

Low Frequency Word Assessment

Place the word sheet in front of the student. Use a masking card so that the student can only see one row at a time. Ask the student to read the words across each page. If the student is actively trying to solve a word, they can take as much time as they need. If a student says nothing, or gives up solving, give the prompt "try it", or "keep trying". If the child says nothing, wait 5 seconds, then move onto the next word. Stop assessment when the student makes 10 consecutive errors.

sap \_\_\_\_\_

mop \_\_\_\_\_

nit \_\_\_\_\_

hub \_\_\_\_\_

rot \_\_\_\_\_

lack \_\_\_\_\_

six \_\_\_\_\_

fell \_\_\_\_\_

yams \_\_\_\_\_

thick \_\_\_\_\_

shed \_\_\_\_\_

plod \_\_\_\_\_

splat \_\_\_\_\_

hump \_\_\_\_\_

land \_\_\_\_\_

fasting \_\_\_\_\_

stiff \_\_\_\_\_

span \_\_\_\_\_

sanded \_\_\_\_\_

dumped \_\_\_\_\_

etch \_\_\_\_\_

ding \_\_\_\_\_

gong \_\_\_\_\_

quill \_\_\_\_\_

sunk \_\_\_\_\_

wasp \_\_\_\_\_

ridge \_\_\_\_\_

stall \_\_\_\_\_

halt \_\_\_\_\_

so \_\_\_\_\_

going \_\_\_\_\_

shy \_\_\_\_\_

steep \_\_\_\_\_

stray \_\_\_\_\_

when \_\_\_\_\_

cent \_\_\_\_\_

sandbox \_\_\_\_\_

stain \_\_\_\_\_

perk \_\_\_\_\_

butter \_\_\_\_\_

live \_\_\_\_\_

stork \_\_\_\_\_

plenty \_\_\_\_\_

bold \_\_\_\_\_

bind \_\_\_\_\_

gale \_\_\_\_\_

ripe \_\_\_\_\_

robe \_\_\_\_\_

vice \_\_\_\_\_

eve \_\_\_\_\_

mule \_\_\_\_\_  
duty \_\_\_\_\_  
par \_\_\_\_\_  
firm \_\_\_\_\_  
curb \_\_\_\_\_  
keeper \_\_\_\_\_  
wrist \_\_\_\_\_  
mixer \_\_\_\_\_  
tense \_\_\_\_\_  
bunches \_\_\_\_\_  
hiking \_\_\_\_\_  
shameful \_\_\_\_\_  
dimmest \_\_\_\_\_  
huge \_\_\_\_\_  
costly \_\_\_\_\_  
knit \_\_\_\_\_  
unrest \_\_\_\_\_  
symbol \_\_\_\_\_  
rewind \_\_\_\_\_