



Vianney Academy
Reading Assessment



Reading Assessment

The following assessment can be completed in four sessions (one session per level). Please make a note if more than four sessions were required to complete the assessment. This is an informal reading assessment to indicate where your child should be in our program. This is not a formal educational assessment.

Each level should take approximately 40 minutes to complete. There are four levels. Please do not complete more than one level per day. The student must receive a passing score of 70% or higher on the reading and spelling assessments to proceed to the next level.

Student Name: _____

Age: _____

Grade: _____

Date of Assessment: _____

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

Last Level completed successfully (with a score of 70% or higher on each assessment): _____



LEVEL ONE

There are three assessments in this level.

Assessment 1: Phenomes

Provide the student with the sound chart on the next page. Ask the student to state the name of the letter and the sound that letter makes. The chart below is for assessor use. 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.

Level 1 (Chart for assessor use)

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 1: Sound Chart (for student use)

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

Provide the student with the reading chart on the next page. 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.

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

Level 1 (Chart for assessor use)

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



Assessment 2 Reading Chart (For Student Use)

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 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.

dill	big
yam	fuzz
ex	bag
hill	not
box	van

If the student receives a passing score of 70% or above on the reading and spelling assessments they can proceed to the next level.



LEVEL TWO

There are three assessments in this level.

Assessment 1: Phenomes

Provide the student with the sound chart on the next page. Ask the student to state the name of the letter and the sound that letter makes. The chart below is for assessor use. 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.

Level 2 (Chart for assessor use)

br	cr	tr	fr	gr	pr	tr	-nt	-pt	bl
cl	fl	gl	pl	sp	sc	sk	sm	sn	-pt
st	dw	sw	-lk	-lb	tw	scr	spl	spr	str
squ	sk	st	-xt	-ld	-lm	-lp	-ct	-mp	-nd
-ng	-nk								

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.

br	cr	tr	fr	gr	pr	tr	-nt	-pt	bl
cl	fl	gl	pl	sp	sc	sk	sm	sn	-pt
st	dw	sw	-lk	-lb	tw	scr	spl	spr	str
squ	sk	st	-xt	-ld	-lm	-lp	-ct	-mp	-nd
-ng	-nk								



Assessment 1: Sound Chart (for student use)

br	cr	tr	fr
gr	pre	tr	-nt
-pt	bl	cl	fl
gl	pl	sp	sc
sk	sm	sn	-pt
st	dw	sw	-lk
-lb	tw	scr	spl
spr	str	squ	sk
st	-xt	-ld	-lm
-lp	-ct	-mp	-nd
-ng	-nk		



Assessment 2: Reading

Provide the student with the reading chart on the next page. 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.

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

Level 2 (For assessor use)

bathtub	lunch
twitch	watch
stretch	broke
plastic	match
cereal	these
Non-image words (words that you cannot visualize)	
from	plus
still	stop
next	must
it's	self
Non-phonetically correct words	
jet	gig
gift	get
oh	such
much	rich
this	thus



Assessment 2 Reading Chart (For Student Use)

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



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.

floor	celery
shrug	hour
point	brown
chest	loyal
transit	insist

If the student receives a passing score of 70% or above on the reading and spelling assessments they can proceed to the next level.



LEVEL THREE

There is no sound chart for level three. There are two assessments for this level.

Assessment 1: Reading

Provide the student with the reading chart on page 15. 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.

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

Level 3 (For assessor use) *chart continues on next page

cent	jolt	permit
shook	igloo	schedule
backless	silent	bright
shovel	upset	singer
humid	unit	bicycle
paragraph	arm	shower
thorn	soup	noise
firmness	mayor	idle
Non-image words (words that you cannot visualize)		
after	laugh	
between	through	
point	behalf	
down	slight	
among	high	
toward	afraid	
awful	against	
would	say	
once	some	
done	although	



Chart continued from previous page. For Assessor Use.

Non-phonetically correct words		
maintain	daughter	frown
bright	shovel	chaos
character	rule	schedule
celery	enough	toward
pursuit	photocopy	voyage
lawyer	certain	should



Assessment 1 Reading Chart (For Student Use)

cent	jolt	permit
shook	igloo	schedule
backless	silent	bright
shovel	upset	singer
humid	unit	bicycle
paragraph	arm	shower
thorn	soup	noise
firmness	mayor	idle
after	laugh	
between	through	
point	behalf	
down	slight	
among	high	
toward	afraid	
awful	against	
would	say	
once	some	
done	although	
maintain	daughter	frown
bright	shovel	chaos
character	rule	schedule
celery	enough	toward
pursuit	photocopy	voyage
lawyer	certain	should



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.

ground	waffles
annoy	enough
simple	clerk
buy	lilac
gladness	tree
peek	awful

If the student receives a passing score of 70% or above on the reading and spelling assessments they can proceed to the next level.



LEVEL FOUR

There is no sound chart for level four. There are two assessments for this level.

Assessment 1: Reading

Provide the student with the reading chart on page 19. 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.

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

Level 4 (For assessor use) *chart continues on next page

fountain	chance	survey
cause	exclaim	protein
bleach	straw	knife
anchor	come	fiction
chef	league	alley
pamphlet	chord	phrase
highway	onion	freight
chain	paid	jewel
correction	leisure	grey
cream	earth	wrap
heaven	pleasure	view
Non-image words (words you cannot visualize)		
each	ahead	their
near	already	great
mean	instead	though
dear	heavy	does
easy	odd	know
also	either	who
goes	neither	knew



Chart continued from previous page. For Assessor Use.

Non-phonetically correct words		
break	weather	eight
teach	odd	neighbour
eagle	valley	breakfast
toe	chimney	swear
canoe	deceit	rhythm
goes	vein	rhinoceros
also	obey	wreck
neuron	knuckle	Europe
campaign	assign	nephew



Assessment 1 Reading Chart (For Student Use)

fountain	chance	survey
cause	exclaim	protein
bleach	straw	knife
anchor	come	fiction
chef	league	alley
pamphlet	chord	phrase
highway	onion	freight
chain	paid	jewel
correction	leisure	grey
cream	earth	wrap
heaven	pleasure	view
each	ahead	their
near	already	great
mean	instead	though
dear	heavy	does
easy	odd	know
also	either	who
goes	neither	knew
break	weather	eight
teach	odd	neighbour
eagle	valley	breakfast
toe	chimney	swear
canoe	deceit	rhythm
goes	vein	rhinoceros
also	obey	wreck
neuron	knuckle	Europe
campaign	assign	nephew



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.

elbow	charge	false
read	argue	chord
cookie	main	toe
steady	vein	neither