

## Instructions for the Word Wise Informal Test of Sight Vocabulary

### I. Sight Vocabulary A Definition

Sight vocabulary consists of the words a reader can pronounce immediately. The sight vocabulary score is usually the highest reading score a student makes on a reading assessment battery. It is usually one to several grade levels above the student's comprehension score and oral reading score. The sight vocabulary goal for each student is a minimum of two years above the student's current grade level.

### II. The Importance of Testing Sight Vocabulary Skills

A. Pronouncing words correctly is the very foundation on which all other reading skills are built. A test of sight vocabulary is essential for assessing the current level of sight vocabulary skills for each student.

B. Testing is important for analysis of deficiencies in sight vocabulary to be addressed in developmental and prescriptive reading programs.

C. Testing assists the teacher in determining the exact sight vocabulary skills the students need to master.

D. Testing is essential for selection of appropriate materials for each student.

E. Test periodically to assess advancement in sight vocabulary skills. Remember to test, teach, and test again.

### III. The Testing Procedure for the Word Wise Informal Test of Sight Vocabulary

A. Sight vocabulary is tested by having the student read aloud words at different levels of difficulty.

B. Using two copies of the test, have the student read from one while you keep score on the other. The use of a clipboard is recommended while administering the test because it allows you to score the test without the student seeing the results.

C. Make your directions clear to the student. Say, "I want you to read these words aloud to me. If you cannot pronounce a word, just say 'pass' and go to the next word."

D. Have the student begin with the word lists you think he or she will read with 100% accuracy. If you have no idea about the student's sight vocabulary skill, start with List P. Stop the test when the student cannot read any word on the word list.

E. Allow no more than three seconds per word. Instruct the student to move on to the next word, or just say 'pass' for the student to indicate it is time to move to the next word. Be very strict with your grading criteria.

F. An error is any mispronounced word or omitted word. If a student corrects a word immediately with assurance, count the word as correct. If a student appears to be guessing at the word or seems unsure of the word, count it as an error.

\* Put a plus sign ( + ) by each correct word.

\* Put a minus sign ( - ) by each incorrect word.

\* Write the number of words the student pronounced correctly at the bottom of each word list.

G. It is recommended that the incorrect responses be recorded above each word. This will assist in analyzing the results. Record any student behavior that might assist in the interpretation and evaluation of the test. "Reads too rapidly for accuracy." "Unsure of this level word list." "Slow rate." "Guessing."

#### IV. The Contents of the Word Wise Informal Test of Sight Vocabulary

- A. The test consists of 13 grade word lists containing ten words each from primer level to twelfth grade level.
- B. Pronunciation key for word lists from ninth to twelfth grade level.
- C. The words have been selected from basal reading programs, spelling programs, and vocabulary development series.
- D. The grade level of each word list is indicated at the top of list.

#### V. Interpreting the Sight Vocabulary Test

##### A. Independent Sight Vocabulary Level

This is the word recognition level on the most advanced word list with 90 to 100% accuracy. Words on this grade level and below should be easy for the student to pronounce.

##### B. Instructional Sight Vocabulary Level:

This is the word recognition level with 70 to 80% accuracy. This is the only level which has a range. This level could include one, two, or more word lists. For example, the range might be second, third, and fourth grade word lists. Actual instruction using other word lists should begin at the lowest instructional grade level.

##### C. Frustration Sight Vocabulary Level:

This is the first word list with 60% or below 60% accuracy. Words on the frustration grade level are too difficult for the student to handle at this point.

##### D. Determine the independent, instructional, and frustration level of sight vocabulary for each student.

E. Analyze the types of errors the student makes and the level of difficulty of words the student needs to work with in the program. Use these findings in conjunction with the Word Wise Phonics Test and the optional Word Wise Word Attack Test to make decisions concerning the student. Note if the student is mispronouncing words because of any of the following reasons:

1. Vowel rules unknown
2. Syllable rules unknown
3. Special vowel sounds unknown
4. Consonant blends unknown
5. Consonant digraphs unknown
6. "R" controlled vowel unknown
7. Special consonant sounds unknown
8. Any other specific area unknown

# Word Wise Informal Test of Sight Vocabulary

LIST P	LIST 1	LIST 2	LIST 3	LIST 4
look come big play tree green call see barn good	feet house please wish basket soap dump farm hall alone	tame glass people river barge soup puppies bunch robe sudden	against crawl senseless instead understand desire enough magic prefer hungry	kneel settlers prize oasis savage guides exercise knowledge distance celery
LIST 5	LIST 6	LIST 7	LIST 8	LIST 9
quotation examined trailer applause luncheon dignity musical considerable fragrance chisel	association patient anchored companion obedience consequently anxious responsibility imagination complicated	arguing exited rituals versatility isthmus exaggeration architecture compassionate pharmacy geologist	neurotic antique intricate evidence treacherous bibliography pneumonia mythology barometer metaphor	facsimile hypocrisy mesmerizing trajectory chivalry physique medieval superfluous enamoured chagrin
LIST 10	LIST 11	LIST 12	Name _____  Date _____  Grade _____  Independent Level _____ ( 90 - 100 )  Instructional Level _____ (Range) ( 70 - 80 )  Frustrational Level _____ ( 60 and Below )	
superlative monologue parochial elaboration convalescent asphyxiation simultaneously macrocosm conveyance diaphragm	catechism insatiable labyrinth polygamy exhilarate harangue nihilism perennial philanthropy anesthetic	facetious herbivorous vicissitude acrimoniously colloquial inexplicable zealousness hierarchical pterodactyl ethereal		