

Comprehension

FORM 7.2. San Diego Quick Assessment, Form I.

Description: Beginning with the three readiness levels (RR-1, RR-2, RR-3) of recognizing letters as similar, saying letter names, and matching sounds to letters, this test proceeds to recognition of words. Level 1 is representative of PP, Level 2—Primer, Level 3—Grade 1, and to Level 13, which is representative of Grade 11.

Appropriate for: Students at the end of summer vacation or new students entering the classroom without recent or detailed records.

Ages: 5–16, or older students with learning disabilities.

Testing Time: 2 minutes.

Directions for Use: *Preparation:* For this test you will need copies of the 13 SDQA assessment cards. Sequence the cards in ascending order of difficulty.
You will also need copies of the attached SDQA record sheet.

Administration: Administer each form of the SDQA individually, as follows:

1. Begin with a card that is at least two years below the student's grade-level assignment.
2. Ask the student to read the words aloud to you. If he or she misreads any on the list, drop to easier lists until the student makes no errors. This indicates the base level.
3. Place a checkmark (FIXME) at the appropriate entry on the record sheet for each correct response. This indicates the base level.
4. Direct the child as follows:
 - RR¹: "Which letters are alike?"
 - RR²: "Name these letters."
 - RR³: "Circle the letter you think this word begins with."
 - 1–13: "Read as many of the words on this list as you can."
"Try to sound out words that are new to you."
"Don't be afraid to tell me ANY part of a word that you recognize."
 - 1–13: "Each list gets harder. You won't be able to recognize all of the words, but do the best you can."
5. Encourage the student to read words he or she does not know so that you can identify the techniques the student uses for word identification.

Scoring: The list in which a student misses no more than one of the 10 words is the level at which he or she can read independently. Two errors indicate his or her instructional level. Three or more errors identify the level at which reading material will be too difficult for the student.

The type of errors noted in the word substitutions dictates the remediation to be used. For example, students who consistently miss words by starting the word incorrectly:

toad for road
give for live
digger for bigger
right for night

need exercises stressing initial consonants. This is equally true of medial and final errors.

(continued)

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<p>B B</p> <p>A C</p> <p>M M</p> <p>C C</p> <p>S Q</p> <p>J J</p> <p>T T</p> <p>H H</p> <p>D L</p> <p>W M</p> <p>I-RR¹</p>	<p>B</p> <p>A</p> <p>M</p> <p>C</p> <p>S</p> <p>J</p> <p>T</p> <p>H</p> <p>D</p> <p>W</p> <p>I-RR²</p>
<p>D B A</p> <p>A E K</p> <p>L F M</p> <p>B C G</p> <p>O S P</p> <p>A B J</p> <p>D G T</p> <p>A H B</p> <p>D I M</p> <p>W G J</p> <p>I-RR³</p>	<p>see</p> <p>play</p> <p>me</p> <p>at</p> <p>run</p> <p>go</p> <p>and</p> <p>look</p> <p>can</p> <p>here</p> <p>I-1</p>

PP

(continued)

Primer

<p>you come not with jump help is work are this</p> <p>I-2</p>	<p>road live thank when bigger how always night spring today</p> <p>I-3</p>
<p>our please myself town early send wide believe quietly carefully</p> <p>I-4</p>	<p>city middle moment frightened exclaimed several lonely drew since straight</p> <p>I-5</p>

2

3

(continued)

<p>4</p> <p>decided served amazed silent wrecked improve certainly entered realized interrupted</p> <p>1-6</p>	<p>5</p> <p>scanty business develop considered discussed behaved splendid acquainted escape grim</p> <p>1-7</p>
<p>bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity</p> <p>1-8</p> <p>6</p>	<p>amber dominion sundry capillary impetuous blight wrest enumerate daunted condescend</p> <p>1-9</p> <p>7</p>

(continued)

<p>capacious limitations pretext intrigue delusions immaculate ascent acid binoculars embankment</p> <p>I-10</p>	<p>conscientious isolation molecule ritual momentous vulnerable kinship conservatism jaunty inventive</p> <p>I-11</p>
<p>zany jerkin nausea gratuitous linear inept legality aspen amnesty barometer</p> <p>I-12</p>	<p>galore rotunda capitalism prevaricate risible exonerate superannuate luxuriate piebald crunch</p> <p>I-13</p>

(continued)

SAN DIEGO QUICK ASSESSMENT

Student _____

I-1 (Preprimer)

___ see
___ play
___ me
___ at
___ run
___ go
___ and
___ look
___ can
___ here

I-2 (Primer)

___ you
___ come
___ not
___ with
___ jump
___ help
___ is
___ work
___ are
___ this

I-3 (1st Reader)

___ road
___ live
___ thank
___ when
___ bigger
___ how
___ always
___ night
___ spring
___ today

I-4 (Grade 2)

___ our
___ please
___ myself
___ town
___ early
___ send
___ wide
___ believe
___ quietly
___ carefully

I-5 (Grade 3)

___ city
___ middle
___ moment
___ frightened
___ exclaimed
___ several
___ lonely
___ drew
___ since
___ straight

I-6 (Grade 4)

___ decided
___ served
___ amazed
___ silent
___ wrecked
___ improve
___ certainly
___ entered
___ realized
___ interrupted

I-7 (Grade 5)

___ scanty
___ business
___ develop
___ considered
___ discussed
___ behaved
___ splendid
___ acquainted
___ escape
___ grim

I-8 (Grade 6)

___ bridge
___ commercial
___ abolish
___ trucker
___ apparatus
___ elementary
___ comment
___ necessity
___ gallery
___ relativity

I-9 (Grade 7)

___ amber
___ dominion
___ sundry
___ capillary
___ impetuous
___ blight
___ wrest
___ enumerate
___ daunted
___ condescend

I-10 (Grade 8)

___ capacious
___ limitations
___ pretext
___ intrigue
___ delusions
___ immaculate
___ ascent
___ acrid
___ binoculars
___ embankment

I-11 (Grade 9)

___ conscientious
___ isolation
___ molecule
___ ritual
___ momentous
___ vulnerable
___ kinship
___ conservatism
___ jaunty
___ inventive

I-12 (Grade 10)

___ zany
___ jerkin
___ nausea
___ gratuitous
___ linear
___ inept
___ leagility
___ aspen
___ amnesty
___ barometer

I-13 (Grade 11)

___ galore
___ rotunda
___ capitalism
___ prevaricate
___ risible
___ exonerate
___ superannuate
___ luxuriate
___ piebald
___ crunch

DATE: _____

ESTIMATED READING LEVELS:

INDEPENDENT _____

INSTRUCTIONAL _____

FRUSTRATION _____