

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.

(cont.)

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.)

Subtest	Real Words			Nonsense Words		
	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
r-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).

(cont.)

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–/e 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.

Subtest	Real Words			Nonsense Words		
	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–/e 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

(cont.)

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.

(cont.)

INFORMAL DECODING INVENTORY

Name _____ Date _____

Part I: Single-Syllable Decoding Score Sheet

Short Vowels									
sat	pot	beg	nip	cub	pad	top	hit	met	nut
							Total		
mot	tib	han	teg	fet	lup	nid	pab	hud	gop
							Total		

Consonant Blends and Digraphs									
blip	check	clam	chin	thick	frank	mint	fist	grab	rest
							Total		
clop	prib	hest	chot	slen	bund	bist	hald	slub	shad
							Total		

<i>r</i> -Controlled Vowel Patterns									
card	stork	term	burst	turf	fern	dirt	nark	firm	mirth
							Total		
fird	barp	forn	serp	surt	perd	kurn	nirt	mork	tarst
							Total		

(cont.)

From *Differential Reading Instruction in Grades 4 and 5* by Sharon Walpole, Michael C. McKenna, and Zoi Philippakos. Copyright 2011 by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

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

Vowel-Consonant-e									
stale	hike	dome	cube	blame	chive	cute	prone	vane	brine
							Total		
bame	neme	hile	pome	rute	nube	vope	clate	vike	pene
							Total		

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

(cont.)

INFORMAL DECODING INVENTORY

Name _____ Date _____

Part II: Multisyllabic Decoding Score Sheet

Compound Words									
batman	blackmail	carpool	flashlight	baseball	corn dog	crosswalk	battlefield	frostbite	bootstrap
Total									
catboy	sundog	paintrag	oatfarm	raincan	skywatch	dogrun	meatman	bluestar	hattree
Total									

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

(cont.)

From Differential Reading Instruction in Grades 4 and 5 by Sharon Walpole, Michael C. McKenna, and Zoi Philippakos. Copyright 2011 by The Guilford Press. Permission to photocopy this form is granted to purchasers of this book for personal use only (see copyright page for details).

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

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

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

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

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

Vowel Team Syllables									
chowder	ointment	approach	mushroom	pillow	meadow	bounty	treatment	maroon	discreet
grinlow	shoopoy	spoinap	haynick	reemin	sighnat	crainem	moanish	flaiwat	scoatal
								Total	
								Total	

Consonant-e Syllables									
bubble	dandle	cattle	struggle	bugle	people	eagle	drizzle	whistle	sprinkle
buble	scanfle	fangle	baddle	magle	daffe	cogle	pubble	butle	baitle
								Total	
								Total	

(cont.)

SINGLE-SYLLABLE DECODING INVENTORY: STUDENT MATERIALS

sat pot beg nip cub pad top hit met nut	blip check clam chin thick frank mint fist grab rest	card stork term burst turf fern dirt nark firm mirth	stale hike dome cube blame chive cute prone vane brine	neat spoil goat pail field fruit claim meet beast boast
mot tib han teg fet lup nid pab hud gop	clop prib hest chot slen bund bist hald slub shad	fird barp forn serp surt perd kurn nirt mork tarst	bame neme hile pome rute nube vope clate vike pene	craid houn rowb noy feap nuit maist ploat tead steen

(cont.)

MULTISYLLABIC DECODING INVENTORY: STUDENT MATERIALS

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

(cont.)

Multisyllabic Decoding Inventory (page 2 of 2)

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