the comprehension level falls between 51 and 59 percent? These percentages have not been taken into consideration, because the criteria for the instructional level are word recognition of 95 percent or more and comprehension of 60 percent or more, whereas the criteria for the frustration level are word recognition of 90 percent or less and comprehension of 50 percent or less.

These levels were designed this way to give the examiner the opportunity to make a judgment as to whether the student should be placed at the higher of the two levels (instructional) or the lower of the two levels (frustration), based on the student’s performance during the testing. For example, a student might score at the 94 percent level on word recognition, which is near the minimum of 95 percent or more for the instructional level. This same student may then score at the 100 percent level on comprehension. If this were the case, the teacher would probably want to look at the types of errors the student made in word recognition. If the majority of the student’s word recognition errors were less serious ones, such as repetitions, then the student would probably be given the benefit of the doubt and placed at the higher (instructional) level. On the other hand, if a student scored at the 91 percent level on word recognition and was near the minimum in comprehension for the instructional level (60 percent), the teacher would probably choose to place the student at the lower (frustration) level.

On the Scoring Sheet for each oral reading passage, you will find a table showing the recommended level when both the student’s oral reading errors and comprehension are taken into consideration.

<table>
<thead>
<tr>
<th>Number of Questions Missed</th>
<th>Number of Word Recognition Errors</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0–2</td>
<td>1–5</td>
</tr>
<tr>
<td>0</td>
<td>+</td>
<td>❋</td>
</tr>
<tr>
<td>1</td>
<td>+</td>
<td>❋</td>
</tr>
<tr>
<td>2</td>
<td>❋</td>
<td>❋</td>
</tr>
<tr>
<td>1</td>
<td>❋</td>
<td>❋</td>
</tr>
<tr>
<td>4</td>
<td>❋</td>
<td>❋</td>
</tr>
<tr>
<td>5+</td>
<td>❋</td>
<td>❋</td>
</tr>
</tbody>
</table>
This table makes it easy to determine the student’s reading level regardless of where the two scores fall with respect to percentages, because the calculations have already been done for you. However, when a student’s score falls in an area just bordering another area, such as between the independent and instructional levels or between the instructional and frustration levels, as indicated by the circled asterisks and the circled ×’s, respectively, then you may want to exercise more judgment in deciding exactly which level would be appropriate for the student. For example, for some students awareness of an error and an effort to go back and correct it can cause them to make repetition errors in the process. The research referred to earlier indicated that repetitions should be counted as errors when the percentages commonly given for scoring informal reading inventories are used. If they are not, the student may physiologically reach the frustration level even though there would not be a high enough percentage of errors to place the student at that level if repetitions were not counted as errors.

In using the ESRI, however, the experienced examiner may use some judgment in the scoring procedure. If a student makes one or two repetition errors in a relatively short passage and comprehends it nearly perfectly, for example, this student would probably be placed at the instructional level, not at the independent level. In such a case, you may want to give the student the benefit of the doubt and consider the performance to be at the independent level. Similarly, making a meaningful substitution is not as serious as making a nonmeaningful one. If a single error such as this causes the student to drop from independent to instructional level or from instructional to frustration level, the examiner may want to disregard the error. However, the examiner should keep in mind that this type of judgment should not be overexercised, or the student will ultimately be placed at too difficult a reading level.

A certain amount of teacher judgment should also be used in counting errors that are obviously a result of dialect or syntax. For example, in certain families or in certain parts of the country it may be common for a student to say, as in passage 3A, “Kathy had always wanted to go for a ride in an airplane,” rather than “Kathy had always wanted to go for a ride on an airplane.” If the student obviously knows all of the basic sight words and does not continuously make other substitutions that change the meaning of the passage, then you may want to ignore such minor errors.

In recording the student’s reading rate on the silent reading passages, remember that a student classified in the average category but at the fast end of the average rate reads considerably faster than the average student. For this reason, you should keep in mind that the student, in reality, reads at a high average rate. The same is of course true for a student who reads on the low end of the average category; that is, the student should, in reality, be considered as reading at a low average rate.

One additional problem may require the examiner to exercise judgment in evaluating or reporting the test scores. As noted earlier when discussing the San Diego Quick Assessment, a student’s performance may result in confusing levels. These difficulties may occur with the oral or silent reading passages. Occasionally, for example, a student will perform better on a more difficult passage. Such a student might read at the instructional level on a third-grade passage and at the independent level on a fourth-grade passage. This might occur if the student happened to be especially interested in or knowledgeable about the topic presented in the fourth-grade passage, or if the student happened to become distracted or for some other reason performed below his or her ability on the third-grade passage. When this occurs, you will have to exercise your judgment in determining and reporting the student’s performance levels.

If you do not plan to use the C and D passages later with this student, you could administer them to resolve the confusion. However, this is not always necessary.
It is important to remember that the results of these tests are merely the best measure of the student’s reading ability under the conditions that existed at the time of the testing. These results are not carved in stone. Examiners frequently become overly concerned about identifying the various reading levels precisely. The results of this testing may be used to assist the teacher, tutor, or reading specialist in pairing the student with reading materials of appropriate difficulty and in observing and analyzing the reading behavior to arrive at a diagnosis that is used to plan effective instruction. A paradox does exist here: On the one hand, the examiner wants to be scrupulously accurate in administrating and scoring the tests in the inventory; on the other hand, the examiner must be careful about assigning too much significance to the data that are gathered. Ultimately, it may matter little whether the student reads fourth-grade material at an independent or an instructional level. Of far greater importance is the guidance and the direction the student is given in selecting the material to be read and the instruction the student receives to remediate the reading difficulty.

**Test 11c: Listening Comprehension** (Uses the same set of passages as oral and silent reading tests.)

**PURPOSES**
1. To determine the level at which a student can understand material when it is read to the student by the examiner. This level suggests the student’s capacity for reading. In other words, if a student’s listening comprehension level is, say, fifth grade, this would suggest that the student has the capacity or potential to understand fifth-grade reading material once the student has been taught to decode and comprehend at this level.
2. To obtain an estimate of the student’s vocabulary knowledge, which is an important prerequisite for listening comprehension.

**DESCRIPTION** This test requires the student to listen and then answer comprehension questions about graded passages that are read out loud by the examiner. The listening comprehension test can usually be administered to a student in five to ten minutes.

**PREPARATION**
1. Use the passages on the examiner’s Test Sheets to read to the student.
2. Have a pencil ready to mark the Scoring Sheet and indicate the student’s listening comprehension level.

**ADMINISTRATION**
1. After the student’s frustration level has been reached on both oral and silent reading, select the first available A or B passage at or just above the student’s highest frustration level on oral or silent reading. For example, if the student scored frustration level on the 5A (oral) passage and the 6B (silent) passage, select the 6A passage. (This is the next available passage at the student’s highest frustration level. See the following example of Student 1.) If, however, the student scored frustration level on the 4A (oral) passage and the 4B (silent) passage, then select the 5A passage to begin this test. (No passage is available at the highest frustration level, so you must select the first available passage just above the highest frustration level. See the following example of Student 2.) If you tested for oral and silent reading using the C and D passages, you would also use the C and D passages for the listening comprehension test.
2. Say to the student, “I am going to read a story to you. I want you to listen very carefully and be ready to answer some questions when I have finished reading. Okay?”

3. Read the passage to the student and ask the questions concerning that passage. Mark the answers on the Scoring Sheet and check the space near the bottom of the sheet that indicates this passage was used for the Listening Comprehension Test.

4. If the student gets 70 percent or more of the questions correct, check the space marked “Passed” on the bottom of the Scoring Sheet and then continue in order with more difficult passages until the student is unable to comprehend at least 70 percent of the questions.

5. It is not necessary to test above the student’s grade placement level. If the student is a disabled reader, then he or she certainly reads below grade level. If this same student’s listening comprehension level is at or above his or her grade placement level, this test result suggests the student has the capacity to read at least at grade level with proper instruction. This test can be time consuming to administer if the examiner must read many passages. If your objective is to determine whether the student appears to have the capacity to read above the level at which he or she is currently performing, it is unnecessary to test at levels above the student’s grade placement. Also, do not test at levels at or below the student’s highest instructional level. The student must have adequate comprehension on a passage to score at the instructional level when actually reading.

6. If the student fails the first passage you read, check the space marked “Failed” and then estimate the student’s listening comprehension level. Three examples are listed in the following chart:

<table>
<thead>
<tr>
<th>Student</th>
<th>Student</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Oral Reading Frustration Level</td>
<td>5A</td>
<td>4A</td>
</tr>
<tr>
<td>Silent Reading Frustration Level</td>
<td>6B</td>
<td>4B</td>
</tr>
<tr>
<td>First Listening Comprehension Passage</td>
<td>6A</td>
<td>5</td>
</tr>
<tr>
<td>Result</td>
<td>Fail</td>
<td>Fail</td>
</tr>
<tr>
<td>Estimated Listening Comprehension Level</td>
<td>5</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

All three of these students failed to answer 70 percent of the questions correctly on the first passage that was read to them by the examiner. Student 1 has an estimated listening comprehension level of grade 5 because she read at the instructional level on the fifth-grade silent reading passage. Student 2 has an estimated listening comprehension level of grade 3 or 4 because he read at the instructional level on the third-grade oral and silent reading passages. He could not be tested for listening comprehension at the fourth-grade level because both the A and B paragraphs were used during oral and silent reading. Student 3 has an estimated listening comprehension level of grade 6 because she read at the instructional level on the sixth-grade silent reading passage.
The following table shows three examples of students who passed the first passage administered to find the listening comprehension level:

<table>
<thead>
<tr>
<th>Student</th>
<th>Student</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student's Grade Placement</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Oral Reading Frustration Level</td>
<td>5A</td>
<td>4A</td>
</tr>
<tr>
<td>Silent Reading Frustration Level</td>
<td>6B</td>
<td>4B</td>
</tr>
<tr>
<td>First Listening Comprehension Passage</td>
<td>6A</td>
<td>5A</td>
</tr>
<tr>
<td>Result</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Second Listening Comprehension Passage</td>
<td>7A</td>
<td>6A</td>
</tr>
<tr>
<td>Result</td>
<td>Pass</td>
<td>Pass</td>
</tr>
<tr>
<td>Third Listening Comprehension Passage</td>
<td>8A</td>
<td>N/A</td>
</tr>
<tr>
<td>Result</td>
<td>Pass</td>
<td>N/A</td>
</tr>
<tr>
<td>Listening Comprehension Level</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

Student 1 is an eighth grader who passed the initial (6A) passage. He was then given the 7A passage, which he also passed, and then the 8A passage, which he passed as well. His listening comprehension level is 8.

Student 2 is a sixth grader who passed the initial (5A) passage. She was then given the 6A passage, which she also passed. At this point, testing was stopped because this student had passed the test at her grade placement level. Her listening comprehension level is 6.

Student 3 is a seventh grader who passed the initial (5A) passage. He was then given the 6A passage, which he failed. At this point, testing was stopped because the student had failed the 6A passage. His listening comprehension level is 5.

The Crib Sheets

Crib Sheets for all the tests are provided in Part II Section Two of the ESRI, accompanying the Test Sheets and Scoring Sheets. The instructions that appear on the Crib Sheet are based on the detailed directions you read in this section of the manual. You should copy the appropriate Crib Sheets and keep them in front of you when you administer Tests 10 and 11. The instructions for the remaining tests are considerably easier to master, although simple Crib Sheets are provided for each. Once you have learned the procedures for the Basic Sight Vocabulary Tests, you are not likely to forget them. The instructions for the Emergent Literacy Tests, the Phonics Tests, and the Structural Analysis Tests are summarized on their respective Scoring Sheets. Tests 4, 6, 7, 8, and 9 are optional and should be administered to students only if you need the additional information they provide. The instructions for the El Paso Phonics Survey are somewhat more complicated. The other optional tests, however, are quite easy to administer and score. Nonetheless, you may want to wait until you have some experience in giving the tests from the first six areas before giving Tests 4, 6, 7, 8, and 9. Test 12, the Reading Interests Survey, is simple to administer.

You may want to use the Tests 10 and 11 Crib Sheets to check your knowledge of the instructions for these two assessments. If you know what to do by reading the steps on the Crib Sheets without having to look back at the detailed instructions, that is a sign you understand the procedures well.
Reading Passages Tests Administration Chart: Tests 11a, 11b, and 11c

(The actual chart appears on page 109.)

The chart is designed to help you keep a record of the student’s progress through the various parts of Tests 11a, 11b, and 11c. By marking this chart as you administer the passages to determine the student’s oral, silent, and listening comprehension levels, you can guide your progress and be sure you have given the passages in the correct order. When you have become more adept at administering the inventory, the chart can be completed after the first three tests are administered and serve as a check of your progress.

Begin by completing the information at the top of the chart. The sample chart on page 50 was completed for a student named Rashonda. The information at the top of the page indicates that Rashonda is a sixth grader whose independent reading level as determined by the Graded Word List or San Diego Quick Assessment is at third-grade level. (This was the list on which Rashonda missed zero or one word.) The instructions tell the examiner to have Rashonda begin reading the oral passage at least one year below this level, so the first passage Rashonda read orally was the 2A passage. This is indicated on the sample chart by circling this area. Rashonda scored at instructional level on the 2A passage, so the examiner wrote “instr” inside the circle and proceeded to administer the 2B passage (silently) per instructions. The order of all subsequent passages given for oral and silent reading, and then for listening comprehension, is indicated by the arrows on the chart. Rashonda’s performance on each passage is shown by the abbreviated words written on the chart. The chart thus shows that Rashonda performed as follows on the various passages:

<table>
<thead>
<tr>
<th>Order Given</th>
<th>Passage</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2A</td>
<td>Instructional</td>
</tr>
<tr>
<td>2</td>
<td>2B</td>
<td>Independent</td>
</tr>
<tr>
<td>3</td>
<td>1A</td>
<td>Instructional</td>
</tr>
<tr>
<td>4</td>
<td>PPA</td>
<td>Independent</td>
</tr>
<tr>
<td>5</td>
<td>3A</td>
<td>Frustration</td>
</tr>
<tr>
<td>6</td>
<td>3B</td>
<td>Instructional</td>
</tr>
<tr>
<td>7</td>
<td>4B</td>
<td>Frustration</td>
</tr>
<tr>
<td>8</td>
<td>4A</td>
<td>Listening Comp.—Pass</td>
</tr>
<tr>
<td>9</td>
<td>5A</td>
<td>Listening Comp.—Pass</td>
</tr>
<tr>
<td>10</td>
<td>6A</td>
<td>Listening Comp.—Fail</td>
</tr>
</tbody>
</table>

The summary section at the bottom of the chart shows the results of testing. This information can be transferred to the ESRI Test Summary Sheet at the conclusion of the testing session.

Test 12: Reading Interests Survey

(Crib Sheet found on p. 303; no Test Sheet is used; Scoring Sheets are found on pp. 304–305.)

PURPOSE To assess the student’s attitude toward reading and school, areas of reading interest, reading experiences, and conditions affecting reading in the home.

DESCRIPTION Test 12 enables you to assess quickly a student’s reading attitudes and interests. It consists of two forms: Test 12a, for elementary-age students, and
SAMPLE READING PASSAGES TESTS
ADMINISTRATION CHART

TESTS 11A, 11B, AND 11C

Student’s Name: Rashonda
Grade Placement: 6
Graded Word List (GWL) Independent Level: 3

Begin Oral Reading on Passage: 2
Date: 2/4/--

A or C B or D

PP
1
2
3
4
5
6
7
8
9

Student’s Name: Rashonda
Grade Placement: 6
Graded Word List (GWL) Independent Level: 3

Begin Oral Reading on Passage: 2
Date: 2/4/--

A or C B or D

PP
1
2
3
4
5
6
7
8
9

SUMMARY

Oral Silent
Independent PP 2
Instructional 2 3
Frustration 3 4
Listening Comprehension 5
Test 12b, for older students or adults. The test may be given orally to young children or students unable to read the questions. Older students or more able readers may complete the form themselves.

**PREPARATION** Both of the Reading Interests Survey forms consist of a one-page Scoring Sheet. You need only select the appropriate form, copy it, and decide whether to administer it orally or have the student complete it in writing on his or her own.

**ADMINISTRATION AND SCORING**

1. Read the Crib Sheet.
2. If you are giving this test in a one-to-one situation at the conclusion of your administration of the ESRI, you might want to give it orally regardless of the student’s reading ability. This will allow you to discuss with the student his or her responses to some of the questions.
3. Encourage the student to give you candid responses to these items. Reassure the student that there are no right or wrong answers; you want to know how the student honestly feels about these questions.
4. Part I consists of seven open-ended statements. Write down the responses as the student finishes the sentences.
5. Part II assesses the student’s reading interests. If necessary, explain to the student what some of the categories are on Test 12a.
6. Part III assesses the student’s reading experiences and some of the factors that may affect the student’s reading behavior at home or outside of school.
7. After you have recorded the student’s responses, you may use this information when you plan the remediation program.