

## Overview

The Grade 1 diagnostic test provides options to assess specific skills necessary for successful reading. It is designed to be used to assess students' abilities, to guide reading instruction, and to measure students' growth in reading skills throughout the year. The test evaluates students' recognition of letter names and sounds, reading and decoding skills, phoneme segmentation, oral vocabulary usage, and reading fluency. The diagnostic test does not include a retell fluency portion since research indicates a low correlation between retell-fluency scores and reading comprehension (Bellinger et al 2011).

## Testing Materials

- Benchmark Scoring Sheet
- Teacher Scoring Sheet for each portion of the test
- Student Test Page—Letter Names: Uppercase
- Student Test Page—Letter Names: Lowercase
- Student Test Page—Letter Sounds: Consonants
- Student Test Page—Letter Sounds: Vowels
- Student Test Pages—Reading and Decoding (Sections A–G)
- Student Test Page—Phoneme Segmentation
- Student Test Pages—Oral Reading Fluency passages: Beginning of Year, Middle of Year, and End of Year

## Preparation

1. Print and use the Grade 1 diagnostic test to assess students' skills. This same assessment will be administered at the beginning, middle, and end of the school year as indicated in the teacher edition. However, a different Oral Reading Fluency passage will be used each time the test is administered. The teacher scoring pages for the passages are labeled *Beginning of Year*, *Middle of Year*, or *End of Year*.
2. Print a Benchmark Scoring Sheet for each student. Throughout the year, use the sheets to record total scores for each section to track growth.
3. Print one copy of each Student Test Page. These will be used throughout the year every time you administer the test.
4. Print new Teacher Scoring Sheets for each student each time the test is administered.

## How to Administer the Test

- Administer the test to students individually.
- Give the test three times during the year as indicated in the teacher edition.
- If students hesitate while responding, wait three seconds before prompting them. Do not count prompting as errors if students respond correctly.
- Allow students to self-correct on all portions of the test. Do not count self-corrections as errors.
- The only timed test is the Oral Reading Fluency test, for which students are given 1 minute to read the passage. Use a timer for accuracy.



Grade 1 Diagnostic Test  
**Benchmark Scoring Sheet**

NAME \_\_\_\_\_

TEACHER \_\_\_\_\_

	<b>BEGINNING OF YEAR</b> Benchmark 1	<b>MIDDLE OF YEAR</b> Benchmark 2	<b>END OF YEAR</b> Benchmark 3
<b>TEST DATE</b>			
<b>LETTER NAMES AND SOUNDS</b>	/83	/83	/83
<b>READING AND DECODING</b>	/160	/160	/160
<b>PHONEME SEGMENTATION</b>	/65	/65	/65
<b>ORAL VOCABULARY USAGE</b>	/15	/15	/15
<b>ORAL READING FLUENCY SCORE</b> (Words Correct per Minute)	/WCPM	/WCPM	/WCPM

NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

**LETTER NAMES AND SOUNDS**

Total Score for **LETTER NAMES AND SOUNDS**:

\_\_\_\_\_/83

**Letter Names – Uppercase**

\_\_\_\_\_/26

**Teacher Directions:** Direct the student to point to each letter and to say the letter name. On this scoring sheet, cross out any incorrectly named letters.

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

**Letter Names – Lowercase**

\_\_\_\_\_/26

**Teacher Directions:** Direct the student to point to each letter and to say the letter name. On this scoring sheet, cross out any incorrectly named letters.

k	m	d	g	e	h	y
f	o	a	q	s	v	z
i	r	p	l	c	j	n
t	b	x	u	w		

NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

**Letter Sounds – Consonants**

\_\_\_\_\_/21

**Teacher Directions:** Direct the student to point to each letter and to give the sound for it. On this scoring sheet, cross out the letters for each incorrect sound given.

k	m	d	g	h	y	qu
l	s	v	z	r	p	f
c	j	n	t	b	x	w

**Letter Sounds – Vowels (*Short and Long*)**

\_\_\_\_\_/10

**Teacher Directions:** Direct the student to point to each letter and to say a sound for it. For each letter, ask what other sound it can make. Cross out the letters for each incorrect sound given.

u	e	a	i	o	(short)
u	e	a	i	o	(long)

NAME \_\_\_\_\_

Grade 1 Diagnostic Test  
**Teacher Scoring Sheet****READING AND DECODING**Total Score for **READING AND DECODING**:

\_\_\_\_\_/160

**Teacher Directions:** For each subsection of decodable words, direct the student to read the real and nonsense words. For each row of real words, have the student sound out real words. For each row of nonsense words, direct the student to sound out made-up words without trying to make these words sound like real words. Score one point for each word the student reads correctly. If the student self-corrects in three seconds or less, count that word as correct. If the student is unable to read the row of real words, do not have the student read the following row of nonsense words. Skip to the next row of real words and have the student attempt to read those.

**A. Short Vowels in CVC Words**

1. tax      pin      leg      run      mop      (real)      \_\_\_\_/5

2. fot      det      lup      taz      kig      (nonsense)      \_\_\_\_/5

**B. Consonant Blends and Double Consonants with Short Vowels**

1. strip      glum      step      blot      clog      (real)      \_\_\_\_/5

2. flid      plud      drep      prog      glak      (nonsense)      \_\_\_\_/5

3. rack      silk      left      kelp      loft      (real)      \_\_\_\_/5

4. huft      talp      geck      voft      delf      (nonsense)      \_\_\_\_/5

5. bell      slack      cuff      dill      track      (real)      \_\_\_\_/5

6. rizz      gless      stiss      hiff      nugg      (nonsense)      \_\_\_\_/5

NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

**C. Consonant Digraphs and Trigraphs with Short Vowels**

1. thin      shop      chip      knit      this      (real)      \_\_\_\_\_/5

2. \*tham      shap      whub      chim      knas      (nonsense)      \_\_\_\_\_/5

(\*Note: Accept pronunciation of *th* as a breath or voice sound in the word *tham*.)

3. limb      hatch      hush      math      pitch      (real)      \_\_\_\_\_/5

4. votch      hish      guth      pumb      yish      (nonsense)      \_\_\_\_\_/5

(\*Note: Accept pronunciation of *pumb* with or without the /b/ sound.)

**D. Long Vowels**

1. rice      bone      pain      team      clue      (real)      \_\_\_\_\_/5

2. vate      dipe      druit      beel      woam      (nonsense)      \_\_\_\_\_/5

3. bride      globe      flame      please      scream      (real)      \_\_\_\_\_/5

4. mease      blate      glime      slobe      flune      (nonsense)      \_\_\_\_\_/5

**E. R- and L-controlled Vowels**

1. barn      fern      horn      stir      turn      (real)      \_\_\_\_\_/5

2. firp      durp      sorp      gark      ber      (nonsense)      \_\_\_\_\_/5

3. ball      cold      roll      tall      molt      (real)      \_\_\_\_\_/5

4. pold      vall      rall      zoll      rolt      (nonsense)      \_\_\_\_\_/5

NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

**F. Endings**

- |            |         |          |         |          |            |           |
|------------|---------|----------|---------|----------|------------|-----------|
| 1. messy   | helpful | happy    | fuzzy   | wishful  | (real)     | _____ / 5 |
| 2. beltful | mazzy   | popful   | wopful  | fissy    | (nonsense) | _____ / 5 |
| 3. hops    | running | stopped  | smiled  | clapping | (real)     | _____ / 5 |
| 4. bips    | stipped | rinning  | snibed  | wogging  | (nonsense) | _____ / 5 |
| 5. bigger  | fastest | thinnest | quicker | saddest  | (real)     | _____ / 5 |
| 6. liddest | bapper  | zippest  | yopper  | chippest | (nonsense) | _____ / 5 |

**G. Variant Spellings and Diphthongs**

- |   |      |       |       |       |            |           |
|---|------|-------|-------|-------|------------|-----------|
| 1. sight  | say  | pray  | shout | might | (real)     | _____ / 5 |
| 2. *moud  | zay  | vight | *toud | pight | (nonsense) | _____ / 5 |
| (*Note: Accept pronunciation of <i>ou</i> in the words <i>moud</i> and <i>toud</i> as in the words <i>loud</i> , <i>country</i> , <i>you</i> , and <i>thorough</i> .)   |      |       |       |       |            |           |
| 3. mow  | look | cow   | boot  | hook  | (real)     | _____ / 5 |
| 4. *jook  | *fow | *dook | *dow  | *mook | (nonsense) | _____ / 5 |
| (*Note: Accept pronunciation of <i>oo</i> in the words <i>jook</i> , <i>dook</i> and <i>mook</i> as in the words <i>look</i> or <i>soon</i> . Accept pronunciation of <i>ow</i> in the words <i>fow</i> and <i>dow</i> as in the words <i>mow</i> or <i>cow</i> . Count any of these pronunciations as correct for the indicated nonsense words.) |      |       |       |       |            |           |
| 5. coin   | boy  | soil  | toy   | foil  | (real)     | _____ / 5 |
| 6. yoil   | woy  | voin  | stoy  | zoil  | (nonsense) | _____ / 5 |

NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

**PHONEME SEGMENTATION**Total Score for **PHONEME SEGMENTATION**:

\_\_\_\_\_/65

**Teacher Directions:** One at a time, say each word. After you say the word, have the student say, in order, all the sounds in the word. Record the number of sounds the student correctly says for each word.

sat /s//ă//t/ \_\_\_\_\_/3

chip /ch//ĭ//p/ \_\_\_\_\_/3

sun /s//ŭ//n/ \_\_\_\_\_/3

bell /b//ĕ//l/ \_\_\_\_\_/3

me /m//ĕ/ \_\_\_\_\_/2

lake /l//ā//k/ \_\_\_\_\_/3

shop /sh//ò//p/ \_\_\_\_\_/3

clay /k//l//ā/ \_\_\_\_\_/3

clue /k//l//ō/ \_\_\_\_\_/3

munch /m//ŭ//n//ch/ \_\_\_\_\_/4

brown /b//r//ou//n/ \_\_\_\_\_/4

trick /t//r//ĭ//k/ \_\_\_\_\_/4

plop /p//l//ò//p/ \_\_\_\_\_/4

fly /f//l//ī/ \_\_\_\_\_/3

flight /f//l//ī//t/ \_\_\_\_\_/4

coin /k//oi//n/ \_\_\_\_\_/3

far /f//ar/ \_\_\_\_\_/2

ball /b//ò//l/ \_\_\_\_\_/3

hound /h//ou//n//d/ \_\_\_\_\_/4

paint /p//ā//n//t/ \_\_\_\_\_/4



NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

**ORAL VOCABULARY USAGE**

Total Score for **ORAL VOCABULARY USAGE**:

\_\_\_\_\_/15

**Teacher Directions:** One at time, say the words below and have students use each word in a sentence. Place a check mark next to each word if the student uses the word correctly. Say the following as an example for students: “Here is my sentence for the word *flower*: I picked a pink *flower* from the garden.” For the middle- and end-of-year tests, assess students only on the words they did not use correctly in the previous assessments.

☐ courage

☐ idea

☐ crowd

☐ journey

☐ celebrate

☐ invite

☐ frustrated

☐ leader

☐ comfortable

☐ pretend

☐ mistake

☐ patience

☐ nervous

☐ travel

☐ famous

NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

## ORAL READING FLUENCY: Beginning of Year

**Teacher Directions:** Administer the corresponding passage for the time of year when the diagnostic test is given. Before you begin, assure the student that it is alright if he or she does not finish the passage, and encourage the student to read as far as possible until the timer stops. Read the title of the story to the student. Then, set a timer for 1 minute and direct the student to begin reading the passage aloud. As the student reads, mark any errors on the score sheet. If the student hesitates longer than three seconds while reading a word, say the word and have the student continue reading. Mark the hesitation as an error if the word was provided. At the end of the minute, make a line after the last word read. Count the words and calculate the score using the formula below each passage.

### Two Friends and the Lost Pet

Jon and Fred are best friends.	6
They live on the same street in town.	14
Jon wants Fred to come to his house to play.	24
Fred runs up the hill to see Jon.	32
Jon and Fred play in the red tree house.	41
They run up and down in the hot sun.	50
Jon kicks a green ball, but Fred can not catch it.	61
Fred and Jon must look for the lost ball.	70
They hear a soft cry.	75
What is that sound?	79
Is it a cat?	83
It might be a pup.	88
They see it dash away and crouch next to a big tree.	100
The little brown and white pet hides.	107
It might want to eat.	112
Oh, no! Do not climb up the tree, little pet!	122
Hiss! It is Miss Smith's cat, Tom.	129
Tom feels sad that he is lost.	136
He is not safe out here.	142
Jon and Fred do not leave Tom there.	150
They take Tom home to Miss Smith.	157
Miss Smith tells Fred and Jon they are very nice.	167
Jon and Fred hug Tom.	172

### ORAL READING FLUENCY SCORE

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(Total Words Read) - (Missed/Incorrect Words) = Oral Reading Fluency (ORF) Score

NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

**ORAL READING FLUENCY: Middle of Year**

**Trains**

Chug! Chug! Chug! I hear a train.	7
Look over there!	10
I can see the clouds of smoke over the trees.	20
The train comes by the field.	26
Is it on the way to town?	33
I sit in my dad's truck and watch for the train.	44
Dad stops. He does not cross the railroad tracks.	53
I see the long train on the tracks.	61
The train is red and green with black stripes.	70
It chugs and chugs as it speeds by.	78
Dad says coal makes the train go fast.	86
We wait in the truck for the train to cross the tracks.	98
I see a man in a blue hat and I wave at him.	111
My dad tells me that the man in the blue hat steers the train.	125
That must be a fun job!	131
I see people inside the train as it speeds by.	141
They do not look afraid to be on the train.	151
They sit and eat on the train.	158
I wave to the people inside and some people wave back to me.	171
The train leaves town. It must go on to the next city.	183
I hope one day that I can ride on a train!	194

**ORAL READING FLUENCY SCORE**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(Total Words Read) - (Missed/Incorrect Words) = Oral Reading Fluency (ORF) Score

NAME \_\_\_\_\_



Grade 1 Diagnostic Test  
**Teacher Scoring Sheet**

**ORAL READING FLUENCY: End of Year**

**Wind**

I am thankful for the wind that I feel on my face.	12
It feels nice on a hot summer day.	20
When it is muggy outside, I like to stay in the shade.	32
I sit under the trees and feel the cool breeze.	42
The wind helps to cool me down.	49
I try to look for the wind, but I cannot see it.	61
I can only see the things the wind blows.	70
When I see the plants sway, I know the wind is blowing.	82
I know the wind gusts make the trees bend and dance.	93
A breeze sweeps pass my face, and I know it is the wind.	106
I try to grab the wind with my hands, but it does not stay.	120
The wind flutters and flies away.	126
I think about how God tells the wind to blow east, then west.	139
He lets it blow as a soft breeze on my face or as a mighty storm at sea.	157
I try to chase the wind, but it is too fast for me.	170
So, I rest under the tree in the cool of the shade.	182
And I feel blessed that God sent the wind on a hot day like today.	197

**ORAL READING FLUENCY SCORE**

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

(Total Words Read) - (Missed/Incorrect Words) = Oral Reading Fluency (ORF) Score



Grade 1 Diagnostic Test  
**Student Test Page—Letter Names: Uppercase**

K

M

D

G

E

H

Y

F

O

A

Q

S

V

Z

I

R

P

L

C

J

N

T

B

X

U

W



Grade 1 Diagnostic Test  
**Student Test Page—Letter Names: Lowercase**

k

m

d

g

e

h

y

f

o

a

q

s

v

z

i

r

p

l

c

j

n

t

b

x

u

w



Grade 1 Diagnostic Test  
**Student Test Page—Letter Sounds: Consonants**

k

m

d

g

h

y

qu

l

s

v

z

r

p

f

c

j

n

t

b

x

w



Grade 1 Diagnostic Test  
**Student Test Page—Letter Sounds: Vowels**

u

e

a

i

o





A

1.	tax	pin	leg	run	mop
2.	fot	det	lup	taz	kig

B

1.	strip	glum	step	blot	clog
2.	flid	plud	drep	prog	glak
3.	rack	silk	left	kelp	loft
4.	huft	talp	geck	vof+	delf
5.	bell	slack	cuff	dill	track
6.	rizz	gless	stiss	hiff	nugg



Grade 1 Diagnostic Test  
**Student Test Page—Reading and Decoding: Sections C–D**

1. thin
2. tham
3. limb
4. votch

C

- |       |      |      |       |
|-------|------|------|-------|
| shop  | chip | knit | this  |
| shap  | whub | chim | knas  |
| hatch | hush | math | pitch |
| hish  | guth | pumb | yish  |

1. rice
2. vate
3. bride
4. mease

D

- |       |       |        |        |
|-------|-------|--------|--------|
| bone  | pain  | team   | clue   |
| dipe  | druit | beel   | woam   |
| globe | flame | please | scream |
| blate | glime | slobe  | flune  |



Grade 1 Diagnostic Test  
**Student Test Page—Reading and Decoding: Sections E–F**

E	1.	barn	fern	horn	stir	turn
	2.	firp	durp	sorp	gark	ber
	3.	ball	cold	roll	tall	molt
	4.	pold	vall	rall	zoll	rolt

F	1.	messy	helpful	happy	fuzzy	wishful
	2.	beltful	mazzy	popful	wopful	fissy
	3.	hops	running	stopped	smiled	clapping
	4.	bips	stipped	rinning	snibed	wogging
	5.	bigger	fastest	thinnest	quicker	saddest
	6.	liddest	bapper	zippest	yopper	chippiest



Grade 1 Diagnostic Test  
**Student Test Page—Reading and Decoding: Section G**

1.	sight	say	pray	shout	might
2.	moud	zay	vight	toud	pight
3.	mow	look	cow	boot	hook
4.	jook	fow	dook	dow	mook
5.	coin	boy	soil	toy	foil
6.	yoil	woy	voin	stoy	zoil

G



sat

chip

sun

bell

me

lake

shop

clay

clue

munch

brown

trick

plop

fly

flight

coin

far

ball

hound

paint



## Two Friends and the Lost Pet

Jon and Fred are best friends.

They live on the same street in town.

Jon wants Fred to come to his house to play.

Fred runs up the hill to see Jon.

Jon and Fred play in the red tree house.

They run up and down in the hot sun.

Jon kicks a green ball, but Fred can not catch it.

Fred and Jon must look for the lost ball.

They hear a soft cry.

What is that sound?

Is it a cat?

It might be a pup.

They see it dash away and crouch next to a big tree.

The little brown and white pet hides.

It might want to eat.

Oh, no! Do not climb up the tree, little pet!

Hiss! It is Miss Smith's cat, Tom.

Tom feels sad that he is lost.

He is not safe out here.

Jon and Fred do not leave Tom there.

They take Tom home to Miss Smith.

Miss Smith tells Fred and Jon they are very nice.

Jon and Fred hug Tom.



## **Trains**

Chug! Chug! Chug! I hear a train.

Look over there!

I can see the clouds of smoke over the trees.

The train comes by the field.

Is it on the way to town?

I sit in my dad's truck and watch for the train.

Dad stops. He does not cross the railroad tracks.

I see the long train on the tracks.

The train is red and green with black stripes.

It chugs and chugs as it speeds by.

Dad says coal makes the train go fast.

We wait in the truck for the train to cross the tracks.

I see a man in a blue hat and I wave at him.

My dad tells me that the man in the blue hat steers the train.

That must be a fun job!

I see people inside the train as it speeds by.

They do not look afraid to be on the train.

They sit and eat on the train.

I wave to the people inside and some people wave back to me.

The train leaves town. It must go on to the next city.

I hope one day that I can ride on a train!



## Wind

I am thankful for the wind that I feel on my face.

It feels nice on a hot summer day.

When it is muggy outside, I like to stay in the shade.

I sit under the trees and feel the cool breeze.

The wind helps to cool me down.

I try to look for the wind, but I cannot see it.

I can only see the things the wind blows.

When I see the plants sway, I know the wind is blowing.

I know the wind gusts make the trees bend and dance.

A breeze sweeps pass my face, and I know it is the wind.

I try to grab the wind with my hands, but it does not stay.

The wind flutters and flies away.

I think about how God tells the wind to blow east, then west.

He lets it blow as a soft breeze on my face or as a mighty storm at sea.

I try to chase the wind, but it is too fast for me.

So, I rest under the tree in the cool of the shade.

And I feel blessed that God sent the wind on a hot day like today.