

Overview

The Grade 2 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' reading and decoding skills, 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 Pages—Reading and Decoding (Sections A–H)
- Student Test Pages—Oral Reading Fluency passages: Beginning of Year, Middle of Year, and End of Year

Preparation

1. Print and use the Grade 2 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 2 Diagnostic Test
Benchmark Scoring Sheet

NAME _____

TEACHER _____

	BEGINNING OF YEAR Benchmark 1	MIDDLE OF YEAR Benchmark 2	END OF YEAR Benchmark 3
TEST DATE			
READING AND DECODING	/200	/200	/200
ORAL VOCABULARY USAGE	/15	/15	/15
ORAL READING FLUENCY SCORE <i>(Words Correct per Minute)</i>	/WCPM	/WCPM	/WCPM

NAME _____

Grade 2 Diagnostic Test
Teacher Scoring Sheet**READING AND DECODING**Total Score for **READING AND DECODING**:

_____/200

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 that students read correctly. If a student self-corrects in three seconds or less, count that word as correct. If a 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. Consonant Blends and Double Consonants with Short Vowels

- | | | | | | | |
|----------|-------|--------|-------|-------|------------|---------|
| 1. trot | strap | glop | swift | help | (real) | _____/5 |
| 2. dreft | talp | grick | plob | strim | (nonsense) | _____/5 |
| 3. fell | black | fuzz | bill | frill | (real) | _____/5 |
| 4. riss | glezz | strack | hiff | flift | (nonsense) | _____/5 |

B. Consonant Digraphs

- | | | | | | | |
|--|-------|-------|------|-------|------------|---------|
| 1. chat | such | whip | knit | thin | (real) | _____/5 |
| 2. *thim | whub | shep | knis | gich | (nonsense) | _____/5 |
| (*Note: Students can pronounce <i>th</i> as a breath or voice sound in the word <i>thim</i> .) | | | | | | |
| 3. lamb | itch | patch | mash | shred | (real) | _____/5 |
| 4. motch | shrim | gatch | pimb | lish | (nonsense) | _____/5 |



NAME _____

C. Long Vowels

- | | | | | | | |
|----------|--------|--------|---------|--------|------------|---------|
| 1. mice | bone | page | peel | fruit | (real) | _____/5 |
| 2. vage | dipe | huit | geel | woam | (nonsense) | _____/5 |
| 3. phone | throat | chime | squeeze | scream | (real) | _____/5 |
| 4. phide | chite | spheat | strame | fline | (nonsense) | _____/5 |

D. R- and L-controlled Vowels

- | | | | | | | |
|----------|-------|------|------|------|------------|---------|
| 1. farm | churn | form | star | herd | (real) | _____/5 |
| 2. lurp | virp | tark | yorp | ber | (nonsense) | _____/5 |
| 3. small | fold | toll | hall | molt | (real) | _____/5 |
| 4. lold | nall | voll | zall | golt | (nonsense) | _____/5 |

E. Endings

- | | | | | | | |
|------------|-----------|----------|----------|---------|------------|---------|
| 1. grassy | hurtful | puppy | sparkle | joyful | (real) | _____/5 |
| 2. barkle | lazzy | zopful | gissy | pandle | (nonsense) | _____/5 |
| 3. globes | swiftly | clapped | flopping | softly | (real) | _____/5 |
| 4. glickly | glipped | staftly | jipes | vogging | (nonsense) | _____/5 |
| 5. harder | strongest | messiest | bigger | loudest | (nonsense) | _____/5 |
| 6. widest | zepper | mittest | glopper | yippest | (nonsense) | _____/5 |



NAME _____

F. Variant Spellings and Diphthongs

1. warp spray cloud worm flight (real) _____/5

2. *soud *warg glay pight chay (nonsense) _____/5

(*Note: Accept pronunciation of *ou* in the word *soud* as in the words *loud*, *country*, *you*, or *thorough*. Accept pronunciation of *ar* in the word *warg* as in the words *warm* and *far*. Count any of these pronunciations as correct for the indicated nonsense words.)

3. gown hook glow shoot shown (real) _____/5

4. *stook *clow *zook *jow *voom (nonsense) _____/5

(*Note: Accept pronunciation of *oo* in the words *stook*, *zook* and *voom* as in the words *look* or *soon*. Accept pronunciation of *ow* in the words *clow* and *jow* as in the words *mow* or *cow*. 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

7. ear great bear earth head (real) _____/5

8. *greap *vear *zearth *jead *mear (nonsense) _____/5

(*Note: Accept pronunciation of *ea* in the words *greap* and *jead* as in the words *peace*, *great*, or *head*. Accept pronunciation of *ear* in the words *vear*, *zearth*, and *mear* as in the words *ear*, *bear*, or *earth*. Count any of these pronunciations as correct for the indicated nonsense words.)

G. Special Word Families

1. sing link rang drank sling (real) _____/5

2. jang mank gling zink vang (nonsense) _____/5

3. wild mind kind mild blind (real) _____/5

4. zind yild nild pind bild (nonsense) _____/5

5. could sought naughty should caught (real) _____/5

6. zought maught sould jaughty dought (nonsense) _____/5



NAME _____

H. Two-Syllable Words with Prefixes and Compound Words

1. unfair pretend mismatch overdrive reheat (real) _____/5

2.prehend mismud unmat rekip overjive (nonsense) _____/5

3. backpack notebook upstream birdhouse subway (real) _____/5

4. clippop lacktock lainteck pugchay flipnate (nonsense) _____/5



NAME _____

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.

☐ extraordinary

☐ terrified

☐ disguise

☐ confident

☐ resemble

☐ drench

☐ voyage

☐ transform

☐ appreciate

☐ snatch

☐ destination

☐ majestic

☐ assistant

☐ adore

☐ mumble



NAME _____

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 3 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.

Rain

I like to play in the rain. When it rains, I slip my	13
boots on and grab my raincoat. I race outside to	23
stomp and splash in the small pools of water that form	34
on the sidewalk. As the raindrops fall from the sky, I lift	46
my head to feel the rain drip on my cheeks. I stretch	58
out my arms and hold up my hands to catch all the	70
raindrops I can. I love to feel the rain pelt my arms.	82
Dancing in the rain is fun too. With my arms stretched	93
out and looking up to the sky, I twirl and spin as fast as	107
I can.	109

My mom comes out with me to keep me safe	119
while I play in the rain. Sometimes when it rains, a little	131
stream starts to flow down the street. When there is a	142
lot of rain, I can float a paper boat in the stream. Mom	155
helps me make my paper boat. We like to chase my	166
fast boat as it glides down the street. Mom jumps in the	178
water and splashes it on me. She dances in the rain	189
too. We run down the street trying to find small pools	200
of water to jump into. Mom is so funny. She makes me	212
laugh. We hop and splash from one pool of rain to	223
the next. The best part of a rainy day is getting to play	236
with my mom. I hope my mom and I can splash and	248
play outside each time it rains. I can't wait until it rains	260
again!	261

ORAL READING FLUENCY SCORE

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

NAME _____

**ORAL READING FLUENCY: Middle of Year****Red Kite**

When my mom and dad gave me a bright red kite for my birthday,	14
I was filled with joy! It was my first kite and I wanted to fly it right away!	32
Dad and I crossed the street to the park, and I raced to the grass. I	48
gripped the kite's frame and held it high over my head. I sprinted across	62
the grass, but my bright red, fish-shaped kite did not fly for some reason.	76
The kite did not even lift off the ground. Dad said I needed to wait for	92
the wind to blow so my kite would fly. Oh, how I wished it was windy! I	109
glanced over at the trees, but their branches were not dancing in the	122
wind. I felt so sad as I said to my kite, "Maybe tomorrow I can fly you up	140
into the sky!"	143
That night in bed, I woke up from my sleep because something	155
made a sound outside my window. Was it the wind? The sound got	168
louder, and I thought it must be the wind. I ran into my mom and dad's	184
room and asked if I could go fly my kite. Mom said, "Nights are for	199
sleeping, not for flying a kite." How could I sleep when I longed to fly	214
my kite?	216
In the morning, I jumped out of bed to see if the wind was still	231
blowing. I watched the trees sway back and forth. Time seemed to	243
drag on as I gulped down my breakfast. At last, Dad and I crossed the	258
street to the park. I clutched the frame of my kite and galloped over	272
the grass. My kite lifted off and climbed into the sky like a bird rising	287
from the ground. As I held the string, my kite dipped and then lifted over	302
the trees. It was a great day to fly my kite! When the wind stopped, my	318
kite drifted down. I felt so happy to fly my new kite!	330

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 _____

**ORAL READING FLUENCY: End of Year****Camping**

Have you ever been camping? It takes planning, but going camping is so much fun. First, pack everything you need for the camping trip. Load a tent to sleep in. Also pack other camping supplies, such as a sleeping bag, food, and a flashlight. Some people even pack bikes so they can ride around on the trails near the campsites.

As soon as you get to the campsite, set up the tent first while it is still daylight. Put the poles together and slide them into the slots in the tent. Then, stake the tent down so it does not blow away. After the tent is set up, unload the other camping supplies. But leave the food locked in the car or truck so forest animals do not get it. Next, gather sticks and wood from the forest. Have a grown-up help build a fire. As the sun goes down, begin to cook the food over the hot fire. Some people like to cook soup or roast hot dogs for dinner. Popcorn and hot chocolate can be cooked over the campfire too. When finished with the fire, put it out.

When it is time for bed, some people wear a wool hat and thick socks to keep warm while they sleep. It can get cold while camping at night, so zip up inside a cozy sleeping bag. Many noises may be heard at night when camping. You might hear the wind blowing the trees or water rushing in a creek. You may even hear an owl hoot. There is no need to be afraid. Trust God to keep you safe.

It is exciting to watch the sun rise the next day. Get the fire started again and cook a tasty breakfast. Then, walk or ride a bike around the trails at the campsite. The end of a camping trip is not as much fun as the beginning. Packing up to leave can make you sad, but it still needs to be done. If the camping gear is packed up neatly, it will make packing for the next camping trip easier. Camping can be such a great time.

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 2 Diagnostic Test
Student Test Page—Reading and Decoding: Sections A–B

1.

trot

strap

glop

swift

help

2.

dreft

talp

grick

plob

strim

A

3.

fell

black

fuzz

bill

frill

4.

riss

glezz

strack

hiff

flift

1.

chat

such

whip

knit

thin

2.

thim

whub

shep

knis

gich

B

3.

lamb

itch

patch

mash

shred

4.

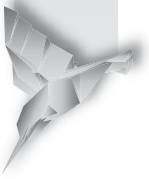
motch

shrim

gatch

pimb

lish



Grade 2 Diagnostic Test
Student Test Page—Reading and Decoding: Sections C–D

C

1.	mice	bone	page	peel	fruit
2.	vage	dipe	huit	geel	woam
3.	phone	throat	chime	squeeze	scream
4.	phide	chite	spheat	strame	fline

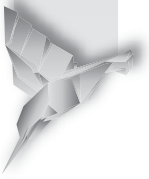
D

1.	farm	churn	form	star	herd
2.	lurp	virp	tark	yorp	ber
3.	small	fold	toll	hall	molt
4.	lold	nall	voll	zall	golt



Grade 2 Diagnostic Test
Student Test Page—Reading and Decoding: Section E

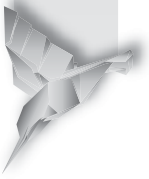
E	1.	grassy	hurtful	puppy	sparkle	joyful
	2.	barkle	lazy	zopful	gissy	pandle
	3.	globes	swiftly	clapped	flopping	softly
	4.	glickly	glipped	staf+tly	jipes	vogging
	5.	harder	strongest	messiest	bigger	loudest
	6.	widdest	zepper	mittest	glopper	yippest



Grade 2 Diagnostic Test
Student Test Page—Reading and Decoding: Section F

F

1.	warp	spray	cloud	worm	flight
2.	soud	warg	glay	pight	chay
3.	gown	hook	glow	shoot	shown
4.	stook	clow	zook	jow	voom
5.	coin	boy	soil	toy	foil
6.	yoil	woy	voin	stoy	zoil
7.	ear	great	bear	earth	head
8.	greap	vear	zearth	jead	mear



Grade 2 Diagnostic Test
Student Test Page—Reading and Decoding: Sections G–H

- | | | | | | |
|----|--------|--------|---------|---------|--------|
| 1. | sing | link | rang | drank | sling |
| 2. | jang | mank | gling | zink | vang |
| 3. | wild | mind | kind | mild | blind |
| 4. | zind | yild | nild | pind | bild |
| 5. | could | sought | naughty | should | caught |
| 6. | zought | maught | sould | jaughty | dought |

G

- | | | | | | |
|----|----------|----------|----------|-----------|----------|
| 1. | unfair | pretend | mismatch | overdrive | reheat |
| 2. | prehend | mismud | unmat | rekip | overjive |
| 3. | backpack | notebook | upstream | birdhouse | subway |
| 4. | clippop | lacktock | lainteck | pugchay | flipnate |

H



Rain

I like to play in the rain. When it rains, I slip my boots on and grab my raincoat. I race outside to stomp and splash in the small pools of water that form on the sidewalk. As the raindrops fall from the sky, I lift my head to feel the rain drip on my cheeks. I stretch out my arms and hold up my hands to catch all the raindrops I can. I love to feel the rain pelt my arms. Dancing in the rain is fun too. With my arms stretched out and looking up to the sky, I twirl and spin as fast as I can.

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Red Kite

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That night in bed, I woke up from my sleep because something made a sound outside my window. Was it the wind? The sound got louder, and I thought it must be the wind. I ran into my mom and dad's room and asked if I could go fly my kite. Mom said, "Nights are for sleeping, not for flying a kite." How could I sleep when I longed to fly my kite?

In the morning, I jumped out of bed to see if the wind was still blowing. I watched the trees sway back and forth. Time seemed to drag on as I gulped down my breakfast. At last, Dad and I crossed the street to the park. I clutched the frame of my kite and galloped over the grass. My kite lifted off and climbed into the sky like a bird rising from the ground. As I held the string, my kite dipped and then lifted over the trees. It was a great day to fly my kite! When the wind stopped, my kite drifted down. I felt so happy to fly my new kite!



Camping

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