

Modified Phonics Assessment Process and Testing Pages

Based on Sylvia Greene's *Informal Word Analysis Inventory* at <https://lincs.ed.gov/readingprofiles/>

Reading (Decoding) – Individual

1. For students with Alphabetics Mastery Levels of 1-4, select an appropriate starting point (Level I or Level II) and word list (Lists 1-6) for phonics assessment:

Level I, Lists 1-3: single consonants, short vowels, consonant digraphs and blends, long vowel-silent e

Level II, Lists 4-6: vowel teams, silent consonants, vowel r and l, soft/hard c and g, irregular patterns

2. Tell the student: "I am going to give you a short reading test. You will read words aloud while I listen carefully. I will stop when the words get too hard. This will tell me (or your teacher) what you need to learn about sounding out words."
3. Present the Student Copy of the starting point word list. Tell the student to read down the list at a slower speed. If necessary, use a note card or paper for pacing. Stop when the student makes many errors or appears frustrated.
4. Follow along on the Teacher Copy. Write 1 for correct word readings, 0 for incorrect word readings, and as much as possible, incorrect pronunciations within the boxes. If you started with Level I lists, and the student reads most of words correctly, go to the Level II lists.
5. Determine which English letter-sound patterns the student knows (by correct pronunciations) and does not know (by incorrect pronunciations).

Spelling (Encoding) – Individual or Group

1. See #1 from above.
2. Tell the students: "I am going to give you a short spelling test. I will say each word twice. Do the best you can; I will stop when the words get too hard. This will tell me (or your teacher) what you need to learn about sounding out words."
3. Say the words clearly from the Teacher Copy. Stop when students make many spelling errors or appear frustrated. If you started with Level I lists, and the students spell most of the words correctly, go to the Level II lists.
4. Collect the spelling tests to check. Determine which English letter-sound patterns the students know (by correct spellings) or do not know (by incorrect spellings).

Sylvia Greene's Informal Word Analysis Inventory - Levels I-II
 Teacher Copy (Write 1 or 0 and all errors)

Student Name _____ Date _____

Level I, 1 short a + i digraphs	Level I, 2 short u + o + e qu blends	Level I, 3 s blends silent e	Level II, 4 long + glided vowel teams	Level II, 5 silent letters vowel r + l	Level II, 6 soft c + g Irregulars -ed
fan	rum	slot	vain	knack	cent
hag	cup	snap	jay	writ	pace
Sal	log	strut	peek	tight	cinch
ban	mod	sprig	beam	limb	cyst
tad	fen	runt	roam	tie	gem
rig	met	Fisk	mow	hark	binge
Sid	quit	Luke	foe	port	gin
shin	quack	file	hue	verb	gym
chat	rank	rote	few	firm	phase
pitch	link	nape	void	curl	tough
latch	Kong	Pete	soy	pall	deaf
sack	hung		foul	balm	hunted
bath	brag		pow	mild	wished
thin			loop		slammed
wham			hood		
			gauze		
			jaw		

Sylvia Greene's Informal Word Analysis Inventory – Level I, List 1
Student Copy

fan

hag

Sal

ban

tad

rig

Sid

shin

chat

pitch

latch

sack

bath

thin

wham

Sylvia Greene's Informal Word Analysis Inventory – Level I, List 2
Student Copy

rum

cup

log

mod

fen

met

quit

quack

rank

link

Kong

hung

brag

Sylvia Greene's Informal Word Analysis Inventory – Level I, List 3
Student Copy

slot

snap

strut

sprig

runt

Fisk

Luke

file

rote

nape

Pete

Sylvia Greene's Informal Word Analysis Inventory – Level II, List 4
Student Copy

vain

jay

peek

beam

roam

mow

foe

hue

few

void

soy

foul

pow

loop

hood

gauze

jaw

Sylvia Greene's Informal Word Analysis Inventory – Level II, List 5
Student Copy

knack

writ

tight

limb

sly

tie

hark

port

verb

firm

curl

pall

balm

mild

Sylvia Greene's Informal Word Analysis Inventory – Level II, List 6
Student Copy

cent

pace

cinch

cyst

gem

binge

gin

gym

phase

tough

deaf

hunted

wished

slammed