

SAN DIEGO QUICK ASSESSMENT

Name _____ Grade _____ Date _____

INSTRUCTIONS: Begin with a correct plus (+) or a digit below the student's grade level and have the student read aloud until the student makes three consecutive errors in a row. Stop each word that the student misreads. Have the student read each sentence three times if it allows three mistakes or more errors.
 +Once complete, look at the total and record the grade level reached for each frustration level, according to the number of errors as indicated here.

FRUSTRATION LEVELS:

-ONE ERROR: Independent Level

-TWO ERRORS: Instructional Level

-THREE ERRORS: Frustration Level

Independent

Instructional

Frustration

Preprimer

see _____
 play _____
 me _____
 at _____
 run _____
 go _____
 and _____
 look _____
 can _____
 here _____
 # of errors: 0

Primer

you _____
 come _____
 not _____
 with _____
 jump _____
 help _____
 it _____
 work _____
 are _____
 this _____
 # of errors: 0

Grade 1

need _____
 live _____
 thank _____
 when _____
 bigger _____
 how _____
 always _____
 night _____
 spring _____
 today _____
 # of errors: 0

Grade 2

our _____
 please _____
 myself _____
 town _____
 early _____
 send _____
 wide _____
 believe _____
 quietly _____
 carefully _____
 # of errors: 0

Grade 3

city _____
 middle _____
 moment _____
 frightened _____
 exclaimed _____
 several _____
 lonely _____
 show _____
 since _____
 straight _____
 # of errors: 0

Grade 4

decided _____
 served _____
 amazed _____
 silent _____
 wrecked _____
 improved _____
 certainly _____
 entered _____
 realized _____
 interrupted _____
 # of errors: 0

Grade 5

scenty _____
 business _____
 develop _____
 considered _____
 discussed _____
 behaved _____
 splendid _____
 acquainted _____
 escaped _____
 grim _____
 # of errors: 0

Grade 6

bridge _____
 commercial _____
 abolish _____
 trucker _____
 apparatus _____
 elementary _____
 comment _____
 necessity _____
 gallery _____
 relativity _____
 # of errors: 0

Grade 7

amber _____
 dominion _____
 sundry _____
 capillary _____
 impetuous _____
 blight _____
 wrest _____
 enumerate _____
 daunted _____
 condensed _____
 # of errors: 0

Grade 8

capacious _____
 limitation _____
 pretext _____
 intrigue _____
 delusion _____
 immaculate _____
 ascent _____
 acid _____
 binocular _____
 embankment _____
 # of errors: 0

Grade 9

conscientious _____
 isolation _____
 molecule _____
 ritual _____
 momentous _____
 vulnerable _____
 kinship _____
 conservatism _____
 jaunty _____
 inventive _____
 # of errors: 0

Grade 10

zany _____
 jenkins _____
 nausea _____
 gratuitous _____
 linear _____
 inept _____
 legality _____
 apert _____
 amnesty _____
 barometer _____
 # of errors: 0

Grade 11

galore _____
 rotunda _____
 capitalism _____
 prostrate _____
 visible _____
 exonerate _____
 superannuate _____
 luxuriate _____
 plebeian _____
 crunch _____
 # of errors: 0

San Diego Quick Assessment Of Math Ability

Jicheng Xie



San Diego Quick Assessment Of Math Ability:

Reviewing **San Diego Quick Assessment Of Math Ability**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**San Diego Quick Assessment Of Math Ability**," an enthralling opus penned by a very acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve into the book's central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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