



Reading Kingdom: Stage 2
A program to teach reading, writing and comprehension for grades 3-5

Screening Test

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Determining Where to Start:

If you are not certain about the right level at which a child or student should start, below you will find short screening tests in reading and writing that you can use. Depending on a child's performance, s/he may read, write or do both.

Print off two copies of each segment below that you will be using with a child.

Segment for Level 3 Screening

Wolves are hunters. To stay alive, they need fresh meat — lots of it. A hungry wolf can eat 20 pounds of meat at a single meal. That's like eating one hundred hamburgers!

For the reading:

- Give one copy to the child, saying “*We are going to find the book to use that is best for you. This material I have given you may be too easy, too hard or just right. We can find out by your reading it. So go ahead and read it aloud to me.*”
- If a child incorrectly decodes a word or pauses for longer than 3 seconds, provide the word and let him or her continue. **On your copy, mark down any error — using an R to note a reading error.**
- At the end of the reading:
 - **if there were 3 or fewer errors**, say, “*You did well. Let’s move on to do some writing.*” Then proceed to the writing below.
 - **if there were 4-6 errors**, say, “*I think we’ve done enough. I think we have the right level to start.*” Then end the screening and start the program with books at Level 3.
 - **if there are 7 or more errors**, stop the child at the end of the sentence where the 7th error was made (making sure you allow the sentence to be completed). Say, “*I think this is a bit too hard. Let’s try some material that is less difficult.*” Then either at this session, or on a subsequent day, go to Reading Kingdom: Stage 1 (www.readingkingdom.com) and have the child do the Skills Survey. It will indicate the appropriate level for the child to start the program.

For the writing

- Remove the segment from the child’s view
- Using a computer or paper and pencil, ask the child to write the segment — as you dictate the words, one word at a time. Say, “*Now you are going to write what you just read. I will say the words one at a time and you try writing it down.*” You want to get a measure of the child’s abilities so do not offer any help. If a child cannot write a word, say, “*That’s okay. Let’s move on to the next word.*” **On your copy, mark down any error using a W to note a writing error.** Include omissions or mistakes in capitalization and punctuation as errors.
- At the end of the writing:
 - **if there were 3 or fewer errors**, say, “*You did really well. Let’s move on to the next level.*” Then proceed to the Screening for Level 4 books.
 - **if there were 4-6 errors**, say, “*We’ve done enough. I think we have the right level to start.*” Then end the screening and start the program with books at Level 3.
 - **if there are 7 errors**, stop the writing at the end of whatever sentence the child has been writing (making sure you allow the sentence to be completed). Say, “*I think this is a bit too hard. We’re going to be trying some material that is less difficult.*” Then either at this session, or on a subsequent day, go to Reading Kingdom: Stage 1 (www.readingkingdom.com) and have the child do the

Skills Survey. It will indicate the appropriate level for the child to start the program.

Proceed to the next page if you are going to conduct the Level 4 Screening.

Segment for Level 4 Screening

More than three thousand years go by. The giant pyramids still stand in the desert. But Egypt's great days are long gone. Rulers from other lands have taken over. The old beliefs are gone.

For the reading:

- Give one copy to the child, saying “*Now we are going to move on to this material. Go ahead and read it aloud.*”
- If a child incorrectly decodes a word or pauses for longer than 3 seconds, provide the word and let him or her continue. **On your copy, mark down any error—using an R to note a reading error.**
- At the end of the reading:
 - **if there were 3 or fewer errors**, say, “*You did well. Let’s move on to do some writing.*” Then proceed to the writing below.
 - **if there were 4-6 errors**, say, “*I think we’ve done enough. I think we have the right level to start.*” Then end the screening and start the program with books at Level 4.
 - **if there were 7 or more errors**, stop the child at the end of the sentence where the 7th error was made (making sure you allow the sentence to be completed). Say, “*I think we have the right level to start.*” Then end the screening and start the program with books at Level 3.

For the writing

- Remove the segment from the child’s view
- Using a computer or paper and pencil, ask your child to write the segment — as you dictate the words, one word at a time. Say, “*Now you are going to do some more writing.*” You want to get a measure of the child’s abilities so do not offer any help. If a child cannot write a word, say, “*That’s okay. Let’s move on to the next word.*” **On your copy, mark down any error—using a W to note a writing error.** Include omissions or mistakes in capitalization and punctuation as errors.
- At the end of the writing:
 - **if there were 3 or fewer errors**, say, “*You did really well. Let’s move on to the next level.*” Then proceed to the Screening for Level 5 books.
 - **if there were 4-6 errors**, say, “*We’ve done enough. I think we have the right level to start.*” Then end the screening and start the program with books at Level 4.
 - **if there are 7 errors**, stop the writing at the end of whatever sentence the child has been writing (making sure you allow the sentence to be completed). Say, “*I think we’ve done enough. I think we have the right level to start.*” Then end the screening and start the program with books at Level 3

Proceed to the next page if you are going to conduct the Level 5 Screening.

Segment for Level 5 Screening

Now there is a great festival in Athena's honor. Everyone in Troy celebrates. They sing and dance in the streets. They drink and feast far into the night. The priestesses burn incense in the temple and chant their special prayers to her.

For the reading:

- Give one copy to the child, saying “*Now we are going to move on to this material. Go ahead and read it aloud.*”
- If a child incorrectly decodes a word or pauses for longer than 3 seconds, provide the word and let him or her continue. **On your copy, mark down any error — using an R to note a reading error.**
- At the end of the reading:
 - **if there were 4 or fewer errors**, say, “*You did really well. Let’s move on to do some writing.*” Then proceed to the writing below.
 - **if there were 5-7 errors**, say, “*I think we’ve done enough. I think we have the right level to start.*” Then end the screening and start the program with books at Level 5.
 - **if there were 8 or more errors**, stop the child at the end of the sentence where the 8th error was made (making sure you allow the sentence to be completed). Say say, “*I think we have the right level to start.*” Then end the screening and start the program with books at Level 4.

For the writing

- Remove the segment from the child’s view
- Using a computer or paper and pencil, ask your child to write the segment—as you dictate the words, one word at a time. Say, “*Now you are going to do some more writing.*” You want to get a measure of the child’s abilities so do not offer any help. If a child cannot write a word, say, “*That’s okay. Let’s move on to the next word.*” **On your copy, mark down any error—using a W to note a writing error.** Include omissions or mistakes in capitalization and punctuation as errors.
- At the end of the writing:
 - **if there were 4 or fewer errors**, say, “*You did really well.*” Then end the screening. The child’s performance suggests that s/he has the skills taught in Reading Kingdom Stage 2. If the child is in 4th grade or below, s/he is likely to be able to proceed independently on the work assigned in school. If the child is in 5th grade or above, s/he may profit from a program that is more advanced than Reading Kingdom Stage 2.
 - **if there were 5-7 errors**, say, “*We’ve done enough. I think we have the right level to start.*” Then end the screening and start the program with books at Level 5.
 - **if there are 8 errors**, stop the writing at the end of whatever sentence the child has been writing (making sure you allow the sentence to be completed). Say, “*I think we’ve done enough. I think we have the right level to start.*” Then end the screening and start the program with books at Level 4.