

Houghton Mifflin Phonics/Decoding Screening Test

Protocol and Analysis Sheet

Name _____ Grade _____ Date _____

Phonics/Decoding Summary Sheet

Alphabet Skills

___/26	(21)	Task 1.	Letter names—uppercase
___/26	(21)	Task 2.	Letter names—lowercase
___/23	(18)	Task 3.	Consonant sounds
___/5	(4)	Task 4.	Long-vowel sounds
___/5	(4)		Short-vowel sounds

Task 5. Reading and Decoding Skills

___/10	(8)	A.	Short vowels in CVC words
___/10	(8)	B.	Short vowels, digraphs, and -tch trigraph
___/20	(16)	C.	Short vowels and consonant blends
___/10	(8)	D.	Long vowels
___/10	(8)	E.	r- and l-controlled vowels
___/10	(8)	F.	Vowel diphthongs

Multisyllabic Words:

___/24	(19)	G.	Two-syllable words
___/8	(6)	H.	Multisyllabic words

Task 6. Spelling Skills

___/5	(4)	A.	Initial consonants
___/5	(4)	B.	Final consonants
___/5	(4)	C.	CVC words
___/5	(4)	D.	Long-vowel words

Components/Observations

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 <i>e</i>	compete	slifnate	prubkine
___/3	Open, closed	depend	sunop	wopam
___/3	Closed or open, open	zero	zubo	yodu
___/3	Open, silent <i>e</i>	locate	potife	zuride
___/3	Consonant- <i>le</i>	stable	grickle	morkle
___/3	<i>r</i> -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	matlopeen (mat lo 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
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5. Reading and Decoding

A.

sip	cat	let	but	hog
vop	fut	dit	keb	laz

B.

when	chop	rich	shut	match
wheck	shom	thax	phitch	chud

C.

stop	trap	quit	spell	plan
stig	brab	qued	snop	dran
clip	fast	sank	limp	held
frep	nast	wunk	kimp	jelt

D.

tape	key	lute	paid	feet
loe	bine	joad	vay	soat

E.

bark	horn	chirp	term	cold
ferm	dall	gorf	murd	char

F.

few	down	toy	hawk	coin
voot	rew	fout	zoy	bawk

G.

kidnap	pugnad	quilbrap
compete	slifnate	prubkine
depend	sunop	wopam
zero	zubo	yodu
locate	potife	zuride
stable	grickle	morkle
further	tirper	pharbid
outlaw	doipnoe	loymaud

H.

caravan	petimel
marmalade	dorlishane
momentum	bolansun
velveteen	matlopeen