



Vianney Academy of Learning
Reading Assessment



Reading Assessment

The following assessment can be completed in two sessions. Please make a note if more than two sessions were required to complete the assessment.

Student Name: _____

Age: _____

Grade: _____

Date of Assessment: _____

Sessions required to complete assessment (if more than two were required): _____

Assessment 1: Phenomes

Provide the student with the sound chart found at the end of this package under **Student Materials**. Ask the student to state the name of the letter and the sound that letter makes. Circle the errors on the chart below and write what the student said in the space beside it. Underline the letter if it takes the student more than three seconds to name the letter and its sound.

Example:

b

d In this example, the student said the letter *d* instead of *b* and took more than 3 seconds to name the letter.

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

Using the sound chart below, dictate the sound made by each letter. Have the student write the corresponding letter on a separate sheet of paper. If the student writes an incorrect letter, circle it on the chart below and write what the student wrote in the space beside the letter.

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



Assessment 2: Reading

Show the student the reading chart found in the **Student Material**. Ask the student to read each word aloud. Circle any errors on the chart below and write what they said in the space next to the word. If the student takes more than three seconds to read the word, underline the word on the chart below.

Example: bag student read word incorrectly bag – student read word correctly but in more than 3 seconds

Level 1

van	yes
jazz	ex
fax	yet
quill	yell
ox	six
Non-image words (words such as “is” or “the” that you cannot visualize)	
in	the
and	at
if	till
am	had
off	not
Non-phonetically correct words (words that do not sound as they are spelled)	
inn	pal
add	mitt
jazz	fizz
fuzz	Mr.
Mrs.	Dr.

If the student completes level one decoding (reading) exercises with a score above 70% (21/30) and spelling exercises score of 70% (7/10) or above continue to level 2. Please complete both level 1 reading and level 1 spelling assessments before completing the level 2 assessments.

If they score below 70%, register for level 1. It will benefit the student to improve upon their fluency and spelling before learning more decoding skills.



Level 2

bathtub	lunch
twitch	watch
stretch	broke
plastic	match
cereal	these
Non-image words (words such as “is” or “the” that you cannot visualize)	
from	plus
still	stop
next	must
it’s	self
Non-phonetically correct words (words that do not sound as they are spelled)	
jet	gig
gift	get
oh	such
much	rich
this	thus



Assessment 3: Spelling

Read out the words in the chart below one-by-one. Have your student write each word on a separate sheet of paper. If the student makes an error, circle the word in the chart below and write what the student wrote in the space beside the word.

Level One

dill	big
yam	fuzz
ex	bag
hill	not
box	van

If the student completed level 1 reading assessment and the level 1 spelling assessment with scores of 70% or above, please complete the level 2 reading and spelling assessments.

Level Two

floor	celery
shrug	hour
point	brown
chest	loyal
transit	insist



Student Materials

The following are for student reference during the corresponding part of the assessment.

Assessment 1 – Sound Chart

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



Assessment 2: Level 1 Reading Chart

van	yes
jazz	ex
fax	yet
quill	yell
ox	six
in	the
and	at
if	till
am	had
off	not
inn	pal
add	mitt
jazz	fizz
fuzz	Mr.
Mrs.	Dr.



Assessment 2: Level 2 Reading Chart

bathtub	lunch
twitch	watch
stretch	broke
plastic	match
cereal	these
from	plus
still	stop
next	must
it's	self
jet	gig
gift	get
oh	such
much	rich
this	thus