

## TEACHER INSTRUCTIONS: QUICK DECODING DIAGNOSTIC (QDD)

This assessment is designed to rapidly estimate levels of students who read at Guided Reading levels between A and N (approximately K–2). The assessment will determine the level band at which the student can no longer independently decode 80 percent of the more difficult words. Within this level band, the student should be capable of guided reading. Below this band, the student should be capable of independent reading. Two forms of the assessment, A and B, are provided for repeating the assessment if necessary.

In order to administer this assessment, you will need:

- the student’s Oral Reading Record Tracking Sheet
- Quick Decoding Diagnostic Student Card A or Student Card B
- a copy of Quick Decoding Diagnostic Score Sheet A or Score Sheet B
- a pencil or pen

### DIRECTIONS FOR ADMINISTRATION

1. Assemble the necessary materials.
2. Sit opposite the student at a small table or desk, or otherwise arrange to be able to mark the Score Sheet out of the student’s sight.
3. Explain to the student that he or she will be taking a very short test. Say that there are no right or wrong answers, and that it is important only that the student do his or her best. Explain that you are going to give the student a card with words on it, and instruct him or her to read the words aloud in order.
4. With a copy of the Score Sheet ready, present the Student Card to the student.
5. If the student does not decode the word correctly, place an X mark on the score sheet.
6. If the student promptly self-corrects an error, score that word as correct.
7. If the student pauses more than five seconds for a given word, mark that word incorrect and prompt the student to go on to the next word.
8. When the student incorrectly decodes three or more words in a group, ask the student to stop reading at the end of that group.

<input type="checkbox"/>	puppies
<input type="checkbox"/>	hidden
<input checked="" type="checkbox"/>	won't
<input type="checkbox"/>	moment
<input checked="" type="checkbox"/>	firefighter
<input type="checkbox"/>	charm
<input type="checkbox"/>	surprised
<input type="checkbox"/>	haven't
<input checked="" type="checkbox"/>	remember
<input type="checkbox"/>	carefully

### DIRECTIONS FOR SCORING

	non-reading	A-B	C-D	E-F	G-H	I-J	K-L	M-N
too challenging (3 or more words incorrect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
guided reading (just below "too challenging")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
independent reading (1 or 2 words incorrect)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
not challenging (no words incorrect)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. In the space provided at the top of the score sheet, mark the level band at which the student was unable to decode eight or more words. This level band will be too challenging for the student. If the student was unable to decode eight words in the A–B level band, indicate that the student is non-reading in that space.
2. In the space provided at the top of the score sheet, mark the highest level band range at which the student was able to successfully decode eight or more words of the group. This range of levels is appropriate for the student for guided reading.
3. In the space provided at the top of the score sheet, mark all of the other levels at which the student was able to decode eight or nine words of the group. These levels are appropriate for independent reading by the student. If the student was able to decode all ten of the words in the band preceding the band marked in Step 2 above, mark that band as appropriate for independent reading.
4. In the space provided at the top of the score sheet, mark the level band ranges at which the student was able to successfully decode all of the words of the group. These levels are not challenging enough for the student.
5. Make an annotation in the student’s reading record indicating the level band for guided reading.

**QUICK DECODING DIAGNOSTIC** form A

student: \_\_\_\_\_ class: \_\_\_\_\_

instructor: \_\_\_\_\_ date: \_\_\_\_\_

**RECORDING**

<p><b>A-B</b></p> <input type="checkbox"/> pat <input type="checkbox"/> fox <input type="checkbox"/> cup <input type="checkbox"/> sit <input type="checkbox"/> map <input type="checkbox"/> neck <input type="checkbox"/> milk <input type="checkbox"/> stand <input type="checkbox"/> crib <input type="checkbox"/> make	<p><b>E-F</b></p> <input type="checkbox"/> sounded <input type="checkbox"/> thank <input type="checkbox"/> bloom <input type="checkbox"/> under <input type="checkbox"/> tooth <input type="checkbox"/> swam <input type="checkbox"/> hump <input type="checkbox"/> sticky <input type="checkbox"/> safety <input type="checkbox"/> chest	<p><b>I-J</b></p> <input type="checkbox"/> puppies <input type="checkbox"/> hidden <input type="checkbox"/> won't <input type="checkbox"/> moment <input type="checkbox"/> firefighter <input type="checkbox"/> charm <input type="checkbox"/> surprised <input type="checkbox"/> haven't <input type="checkbox"/> remember <input type="checkbox"/> carefully	<p><b>M-N</b></p> <input type="checkbox"/> splendid <input type="checkbox"/> platform <input type="checkbox"/> trampled <input type="checkbox"/> hamburger <input type="checkbox"/> athletic <input type="checkbox"/> discovered <input type="checkbox"/> seventeen <input type="checkbox"/> wagging <input type="checkbox"/> crackers <input type="checkbox"/> slippery
<p><b>G-H</b></p> <input type="checkbox"/> shake <input type="checkbox"/> rule <input type="checkbox"/> white <input type="checkbox"/> speak <input type="checkbox"/> train <input type="checkbox"/> smacked <input type="checkbox"/> yawn <input type="checkbox"/> round <input type="checkbox"/> sheep <input type="checkbox"/> plump	<p><b>G-H</b></p> <input type="checkbox"/> hundred <input type="checkbox"/> better <input type="checkbox"/> shaggy <input type="checkbox"/> spoke <input type="checkbox"/> dollars <input type="checkbox"/> queen <input type="checkbox"/> squeaked <input type="checkbox"/> shown <input type="checkbox"/> unhappy <input type="checkbox"/> necklace	<p><b>K-L</b></p> <input type="checkbox"/> wrong <input type="checkbox"/> giant <input type="checkbox"/> spoon <input type="checkbox"/> whispered <input type="checkbox"/> animals <input type="checkbox"/> vacation <input type="checkbox"/> noisy <input type="checkbox"/> magazine <input type="checkbox"/> swimming <input type="checkbox"/> chocolate	

**SCORING**

	non-reading	A-B	C-D	E-F	G-H	I-J	K-L	M-N
<b>too challenging</b> (3 or more words incorrect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>guided reading</b> (just below "too challenging")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>independent reading</b> (1 or 2 words incorrect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>not challenging</b> (no words incorrect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

carry to Oral Reading Record Tracking Sheet



**QUICK DECODING DIAGNOSTIC** form B

student: \_\_\_\_\_ class: \_\_\_\_\_

instructor: \_\_\_\_\_ date: \_\_\_\_\_

**RECORDING**

<p><b>A-B</b></p> <input type="checkbox"/> bed <input type="checkbox"/> did <input type="checkbox"/> hop <input type="checkbox"/> jump <input type="checkbox"/> web <input type="checkbox"/> rock <input type="checkbox"/> grab <input type="checkbox"/> coat <input type="checkbox"/> plum <input type="checkbox"/> feed	<p><b>E-F</b></p> <input type="checkbox"/> coin <input type="checkbox"/> clear <input type="checkbox"/> show <input type="checkbox"/> wild <input type="checkbox"/> dressing <input type="checkbox"/> whip <input type="checkbox"/> crunch <input type="checkbox"/> whined <input type="checkbox"/> untie <input type="checkbox"/> snow	<p><b>I-J</b></p> <input type="checkbox"/> opening <input type="checkbox"/> unseen <input type="checkbox"/> unkind <input type="checkbox"/> brightly <input type="checkbox"/> can't <input type="checkbox"/> homework <input type="checkbox"/> aren't <input type="checkbox"/> famous <input type="checkbox"/> unwanted <input type="checkbox"/> broil	<p><b>M-N</b></p> <input type="checkbox"/> imperfect <input type="checkbox"/> quarter <input type="checkbox"/> sharpener <input type="checkbox"/> preaching <input type="checkbox"/> mistreated <input type="checkbox"/> tomatoes <input type="checkbox"/> dislike <input type="checkbox"/> unkindness <input type="checkbox"/> altogether <input type="checkbox"/> collection
<p><b>C-D</b></p> <input type="checkbox"/> roses <input type="checkbox"/> prize <input type="checkbox"/> three <input type="checkbox"/> beach <input type="checkbox"/> tune <input type="checkbox"/> became <input type="checkbox"/> water <input type="checkbox"/> wheels <input type="checkbox"/> stream <input type="checkbox"/> light	<p><b>G-H</b></p> <input type="checkbox"/> explained <input type="checkbox"/> prize <input type="checkbox"/> tricks <input type="checkbox"/> worked <input type="checkbox"/> unchain <input type="checkbox"/> grind <input type="checkbox"/> skunk <input type="checkbox"/> sharp <input type="checkbox"/> coin <input type="checkbox"/> grouchy	<p><b>K-L</b></p> <input type="checkbox"/> understand <input type="checkbox"/> important <input type="checkbox"/> promise <input type="checkbox"/> wonderful <input type="checkbox"/> proudly <input type="checkbox"/> unfasten <input type="checkbox"/> stretched <input type="checkbox"/> whistle <input type="checkbox"/> probably <input type="checkbox"/> quite	

**SCORING**

	non-reading	A-B	C-D	E-F	G-H	I-J	K-L	M-N
<b>too challenging</b> (3 or more words incorrect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>guided reading</b> (just below "too challenging")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>independent reading</b> (1 or 2 words incorrect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>not challenging</b> (no words incorrect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

carry to Oral Reading Record Tracking Sheet



pat  
fox  
cup  
sit  
map  
neck  
milk  
stand  
crib  
make  
shake  
rule  
white  
speak  
train  
smacked  
yawn  
round  
sheep  
plump  
sounded  
thank  
bloom  
under

tooth  
swam  
hump  
sticky  
safety  
chest  
hundred  
better  
shaggy  
spoke  
dollars  
queen  
squeaked  
shown  
unhappy  
necklace  
puppies  
hidden  
won't  
moment  
firefighter  
charm  
surprised  
haven't

remember  
carefully  
wrong  
giant  
spoon  
whispered  
animals  
vacation  
noisy  
magazine  
swimming  
chocolate  
splendid  
platform  
trampled  
hamburger  
athletic  
discovered  
seventeen  
wagging  
crackers  
slippery

bed  
did  
hop  
jump  
web  
rock  
grab  
coat  
plum  
feed  
roses  
prize  
three  
beach  
tune  
became  
water  
wheels  
stream  
light  
coin  
clear  
show  
wild

dressing  
whip  
crunch  
whined  
untie  
snow  
explained  
prize  
tricks  
worked  
unchain  
grind  
skunk  
sharp  
coin  
grouchy  
opening  
unseen  
unkind  
brightly  
can't  
homework  
aren't  
famous

unwanted  
broil  
understand  
important  
promise  
wonderful  
proudly  
unfasten  
stretched  
whistle  
probably  
quite  
imperfect  
quarter  
sharpener  
preaching  
mistreated  
tomatoes  
dislike  
unkindness  
altogether  
collection

## TEACHER INSTRUCTIONS: STUDENT ORAL READING RECORD (SORR)

This assessment is designed to provide an Oral Reading record of student progress in decoding accuracy and oral reading rate. The assessment can also be employed to determine student readiness to progress to more advanced reading. The assessments are divided into bands of two reading levels. Two forms of each assessment, A and B, are provided for each level band for repeating the assessment, if necessary.

In order to administer this assessment, you will need:

- the student's Oral Reading Record Tracking Sheet
- a copy of the Student Oral Reading Record Selection
- a copy of the Teacher Oral Reading Record Selection
- a pencil or pen
- a watch or stopwatch to measure one minute accurately.

### DIRECTIONS FOR ADMINISTRATION

1. Assemble the necessary materials.
2. Sit opposite the student at a small table or desk, or otherwise arrange to be able to mark the Teacher Oral Reading Record Selection out of the student's sight.
3. Explain to the student that he or she will be taking a very short test. Say that there are no right or wrong answers, and that it is important that the student only do his or her best. Explain that you are going to give the student a short passage to read. Explain that he or she will have one minute to read silently as much of the passage as he or she can, and then you will ask the student to read it aloud for one minute.
4. Present the student with the Student Oral Reading Record Selection and ask him or her to begin reading silently. Start the stopwatch or note the position of the second hand on your watch.
5. After one minute has elapsed, ask the student to stop reading. Ask the student if he or she is ready to begin reading aloud. When the student is ready, ask him or her to begin reading aloud. Start the stopwatch or note the position of the second hand on your watch when the student begins to read.
6. As the student reads the passage, mark any word that he or she fails to decode properly by drawing a line underneath the word.
7. If the student promptly self-corrects and decodes the word properly, draw a second line above the word.
8. If the student pauses for more than two seconds at a word (three seconds for level A–B), prompt with the correct pronunciation and tell him or her to go on. Mark that word as incorrect with a double underline.

9. After one minute has elapsed, ask the student to stop reading. Place a vertical line following the last word the student read, whether the student decoded the word correctly or incorrectly.

45	Camels are large <u>animals</u> with humps.
51	Some camels have one hump. <u>Others</u>
58	have two humps. They live in the <u>desert.</u>
66	Camels can go for a long time   without

  

<u>word</u>	incorrectly decoded	<u><u>word</u></u>	required prompt
<u><u>word</u></u>	self-corrected	word   word	time elapsed

### DIRECTIONS FOR SCORING

1. Write the number of words read by the student in the space provided on the Teacher Reading Card. Also record the number of incorrectly decoded words (underlined), words prompted (double-underlined) and words self-corrected (overline).
2. From the total words read, subtract the number of words incorrectly decoded and the number of words prompted. Add the number of words self-corrected. Multiply the result by 100. Divide the result by the total words read. This is the decoding accuracy.
3. Divide the number of self-corrected words by the number of incorrectly decoded words. Multiply the result by 100. This is the self-correction rate.
4. Transfer the scores of the assessment to the Student Oral Reading Record Score Sheet.

total words read	41
<b>T</b>	
words improperly decoded	2
<b>I</b>	
words requiring prompts	1
<b>P</b>	
words self-corrected	1
<b>S</b>	
decoding accuracy	95%
$\left(\frac{T - I - P + S}{T}\right) \times 100\%$	
self-correction rate	50%
$\left(\frac{S}{I}\right) \times 100\%$	