

Group Reading Vocabulary Inventory

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The Group Reading Vocabulary Inventory is a screening assessment designed to indicate the level of words that older struggling readers can recognize in print. The level of words that students can recognize in print is an indicator of the level of students' word recognition skills and their overall reading level. Results of the assessment can be used to place students in reading materials at the appropriate level of challenge and also to indicate the approximate level of decoding skills that they possess. Follow-up decoding assessments can be used to highlight specific decoding needs. The inventory consists of 50 words presented in a multiple-choice format that increase in difficulty from a first- to a fifth-grade level.

Administering the Inventory

Explain the nature and purpose of the inventory. Tell students that you will be giving them a test of words so that you can see what kinds of words are easy for them and what kinds are difficult. This will help you plan lessons that will increase their ability to read to read hard words and higher-level articles and stories. Tell students that the words on the test increase in difficulty and will probably include some words that they don't know. Encourage them to answer as many items as they can. Distribute copies of the inventory and read the directions at the top of the page with them. Emphasize that they are to find the word or group of words that mean the same as the underlined word. They are then to write the letter of the answer in the blank. Note that C is written in the sample blank because *many* means the same as *lot*. Have students do the second sample item. Then have them explain why B would be the correct answer.

Supervising the Testing

Move around the room and make sure that students are answering the questions properly. Be on the lookout for any students who may be answering the items randomly. Students with very low reading levels may give up attempting to read the test items and simply

mark the answer sheet without actually reading the test items. Encourage students to finish the test, but if the items are obviously too difficult for a student, allow the student to stop. If students have questions, you may clarify test directions but do not explain difficult words or do anything else that would aid a student in answering a test item

Estimating Reading Vocabulary Level

Students' scores on the inventory will give a general estimate of their reading vocabulary level. You may also want to inspect their answers for more detailed information--to see, for example, which kinds of items they answered incorrectly. The 50 words in the inventory include five grade levels as indicated below:

words 1-10 first grade

words 11-20 second grade

words 21-30 third grade

words 31-40 fourth grade

words 41-50 fifth grade

A performance of seventy percent or better at a given level means that a student's vocabulary is generally adequate at that level. However, students' total scores are used to indicate approximate reading levels as shown in the table.

Table

Placing Students by Scores on the Group Reading Vocabulary Inventory

Score	Estimated Reading Level
0-7	beginning reading
8-12	first grade
13-19	second grade

20-27	third grade
28-34	fourth grade
35-43	fifth grade
44-50	beyond fifth grade

Because reading involves more than word reading, reading levels yielded by the Group Reading Vocabulary Inventory should be regarded as estimates. To verify students' estimated reading levels, assesses their comprehension or note their ability to understand selections provided for them. Near perfect performance suggests that they might be given sections at a higher level. Poor performance suggests a need for selections at a lower level. The inventory can also be used as a basis of assessing students' decoding skills. Knowing, for instance, that a fifth grader is reading on an estimated second-grade level, you can assume that there is a weakness in basic foundational skills and use the Phonics Inventory and/or Syllable Survey or another decoding assessment to reveal specific needs. On the other hand, students scoring at the highest level would seem to ready for instruction in advanced morphemic analysis (roots, prefixes, suffixes).

Construction of the Group Reading Vocabulary Inventory

The Group Reading Vocabulary Inventory is a revision of the vocabulary portion of the Group Placement Inventory for *New Directions in Reading*, a program published by Houghton Mifflin for older below-level readers. Words for the Reading Vocabulary Inventory were chosen from the reading selections in the program, from *Basic Reading Vocabularies* by Albert J. Harris and Milton Jacobson (Macmillan, 1982), and from *The Living Word Vocabulary* by Edgard Dale and Joseph O'Rourke (Field Enterprises, 1976). The inventory was tried out with older students reading below grade level. The inventory was revised on the basis of these tryouts in order to eliminate ambiguous or poor items and was readministered. Scores for placement were obtained by comparing students' performance on the inventory with their performance on an informal reading inventory, teachers' estimates of students' reading levels, book placement, and instructional levels yielded by the Metropolitan Reading Achievement Test. The inventory was updated in 2026.

Name _____ Date _____

Group Reading Vocabulary Inventory

Find the word or group of words that mean the same as the word that has a line under it. Write the letter of the answer in the blank. Look at the first sample to see how this is done. Then do the second sample item.

Sample

___C___ 1. lot of cats A. some B. mean C. many D. two

_____ 2. begin a job A. show B. start C. tell D. pay

_____ 1. end a ride A. win B. stop C. play D. lose

_____ 2. glad child A. tired B. happy C. sad D. hard

_____ 3. say something A. show B. think C. know D. tell

_____ 4. watch the game A. look at B. give to C. work at D. guess at

_____ 5. climb the tree A. sit under B. hide behind C. cut down D. go up

_____ 6. small bug A. nice B. tiny C. fast D. spotted

_____ 7. leave home A. find B. go away from C. help with D. jump

_____ 8. bake a cake A. eat B. cut C. cook D. stir

_____ 9. near my home A. outside of B. on top of C. away from D. close to

_____ 10. food for lunch A. things to eat B. big bags C. have fun with D. soon after

___ 11. every student A. this B. each C. no D. some

_____ 12. enough time A. as much as needed B. very slow C. left over D. a little ahead of

_____ 13. <u>return</u> the pen	A. sell	B. use	C. give back	D. write with
_____ 14. <u>join</u> the club	A. become part of	B. pay money to	C. stay with	D. know the people in
_____ 15. <u>frighten</u> me	A. chase	B. hurt	C. scare	D. send away
_____ 16. <u>leap</u> high	A. run	B. jump	C. fall	D. stand
_____ 17. a <u>journey</u> back to my home	A. time	B. path	C. forest	D. trip
_____ 18. <u>almost</u> there	A. nearly	B. also	C. miss	D. maybe
_____ 19. <u>choose</u> one	A. pay for	B. give	C. pick	D. have
<u>hurry</u> to school	A. tell about	B. go fast	C. find	D. hide
_____ 20. <u>continue</u> reading	A. have fun	B. make believe	C. teach	D. keep on
_____ 21. <u>rapid</u> train	A. fast	B. shiny	C. safe	D. new
_____ 22. <u>complete</u> your work	A. check	B. begin	C. do again	D. finish
_____ 23. <u>enormous</u> building	A. huge	B. entire	C. costly	D. noisy
_____ 24. <u>grateful</u> teen	A. cheerful	B. thankful	C. upset	D. busy
_____ 25. <u>prepare</u> for a storm	A. get ready	B. try hard	C. play well	D. be careful
_____ 26. <u>create</u> a story	A. remember	B. say out loud	C. make up	D. believe
_____ 27. <u>entire</u> day	A. all	B. most	C. some	D. much
_____ 28. <u>actual</u> person	A. rough	B. real	C. plain	D. wrong
_____ 29. <u>cruel</u> animal	A. tough	B. mean	C. hungry	D. strong
_____ 30. an <u>emotion</u>	A. feeling	B. confusion	C. opinion	D. thought
_____ 31. a <u>disease</u>	A. sickness	B. mystery	C. injury	D. difficulty

___32. <u>urgent</u> message	A. expected	B. important	C. imaginative	D. baffling
___33. <u>expensive</u> clothes	A. warm	B. costly	C. beautiful	D. long-lasting
___34. <u>incredible</u> happening	A. boring	B. curious	C. disappointing	D. un- believable
___35. <u>purchase</u> a bike	A. borrow	B. buy	C. repair	D. ride
___36. <u>permanent</u> peace	A. famous	B. correct	C. fancy	D. lasting
___37. <u>prompt</u> delivery	A. long	B. polite	C. correct	D. on time
___38. <u>fragile</u> package	A. easily broken	B. badly needed	C. carefully wrapped	D. light
___39. <u>donate</u> food	A. appreciate	B. cook	C. munch	D. give
___40. an <u>incident</u>	A. storm	B. concert	C. talk	D. event
___41. <u>genuine</u> diamond	A. sparkling	B. large	C. real	D. stolen
___42. <u>vacant</u> building	A. convenient	B. crowded	C. empty	D. roomy
___43. <u>partial</u> payment	A. late	B. not complete	C. difficult	D. final
___44. <u>interior</u> of the house	A. inside	B. sale	C. condition	D. roof
___45. <u>humorous</u> story	A. funny	B. mistaken	C. polite	D. accidental
___46. <u>possess</u> a diamond	A. buy	B. own	C. borrow	D. lose
___47. <u>seldom</u> seen	A. altogether	B. usually	C. whenever	D. not often
___48. <u>departure</u> time	A. leaving	B. lost	C. working	D. opening

___49. mountain's A. appearance B. size C. trail D. height
altitude

___50. affectionate A. fierce B. loving C. intelligent D. lively
pet

Answer Key

1. B	11. B	21. A	31. A	41. C
2. B	12. A	22. D	32. B	42. C
3. D	13. C	23. A	33. B	43. B
4. A	14. A	24. B	34. D	44. A
5. D	15. C	25. A	35. B	45. A
6. B	16. B	26. C	36. D	46. B
7. B	17. D	27. A	37. D	47. D
8. C	18. A	28. B	38. A	48. A
9. D	19. C	29. B	39. D	49. D
10. A	20. B	30. A	40. D	50. B