

SMART KID, CAN'T READ

Informal Screening Test Packet Kindergarten through 12th Grade

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Informal Screening Disclaimer

The Informal Screening Packet includes a copy of the Kindergarten Screening, the First Grade Screening, the Second Grade Screening, and the Third Grade Screening. Instructions are included for screening students in grades 4-12 using their own textbooks.

The Informal Screenings were developed to help parents determine whether their child is struggling with reading and whether they should seek a professional, independent evaluation.

These Informal Screenings should not take the place of a professional evaluation or to monitor a student's progress. They should not be used for purposes of your IEP or a diagnosis of a reading disability. The sole purpose of the screening documents is to help parents decide whether or not they need to take the next step and have their child evaluated by a qualified professional.

Informal Screening for Children at the End of Kindergarten

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Instructions: Informal Screening for Children at the End of Kindergarten

This screening test is designed to be administered to children who are near the end of their kindergarten year.

You will need the following materials:

1. Testing Guidelines
2. Parent Test Materials including:
 - Kindergarten Informal Screening Test (4 pages)
 - Kindergarten Listening Comprehension Subtest (1 page)
 - Parent Scoring Sheets (3 pages)
3. Child Test Materials:
 - Kindergarten Child Letter and Sound Identification Page (1 page)
 - A piece of lined paper and a pencil for your child to use.

Testing Guidelines

- Choose a time when your child is not tired or distracted. Keep in mind that children are often tired after school.
- Choose a quiet, well-lit room where you will not be interrupted.
- Sit at a table adjacent to your child (see video on www.SmartKidCantRead.com).
- If your child asks you for help, first ask him what he thinks the answer is. If he is unable to respond, you can either tell him the answer or move along in a reassuring way. This counts as an error.
- If your child does not know an answer, don't wait too long. Just ask him if he wants to skip that one and move on to the next.
- Don't correct your child if he makes an error.
- Be encouraging to your child, no matter how many words he reads incorrectly.
- Use the Parent Scoring Sheet to record your child's answers on all tests.
- Have your child leave the room before you score the test.
- If you find that your child has difficulty with the tests, stop the testing. Please do not become impatient with your child. Remember, he is doing the best he can. You have taken the first step, and now it is time for you to take the next one.

Kindergarten Informal Screening Test (Page 1)

Letter and Sound Identification Subtest

1. Give your child a piece of lined paper and ask him to write his **first and last name**.

(Most children can write their names.)

2. **Written Letters.** Using lined paper, dictate the following letters for your child to write. Your child may choose to write either a capital or small letter. Both are acceptable.

A, F, T, B, G, H, C, D, M, O, J, K, I, L, P, Q, E, W, Z, N, R, U, S, V, X, Y

A F T B G H C D M O J K I L P Q E W Z N R U S V X Y

3. **Names of Letters.** Using the **Kindergarten Letter and Sound Identification Page**, point to one letter at a time and ask your child to name each letter.

(Most children can name most of the letters.)

4. **Sound of Letters.** Using the **Kindergarten Letter and Sound Identification Page**, point to one letter at a time and ask your child to tell you the sound for each letter.

(Most children can give the sounds for most letters, although vowels are more difficult than consonants and may not be mastered by the end of kindergarten.)

See the kindergarten video at www.SmartKidCantRead.com for a demonstration of the correct vowel sounds.

Kindergarten Informal Screening Test (Page 2)

Kindergarten Rhyme and Initial Sound Subtest

1. **Identify rhymes.** Tell your child you are going to read some words, and ask him to tell you if the words rhyme.

(Most children will be able to identify all rhymes.)

Do an example together so that he can see what is expected: Sat and cat rhyme; they both sound the same at the end. Bit and fit rhyme. They both have the same sound at the end.

- Do sit and hit rhyme? (yes)

- Do man and dog rhyme? (no)

- Do car and star rhyme? (yes)

- Do mat and mud rhyme? (no)

- Do can and cat rhyme? (no)

- Do book and look rhyme? (yes)

Kindergarten Informal Screening Test (Page 3)

2. **Produce rhymes.** It is more difficult to think of a rhyming word than it is to determine whether two given words rhyme.

(Most children will be able to produce one rhyming word for each target word.)

In this exercise, tell your child you are going to play a game with rhyming words. You will say a word and you want him to repeat the word.

If your child says the word incorrectly, pronounce the word again slowly and ask him to repeat so that he is able to say the word clearly.

Next, ask him to tell you a word that rhymes with the word he just repeated.

Do the first word (tree) together so that he understands what is expected.

#1

Parent: "Say tree." (Wait for your child to repeat the word.)

Parent: "Can you tell me a word that rhymes with 'tree'?"

(me, bee, he, she, see, knee, tea, etc.)

#2

Parent: "Say make." (Wait for your child to repeat the word.)

Parent: "Can you tell me a word that rhymes with 'make'?"

(lake, take, shake, break, etc.)

#3

Parent: "Say cat." (Wait for your child to repeat the word.)

Parent: "Can you tell me a word that rhymes with 'cat'?"

(hat, bat, sat, rat, chat, that, etc.)

#4

Parent: "Say star." (Wait for your child to repeat the word.)

Parent: "Can you tell me a word that rhymes with 'star'?"

(car, jar, far, tar, bar, etc.)

#5

Parent: "Say rug." (Wait for your child to repeat the word.)

•Parent: "Can you tell me a word that rhymes with 'rug'?"

(hug, mug, bug, dug, jug, tug, etc.)

#6

Parent: "Say kick." (Wait for your child to repeat the word.)

Parent: "Can you tell me a word that rhymes with 'kick'?"

(lick, pick, sick, click, tick, etc.)

Kindergarten Informal Screening Test (Page 4)

2. **Identify initial sounds in words.** Make sure that you have your child identify the initial sound and not the letter.

(Children should be able to identify most of the initial sounds.)

In this exercise, tell your child you are going to play a game with words. You will say a word and you want him to repeat the word.

If he repeats the word incorrectly, say it again slowly and ask him to repeat so that he says the word clearly.

Next, ask him to make the beginning sound of the word he just repeated.

(Note that when a letter appears in brackets—for example, /h/—it refers to the sound of the letter and not the name of the letter.)

Do the first word (moon) together by telling him that the first sound in moon is /m/.
(Most children will be able to identify these initial sounds with only one error.)

•Parent: "Say moon." (Wait for your child to say moon.)

Parent: "What is the first sound in moon?" /m/

•Parent: "Say cake." (Wait for your child to say cake)

Parent: "What is the first sound in cake?" /k/

•Parent: "Say boat." (Wait for your child to say boat.)

Parent: "What is the first sound in boat?" /b/

•Parent: "Say table." (Wait for your child to say table.)

Parent: "What is the first sound in table?" /t/

•Parent: "Say light." (Wait for your child to say light.)

Parent: "What is the first sound in light?" /l/

•Parent: "Say sing." (Wait for your child to say sing.)

Parent: "What is the first sound in sing?" /s/

Kindergarten Listening Comprehension Subtest

Read the following story to your child. After you have finished reading, ask him to tell you about the story and explain what happened.

Introduce the story by telling your child that you are going to read a story called “The Best Birthday Present.” Ask your child to tell you about his best birthday present.

The Best Birthday Present

Last week was Judy’s sixth birthday. Mom and Dad gave her a birthday party. Some of her friends from kindergarten came to her house. They had ice cream and cake. They had lots of fun and went outside to play.

Judy opened her presents after they came back inside. Her mom and dad gave her a doll, and she got books and games from her friends.

Judy’s grandparents got to the party late. They gave Judy a big hug and told her to come out to the car to see her birthday present. Sitting on the back seat of the car was the best present of all—a little ball of black fur—a new kitten!

Questions

1. Ask your child to retell the story in his own words. Does he tell it in a logical sequence? Does he recall the main points?
2. Who was having a birthday party? (Judy)
3. What did they do at the party? (Any of these is correct: ate ice cream and cake; played outside; opened presents)
4. Who gave her the best present? (Her grandparents)
5. What was the best present? (A little black kitten)

CHILD PAGE

Kindergarten Letter and Sound Identification Page

Name _____

A D P R

F M Q U

T O E S

B J W V

G K Z X

H I N Y

C L

Parent Scoring Sheet (Page 1)

Mark correct answers with a ○. Mark incorrect answers with a —.

1a. _____ First name

1b. _____ Last name

2. Written letters

_____ A _____ D _____ P _____ R

_____ F _____ M _____ Q _____ U

_____ T _____ O _____ E _____ S

_____ B _____ J _____ W _____ V

_____ G _____ K _____ Z _____ X

_____ H _____ I _____ N _____ Y

_____ C _____ L

3. Names of letters

_____ A _____ D _____ P _____ R

_____ F _____ M _____ Q _____ U

_____ T _____ O _____ E _____ S

_____ B _____ J _____ W _____ V

_____ G _____ K _____ Z _____ X

_____ H _____ I _____ N _____ Y

_____ C _____ L

Parent Scoring Sheet (Page 2)

4. Sounds of letters

_____ A _____ D _____ P _____ R

_____ F _____ M _____ Q _____ U

_____ T _____ O _____ E _____ S

_____ B _____ J _____ W _____ V

_____ G _____ K _____ Z _____ X

_____ H _____ I _____ N _____ Y

_____ C _____ L

5. Identify rhymes

_____ Sit/Hit (yes) _____ Mat/Mud (no)

_____ Man/Dog (no) _____ Can/Cat (no)

_____ Car/Star (yes) _____ Book/Look (yes)

6. Produce rhymes

_____ Tree _____ Star

_____ Make _____ Rug

_____ Cat _____ Kick

7. Identify initial sounds in words

_____ Moon /m/ _____ Table /t/

_____ Cake /k/ _____ Light /l/

_____ Boat /b/ _____ Sing /s/

Informal Screening for Children at the End of First Grade

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Instructions: Informal Screening for Children at the End of First Grade

This screening test is designed to be administered to children who are near the end of their first grade year. The word lists and passages represent skills that children should have by the end of the year.

You will need the following materials:

1. Testing Guidelines
2. Parent Test Materials including:
 - Word Recognition List
 - 2 Reading Passages
3. Child Test Materials:
 - Word Recognition List
 - 2 Reading Passages

You will notice that there are two copies of the first-grade word lists and passages. One copy is for your use and one is for your child.

Testing Guidelines

- Choose a time when your child is not tired or distracted. Keep in mind that children are often tired after school.
- Choose a quiet, well-lit room where you will not be interrupted.
- Sit at a table adjacent to your child (see video on www.SmartKidCantRead.com).
- If your child asks you what a word is, first ask if he can sound it out. If he cannot, you can either tell him the word or move along. This counts as an error.
- If your child does not respond to a word, ask him if he can read the word. If not, say, "Let's try the next one." This counts as an error.
- Don't correct your child if he makes an error.
- Be encouraging to your child, no matter how many words he reads incorrectly.
- Have your child leave the room before you score the test.
- If you find that your child has difficulty with the tests, stop the testing. Please do not become impatient with your child. Remember, he is doing the best he can. You have taken the first step, and now it is time for you to take the next one.

Testing Guidelines - Scoring

•**Word list reading:** Place a check mark next to each word he reads correctly and a dash next to each incorrectly read word. It is important to make some type of mark beside each word so that your child does not know when you are marking incorrect responses.

•**Passage reading:** Each of the following counts as one error.

•Mark a line through each word read incorrectly. This includes any word that the student pronounces correctly, but omits the ending. For example, if the word is “runs” and the child reads “run,” mark a line through the word: run.

•Circle each word that the child leaves out.

•Place a caret (^) where extra words are inserted.

•**Excessive self-corrections and repetitions**, while not scored here, can be indicative of problems with decoding. Do not worry about marking self-corrections and repeated words and phrases now, but be aware of their significance.

Parent Page: Grade 1 Word List 101

Ask your child to read the following list of words.

(A child at the end of the first grade should be able to read this list of words without hesitation and miss no more than three words.)

Mark correct answers with a . Mark incorrect answers with a —.

sat

then

hit

stay

to

is

map

saw

you

some

chin

boat

shop

happy

cat

pail

home

as

like

trim

stop

father

when

ask

shape

had

help

take

of

pit

let

Child Page: Grade 1 Word List 101

sat

then

hit

stay

to

is

map

saw

you

some

chin

boat

shop

happy

cat

pail

home

as

like

trim

stop

father

when

ask

shape

had

help

take

of

pit

let

Parent Page: Grade 1 Passage 101

Ask your child to read the following two passages out loud. Tell him you will ask him some questions after he finishes the story. These are passages appropriate for a reader at the end of first grade. The first passage is somewhat easier than the second passage.

A first-grade student should be able to read the first passage with no more than 1–2 errors. He should be able to read at a normal rate without stumbling over words. He should be able to answer all of the questions at the end of the passage.

Introduce this story by telling your child that it is about a cat named Tom.

Tom

I have a white cat. His name is Tom. Tom likes to sit in the sun.

He likes to sleep on the rug in the sun. The rug is by the door. We try not to step on him when we open the door. Tom likes to play with my red ball. He runs for the ball.

Read the following questions to your child after he finishes reading the story.

1. What is the name of the cat? (*Tom*)
2. What does the cat like to do? (Any of these is correct: *sleep on the rug; sleep in the sun; play with the red ball*)
3. Where does the cat like to sleep? (Any of these is correct: *on the rug; in front of the door; in the sun*)

Child Page: Grade 1 Passage 101

Tom

I have a white cat. His name is Tom. Tom likes to sit in the sun.

He likes to sleep on the rug in the sun. The rug is by the door. We

try not to step on him when we open the door. Tom likes to play

with my red ball. He runs for the ball.

Parent Page: Grade 1 Passage 102

Ask your child to read the following two passages out loud. Tell him you will ask him some questions after he finishes the story. These are passages appropriate for a reader at the end of first grade. The first passage is somewhat easier than the second passage.

A student who is completing the first grade should be able to read this second passage with no more than 2–3 errors. He should be able to read the passage at a normal rate without stumbling over words or stopping to sound out words. Students should be able to answer the questions at the end of the passage.

Introduce this story by telling your child that it is a story about a boy and his dog.

Jake and His Dog

Jake went for a walk with his dog. His dog's name was Mugs. Jake and Mugs ran into the woods by his house. They ran on the path to the lake. Jake did not go in the water but he got his feet wet. He threw sticks into the water and Mugs ran in after them.

Read the following questions to your child after he finishes reading the story.

1. Where did Jake go? (Any of these is correct: *to the lake; for a walk; into the woods*)
2. Who went with Jake? (*Mugs, or his dog*)
3. What did Jake do? (Any of these is correct: *he threw sticks in the water; he got his feet wet; he went for a walk; he went to the lake*)

Child Page: Grade 1 Passage 102

Jake and His Dog

Jake went for a walk with his dog. His dog's name was Mugs. Jake and Mugs ran into the woods by his house. They ran on the path to the lake. Jake did not go in the water but he got his feet wet. He threw sticks into the water and Mugs ran in after them.

Informal Screening for Children at the End of Second Grade

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Instructions: Informal Screening for Children at the End of Second Grade

This screening test is designed to be administered to children who are near the end of their second grade year. The word lists and passages represent skills that children should have by the end of the year.

You will need the following materials:

1. Testing Guidelines
2. Parent Test Materials including:
 - Word Recognition List
 - 2 Reading Passages
3. Child Test Materials:
 - Word Recognition List
 - 2 Reading Passages

You will notice that there are two copies of the second-grade word lists and passages. One copy is for your use and one is for your child.

Testing Guidelines

- Choose a time when your child is not tired or distracted. Keep in mind that children are often tired after school.
- Choose a quiet, well-lit room where you will not be interrupted.
- Sit at a table adjacent to your child (see video on www.SmartKidCantRead.com).
- If your child asks you what a word is, first ask if he can sound it out. If he cannot, you can either tell him the word or move along. This counts as an error.
- If your child does not respond to a word, ask him if he can read the word. If not, say, "Let's try the next one." This counts as an error.
- Don't correct your child if he makes an error.
- Be encouraging to your child, no matter how many words he reads incorrectly.
- Have your child leave the room before you score the test.
- If you find that your child has difficulty with the tests, stop the testing. Please do not become impatient with your child. Remember, he is doing the best he can. You have taken the first step, and now it is time for you to take the next one.

Testing Guidelines - Scoring

•**Word list reading:** Place a check mark next to each word he reads correctly and a dash next to each incorrectly read word. It is important to make some type of mark beside each word so that your child does not know when you are marking incorrect responses.

•**Passage reading:** Each of the following counts as one error.

•Mark a line through each word read incorrectly. This includes any word that the student pronounces correctly, but omits the ending. For example, if the word is “runs” and the child reads “run,” mark a line through the word: run.

•Circle each word that the child leaves out.

•Place a caret (^) where extra words are inserted.

•**Excessive self-corrections and repetitions**, while not scored here, can be indicative of problems with decoding. Do not worry about marking self-corrections and repeated words and phrases now, but be aware of their significance.

Parent Page: Grade 2 Word List 201

Ask your child to read the following list of words out loud. A child who is completing the second grade should be able to read the words accurately and without hesitation and miss no more than three words.

Mark correct answers with a ○. Mark incorrect answers with a —.

meat

found

bring

before

sudden

pancake

listen

footstep

because

muffin

stopping

ladder

waited

mistake

grapes

sunshine

lifted

invite

does

fishing

write

your

napkin

hurry

chicken

drink

very

always

snow

Child Page: Grade 2 Word List 201

meat

found

bring

before

sudden

pancake

listen

footstep

because

muffin

stopping

ladder

waited

mistake

grapes

sunshine

lifted

invite

does

fishing

write

your

napkin

hurry

chicken

drink

very

always

snow

Parent Page: Grade 2 Passage 201

Ask your child to read the following two passages **out loud** and answer the questions at the end of each passage.

Introduce this story by telling your child that it is about a birthday surprise.

Mother's Birthday

My sister and I picked flowers for Mother's Birthday. We picked the red roses from the garden in our back yard. We took the flowers into the house and put them in a vase of water. Then we baked a white cake. We put pink frosting on the cake. Mother was surprised to see the flowers and cake. She was very happy and gave us both a big hug and kiss.

Read the following questions to your child after he finishes reading the story.

1. Who was having a birthday? (*Mother*)
2. What did the children do? (Any of these is correct: *picked flowers from the garden; they put flowers in a vase of water; baked a cake*)
3. How did Mother feel? (*Happy or surprised*)

Child Page: Grade 2 Passage 201

Mother's Birthday

My sister and I picked flowers for Mother's Birthday. We picked the red roses from the garden in our back yard. We took the flowers into the house and put them in a vase of water. Then we baked a white cake. We put pink frosting on the cake. Mother was surprised to see the flowers and cake. She was very happy and gave us both a big hug and kiss.

Parent Page: Grade 2 Passage 202

Introduce this story by telling your child that it is a story about finding a lost puppy.

The Lost Puppy

Dad and I went to the park to play basketball. A cute puppy came to play with us. He was black with a pink nose. He jumped on me and licked my face. I think he was lost. I asked my dad if we could keep him. Dad said we had to find his owners because they would want him back. We called the police and they came to pick him up. They said they would try to find his owners. I was very sad.

Read the following questions to your child after he finishes reading the story.

1. What did they find in the park? (*A puppy*)
2. What did the puppy look like? (*Cute; black with a pink nose*)
3. What did his father say they had to do? (*Find the owners or call the police*)
4. Why was the boy sad? (*Because he would miss the dog; he wanted to keep the dog*)

Child Page: Grade 2 Passage 202

The Lost Puppy

Dad and I went to the park to play basketball. A cute puppy came to play with us. He was black with a pink nose. He jumped on me and licked my face. I think he was lost. I asked my dad if we could keep him. Dad said we had to find his owners because they would want him back. We called the police and they came to pick him up. They said they would try to find his owners. I was very sad.

Informal Screening for Children at the End of Third Grade

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Instructions: Informal Screening for Children at the End of Third Grade

This screening test is designed to be administered to children who are near the end of their third grade year. The word lists and passages represent skills that children should have by the end of the year.

You will need the following materials:

1. Testing Guidelines
2. Parent Test Materials including:
 - Word Recognition List
 - 2 Reading Passages
3. Child Test Materials:
 - Word Recognition List
 - 2 Reading Passages

You will notice that there are two copies of the second-grade word lists and passages. One copy is for your use and one is for your child.

Testing Guidelines

- Choose a time when your child is not tired or distracted. Keep in mind that children are often tired after school.
- Choose a quiet, well-lit room where you will not be interrupted.
- Sit at a table adjacent to your child (see video on www.SmartKidCantRead.com).
- If your child asks you what a word is, first ask if he can sound it out. If he cannot, you can either tell him the word or move along. This counts as an error.
- If your child does not respond to a word, ask him if he can read the word. If not, say, "Let's try the next one." This counts as an error.
- Don't correct your child if he makes an error.
- Be encouraging to your child, no matter how many words he reads incorrectly.
- Have your child leave the room before you score the test.
- If you find that your child has difficulty with the tests, stop the testing. Please do not become impatient with your child. Remember, he is doing the best he can. You have taken the first step, and now it is time for you to take the next one.

Testing Guidelines - Scoring

•**Word list reading:** Place a check mark next to each word he reads correctly and a dash next to each incorrectly read word. It is important to make some type of mark beside each word so that your child does not know when you are marking incorrect responses.

•**Passage reading:** Each of the following counts as one error.

•Mark a line through each word read incorrectly. This includes any word that the student pronounces correctly, but omits the ending. For example, if the word is “runs” and the child reads “run,” mark a line through the word: run.

•Circle each word that the child leaves out.

•Place a caret (^) where extra words are inserted.

•**Excessive self-corrections and repetitions**, while not scored here, can be indicative of problems with decoding. Do not worry about marking self-corrections and repeated words and phrases now, but be aware of their significance.

Parent Page: Grade 3 Word List 301

Ask your child to read the following list of words out loud. A child who is completing the second grade should be able to read the words accurately and without hesitation and miss no more than three words.

Mark correct answers with a ○. Mark incorrect answers with a —.

word

written

which

cleaned

about

myself

drinking

treasure

together

station

impossible

stream

starting

building

sounds

warmer

between

around

never

silence

decide

quickly

understand

should

more

draw

Child Page: Grade 3 Word List 301

word

written

which

cleaned

about

myself

drinking

treasure

together

station

impossible

stream

starting

building

sounds

warmer

between

around

never

silence

decide

quickly

understand

should

more

draw

Parent Page: Grade 3 Passage 301

Ask your child to read the following two passages **out loud** and answer the questions at the end of each passage.

A child who is completing the third grade should be able to read the passages fluently with no more than 2-3 errors.

Introduce this story by telling your child that it is about learning to play chess.

Playing Chess

Last year Jason's mother took him to the library where children were playing chess in an after-school club. Jason thought it looked like fun. He decided he wanted to join the chess program. At first he was very afraid because most of the kids were older. He was afraid the other boys would laugh at him because he did not know how to play. But they were really nice to him and showed him how to play. Jason soon became an expert at chess. Tomorrow is Jason's big day: He is entering his first chess tournament! Good luck, Jason!

Read the following questions to your child after he finishes reading the story.

1. Where did Jason learn to play chess? (*At the library*)
2. Why was Jason nervous? (*Any of these is correct: the other kids were older than he was; he did not know how to play; he thought the other kids would make fun of him*)
3. Did Jason learn to play chess? (Yes)
4. What do you think will happen tomorrow? (*Any reasonable answer is acceptable: he won; he lost; he had fun*)

Child Page: Grade 3 Passage 301

Playing Chess

Last year Jason's mother took him to the library where children were playing chess in an after-school club. Jason thought it looked like fun. He decided he wanted to join the chess program. At first he was very afraid because most of the kids were older. He was afraid the other boys would laugh at him because he did not know how to play. But they were really nice to him and showed him how to play. Jason soon became an expert at chess. Tomorrow is Jason's big day: He is entering his first chess tournament! Good luck, Jason!

Parent Page: Grade 3 Passage 302

Introduce this story by telling your child that it is a story about finding a birthday party.

Beth's Birthday Party

It was Beth's ninth birthday. She was going to have a party at the bowling alley near her house. Five of her friends were invited.

Sadly, Beth got the flu and they could not have the party. Three weeks later, her mom surprised her with a pizza party. All her

friends were there. They ate pizza on the picnic table in her backyard and then watched a movie. They watched her favorite

movie, *Alvin and the Chipmunks*. After the movie, they ate

chocolate cake and chocolate ice cream. Everyone had a good time.

Read the following questions to your child after he finishes reading the story.

1. How old was Beth? (9)
2. What happened to Beth's party at the bowling alley? (*She got the flu and it was cancelled.*)
3. How did her mom surprise her? (*With a pizza party and movie at home or another party*)
4. What did they eat at the party? (*Any of these is acceptable: pizza, cake, and ice cream*)
5. What do you think is Beth's favorite flavor of ice cream? (*Chocolate*)

Child Page: Grade 3 Passage 302

Beth's Birthday Party

It was Beth's ninth birthday. She was going to have a party at the bowling alley near her house. Five of her friends were invited. Sadly, Beth got the flu and they could not have the party. Three weeks later, her mom surprised her with a pizza party. All her friends were there. They ate pizza on the picnic table in her backyard and then watched a movie. They watched her favorite movie, *Alvin and the Chipmunks*. After the movie, they ate chocolate cake and chocolate ice cream. Everyone had a good time.

Informal Screening for Students in Grades 4-12

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Testing Guidelines

- Choose a time when your child is not tired or distracted. Keep in mind that children are often tired after school.
- Choose a quiet, well-lit room where you will not be interrupted.
- Sit at a table adjacent to your child (see video on www.SmartKidCantRead.com).
- If your child asks you what a word is, first ask if he can sound it out. If he cannot, you can either tell him the word or move along. This counts as an error.
- If your child does not respond to a word, ask him if he can read the word. If not, say, "Let's try the next one." This counts as an error.
- Don't correct your child if he makes an error.
- Be encouraging to your child, no matter how many words he reads incorrectly.
- Have your child leave the room before you score the test.
- If you find that your child has difficulty with the tests, stop the testing. Please do not become impatient with your child. Remember, he is doing the best he can. You have taken the first step, and now it is time for you to take the next one.

Test Procedure for Students in Grades 4–12

By the time students reach the fourth grade there is no longer specific reading instruction in the classroom that is aimed at teaching decoding skills. What you really need to know is whether your child can read and understand the grade-level material that is used in the classroom.

The procedure for an informal screening is quite simple for children in the fourth grade and above. Have your child bring home the science or social studies textbook that he is using in class. I recommend using the text from one of these two subjects because it is most informative to observe how your child is able to read passages of nonfiction—and how he is able to understand nonfiction material. If the teacher does not use a textbook, use one of the handouts that she gives the class.

Test Procedure for Students in Grades 4–12

- Make a copy of two pages of the book so you can follow along. The copy is for your use, and your child can read from the textbook.
- Select from a unit that the class finished studying about a month ago. I don't suggest selecting from the unit they are currently studying or from a unit that they have not yet covered.
- Ask him to read one or two pages orally to you.
- If he asks for help with a word, first ask him if he can sound it out; if he cannot, tell him the word. This counts as an error if you tell him the word.
- Mark a line through each word read incorrectly. Even if the student reads part of the word correctly, mark a line through it if there is any part omitted or mispronounced. For example, if the word is "walking" and the child reads "walk," mark a line through the word: walk.
- Circle each word that the child leaves out. (This is an error.)
- Place a caret (^) where extra words are inserted. (This is an error.)
- Excessive self-corrections and repetitions, while not scored here, can be indicative of problems with decoding. Do not worry about marking self-corrections and repeated words and phrases now, but be aware of their significance.
- Ask your child five or six questions about the passage. This will require you to pre-read the passage to identify the questions you want to ask.
- It is good to begin with a general question, such as, "Can you tell me about what you just read?"
- Try to determine whether your child has really grasped the "big picture" and a few details from the reading.

Test Procedure for Students in Grades 4–12

Can your child read the passage **accurately** and **fluently** or does he struggle with many words and read slowly and laboriously?

Can he answer comprehension questions about the material he has read?

If the answers to these questions are “no,” it is time for you to seek an independent evaluation by a professional.