

## San Diego Quick Assessment List

The *San Diego Quick Assessment List* is a very useful, quick way to determine a child's *approximate instructional reading level*. It is certainly *not* a substitute for giving an Individual Reading Inventory with its graded word lists and graded reading passages. However, if a reading teacher merely wants a *very easy, quick estimation of a child's approximate instructional reading level*, we have found it to be fairly useful for that purpose.

**NOTE:** The San Diego Quick Assessment List never should be thought of as a substitute for an Individual Reading Inventory, but it can be useful for the purpose for which it was designed.

### *Administration*

1. Type out each list of words on index cards.
2. Begin with a card that is at least two years below the child's grade-level assignment.
3. Ask the child to read the words aloud to you. If he or she misreads any on the list, drop to easier lists until he or she makes no errors. This indicates the *base level*.
4. Write down all incorrect responses, or use diacritical marks on your copy of the list. For example, *acid* might be read and recorded as *acid*. *Molecule* might be recorded as *mole* (long o) *cule*.
5. Encourage the child to read words that he or she does not know so that you can identify the techniques he or she uses for word identification.
6. Have the child read from increasingly difficult lists until he or she misses at least three words.

### *Analysis*

1. The list in which the child misses no more than *one of the ten words* is the level at which he or she can read *independently*. Two errors indicate the *instructional reading level*. Three or more errors indicate material that *may be too difficult (frustration reading level)*.
2. An analysis of the child's errors is useful. Among those that occur with the greatest frequency are the following:

**Error****Example**

reversal

*how for who*

consonant

*book for look*

consonant blend

*string for spring*

short vowel

*note for not*

long vowel

*rod for road*

prefix

*protest for pretext*

suffix

*entering for entered*

miscellaneous

(omission of accent, etc.)

3. As with other reading assessment devices, teacher observation of student behavior is very important. Such things as posture, facial expression, and voice quality may signal nervousness, lack of confidence, or frustration while reading.