## Phonics/Decoding Summary Sheet

### Alphabet Skills

<table>
<thead>
<tr>
<th>Task</th>
<th>Score</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>21/26</td>
<td>81%</td>
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<td>2.</td>
<td>21/26</td>
<td>81%</td>
</tr>
<tr>
<td>3.</td>
<td>18/23</td>
<td>78%</td>
</tr>
<tr>
<td>4.</td>
<td>4/5</td>
<td>80%</td>
</tr>
<tr>
<td>5.</td>
<td>4/5</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Components/Observations**

#### Letter names—uppercase

- Task 1: Letter names—uppercase
- Task 2: Letter names—lowercase
- Task 3: Consonant sounds
- Task 4: Long-vowel sounds
- Task 5: Short-vowel sounds

### Task 5. Reading and Decoding Skills

<table>
<thead>
<tr>
<th>Task</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
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<td>80%</td>
</tr>
<tr>
<td>B.</td>
<td>8/10</td>
<td>80%</td>
</tr>
<tr>
<td>C.</td>
<td>16/20</td>
<td>80%</td>
</tr>
<tr>
<td>D.</td>
<td>8/10</td>
<td>80%</td>
</tr>
<tr>
<td>E.</td>
<td>8/10</td>
<td>80%</td>
</tr>
<tr>
<td>F.</td>
<td>8/10</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Components/Observations**

- A. Short vowels in CVC words
- B. Short vowels, digraphs, and -tch trigraph
- C. Short vowels and consonant blends
- D. Long vowels
- E. r- and l-controlled vowels
- F. Vowel diphthongs

**Multisyllabic Words:**

- G. Two-syllable words
- H. Multisyllabic words

### Task 6. Spelling Skills

<table>
<thead>
<tr>
<th>Task</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>4/5</td>
<td>80%</td>
</tr>
<tr>
<td>B.</td>
<td>4/5</td>
<td>80%</td>
</tr>
<tr>
<td>C.</td>
<td>4/5</td>
<td>80%</td>
</tr>
<tr>
<td>D.</td>
<td>4/5</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Components/Observations**

- A. Initial consonants
- B. Final consonants
- C. CVC words
- D. Long-vowel words
Protocol and Analysis Sheet page 2

Name

Timed Fluency Test: WCPM _______

□ Expected Progress
□ Below Expected Progress
□ Seriously Below Expected Progress

Instructional Needs

Skills to review: ________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Skills to teach: ________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

□ Needs regular SOAR TO SUCCESS lessons only
□ Needs regular SOAR TO SUCCESS lessons plus additional decoding support
□ Needs Phonics Intervention
**TASK 1. Letter names—Uppercase**

**MATERIALS:** Student Materials, p. R176

Say to the student: Tell me the names of these letters. Circle all incorrect responses. If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

D A N S X Z J L H
T Y E C O M R P W
___/26 K U G B F Q V I

**TASK 2. Letter Names—Lowercase**

**MATERIALS:** Student Materials, p. R176

Say to the student: Tell me the names of these letters. Circle all incorrect responses. If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

d a n s x z j l h
 
t y e c o m r p w
 ___/26 k u g b f q v i

**TASK 3. Consonant Sounds**

**MATERIALS:** Student Materials, p. R176

Say to the student: Look at these letters. Tell me the sound each letter stands for. Ask if he or she knows of another sound for the letters g and c. If the sound given is correct, do not mark this form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: Look at all of the letters and tell me which sounds you do know.

d l n s x z j
 
t y p c h m r
 ___/23 k w g b f q v
**TASK 4. Vowel Sounds**

**MATERIALS:** Student Materials, p. R176

Say to the student: *Tell me the sounds of each letter.* If the student names the letter, count it as the long-vowel sound. Then ask: *Can you tell me the other sound for the letter?* The student should name the short-vowel sound.

```
  e___ ___  i___ ___  a___ ___  o___ ___  u___ ___
```

*l = long sound s = short sound*

Record “*l*” on the first line for the long sound (letter name) and “*s*” for the short sound on the second line. If the student makes an error, record the error over the letter.

___/5 Long-vowel sounds (count the number of *l*’s above)

___/5 Short-vowel sounds (count the number of *s*’s above)

**TASK 5. Reading and Decoding**

**MATERIALS:** Student Materials, p. R177–179

For items A through G, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: *I want you to read these words.* If the student cannot read two or more of the real words, do not administer the line of pseudowords. Go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.*

A. Short vowels in CVC words

___/5 sip cat let but hog (real)

___/5 vop fut dit keb laz (pseudo)

B. Short vowels, digraphs, and *-tch* trigraph

___/5 when chop rich shut match (real)

___/5 wheck shom thax phitch chud (pseudo)

C. Consonant blends with short vowels

___/5 stop trap quit spell plan (real)

___/5 stig brab qued snop dran (pseudo)

___/5 clip fast sank limp held (real)

___/5 frep nast wunk kimp jelt (pseudo)
D. Long-vowel spellings

/5 tape key lute paid feet (real)
/5 loe bine joad vay soat (pseudo)

E. r- and l-controlled vowels

/5 bark horn chirp term cold (real)
/5 ferm dall gorf murd char (pseudo)

F. Variant spellings and diphthongs

/5 few down toy hawk coin (real)
/5 voot rew fout zoy bawk (pseudo)

(Note: Student can pronounce oo in voot as in moon or book.)

G. Two-syllable words

Administer these items if the student is able to read most of the single-syllable real and pseudowords in the previous items. Say to the student: Now I want you to read down the first column of words. Each of the real words in this column has two syllables. Point to the first column. If the student can read at least three out of eight of the words in this column, say: Now I want you to read some made-up words. Point to the second column. Repeat the same procedure for the third column. Note: The following made-up words can be pronounced in two ways: sunop (su-nop or sun-op); wopam (wo-pam or wop-am); potife (po-tife or pot-ife); zuride (zu-ride or zur-ide); and zubo (zu-bo or zub-o). If words are read correctly, do not make any marks.

/3 Closed kidnap pugnad quilbrap
/3 Silent e compete slifnate prubkine
/3 Open, closed depend sunop wopam
/3 Closed or open, open zero zubo yodu
/3 Open, silent e locate potife zuride
/3 Consonant-le stable grickle morkle
/3 r-controlled further tirper pharbid
/3 Vowel team outlaw doipnoe loymaud
H. Multisyllabic Words

Administer these items only if the student is able to read six of the eight items in Task G. **Say to the student:** Now I want you to read down the first column of words. Each of the real words in this column has more than two syllables. Point to the first column. If the student can read at least three of the 4 words in this column, say: Now I want you to read some made-up words. Point to the second column. If the words are read correctly, make no marks. If words are read incorrectly, record the student’s response above the word. Expected pronunciations for the pseudowords are given below the word.

- /2 (Closed, unaccented, closed) caravan petimel (pet i mel) or (pe tim el)
- /2 (r-controlled, unaccented, silent e) marmalade dorlishane (dor li shane)
- /2 (Open, closed, closed) momentum bolansun (bo lan sun) or (bol an sun)
- /2 (Closed, unaccented, vowel team) velveteen matloopen (mat loo peen) or (mat lop een)

**TASK 6. Spelling**

A. Give the student a pencil and a sheet of lined paper. **Tell the student:** Number your paper from 1 through 5. Listen to each of the words I read and write the first sound you hear. Write the student’s responses over the words.

- /5 1. fit 2. map 3. pen 4. kid 5. hand

B. **Tell the student:** Number 1 through 5. Listen to each of the words I read, and write the last sound you hear.

- /5 1. rub 2. fled 3. leg 4. sell 5. less

C. **Tell the student:** Number 1 through 10. Listen to each of the words I read, and write the whole word.

- /5 1. fork 2. yarn 3. sip 4. shop 5. tub
- /5 6. coin 7. float 8. steep 9. drive 10. spoon
Houghton Mifflin Phonics/Decoding Screening Test

1. D A N S X Z J L H
   T Y E C O M R P W
   K U G B F Q V I

2. d a n s x z j l h
   t y e c o m r p w
   k u g b f q v i

3. d l n s x z j
   t y p c h m r
   k w g b f q v

4. e i a o u
5. Reading and Decoding

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<tr>
<th>sip</th>
<th>cat</th>
<th>let</th>
<th>but</th>
<th>hog</th>
</tr>
</thead>
<tbody>
<tr>
<td>vop</td>
<td>fut</td>
<td>dit</td>
<td>keb</td>
<td>laz</td>
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</table>

B.  
<table>
<thead>
<tr>
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<th>chop</th>
<th>rich</th>
<th>shut</th>
<th>match</th>
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<tbody>
<tr>
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<td>thax</td>
<td>phitch</td>
<td>chud</td>
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C.  
<table>
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<tr>
<th>stop</th>
<th>trap</th>
<th>quit</th>
<th>spell</th>
<th>plan</th>
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<td>snop</td>
<td>dran</td>
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<td>clip</td>
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<td>sank</td>
<td>limp</td>
<td>held</td>
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<td>nast</td>
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D.

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<tr>
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<td>joad</td>
<td>vay</td>
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E.

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<td>gorf</td>
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F.

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<th>coin</th>
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<tr>
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<td>slifnate</td>
<td>prubkine</td>
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<td>potife</td>
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### H.

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