

**The Burt Word
Recognition Test
1974
Revised**

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Burt Reading Test (1974) Revised (New Zealand)

with permission

This is an individually administered, untimed measure consisting of 110 selected words in isolation printed in differing sizes of type and graded in order of difficulty. The stimulus words are presented on a card from which the student reads orally, pronouncing each word until 10 consecutive words are read incorrectly.

Used in conjunction with other information, the Burt Word Reading Test should allow teachers to form a broad estimate of a child's reading achievement to aid decisions about appropriate teaching and reading materials, instructional groupings, etc. In addition, the Burt Word Reading Test should prove useful as an indicator of possible wider reading problems.

With all standardised reading tests it is essential that there is no teaching to the test. None of the words should be taught in preparation for the test. Each child is tested individually on the Burt Reading Test.

Instructions

- Administer the test in a quiet area away from other children.
- Child (younger than 9 years old) starts at the top and reads words from left to right.
- Stop after 10 consecutive errors (or earlier if struggling).
- Count the words that have been read correctly. This is the raw score. Consult the chart 'Revised Norms For Burt (Re-arranged)' and convert the raw score into a Reading Age

e.g. a score of 24 would give a reading age of 6.5. The reading ages are given in years and months (Not years and tenths of a year).

Recording

While the child is reading the words on the printed sheet, the teacher should record the responses on a separate sheet (a photocopy of the test works well). The recording should not be made so obvious as to distract the child. At the same time the recording should be carefully and systematically done for each pupil. Do not try to count orally the number of words correctly (or incorrectly) read by the child, and do not try to score on odd bits of paper. A convenient way of recording is to make a tick (✓) or to circle each word correctly read.

If a pupil reads too fast for the purpose of recording, he may be asked to read more slowly, or to reread a word which the teacher was not sure about.

Where to start

Children up to the age of nine or those known to be weak readers should start the test from the beginning. Pupils above the age of nine years may be allowed to commence the test at the third, fourth or fifth group of ten words (according to the age and the teacher's judgement), i.e. a 10-year-old may commence at the word 'nurse', a 13-year-old at 'emergency'. The point at which a child should commence is left to the discretion of the teacher, but a mark should be

made on the record sheet of the first word of the group at which these older or brighter pupils commence, to enable the teacher to calculate the score correctly

Should a pupil fail with any word of a group of ten words, when he/she has started at a point beyond the initial groups of ten, then he/she should be taken back to read the preceding group of ten words.

E.g. A child commencing at 'beware' and failing on any word within this group should be taken back to read the group commencing 'nurse'.

If he/she read correctly all ten words in this pair of lines, he should, of course, be credited with success on all earlier words.

During the test

1. The child's original response should be accepted but spontaneous corrections should be allowed.
2. The child should not be told whether his responses were correct or not; if he asks, only general encouragement should be given.
3. Asking for a repetition of the word should be used only when the examiner is not sure of what the pupil has said. If the word is clearly said wrongly, e.g. 'know' instead of 'known' then there is no need to ask for a repetition. Asking the child to reread the word should not be used to indicate "You had better look at it again, there is

something wrong with it." The only case in which one would allow this is when an obviously bright pupil or good reader makes a slip in an earlier word. For example a bright ten-year old reading quickly may leave the 's' off boys', but on being asked again to read the word will usually give it correctly. It may be appropriate to advise a pupil who makes several such errors through inattentiveness to look at each word carefully before saying it.

4. The pupil should be allowed to read at his own speed. Some pupils are very slow and show a fairly well developed power of word analysis and synthesis if given sufficient time. The pupil should not be hurried, and self-corrections should be counted as correct.
5. Guessing is allowed; indeed a child should be encouraged to guess rather than omit words that he does not know.
6. Words should not be pronounced for pupils even when they stumble over them. Usually when a child is unable to say the word, the injunction, "We will leave that one. Let's go to the next word," is sufficient.
7. The usual pronunciation of words should be accepted. Local variations occur and these should be allowed for in deciding on the correctness or otherwise of responses.
8. Any attempt at coaching or teaching the difficult words to pupils should be avoided.

It is advisable to wait at least six months before testing a child again on the same test

to	is	up	he	at
for	my	sun	one	of
big	some	his	or	an
went	boys	that	girl	water
just	day	wet	pot	things
no	told	love	now	sad
nurse	carry	quickly	village	scramble
journey	terror	return	twisted	shelves
beware	explorer	known	projecting	tongue
serious	domineer	obtain	belief	lunchtime
emergency	events	steadiness	nourishment	fringe

formulate	scarcely	universal	commenced	overwhelmed
circumstances	destiny	urge	labourers	exhausted
trudging	refrigerator	melodrama	encyclopaedia	apprehend
motionless	ultimate	atmosphere	reputation	binocular
economy	theory	humanity	philosopher	contemptuous
autobiography	excessively	champagne	terminology	perambulating
efficiency	unique	perpetual	mercenary	glycerine
influential	atrocious	fatigue	exorbitant	physician
microscopical	contagion	renown	hypocritical	fallacious
alienate	melancholy	palpable	eccentricity	constitutionally
phthisis	phlegmatic	poignancy	ingratiating	subtlety

REVISED NORMS FOR BURT (RE-ARRANGED)

WORD READING TEST

Score		2	3	4	5	6	7	8	9	10
Reading Age		5.3	5.3	5.4	5.5	5.5	5.6	5.6	5.7	5.7
Score	11	12	13	14	15	16	17	18	19	20
Reading Age	5.8	5.9	5.9	5.10	5.11	5.11	6.0	6.1	6.1	6.2
Score	21	22	23	24	25	26	27	28	29	30
Reading Age	6.2	6.3	6.4	6.5	6.5	6.6	6.7	6.8	6.8	6.9
Score	31	32	33	34	35	36	37	38	39	40
Reading Age	6.9	6.10	6.11	7.0	7.1	7.2	7.3	7.4	7.5	7.5
Score	41	42	43	44	45	46	47	48	49	50
Reading Age	7.6	7.7	7.8	7.9	7.10	7.11	8.0	8.1	8.2	8.3
Score	51	52	53	54	55	56	57	58	59	60
Reading Age	8.4	8.5	8.6	8.7	8.8	8.9	8.10	9.0	9.1	9.2
Score	61	62	63	64	65	66	67	68	69	70
Reading Age	9.3	9.4	9.6	9.7	9.8	9.9	9.10	10.0	10.1	10.2
Score	71	72	73	74	75	76	77	78	79	80
Reading Age	10.3	10.4	10.6	10.7	10.9	10.10	10.11	11.0	11.1	11.3
Score	81	82	83	84	85	86	87	88	89	90
Reading Age	11.4	11.5	11.6	11.7	11.9	11.10	11.11	12.0	12.1	12.3
Score	91	92	93	94	95	96	97	98	99	100
Reading Age	12.4	12.5	12.6	12.7	12.9	12.10	12.11	13.0	13.1	13.3
Score	101	102	103	104	105	106	107	108	109	110
Reading Age	13.4	13.6	13.6	13.7	13.9	13.10	13.11	14.0	14.1	14.3