

## Oral Reading Test—Teacher Instruction Page

**Purpose:** This test quickly determines a student's general reading level.

**Teacher:** Hold your sheet on a book or clipboard so that student is not distracted by your grading.

Count one mistake for each word the student is unable to pronounce. If the student immediately makes the correction, this is not counted as a mistake. If a student omits a word, ask the student to read the line again more carefully.

Underline each word the student can't pronounce or needs help pronouncing. When the student has finished reading a paragraph, count the mistakes and check the appropriate box to the right of each paragraph. If a student can read paragraph 1-A without a mistake, or with one or two mistakes, she/he can read at this level independently. Check "Indep." to the right of the paragraph.

The student should then read paragraph 2-B. If the student receives a score of 0-2 mistakes, then the student can handle material at this level independently, too. Check "Indep." The student next reads paragraph 2-A. If she/he makes three to four mistakes, you have found the *instructional reading level*. Check "Instr." to the right of that paragraph. This is the *level* at which reading instruction will be most effective for that student. Notice that the number of mistakes for each reading level is shown on the test to the right of the paragraph.

After finding the student's instructional reading level, continue the test until you find the *frustration reading level*. Check "Frust." to the right of the paragraph. Stop testing when you get to the student's frustration level.

Record the results of the test in the spaces provided on the examiner's copy of the test. Fill in the highest grade level of material that the student can handle independently. Then record the grade level of material that should be used for instruction.

## Oral Reading Test – Teacher’s Copy

Student’s Name \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
 Examiner’s Name \_\_\_\_\_

	1 <sup>st</sup> Testing	2 <sup>nd</sup> Testing
Date	_____	_____
Total Score: Independent reading level	_____	_____
Instructional reading level	_____	_____

**Directions:** The student reads aloud from the student copy—not this copy. If the student can’t read a word or mispronounces it, just say “Go on,” and count it as an error (underline the word on this copy). Do not tell the student the missed word. Stop the test when the *Frustration Level* is first reached.

<p><i>1-A (Easy First Grade)</i></p> <p>Look at the dog.</p> <p>It is big.</p> <p>It can run.</p> <p>Run, dog, run away.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="width: 35%; text-align: center;">1<sup>st</sup> Test</td> <td style="width: 35%; text-align: center;">2<sup>nd</sup> Test</td> </tr> <tr> <td><u>Errors</u></td> <td colspan="2"><u>Level</u></td> </tr> <tr> <td>0-2</td> <td colspan="2">Indep.</td> </tr> <tr> <td>3-4</td> <td colspan="2">Instr.</td> </tr> <tr> <td>5+</td> <td colspan="2">Frust.</td> </tr> <tr> <td colspan="3"><u>Speed:</u> Fast Avg. Slow</td> </tr> </table>		1 <sup>st</sup> Test	2 <sup>nd</sup> Test	<u>Errors</u>	<u>Level</u>		0-2	Indep.		3-4	Instr.		5+	Frust.		<u>Speed:</u> Fast Avg. Slow		
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<p>marvelous craft. People on farms can reach city centers quickly for medical service, shopping, entertainment, or sale of products.</p>																									
<p><i>7 (Seventh Grade)</i>  The president of the United States was speaking. His audience was comprised of two thousand foreign-born men who had just been admitted to citizenship. They listened intently, their faces aglow with the light of a newborn patriotism, upturned to the calm, intellectual face of the first citizen of the country they now claimed as their own.</p>	<table border="0"> <tr> <td></td> <td></td> <td>1<sup>st</sup> Test</td> <td>2<sup>nd</sup> Test</td> </tr> <tr> <td><i>Errors</i></td> <td><i>Level</i></td> <td></td> <td></td> </tr> <tr> <td>0-2</td> <td>Indep.</td> <td></td> <td></td> </tr> <tr> <td>3-4</td> <td>Instr.</td> <td></td> <td></td> </tr> <tr> <td>5+</td> <td>Frust.</td> <td></td> <td></td> </tr> <tr> <td><u><i>Speed:</i></u></td> <td>Fast</td> <td>Avg.</td> <td>Slow</td> </tr> </table>			1 <sup>st</sup> Test	2 <sup>nd</sup> Test	<i>Errors</i>	<i>Level</i>			0-2	Indep.			3-4	Instr.			5+	Frust.			<u><i>Speed:</i></u>	Fast	Avg.	Slow
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## Oral Reading Test – Student’s Copy

1-A

Look at the dog.

It is big.

It can run.

Run, dog, run away.

1-B

We saw the sun.

It made us warm.

Now it was time to go home.

It was a long way to walk.

2-A

The door of the house opened, and a man came out.

He had a broom in his hand. He said to the boy sitting there, "Go away." The boy got up and left.

2-B

The family ate breakfast. Then they gave the pig his breakfast. It was fun to watch him eat. He seemed to like it. He was eating all of it.

3-A

When the man had gone, the boys were surprised to see how many boxes he had left in their backyard. Right away they began to pile them on top of each other. It took so long that lunchtime came before they knew they were hungry.

3-B

The man became angry because his dog had never talked before, and besides, he didn't like its voice. So he took his knife and cut a branch from a palm tree. Just then the palm tree said, "Put down that branch." The man was getting very upset about the way things were going, and he started to throw the branch away.

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High in the hills they came to a wide ledge where trees grew among the rocks. Grass grew in patches, and the ground was covered with bits of wood from trees blown over a long time ago and dried by the sun. Down in the valley it was beginning to get dark.

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Businessmen from suburban areas may travel to work in helicopters, land on the roof of an office building, and thus avoid city traffic jams. Families can spend more time at summer homes and mountain cabins through the use of this marvelous craft. People on farms can reach city centers quickly for medical service, shopping, entertainment, or sale of products.

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