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.

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 (page 2 of 4)

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	N	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).

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

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

Part I: Single-Syllable Decoding Score Sheet

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

	Consonant Blends and Digraphs										
blip	grab	rest									
	Total										
clop	prib	hest	chot	slen	bund	bist	hald	slub	shad		
Total											

r-Controlled Vowel Patterns											
card	stork	term	dirt	nark	firm	mirth					
Total											
fird	barp	forn	serp	surt	perd	kurn	nirt	mork	tarst		
Total											

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).

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

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

Vowel Teams											
neat	spoil	goat	claim	meet	beast	boast					
	Total										
craid	houn	rowb	noy	feap	nuit	maist	ploat	tead	steen		
Total											

Name

Date

INFORMAL DECODING INVENTORY

Part II: Multisyllabic Decoding Score Sheet

	bootstrap		hattree				gossip		winsprick	
	frostbite	Total	bluestar	Total			blanket	Total	flanpeck	
	battlefield		meatman		-		contest		stindam	
	crosswalk		dogrun				submit		pefdimp	
Compound Words	corndog		skywatch			Closed Syllables	banquet		blensim	
Compour	baseball		raincan			Closed S	flannel		wunnet	
	flashlight		oatfarm				hundred		bunpect	
	carpool		paintrag				compact		suncrip	
	blackmail		sundog				tunnel		pladchet	
	batman		catboy				dentist		sindict	
		-				16	57	-		•

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).

(cont.)

Total

			1		1	1	[1		1					
		equal		byliss				recline		indube				diner		biver	
		rely	Total	pilem	Total			cascade	Total	plinsipe	Total			clergy	Total	birvick	Total
		ivy		pady		1		endure		dimcline		1		servant		perstat	
90 1 0 01		spiny		siny				suppose		sisdike				surplus		burclust	
	/llables	final		fodun			ant-e Syllables	stampede		lompise			d Syllables	jogger		darber	
D	Open Syllables	pony		nicot			Vowel-Consonant-e Syllables	compose		slindome			r-Controlled Syllables	varnish		sonnor	
		spiky	•	slony				concrete		mondrine				serpent		wupper	
		cupid		diler				conclude		wranblise				furnish		winler	
		lunar		cluden				athlete		repale				super		sirper	
		lotus		rulab				confine		depide				fiber		borniss	
			-		-						-						

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

168

	discreet		scoatal			sprinkle	
	maroon	Total	flaiwat	Total		whistle	Total
	treatment		moanish			drizzle	
	bounty		crainem			eagle	
n Syllables	meadow		slighnat		le Syllables	people	
Vowel Team Syllables	pillow		reemin		Consonant-le Syllables	bugle	
	mushroom		haynick			struggle	
	approach		spoinap			cattle	
	ointment		shoopoy			dandle	
	chowder		grinlow			bubble	

_
∞
of
\mathfrak{S}
(page 3
=
Part
Ň
٥ ٢
, T
Š
<u> </u>
ecoding Inventory,
÷
ecod
e
\Box
a
forma
ġ

169

(cont.)

baitle

butle

pubble

cogle

dafle

magle

baddle

fangle

scanfle

buble

Total

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

SINGLE-SYLLABLE DECODING INVENTORY: STUDENT MATERIALS

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).

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
catboy sundog	sindict pladchet	rulab cluden	depide repale
,			
sundog	pladchet	cluden	repale
sundog paintrag	pladchet suncrip	cluden diler	repale wranblise
sundog paintrag oatfarm	pladchet suncrip bunpect	cluden diler slony	repale wranblise mondrine
sundog paintrag oatfarm raincan	pladchet suncrip bunpect wunnet	cluden diler slony nicot	repale wranblise mondrine slindome
sundog paintrag oatfarm raincan skywatch	pladchet suncrip bunpect wunnet blensim	cluden diler slony nicot fodun	repale wranblise mondrine slindome lompise
sundog paintrag oatfarm raincan skywatch dogrun	pladchet suncrip bunpect wunnet blensim pefdimp	cluden diler slony nicot fodun siny	repale wranblise mondrine slindome lompise sisdike
sundog paintrag oatfarm raincan skywatch dogrun meatman	pladchet suncrip bunpect wunnet blensim pefdimp stindam	cluden diler slony nicot fodun siny pady	repale wranblise mondrine slindome lompise sisdike dimcline

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).

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
	1	1

Copyright © 2011 The Guilford Press. All rights reserved under International Copyright Convention. No part of this text may be reproduced, transmitted, downloaded, or stored in or introduced into any information storage or retrieval system, in any form or by any means, whether electronic or mechanical, now known or hereinafter invented, without the written permission of The Guilford Press.

Purchase this book now: www.guilford.com/p/walpole4

Guilford Publications 72 Spring Street New York, NY 10012 212-431-9800 800-365-7006 www.guilford.com