

PRESS PHONICS DECODING INVENTORY

Student: _____ Teacher: _____ School: _____

Date: _____ Administered by: _____

Purpose: This diagnostic tool is designed to identify the student's instructional need for initial placement in a tier 2 phonics intervention.

Skill Assessment	Student Score	Intervention Recommendation
Letter-Sound Correspondence		≤ 21 Move back to the <i>Phonemic Awareness Inventory</i> and/or try P-1 intervention > 21 Move on to A
Low Frequency Decodable Words		
A. Short vowels in CVC words		≤ 8 Try P-3 intervention ≥ 9 Move on to B
B. Digraphs with short vowels		≤ 8 Try P-3 intervention ≥ 9 Move on to C
C. Consonant blends with short vowels		≤ 8 Try P-4 intervention ≥ 9 Move on to D
D. Vowel Spellings: silent e and vowel teams		≤ 8 Try P-5 intervention ≥ 9 Move on to E
E. Variant vowels		≤ 8 Try P-5 intervention ≥ 9 Move on to a fluency intervention

PRESS PHONICS DECODING INVENTORY (CONTINUED)

Letter-Sound Correspondence:

Place the student copy in front of the student. Place examiner copy on a clipboard so the student cannot see what is marked. Point to the first letter and say to the student: **“Look at these letters. Tell me the sound each letter makes.”**

- If the sound given is correct, do not mark the examiner copy. If it is incorrect, mark the letter with a slash (/).
- If a student takes longer than three seconds, mark incorrect and prompt for the next sound.
- Correct responses for vowels are short sounds; correct response for g is /g/ as in *gift*; correct response for c is /c/ as in *cat*.
- If other than the correct response for these sounds is given, say to the student: **“What is another sound this letter makes?”**

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

___/26

≤21 Move back to **Phonemic Awareness Inventory** and/or try **P-1**

>21 Move on to **A** (short vowels in CVC words)

Low Frequency Decodable Words:

Place the student copy in front of the student. Show only the ten words in part A. Place examiner copy on a clipboard so the student cannot see what is marked. Point to the first word and say to the student:

“Here are some words. When I say, ‘begin,’ start here (point to the first word in the section) and go across the page (point). Read as many words as you can. If you need to sound out the word, that’s okay – just try to read the whole word right after you sound it out. If you get stuck on a word, that’s okay too, just do your best. Ready? Begin.”

- Underline words the student reads fluently (i.e., words the student reads without sounding out the word).
- Put (S) next to the words the student sounds out and then blends correctly.
- Put a slash (/) through phonemes incorrectly sounded out.
- If a student takes longer than three seconds, move to the next word.

PRESS PHONICS DECODING INVENTORY (CONTINUED)

A. Short vowels in CVC words

sog	rid	zen	hub	lop	
vet	sap	pug	din	cam	

____/10

≤ 8 Try **P-3** or ≥ 9 Move on to **B**

B. Digraphs with short vowels

mash	lath	chop	shut	chat	
shed	sash	moth	chug	pith	

____/10

≤ 8 Try **P-3** or ≥ 9 Move on to **C**

C. Consonant blends with short vowels

trip	sled	grab	stem	cram	
bred	stun	husk	wept	stand	

____/10

≤ 8 Try **P-4** or ≥ 9 Move on to **D**

D. Long vowels: silent e and vowel teams

gate	pile	lone	pail	reef	
beat	deep	coal	leaf	tone	

____/10

≤ 8 Try **P-5** or ≥ 9 Move on to **E**

E. Variant vowels

turf	raw	coil	joy	pow	
horn	bird	thaw	owl	lark	

____/10

≤ 8 Try **P-5** or ≥ 9 Move on to a fluency intervention

PRESS PHONICS DECODING INVENTORY (CONTINUED)
Student Form

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

PRESS PHONICS DECODING INVENTORY (CONTINUED)
Student Form

A.

sog	rid	zen	hub	lop
vet	sap	pug	din	cam

B.

mash	lath	chop	shut	chat
shed	sash	moth	chug	pith

C.

trip	sled	grab	stem	cram
bred	stun	husk	wept	stand

D.	gate	pile	lone	pail	reef
	beat	deep	coal	leaf	tone

E.	turf	raw	coil	joy	pow
	horn	bird	thaw	owl	lark