

Quick Academic Assessments

PURPOSE

The quick assessments of reading, spelling, and math computational skills are designed to assist the classroom teacher in estimating the current instructional level of students. The quick assessments are informal screening instruments only and are not intended for educational placement decisions.

The quick assessments may be useful for the following situations:

1. Assessing new students for whom no information is available to identify relative instructional levels
2. Assessing on-going student progress to determine relative instructional levels and to determine if accommodations or modifications are needed
3. Assessing students for Student Study Team to provide information for the development of an action plan

OVERVIEW

1. Quick Assessment of Reading
 - a. Requires 1-1 administration
 - b. Student reads orally from word lists
 - c. Teacher records responses and analyzes data to determine error patterns and acquired skill
2. Quick Assessment of Spelling
 - a. May be administered in small groups
 - b. Teacher reads words and sentences to student(s).
 - c. Student writes spelling words from dictation
 - d. Teacher records responses and analyzes data to determine error patterns and acquired skills
3. Santa Clara Quick Assessment of Math Computational Skills
 - a. May be administered in small groups
 - b. Student calculates problems on own worksheets.
 - c. Teacher records responses and analyzes data to determine error patterns and acquired skills

Quick Assessment of Reading

OVERVIEW

1. Requires 1-1 administration
2. Student reads orally from word lists
3. Teacher records responses and analyzes data to determine error patterns and acquired skill

DIRECTIONS:

1. Copy the word lists so that the student has his/her own set from which to read.
2. Determine the student's base level. The base level should be such that the student makes no errors on any word in that list. It is suggested that the level should be at least 2 years below the student's estimated instructional or grade level.
3. Student reads aloud from the word list. Encourage student to attempt words he/she does not know so that you can identify the word attack strategies used.
4. Student continues through increasingly difficult levels until he/she makes three or more errors in a level. This determines the discontinue point.
5. Teacher records miscue and error responses on the Teacher Record Sheet. Record all diacritical, syllabic, and phonetic errors.
6. To determine the instructional level:
 - a. independent reading level = 1 error in a word list
 - b. instructional level = 2 errors in a word list
 - c. difficulty level = 3 or more errors in a word list

Quick Assessment of Reading: Teacher Record Sheet

Student's Name _____

Date: _____

Independent reading level (1 error in a word list) = _____

Instructional level (2 errors in a word list) = _____

Difficulty level (3 or more errors in a word list) = _____

Pre-Primer	Primer	1 st	2 nd	3 rd	4 th
see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	is	always	wide	lonely	certainly
look	work	night	believe	drew	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted
5 th	6 th	7 th	8 th	9 th	10 th
scanty	bridge	amber	capacious	conscientious	zany
business	commercial	dominion	limitation	isolation	jerkin
develop	abolish	sundry	pretext	molecule	nausea
considered	trucker	capillary	intrigue	ritual	gratuitous
discussed	apparatus	impetuous	delusion	momentous	linear
behaved	elementary	blight	immaculate	vulnerable	inept
splendid	comment	wrest	ascent	kinship	legality
acquainted	necessity	enumerate	acrid	conservatism	aspen
escaped	gallery	daunted	binocular	jaunty	amnesty
grim	relativity	condescend	embankment	inventive	barometer

Student Reading List

List A	List B	List C	List D	List E	List F
see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	is	always	wide	lonely	certainly
look	work	night	believe	drew	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted

List G	List H	List I	List J	List K	List L
scanty	bridge	amber	capacious	conscientious	zany
business	commercial	dominion	limitation	isolation	jerkin
develop	abolish	sundry	pretext	molecule	nausea
considered	trucker	capillary	intrigue	ritual	gratuitous
discussed	apparatus	impetuous	delusion	momentous	linear
behaved	elementary	blight	immaculate	vulnerable	inept
splendid	comment	wrest	ascent	kinship	legality
acquainted	necessity	enumerate	acid	conservatism	aspen
escaped	gallery	daunted	binocular	jaunty	amnesty
grim	relativity	condescend	embankment	inventive	barometer

“Santa Clara” Quick Assessment of Math Computational Skills

OVERVIEW

1. May be administered in small groups
2. Student calculates problems on own worksheets.
3. Teacher records responses and analyzes data to determine error patterns and acquired skills

DIRECTIONS:

1. Copy the math worksheets so that the student has his/her own set on which to work.
2. Student works all problems in the spaces provided.
 - a. Encourage student to attempt words he/she does not know so that you can identify the strategies used.
 - b. Do NOT allow use of calculator.
 - c. If calculator is on the student’s IEP, allow use only after the student has attempted all problems first without calculator.
Note problems in which calculator was used.
3. Student continues through each section until he/she makes three consecutive errors in a section. This determines the discontinue point for that section.
4. Teacher records error responses on the worksheet. Teacher tabulates the number of correct responses in each skill level.
5. To determine the instructional level for each section:
 - a. Add the number of problems in each section separately.
 - b. On the chart, find the raw score for each skill area and corresponding grade level.

Teacher's Record Sheet for Math Computational Skills

Find the raw score (total number of correct responses) in each skill area. Record the corresponding grade level.

Approximate grade level	ADDITION	SUBTRACTION	MULTIPLICATION	DIVISION
1.0-1.4	1	1		
1.5-1.9	2	2		
2.0-2.4	3-4			
2.5-2.9	5	3		
3.0-3.4	6	4	1-2	
3.5-3.9	7	5	3	
4.0-4.4			4	2
4.5-4.9	8	6		3
5.0-5.4	9	7	5	4
5.5-5.9	10		6	5
6.0-6.4		8	7	6
6.5-6.9		9	8	7-8
7 th grade and above		10	9-10	9-10

Addition

1. $\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$	2. $\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	3. $\begin{array}{r} 25 \\ + 4 \\ \hline \end{array}$	4. $\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$	5. $\begin{array}{r} 47 \\ + 3 \\ \hline \end{array}$
6. $\begin{array}{r} 94 \\ + 38 \\ \hline \end{array}$	7. $\begin{array}{r} 1,484 \\ 342 \\ + 5,431 \\ \hline \end{array}$	8. $\begin{array}{r} 48.2 \\ + 35.07 \\ \hline \end{array}$	9. $\begin{array}{r} \frac{1}{8} \\ + \frac{5}{8} \\ \hline \end{array}$	10. $\begin{array}{r} \$108.25 \\ + 97.63 \\ \hline \end{array}$

Subtraction

1. $\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	2. $\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	3. $\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$	4. $\begin{array}{r} 32 \\ - 29 \\ \hline \end{array}$	5. $\begin{array}{r} 451 \\ - 78 \\ \hline \end{array}$
6. $\begin{array}{r} 400 \\ - 84 \\ \hline \end{array}$	7. $\begin{array}{r} 52.04 \\ - 3.6 \\ \hline \end{array}$	8. $\begin{array}{r} \$100.00 \\ - 98.98 \\ \hline \end{array}$	9. $\begin{array}{r} 4 \frac{3}{4} \\ - 2 \frac{1}{2} \\ \hline \end{array}$	10. $\begin{array}{r} 58 \\ - 13 \\ \hline \end{array}$

Multiplication

1. $\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$	2. $\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$	3. $\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$	4. $\begin{array}{r} 13 \\ \times 7 \\ \hline \end{array}$	5. $\begin{array}{r} 95 \\ \times 6 \\ \hline \end{array}$
6. $\begin{array}{r} 26 \\ \times 14 \\ \hline \end{array}$	7. $\begin{array}{r} \$50.71 \\ \times \quad 4 \\ \hline \end{array}$	8. $\begin{array}{r} 83 \\ \times 48 \\ \hline \end{array}$	9. $5\frac{1}{7} \times 4 =$	10. $\begin{array}{r} 10 \\ \times 42 \\ \hline \end{array}$

Division

1. $2 \overline{) 6}$	2. $3 \overline{) 27}$	3. $4 \overline{) 84}$	4. $5 \overline{) 265}$	5. $24 \overline{) 192}$
6. $6 \overline{) \$60.66}$	7. $15 \overline{) 1,605}$	8. $\frac{5}{6} \div \frac{1}{4}$	9. $2\frac{2}{3} \div 7 =$	10. $31 \overline{) 31,301}$

Quick Assessment of Spelling

OVERVIEW

1. May be administered in small groups
2. Teacher reads words and sentences to student(s).
3. Student writes spelling words from dictation
4. Teacher records responses and analyzes data to determine error patterns and acquired skills

DIRECTIONS

1. Administer List 1 to students in grades 2 or 3. Administer List 2 to students in grades 4-12.
2. Teacher dictates the spelling word, the sentence example, and the spelling word.
3. Student writes the spelling word on lined paper or dictates orally to teacher.
4. Student continues through each section until he/she makes three consecutive errors in a section. This determines the discontinue point as well as the instructional level.
5. Teacher records error responses on the worksheet. Teacher tabulates the number of correct responses in each skill level.

List 1 Scoring		List 2 Scoring	
Correct Responses	Grade Equivalents	Correct Responses	Grade Equivalents
0-14 correct	Below 2 nd grade	0-8 correct	Below 3 rd grade
15-22 correct	2 nd grade	9-19 correct	3 rd grade
23-29 correct	3 rd grade	20-24 correct	4 th grade
30-32 correct	Administer List 2	25-29 correct	5 th grade
		30-32 correct	6 th grade or better

Quick Assessment of Spelling

Directions: Read the word. Read the sentence. Repeat the word. Allow time for student to write the word on lined paper or dictate the answer.

LIST 1 (GRADES 2-3)

Target Word	Sentence	Student's response, if incorrect	Target Word	Sentence	Student's response, if incorrect
1. not	<i>He is not here.</i>		17. come	<i>Come to the party at 6:00</i>	
2. but	<i>Mary is here, but Jose is not.</i>		18. what	<i>What is your name?</i>	
3. get	<i>Please get the pizza, so we can eat it.</i>		19. show	<i>Show me how to hop.</i>	
4. man	<i>My uncle is a tall man.</i>		20. those	<i>Those are my toys.</i>	
5. sit	<i>Sit down in your chair.</i>		21. much	<i>I feel much better.</i>	
6. boat	<i>We sailed our boat on the lake.</i>		22. sing	<i>We will sing "Happy birthday!" to Mai Lor.</i>	
7. train	<i>James has a new toy train.</i>		23. will	<i>Who will make the cookies?</i>	
8. time	<i>It is time to go to school.</i>		24. doll	<i>My sister has new doll.</i>	
9. like	<i>I like chocolate ice cream.</i>		25. after	<i>We play games after school.</i>	
10. found	<i>We found the lost ball.</i>		26. sister	<i>My sister is younger than me.</i>	
11. down	<i>Do not fall down on the ground.</i>		27. toy	<i>We have a new Spiderman toy.</i>	
12. soon	<i>Our bus will soon be here to take us home.</i>		28. say	<i>Say your name clearly.</i>	
13. good	<i>Nathan is a good friend.</i>		29. little	<i>Thomas is a little boy.</i>	
14. very	<i>We are very glad to take a trip to the ocean.</i>		30. one	<i>I have one book from the library.</i>	
15. happy	<i>Joshua is a happy person.</i>		31. would	<i>Would you go to the store for me?</i>	
16. kept	<i>We kept our boots dry in the rain.</i>		32. pretty	<i>Briana is a pretty girl.</i>	

LIST 2 (GRADES 4-12)

Target Word	Sentence	Student's response, if incorrect	Target Word	Sentence	Student's response, if incorrect
1. flower	<i>A red rose is a flower.</i>		17. study	<i>Study for the test each day.</i>	
2. mouth	<i>Open your mouth.</i>		18. studies	<i>Kevin studies French every night.</i>	
3. shoot	<i>John wants to shoot his water gun in the pool.</i>		19. dark	<i>The sky is cloudy and dark.</i>	
4. stood	<i>We stood up when our teacher entered the classroom.</i>		20. darker	<i>Black is darker than navy blue.</i>	
5. while	<i>We stood while we sang the "Star Spangled Banner".</i>		21. darkest	<i>Joaquim is wearing the darkest shoes.</i>	
6. third	<i>My sister is in the third grade.</i>		22. afternoon	<i>We may play all afternoon.</i>	
7. each	<i>Each student has a pencil.</i>		23. grandmother	<i>My grandmother loves me a lot.</i>	
8. class	<i>Our class is reading a good book.</i>		24. can't	<i>I can't go shopping today.</i>	
9. jump	<i>She likes to jump rope.</i>		25. doesn't	<i>Mohammed doesn't eat spicy food.</i>	
10. jumps	<i>Laura jumps higher than Marc.</i>		26. night	<i>Last night was very windy.</i>	
11. jumping	<i>The girls are jumping double dutch.</i>		27. brought	<i>My teacher brought her lunch to school.</i>	
12. jumped	<i>The cow jumped over the moon.</i>		28. apple	<i>My mom likes crisp apples.</i>	
13. hit	<i>Hit the ball hard.</i>		29. again	<i>We ate pizza again.</i>	
14. hitting	<i>Diego is hitting the ball gently.</i>		30. laugh	<i>A funny joke makes me laugh.</i>	
15. bite	<i>Our dog Klaus bites the ball when he plays.</i>		31. because	<i>We cannot play outside because of the rain.</i>	
16. biting	<i>Our cat Rascal is biting the toy mouse.</i>		32. through	<i>Shaquille ran through the sprinkler.</i>	

Teacher's Diagnostic Errors for Spelling

LIST 1 (GRADES 2-3)

LIST 2 (GRADES 4-12)

<i>Target Word</i>	<i>Element tested</i>	<i>Target Word</i>	<i>Element tested</i>	<i>Target Word</i>	<i>Element tested</i>	<i>Target Word</i>	<i>Element tested</i>
1. not	Short vowel	18. what	wh-th-sh-ch- -ng spelling; ow spelling of long o	1. flower	ow-ou spellings of ou; er ending;	17. study	Change final y to I before ending
2. but		19. show		2. mouth		th sound	
3. get		20. those		3. shoot	sh spelling;	19. dark	-er, -est endings
4. man		21. much		4. stood	long and short oo	20. darker	
5. sit		22. sing		5. while	wh spelling; silent e	21. darkest	
6. boat	Two vowels together	23. will	Double final consonants	6. third	th spelling; irregular spelling of er sound	22. afternoon	Compound words
7. train		24. doll		7. each		ch spelling; 2 vowels together	
8. time	Silent e	25. after	er spellings	8. class	Double final consonant	24. can't	contractions
9. like		26. sister		9. jump		Addition of -s, -ed, -ing	
10. found	ou sound spelled as either ou or ow	27. toy	oy spelling of oi sound	10. jumps	Addition of -s, -ed, -ing	26. night	Silent gh
11. down		28. say		11. jumping		27. brought	
12. soon	Long and short oo	29. little	-le ending	12. jumped		28. apple	
13. good		30. one	Non-phonetic spelling	13. hit	Double final consonant before -ing	29. again	Non-phonetic spellings
14. very	31. would	14. hitting		30. laugh			

15. happy	<i>c and k spelling of K sound</i>	32. pretty	15. bite	<i>Drop final e before -ing</i>	31. because
16. kept			16. biting		32. through
17. come					