



The Nonsense Word Test

Preparing the Test

- Type or print the test and make a copy to record the student's responses.

Administering the Test

- Administer the test to one student at a time.
- Explain to the student that she is to read each word. Point out that the words are nonsense, or made-up, words.
- As the student reads the entire list, put a check mark on the answer sheet beside each word she reads correctly. (The word is correct if the student's pronunciation is correct according to common sound-spelling relationships.)

Scoring the Test

- Total the number of words the student read correctly. Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- Focus future instruction on those sound-spelling relationship categories (short vowels, long vowels, etc.) in which the student made three or more errors.

The Nonsense Word Test

A. Short Vowels

- | | |
|--------|---------|
| 1. lat | 6. fim |
| 2. ped | 7. hep |
| 3. sib | 8. yot |
| 4. mog | 9. rud |
| 5. vun | 10. cag |

B. Digraphs, Blends

- | | |
|----------|-----------|
| 1. sheg | 6. bruck |
| 2. chab | 7. cliss |
| 3. stot | 8. smend |
| 4. whid | 9. thrist |
| 5. thuzz | 10. phum |

C. Long Vowels

- | | |
|---------|-----------|
| 1. sote | 6. shain |
| 2. mabe | 7. dright |
| 3. foap | 8. hupe |
| 4. weam | 9. heest |
| 5. flay | 10. sny |

D. Other Vowels

- | | |
|----------|------------|
| 1. doit | 6. moof |
| 2. spoud | 7. lurst |
| 3. clar | 8. porth |
| 4. foy | 9. stook |
| 5. jern | 10. flirch |

E. Multisyllabic Words

- | | |
|-------------|-------------|
| 1. rigfap | 6. moku |
| 2. churbit | 7. wolide |
| 3. napsate | 8. lofam |
| 4. reatloid | 9. pagbo |
| 5. foutray | 10. plizzle |



The Names Test

Preparing the Test

- Type or print the 25 names on a sheet of paper and make a copy to serve as an answer sheet. If you have students who might be overwhelmed by the size of the list, write each name on a note card.

Administering the Test

- Administer the test to one student at a time.
- Explain to the student that he is to pretend to be a teacher and read the list of names as if he's taking attendance.
- Pointing out that you will not help with any names, have the student read the entire list.
- Write a check mark on the answer sheet for each name he reads correctly. Count first and last names separately. (Count a word correct if all the syllables are pronounced correctly. It doesn't matter where the child places the accent.) Write phonetic spellings for the names misread.

Scoring the Test

- Count words where the vowel sound depends on which syllable the consonant is placed with (for example, Ho/mer or Hom/er) correct for either pronunciation.
- Total the number of names read correctly. Analyze the mispronounced names, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- The average second grader scores 23 correct out of 50.