Appendix B

Informal Decoding Inventory

DIRECTIONS FOR ADMINISTRATION

This inventory is in two parts. Part I assesses skills used to decode single-syllable words. Part II assesses skills used to decode multisyllabic words. For upper elementary students, it is best to begin with Part II, which is more challenging, and to administer Part I only for students who have difficulties with Part II.

ADMINISTERING PART I

Short Vowels

Point to **sat**. Say, "What is this word?" Go from left to right on the scoring form (top to bottom for the child), repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words). [**Note**: If the student cannot pass this subtest, consider placing the student in a Tier 3 intensive intervention program and using the assessments that accompany that program.]

Consonant Blends and Digraphs

Point to **blip**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

r-Controlled Vowel Patterns

Point to **card**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Vowel-Consonant-e

Point to **stale**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Vowel Teams

Point to **neat**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words). For nonsense words *feap* and *tead* accept either the long or short e sound.

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SCORING PART I

Each subtest contains 10 real words and 10 nonsense words. Because real words might be identified at sight, a higher criterion (80%) is used for mastery. For nonsense words, the criterion is 60%. The criteria for Review and Needs Systematic Instruction differ accordingly. The following table below gives the number of correct answers that correspond to these percentages. (Note that the total percentages in the bottom row do not always equal the total of the numbers above. They were computed on a slightly different basis.)

		Real Word	ls	No	onsense W	ords
Subtest	Mastery	Review	Systematic Instruction	Mastery	Review	Systematic Instruction
Short Vowels	8–10	6–7	0–5	6–10	4–5	0–3
Consonant Blends and Digraphs	8–10	6–7	0–5	6–10	4–5	0–3
<i>r</i> -Controlled Vowel Patterns	8–10	6–7	0–5	6–10	4–5	0–3
Vowel-Consonant-e	8–10	6–7	0–5	6–10	4–5	0–3
Vowel Teams	8–10	6–7	0–5	6–10	4–5	0–3
Total	40-50	30–39	0–29	30–50	20–29	0–19

ADMINISTERING PART II

Compound Words

Point to **batman**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (coined and nonsense words).

Closed Syllables

Point to **dentist**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Open Syllables

Point to **lotus**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

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Vowel-Consonant-e Syllables

Point to **confine**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

r-Controlled Syllables

Point to **fiber**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Vowel Team Syllables

Point to **chowder**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

Consonant-le Syllables

Point to **bubble**. Say, "What is this word?" Go from left to right on the scoring form, repeating this question for each word in row 1. It is fine if the student reads across the line without prompting. Repeat the procedure for row 2 (nonsense words).

SCORING PART II

As in Part I, each subtest contains 10 real words and 10 nonsense words. Likewise, because real words might be identified at sight, a higher criterion (80%) is used for mastery. For nonsense words, the criterion is 60%. The criteria for Needs Improvement and Needs Systematic Instruction differ accordingly. The following table gives the number of correct answers that correspond to these percentages.

		Real Words	S	No	onsense Wo	ords
Subtest	Mastery	Review	Systematic Instruction	Mastery	Review	Systematic Instruction
Compound Words	8–10	6–7	0–5	6–10	4–5	0–3
Closed Syllables	8–10	6–7	0–5	6–10	4–5	0–3
Open Syllables	8–10	6–7	0–5	6–10	4–5	0–3
Vowel-Consonant-e Syllables	8–10	6–7	0–5	6–10	4–5	0–3
r-Controlled Syllables	8–10	6–7	0–5	6–10	4–5	0–3
Vowel Team Syllables	8–10	6–7	0–5	6–10	4–5	0–3
Consonant-le Syllables	8–10	6–7	0–5	6–10	4–5	0–3
Total	56–70	42–55	0-41	42–50	28-41	0–27

Informal Decoding Inventory (page 4 of 4)

READMINISTERING THE INVENTORY

The purpose of this inventory is to identify the most promising focus for targeted instruction. Following such instruction, usually over the course of several weeks, readminister just that portion of the inventory that has been the focus of instruction. It is not necessary to give the entire inventory again. If the instruction has brought a student to mastery, proceed to the next area where the inventory revealed a problem. Charting records for students over time will provide an indication of long-term progress and a tool for judging their response to instruction.

INFORMAL DECODING INVENTORY

Name _						Date			
		Pa	rt I: Singl	e-Syllable	Decoding	Score Sh	eet		
				Short	Vowels				
sat	pot	beg	nip	cub	pad	top	hit	met	nut
							To	otal	
mot	tib	han	teg	fet	lup	nid	pab	hud	gop
							То	otal	
			Canad	mant Dlan	do and Di	~~~ h o			
	1	1		onant Blen			1		I
blip	check	clam	chin	thick	frank	mint	fist	grab	rest
							To	otal	
clop	prib	hest	chot	slen	bund	bist	hald	slub	shad
							To	otal	
	1	1	r-C	ontrolled \	owel Patt	erns	1		1
card	stork	term	burst	turf	fern	dirt	nark	firm	mirth
							To	otal	
fird	barp	forn	serp	surt	perd	kurn	nirt	mork	tarst

(cont.)

Total

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Informal Decoding Inventory, Part I (page 2 of 2)

			,	Vowel-Co	nsonant– <i>e</i>	ı				
stale	hike	dome	cube	blame	chive	cute	prone	vane	brine	
	Total									
bame	neme	hile	pome	rute	nube	vope	clate	vike	pene	
							То	tal		

				Vowel	Teams				
neat	spoil	goat	pail	field	fruit	claim	meet	beast	boast
							То	tal	
craid	houn	rowb	noy	feap	nuit	maist	ploat	tead	steen
							То	tal	

INFORMAL DECODING INVENTORY

Date Name

Part II: Multisyllabic Decoding Score Sheet

			Compour	Compound Words				
blackmail	carpool	flashlight	baseball	corndog	crosswalk	battlefield	frostbite	bootstrap
							Total	
gopuns	paintrag	oatfarm	raincan	skywatch	dogrun	meatman	bluestar	hattree
							Total	

	gossip		winsprick	
	blanket	Total	flanpeck	Total
	contest		stindam	
	submit		pefdimp	
Closed Syllables	banquet		misuald	
Closed S	flannel		wunnet	
	hundred		bunpect	
	compact		suncrip	
	tunnel		pladchet	
	dentist		sindict	

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(cont.)

Informal Decoding Inventory, Part II (page 2 of 3)

	ednal		byliss	
	rely	Total	pilem	Total
	ivy		pady	
	spiny		siny	
yllables	final		fodun	
Open Syllables	pony		nicot	
	spiky		slony	
	cupid		diler	
	lunar		cluden	
	lotus		rulab	

				Vowel-Consona	Vowel-Consonant-e Syllables				
confine	athlete	conclude	concrete	compose	stampede	esoddns	endure	cascade	recline
								Total	
depide	repale	wranblise	mondrine	slindome	lompise	sisdike	dimcline	plinsipe	indube
								Total	

				_
	diner		biver	
	clergy	Total	birvick	
	servant		perstat	
	surplus		burclust	
r-Controlled Syllables	jogger		darber	
r-Controlle	varnish		sonnor	
	serpent		wupper	
	furnish		winler	
	super		sirper	
	fiber		borniss	

Informal Decoding Inventory, Part II (page 3 of 3)

		discreet		scoatal			:
		maroon	Total	flaiwat	Total		:
		treatment		moanish			-
		bounty		crainem			-
Coldolly	vowel realli syllables	теадом		slighnat		Consonant-/e Syllables	-
Town/	vowel leaf	pillow		reemin		Consonant-	-
		mushroom		haynick			
		approach		spoinap			:
		ointment		shoopoy			-
		chowder		grinlow			-

sprinkle		baitle	
whistle	Total	butle	Total
drizzle		elqqnd	
eagle		cogle	
people		dafle	
bugle		magle	
struggle		baddle	
cattle		fangle	
dandle		scanfle	
elqqnq		elgng	
	dandle cattle struggle bugle people eagle drizzle whistle	dandle cattle struggle bugle people eagle drizzle whistle Total	dandlecattlestrugglebuglepeopleeagledrizzlewhistleA scanflefanglebaddlemagledaflecoglepubblebutle

SINGLE-SYLLABLE DECODING INVENTORY: STUDENT MATERIALS

blip	card	stale	neat
check	stork	hike	spoil
clam	term	dome	goat
chin	burst	cube	pail
thick	turf	blame	field
frank	fern	chive	fruit
mint	dirt	cute	claim
fist	nark	prone	meet
grab	firm	vane	beast
rest	mirth	brine	boast
alan	المار	h am a	i-d
	_		craid
•	•		houn
hest	forn	hile	rowb
chot	serp	pome	noy
slen	surt	rute	feap
bund	5000		mui+
buna	perd	nube	nuit
bund	pera kurn	vope	maist
	· •		
bist	kurn	vope	maist
	check clam chin thick frank mint fist grab rest clop prib hest chot slen	check stork clam term chin burst thick turf frank fern mint dirt fist nark grab firm rest mirth clop fird prib barp hest forn chot serp slen surt	check stork hike clam term dome chin burst cube thick turf blame frank fern chive mint dirt cute fist nark prone grab firm vane rest mirth brine clop fird bame prib barp neme hest forn hile chot serp pome slen surt rute

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MULTISYLLABIC DECODING INVENTORY: STUDENT MATERIALS

batman	dentist	lotus	confine
blackmail	tunnel	lunar	athlete
carpool	compact	cupid	conclude
flashlight	hundred	spiky	concrete
baseball	flannel	pony	compose
corndog	banquet	final	stampede
crosswalk	submit	spiny	suppose
battlefield	contest	ivy	endure
frostbite	blanket	rely	cascade
bootstrap	gossip	equal	recline
catboy	sindict	rulab	depide
sundog	pladchet	cluden	repale
paintrag	suncrip	diler	wranblise
oatfarm	bunpect	slony	mondrine
raincan	wunnet	nicot	slindome
skywatch	blensim	fodun	lompise
dogrun	pefdimp	siny	sisdike
meatman	stindam	pady	dimcline
			1
bluestar	flanpeck	pilem	plinsipe
bluestar hattree	flanpeck winsprick	pilem byliss	plinsipe indube

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Multisyllabic Decoding Inventory (page 2 of 2)

fiber	chowder	bubble
super	ointment	dandle
furnish	approach	cattle
serpent	mushroom	struggle
varnish	pillow	bugle
jogger	meadow	people
surplus	bounty	eagle
servant	treatment	drizzle
clergy	maroon	whistle
diner	discreet	sprinkle
borniss	grinlow	buble
sirper	shoopoy	scanfle
winler	spoinap	fangle
wupper	haynick	baddle
sonnor	reemin	magle
darber	slighnat	dafle
burclust	crainem	cogle
perstat	moanish	pubble
birvick	flaiwat	butle
biver	scoatal	baitle

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