

Word Decoding Assessment Directions

What it is and how we hope you use it:

A word decoding assessment helps uncover what students know about phonics without the support of context. Our word decoding assessment does not have nonsense words on it, but we did purposely choose low frequency words so that students would have to rely on their knowledge of the phonics principle to read the word, rather than their knowledge of that particular word.

We suggest that if students pass a phonics principle section on the word decoding assessment you also conduct a [decodable book assessment](#) to be sure that students can read words in context as well. Our hope is that you use the word decoding assessment and the decodable book assessments to inform your whole class instruction as well as your small group instruction, reteaching phonics principles until students are able to master them in isolation and in context.

How to administer the word decoding assessment:

1. Place the student-facing list in front of students. Point to the first word on the list and direct students to read top to bottom, then left to right.

Before starting the assessment you might say something like:

“I’m looking forward to learning more about you as a reader. Listening to you read these words will help me know what to teach you. If you know the word right away, go ahead and read it, but you can also sound it out if you need to. If you don’t know a word, don’t worry, that just shows me what I need to teach.”

2. If the student gets the word correct, check the box on the recording form next to that word. If the student gets the word incorrect, write what they said next to the word. If they don’t say anything, make an X mark next to the word.
3. If a student gets 5 or more words incorrect in a row, stop the assessment.
4. If a student passes the section, move on to the next section. If a student does not pass that section, stop the assessment there.

Some things to consider when administering the word decoding assessment:

- Administer the word decoding assessment only when students know more than 20 letters and sounds according to a Letter/Sound ID assessment.
- When working with second graders or above, start with the multisyllabic word section and work backwards if students do not pass that section. Stop when students are able to pass a section.

CVC Word Decoding Assessment

| | | | | |
|-------------|-------------|-------------|-------------|-------------|
| map | sit | log | yes | mud |
| cab | win | hot | vet | run |
| rag | kid | fox | ten | hug |
| pat | rim | top | set | gum |
| Short a: /4 | Short i: /4 | Short o: /4 | Short e: /4 | Short u: /4 |

Total Score:

A passing score is 80% or 16/20.

Digraph Word Decoding Assessment

| | | | | |
|--------|--------|--------|--------|--------|
| thud | shed | chat | whip | sack |
| them | shop | chin | when | lock |
| moth | rush | much | | |
| bath | sash | | | |
| th: /4 | sh: /4 | ch: /3 | wh: /2 | ck: /2 |

Total Score:

A passing score is 80% or 12/15.

Blends Word Decoding Assessment

| | | | |
|--------------------------------------|------------------------------------|----------------|----------------|
| sped | pest | blank | scrimp |
| flap | rang | cling | strong |
| club | silk | stamp | |
| grim | bend | swept | |
| blot | soft | crest | |
| drip | dent | branch | |
| Beginning blends with 4 phonemes: /6 | Ending blends with 4 phonemes): /6 | 5 phonemes: /6 | 6 phonemes: /2 |

Total Score:

A passing score is 80% or 16/20

CVCe Word Decoding Assessment

| | | | | |
|---------|---------|---------|---------|---------|
| lane | vine | home | rule | here |
| cape | lime | poke | cute | Pete |
| shade | wipe | nose | tube | |
| | | | fume | |
| a_e: /3 | i_e: /3 | o_e: /3 | u_e: /4 | e_e: /2 |

Total Score:

A passing score is 80% or 12/15.

Long Vowel Pattern Word Decoding Assessment

| | | | | |
|------------|------------|------------|------------|------------|
| vain | sigh | loaf | keen | swoon |
| clay | lies | blown | least | newt |
| trail | bright | coal | seep | gloom |
| spray | pry | growth | steal | flue |
| Long a: /4 | Long i: /4 | Long o: /4 | Long e: /4 | Long u: /4 |

Total Score:

A passing score is 80% or 16/20.

R-Controlled Vowel Word Decoding Assessment

| | | | | |
|--------|--------|--------|--------|--------|
| lard | port | verb | fir | curd |
| hark | bore | berg | gird | furl |
| garb | horn | perk | stir | blurt |
| tart | snore | stern | twirl | slurp |
| ar: /4 | or: /4 | er: /4 | ir: /4 | ur: /4 |

Total Score:

A passing score is 80% or 16/20.

Advanced Vowel Pattern Word Decoding Assessment

Use this assessment if you do not already have an assessment on phonic decoding.

| | | | | |
|----------------|-----------|--------|-----------|-----------|
| gawk | bush | deaf | hoist | crouch |
| fraught | crook | dreamt | coy | cowl |
| maw | hoof | thread | broil | brow |
| stalk | stood | dealt | groin | pout |
| al,aw,augh: /4 | oo, u: /4 | ea: /4 | oi,oy: /4 | ou,ow: /4 |

Total Score:

A passing score is 80% or 16/20.

Multisyllabic Word Decoding Assessment

Use this assessment if you do not already have an assessment on phonic decoding.

| | | | | |
|------------------------|-----------------------------|------------------|-------------------|-------------------|
| contest | exclude | pattern | fiddle | banister |
| icon | concave | burlap | rustle | befuddle |
| public | teaspoon | | | dedicate |
| prudent | degree | | | |
| Closed and open: /4 | Silent e, vowel team: /4 | R controlled: /2 | Consonant -le: /2 | Multisyllable: /3 |

Total Score:

A passing score is 80% or 12/15.

Student-Facing Assessment: CVC

| | | | | |
|-----|-----|-----|-----|-----|
| map | sit | log | yes | mud |
| cab | win | hot | vet | run |
| rag | kid | fox | ten | hug |
| pat | rim | top | set | gum |

Student-Facing Assessment: Digraphs

| | | | | |
|------|------|------|------|------|
| thud | shed | chat | whip | sack |
| them | shop | chin | when | lock |
| moth | rush | chum | | |
| bath | sash | | | |

Student-Facing Assessment: Blends

| | | | |
|------|------|--------|--------|
| sped | pest | blank | shrimp |
| flap | rang | cling | strong |
| club | silk | stamp | |
| grim | bend | swept | |
| blot | soft | crest | |
| drip | dent | branch | |

Student-Facing Assessment: CVCe

| | | | | |
|-------|------|------|------|------|
| lane | vine | home | rule | here |
| cape | lime | poke | cute | Pete |
| shade | wipe | nose | tube | |
| | | | fume | |

Student-Facing Assessment: Long Vowel Patterns

| | | | | |
|-------|--------|--------|-------|-------|
| vain | sigh | loaf | keen | swoon |
| clay | lies | blown | least | newt |
| trail | bright | coal | seep | gloom |
| spray | pry | growth | steal | flue |

Student-Facing Assessment: R-Controlled Vowels

| | | | | |
|------|-------|-------|-------|-------|
| lard | port | verb | fir | curd |
| hark | bore | berg | gird | furl |
| garb | horn | perk | stir | blurt |
| tart | snore | stern | twirl | slurp |

Student-Facing Assessment: Advanced Vowel Patterns

| | | | | |
|---------|-------|--------|-------|--------|
| gawk | bush | deaf | hoist | crouch |
| fraught | crook | dreamt | coy | cowl |
| maw | hoof | thread | broil | brow |
| stalk | stood | dealt | groin | pout |

Student-Facing Assessment: Multisyllabic Words

| | | | | |
|---------|----------|---------|--------|----------|
| contest | exclude | pattern | fiddle | banister |
| icon | concave | burlap | rustle | befuddle |
| public | teaspoon | | | dedicate |
| prudent | degree | | | |