



**Diagnostic
Assessments for
Early Elementary
Students**

Complimentary

Sight Word Fluency Surveys

**This document contains five separate
Sight Word assessments:**

- **Pre-Primer**
- **Primer**
- **1st Grade**
- **2nd Grade**
- **3rd Grade**

These assessments are used to determine how well a student reads high-frequency English words. High-frequency words are words that occur so frequently in printed text that it is most efficient for children to learn to read them automatically, by "sight," rather than by decoding or sounding them out. Learning to read these high-frequency words by sight, without conscious effort, is an important milestone in reading fluency. For skilled readers, virtually all words eventually become sight words (read without conscious attention). In the context of this assessment, the term "sight words" refers to high-frequency words, but a sight word is technically any word, high-frequency or not, that is read automatically, without conscious effort.

These five assessments measure how well a student reads some of the most common words in English. The words on these assessments were selected from the Dolch 220 list of high-frequency words, and the words have been leveled (e.g., Pre-Primer, Primer, etc.) using the same Dolch lists.

Measuring how well a student performs when exposed to these common words can help a teacher determine instructional next steps. If a student performs poorly on these sight word assessments, it can indicate that he or she needs more instruction in how to read these common words.

Some high-frequency words follow very common and predictable phoneme-grapheme patterns and can be read if a student understands letter-sound relationships and has some basic phonics knowledge. Many high-frequency words do not follow common patterns and are considered phonetically irregular (e.g., of, said, some). Really Great Reading's sight word assessments measure a combination of decodable and non-decodable high-frequency words.

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Sight Word Fluency Surveys

Summary Directions

TARGET AUDIENCE & PURPOSE

- Give to all emerging readers (kindergarten and 1st grade) or older students (Grades 2-12) whom you suspect are not mastering sight words at an appropriate pace.
- Allows for quick identification of a student's mastery of and automaticity with sight word identification.

WHAT IS ASSESSED

This survey assesses sight word recognition and accuracy. The term "sight word" can refer to a high-frequency word, or to any word (high-frequency or not) that is read automatically, without conscious effort. In the context of this assessment, the term "sight word" refers to the high-frequency words from the Dolch 220 list. A variety of Dolch 220 high-frequency words are presented in context (in simple, short sentences) and in isolation.

MATERIALS

- Sight Word Fluency Survey – Student Page
- Sight Word Fluency Survey – Recording & Scoring Form
- Pen or pencil

ADMINISTRATION

- Give student a copy of the Student Page.
- See page 4 for suggested administration script.

RECORDING

Use the Recording & Scoring Form:

- Place checkmark (✓) next to correct responses:
 - Set 1: Place checkmark (✓) in the appropriate box (A = Words Read Automatically or E = Words Read with Effort). Words Read Automatically are words the student correctly reads quickly, without hesitation. Words Read with Effort are words the student correctly reads after some hesitation or apparent effort.
 - Set 2: Place checkmark (✓) in the appropriate column (Words Read Automatically or Words Read with Effort).
- For errors, record the student's incorrect response in the space provided.
 - When the student misreads the same word multiple times, record all incorrect responses.
- Self-Corrections are words that the student reads incorrectly the first time, but then goes back and correctly reads independently with no prompting. If the student self-corrects, write the incorrect response on the line provided after the target word, circle the target word, and write the letters SC next to the incorrect response.
- If the student makes no attempt to read a word or says "I don't know," check NT for No Try (Set 1), or write NT next to the target word (Set 2).
- Record additional comments and observations in the spaces provided.

SCORING

After administration:

- Tally correct responses for each part (Sets 1 and 2).
- Self-corrections **DO** count as errors.
- Total all correct responses (Words Read Automatically and Words Read with Effort).
- See pages 3-4 for several scoring examples.

Administration Script for Sight Word Fluency Surveys

Step 1

- Give student the page titled "Words and Sentences to Read."

Step 2

- Introduce survey to student. Say:
 - I am going to ask you to read these sentences and words.
 - I won't time you.
 - Do your very best reading. It is more important to read accurately than fast.
 - Please read slowly enough so I can take notes.

Step 3

- Guide student to read the page.
 - Set 1—Point and say:
 - Please read these sentences, one at a time.
 - Set 2—Point and say:
 - Please read these words.
 - Start here (point to the first word) and read across the page (point to the last word in the first row).

Step 4

- Optional—Tell the student how many words he or she read correctly.
 - Count the number of checkmarks for words read correctly in each set: Automatically (A) or With Effort (E).
 - Say, "You read _____ words correctly!"
- Dismiss the student or continue with other scheduled assessments.

Step 5

- For each set, total the number of words in each column, and record the total in the appropriate boxes for Set 1 and Set 2:
 - Read Automatically (A)
 - Read with Effort (E)
 - Misread, then Self-Corrected (target word circled and marked with SC)

Step 6

- Total the words read correctly on the recording form (Sets 1 and 2):
 - Add together the total number of words read correctly in Sets 1 and 2 (Words Read Automatically and Words Read with Effort). Record this number at the bottom of the Recording Form in the Total Words Read Correctly (Set 1 + Set 2) box.
- Remember, self-corrections **DO** count as errors, so those should not be counted in the Total Words Read Correctly box.

Scoring Guidelines

Sight Word Surveys can now be entered into the Grouping Matrix. If your school has an account, simply scroll down on the Student Record page. Results can be entered through Live Assess or Enter New Score. If you utilize Live Assess, it will score and enter the results into the Student Record for you. The Student Record will also tell you where the student is at mastering sight words according to the sight word levels.

If you need access to the Grouping Matrix please email us at groupingmatrix@reallygreatreading.com with your State, District and School names. Follow the guidelines and examples below for scoring the students' responses to the sight words on the survey by hand.

Scoring Words in Sentences (Set 1)

Score the words read correctly in sentences (Set 1) by placing a checkmark (✓) next to the word in the appropriate box. The boxes are labeled A for Read Automatically and E for Read with Effort. See example 1 below.

If a student misreads a word in one of the sentences, write his incorrect response(s) on the line(s) provided to the right of the target word. See example 2 below.

If a student misreads a word in one of the sentences and then self-corrects without prompting, write his incorrect response on the line provided, and mark it with an SC. See example 3 below.

If a student skips over a word, check the box labeled NT for No Try. You may also wish to circle any words the student misreads in the grade level boxes to the right of the sentences on the recording form. This will help you easily identify any particular grade levels (Pre-Primer through 3rd Grade) of sight words with which the student struggled.

EXAMPLE 1

The student read the sentence "They walk." accurately. The word "they" was read automatically (A), and the word "walk" was read with effort (E). Place a checkmark (✓) next to each word in the appropriate box.

EXAMPLE 2

The student misread the word "funny" as "fun" and did not self-correct. Write "fun" on the line provided to the right of the target word.

EXAMPLE 3

The student misread the word "so" as "such" and then self-corrected. Write "such" on the line provided to the right of the target word "so," and then circle the target word and write SC to the right of the word to indicate a self-correction.

Sight Word Fluency Survey Recording Form		PP	P	1st
Check appropriate box below. Circle target word for self-corrections (SC).				
1-2	They <input checked="" type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ walk <input type="checkbox"/> A <input checked="" type="checkbox"/> E <input type="checkbox"/> NT _____ .		they	walk
3-6	I <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ am <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ .	I, funny	am, so	
	<input checked="" type="checkbox"/> SO <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT <u>such</u> SC funny <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT <u>fun</u> _____ .			
7-10	We <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ like <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ .	we, to, play	like	
	to <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ play <input type="checkbox"/> A <input type="checkbox"/> E <input type="checkbox"/> NT _____ .			

Scoring Words in Isolation (Set 2)

Score the words read correctly in isolation (Set 2) by placing a checkmark (✓) next to the word in the appropriate column: Read Automatically or Read with Effort. Remember that self-corrections (indicated by marking with SC) **DO** count as errors. See examples 4 and 5 below.

If a student skips over a word, write NT, for No Try, next to the target word.

If a student misreads a word in isolation, write the incorrect response(s) in the Words Read Incorrectly column. See example 6 below.

EXAMPLE 4

The student read the words “look,” “down,” and “see” accurately. The word “look” was read with effort, the word “down” was read automatically, and the word “see” was read with effort. Place a checkmark (✓) in the appropriate column for each word.

EXAMPLE 5

The student misread the word “there” as “they” and then self-corrected. Write the word “they” in the Read Incorrectly (I) column, and mark with an SC to indicate a self-correction.

EXAMPLE 6

The student misread the word “now” as “no” and did not self-correct. Write the incorrect response in the Read Incorrectly (I) column.

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
4	Pre-Primer	36 look		✓	
		37 down		✓	
		38 see		✓	
5		39 make			
6	Primer	40 there	they SC		
		41 now	no		
		42 all			
		43 out			

Sight Word Skill Levels

The following guidelines can be used to determine a student's level of proficiency with the sight words on the Sight Word Fluency Survey. These are basic guidelines based upon the number of words at each grade level on the survey. Note that the survey only assesses students' proficiency with the specific words that have been included in the sentences and in isolation. There may be many sight words not included on the survey that a student has already mastered. The survey is simply meant to paint a broad and general picture of a student's proficiency with sight words at various grade levels. Below is a breakdown of the number of words from each level on the surveys.

Pre-Primer: 25 words	Primer: 25 words	1st Grade: 50 Words	2nd Grade: 50 Words	3rd Grade: 50 Words
Pre-Primer – 25	Pre-Primer – 8 Primer – 17	Pre-Primer – 12 Primer – 13 1 st Grade – 25	Pre-Primer – 7 Primer – 9 1 st Grade – 9 2 nd Grade – 25	Pre-Primer – 7 Primer – 5 1 st Grade – 6 2 nd Grade – 7 3 rd Grade – 25

Assessment Name	Beginning of Year			Middle of Year			End of Year		
	Low	Emerging	On Track	Low	Emerging	On Track	Low	Emerging	On Track
Kinder Pre-Primer	0-25%	25%-60%	>60%	0-45%	45%-75%	>75%	0-75%	75%-90%	>90%
Kinder Primer	0-25%	25%-60%	>60%	0-45%	45%-75%	>75%	0-75%	75%-90%	>90%
1 st Grade	0-50%	50%-75%	>75%	0-60%	61%-80%	>80%	0-75%	75%-90%	>90%
2 nd Grade	0-50%	50%-75%	>75%	0-60%	61%-80%	>80%	0-75%	75%-90%	>90%
3 rd Grade	0-50%	50%-75%	>75%	0-60%	61%-80%	>80%	0-75%	75%-90%	>90%

Utilizing the Results to Drive Instruction

Instructional Recommendations:

- You may wish to provide explicit instruction in reading with automaticity the specific words on the survey that a student has not mastered.
- You may wish to create flash cards with the words that students read incorrectly on the survey to provide students with additional practice.
- You may wish to ask students to read additional words from the Dolch 220 list to determine if they have mastered sight words other than those on this survey.
- You can also use the survey results as a guide for identifying the grade levels of the Dolch 220 sight word list with which a student needs more practice.

If you observe students reading the words on this survey accurately but slowly, this is an indication that students should work on the speed with which they can recognize sight words. You can do this by utilizing flash cards and speed drills or through the Heart Word activities on *Countdown Online*, *Blast Online*, and *HD Word Online*.

You should take note of students who consistently read sight words incorrectly and then self-correct. These students may need additional practice with slowing down and paying attention to every word, including sight words, while reading connected text.

Words and Sentences to Read

Set 1

1. I see.
2. Look down.
3. Run to me.
4. Can you help?
5. Where is it?
6. Come jump and play.

Set 2

said

for

go

the

we

little

here

not

Student _____ Grade _____

Examiner _____ Date _____

FOUNDATIONAL SKILLS ASSESSMENT

SIGHT WORD SURVEY **PRE-PRIMER**

Set 1

Sight Word Fluency Survey Recording Form				
Check appropriate box below. Circle target word for self-corrections (SC).				
1-2	I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ see <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			
3-4	Look <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ down <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			
5-7	Run <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ to <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ me <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			
8-10	Can <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ you <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ help <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?			
11-13	Where <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ is <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ it <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?			
14-17	Come <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ jump <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ and <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ play <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			
Total Set 1 Words Read Correctly (A + E) _____		Total A _____	Total E _____	Total SC _____ (Self-correction)
Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow				

Set 2

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
Pre-Primer	18 said				
	19 for				
Primer	20 go				
	21 the				
	22 we				
	23 little				
	24 here				
	25 not				
Total Set 2 Words Read Correctly (A + E) _____		Total SC _____ (Self-correction)	Total A _____	Total E _____	Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow
Total Words Read Correctly (Set 1 & Set 2) _____		Total Words Self-corrected (Set 1 & Set 2) _____	Total Words Read Automatically (Set 1 & Set 2) _____	Total Words Read with Effort (Set 1 & Set 2) _____	

Words and Sentences to Read

Set 1

1. I went in.
2. Did they eat?
3. She will jump.
4. Please come here now.
5. He was under there.

Set 2

one

my

away

out

all

that

but

with

Student _____ Grade _____

Examiner _____ Date _____

FOUNDATIONAL SKILLS ASSESSMENT

SIGHT WORD SURVEY

PRIMER

Set 1

Sight Word Fluency Survey Recording Form				PP	P
Check appropriate box below. Circle target word for self-corrections (SC).					
1-3	I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ went <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ in <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____.			I, in	went
4-6	Did <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ they <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ eat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?				did, they, eat
7-9	She <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ will <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ jump <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____.			jump	she, will
10-13	Please <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ come <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ here <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ now <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____.			come, here	please, now
14-17	He <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ was <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ under <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ there <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____.				he, was, under, there
Total Set 1 Words Read Correctly (A + E) _____		Total A _____	Total E _____	Total SC _____ (Self-correction)	Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P

Set 2

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
Pre-Primer	18 one				
	19 my				
	20 away				
Primer	21 out				
	22 all				
	23 that				
	24 but				
	25 with				
Total Set 2 Words Read Correctly (A + E) _____		Total SC _____ (Self-correction)	Total A _____	Total E _____	Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P
Total Words Read Correctly (Set 1 & Set 2) _____		Total Words Self-corrected (Set 1 & Set 2) _____	Total Words Read Automatically (Set 1 & Set 2) _____	Total Words Read with Effort (Set 1 & Set 2) _____	

Words and Sentences to Read

Set 1

1. They walk.
 2. I am so old.
 3. We like to fly.
 4. When will his ride come?
 5. What could he take?
 6. Just let me know.
 7. She did not ask him again.
 8. Then help her after you stop.
-

Set 2

look	down	where
here	all	out
have	over	of
were	think	any
going	some	every

Student _____ Grade _____

Examiner _____ Date _____

FOUNDATIONAL SKILLS ASSESSMENT

SIGHT WORD SURVEY 1ST GRADE

Set 1

Sight Word Fluency Survey Recording Form		PP	P	1st
Check appropriate box below. Circle target word for self-corrections (SC).				
1-2	They <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ walk <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .		they	walk
3-6	I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ am <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ so <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ old <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	I	am, so	old
7-10	We <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ like <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ to <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ fly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	we, to	like	fly
11-15	When <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ will <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ his <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ride <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ come <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?	come	will, ride	when, his
16-19	What <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ could <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ he <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ take <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?		what, he	could, take
20-23	Just <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ let <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ me <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ know <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	me		just, let, know
24-29	She <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ did <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ not <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ask <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ him <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ again <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	not	she, did	ask, him, again
30-35	Then <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ help <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ her <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ after <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ you <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ stop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	help, you		then, her, after, stop
Total Set 1 Words Read Correctly (A + E) _____		Total A _____	Total E _____	Total SC _____ (Self-correction)
Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> I				

Set 2

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
Pre-Primer	36 look				
	37 down				
	38 where				
	39 here				
Primer	40 all				
	41 out				
	42 have				
1st Grade	43 over				
	44 of				
	45 were				
	46 think				
	47 any				
	48 going				
	49 some				
	50 every				
Total Set 2 Words Read Correctly (A + E) _____		Total SC _____ (Self-correction)	Total A _____	Total E _____	Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> I
Total Words Read Correctly (Set 1 & Set 2) _____		Total Words Self-corrected (Set 1 & Set 2) _____	Total Words Read Automatically (Set 1 & Set 2) _____	Total Words Read with Effort (Set 1 & Set 2) _____	<input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> I

Words and Sentences to Read

Set 1

1. Pull it off first.
2. Those were found around her.
3. You will soon know why.
4. Would she write to him?
5. Both of us are right.
6. They have read this play before.
7. That is your best work.

Set 2

where

find

into

every

over

them

put

call

or

been

does

because

very

don't

their

Student _____ Grade _____

Examiner _____ Date _____

FOUNDATIONAL SKILLS ASSESSMENT

SIGHT WORD SURVEY 2ND GRADE

Set 1

Sight Word Fluency Survey Recording Form		PP	P	1st	2nd
Check appropriate box below. Circle target word for self-corrections (SC).					
1-4	Pull <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ it <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ off <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ first <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	it			pull, off, first
5-9	Those <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ were <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ found <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ around <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ her <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .			were, her	those, found, around
10-14	You <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ will <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ soon <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ know <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ why <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	you	will, soon	know	why
15-19	Would <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ she <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ write <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ to <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ him <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ ?	to	she	him	would, write
20-24	Both <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ of <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ us <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ are <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ right <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .		are	of	both, us, right
25-30	They <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ have <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ read <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ this <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ play <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ before <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	play	they, have, this		read, before
30-35	That <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ is <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ your <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ best <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ work <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .	is	that		your, best, work
Total Set 1 Words Read Correctly (A + E) _____		Total A _____	Total E _____	Total SC _____ (Self-correction)	Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> 1 <input type="checkbox"/> 2

Set 2

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
Pre-Primer	36 where				
	37 find				
Primer	38 into				
	1st Grade	39 every			
		40 over			
41 them					
2nd Grade	42 put				
	43 call				
	44 or				
	45 been				
	46 does				
	47 because				
	48 very				
	49 don't				
	50 their				
Total Set 2 Words Read Correctly (A + E) _____		Total SC _____ (Self-correction)	Total A _____	Total E _____	Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> 1 <input type="checkbox"/> 2
Total Words Read Correctly (Set 1 & Set 2) _____		Total Words Self-corrected (Set 1 & Set 2) _____	Total Words Read Automatically (Set 1 & Set 2) _____	Total Words Read with Effort (Set 1 & Set 2) _____	<input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> 1 <input type="checkbox"/> 2

Words and Sentences to Read

Set 1

1. Don't hold the fly.
2. Today was much better.
3. Never bring an open drink.
4. That is always a long show.
5. Together we shall eat these.
6. Try to keep her warm.
7. Laugh about it before I wash.

Set 2

pretty

our

round

once

their

does

kind

eight

myself

start

only

done

light

hurt

carry

Student _____ Grade _____

Examiner _____ Date _____

FOUNDATIONAL SKILLS ASSESSMENT

SIGHT WORD SURVEY 3RD GRADE

Set 1

Sight Word Fluency Survey Recording Form		PP	P	1st	2nd	3rd	
Check appropriate box below. Circle target word for self-corrections (SC).							
1-4	Don't <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> hold <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> the <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> fly <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	the		fly	don't	hold	
5-8	Today <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> was <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> much <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> better <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		was			today, much, better	
9-13	Never <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> bring <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> an <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> open <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> drink <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			an, open		never, bring, drink	
14-19	That <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> is <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> always <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> a <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> long <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> show <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	is, a	that		always	long, show	
20-24	Together <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> we <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> shall <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> eat <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> these <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	we	eat		these	together, shall	
25-29	Try <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> to <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> keep <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> her <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> warm <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	to		her		try, keep, warm	
30-35	Laugh <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> about <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> it <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> before <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> wash <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	it, I			before, wash	laugh, about	
Total Set 1 Words Read Correctly (A + E)		Total A _____		Total E _____		Total SC _____ (Self-correction)	
		Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3					

Set 2

		Read Incorrectly (I)	Read Automatically (A)	Read with Effort (E)	Notes
Primer	36 pretty				
	37 our				
1st Grade	38 round				
	39 once				
2nd Grade	40 their				
	41 does				
3rd Grade	42 kind				
	43 eight				
	44 myself				
	45 start				
	46 only				
	47 done				
	48 light				
	49 hurt				
	50 carry				
Total Set 2 Words Read Correctly (A + E)		Total SC _____ (Self-correction)	Total A _____	Total E _____	Observations: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow Levels of particular difficulty: <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3
Total Words Read Correctly (Set 1 & Set 2)		Total Words Self-corrected (Set 1 & Set 2)	Total Words Read Automatically (Set 1 & Set 2)	Total Words Read with Effort (Set 1 & Set 2)	