ADVANCED DECODING SURVEY *PLUS*

Complimentary Set

An Informal Diagnostic of Advanced Decoding Skills

Poor decoding is one of the primary reasons students struggle to comprehend what they're reading. When students cannot read text accurately and efficiently, it often impacts their academic work. The Advanced Decoding Survey Plus (ADS Plus) is a simple, common-sense, efficient way to determine if decoding affects a student's ability to understand what they are reading.

YOU CAN USE THIS PACKET TO:

- Quickly identify students whose weak decoding skills are inhibiting their ability to comprehend.

- Drive decisions about administering additional assessments.

- Confirm deficits that were detected by the Beginning and Advanced Decoding Survey.

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REALLY GREAT READING

OVERVIEW

Over ten years ago, the National Reading Panel identified five essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The National Reading Panel's analysis made it clear that the best approach to reading instruction is one that incorporates explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and ways to enhance comprehension.

Although fluency can be an effective means of screening students who may have potential reading problems, it does not specifically identify students with decoding deficits. RGR's Diagnostic Decoding Surveys (DDS) are a quick way to identify students who struggle to decode accurately and efficiently. The results from the Decoding Surveys can accurately predict who would benefit from a decoding intervention.

For many schools, the Decoding Surveys are the missing link between screening and instruction. The Decoding Surveys improve placement decisions by providing additional information regarding decoding skills. The decoding instruction will improve a student's ability to read words accurately, which often improves reading comprehension.

The assessment you hold in your hands is called the ADS Plus. It's just one of the complimentary assessments offered by Really Great Reading (for a complete list and their purposes, see chart below).

If you are familiar with the Beginning Decoding Survey (BDS) and the Advanced Decoding Survey (ADS), using this assessment will come quite naturally to you. If you have not used the Diagnostic Decoding Surveys, we suggest you register for a free webinar to learn more about how to administer and score those assessments. Please refer to our website for more information at *www.reallygreatreading.com/webinars*.

Start using in K, or anytime a student reads fewer than 15 words on the Beginning Decoding Survey.

PRE-DECODING SKILLS SURVEY

Assesses pre-decoding skills like:

letter sound knowledge

phonemic and phonological awareness

Start using in the middle of K or beginning of 1st grade.

FOUNDATIONAL SKILLS SURVEY

Assesses beginning decoding skills like the ability to read:

high-frequency words

single-syllable decodable words with short vowels, digraphs, and blends

more complex decodable single-syllable words with short vowel and basic long vowel spelling patterns, and two-syllable words with certain syllable types

Start using in the beginning of 2nd grade and anytime you suspect a student has decoding deficits.

BEGINNING DECODING SURVEY

Assesses beginning decoding skills like the ability to read:

high-frequency words

simple single-syllable words with short vowels, digraphs, and simple consonant blends

Start using in the middle of 2nd grade. Always give the BDS first no matter what the student's age.

ADVANCED DECODING SURVEY

Assesses more advanced decoding skills like the ability to read:

complex single-syllable words with trigraphs and complex consonant blends

words with advanced vowel spellings

multisyllabic words

Use in 4th grade and beyond as a decoding screener or diagnostic.

ADVANCED DECODING SURVEY PLUS

Assesses most advanced decoding skills like the ability to read:

complex single-syllable words with advanced vowels and complex phonics patterns

multisyllabic words (These are analyzed by syllable type to help drive instruction.)

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WHEN TO USE THE ADS PLUS AND WHO IT'S FOR

When to use the ADS Plus is determined by how you are using it. If you are using it:

1. In conjunction with the Beginning and Advanced Decoding Surveys:

• When a student achieves a perfect (or near perfect) score on the Beginning Decoding Survey, but struggles with the more difficult concepts found on the Advanced Decoding Survey, the ADS Plus can confirm and refine your understanding of that student's strengths and weaknesses.

• If you are using the Grouping Matrix (RGR's free online database that uses data to group students according to the type and depth of their decoding weakness), students in the middle of third grade and beyond may be grouped into a category called "Specific Decoding Weakness." Administering the ADS Plus is optional, but recommended, for students in this group. You can enter data from the ADS Plus to confirm placement into one of these subcategories:

  • 3A—Advanced Vowel Deficits

  • 3B—Multi-Syllable Word Deficits

  • 3C—both Advanced Vowel and Multi-Syllable Word Deficits

2. In isolation as an informal decoding screener for older students:

• The ADS plus is a quick way to determine if older students have mastered the decoding skills they should have learned in grade K, 1, 2, and 3. Those using it as a screener can use it anytime after the middle of 3rd grade.

• If using it as a screener, you can administer it to your entire student population or to a select group of students whom you suspect may have a decoding deficit.

• Below are the suggested benchmarks for the ADS Plus. These are the benchmarks for using it as a screening instrument. For those who don't meet a proficient level on the ADS Plus, it is suggested that you administer the BDS and the ADS to refine, enhance, and improve your understanding of the students' decoding abilities. Nonetheless, the ADS Plus serves as a great way to determine who is in need of additional assessment.

	ADVANCED	PROFICIENT	EMERGING	LOW
ADS Plus Page 1 Advanced Vowels and Complex Phonics Features (maximum score: 30)	30	27 or greater	23–26	22 or below
ADS Plus Page 2 Multi-Syllable Words and Complex Phonics Features (maximum score: 20)	20	17 or greater	13–16	12 or below
Recommendation	Decoding skills are firmly established. No decoding intervention required.		Decoding Skills are low. Further assessment is required; administer Beginning and Advanced Decoding Surveys.	

A Closer look at the ADS Plus

The ADS plus has three main elements:

- Student Page (page 8 of this document)
- Recording Forms (page 9 and 10)
- Suggested Script (page 7)

A Closer Look at the Student Page

30 advanced vowel words (15 real and 15 nonsense)

- All 30 words found in Set 1 and 2 are single-syllable words.

- These words contain advanced vowel patterns (letter combinations like **ir**, **aw**, **ea**, and **ear**). The vowel sounds that the students should produce when reading these words are long vowel sounds, other/variant vowel sounds, or r-controlled vowel sounds.

- The students read real words first and nonsense (or pseudo) words last. The script helps students transition to the nonsense words.

- A student who has proficient decoding skills should be able to accurately read at least 27 of these 30 words correctly. (Benchmarks can be found on page 3.)

- If you are unclear about the pronunciation of these nonsense words, see the rhyming word list on page 13.

20 multi-syllable words (10 real and 10 nonsense)

- The students are asked to read nonsense words first and real words last. See Sets 3 and 4.

- A student who has proficient decoding skills should be able to accurately read 17 of 20 words correctly. (Benchmarks can be found on page 3.)

ADVANCED **PLUS**
DECODING SURVEY
FORM A

Words to Read

Set 1

torch	spine	fleet	chafe	launch
weight	glow	shoal	slain	joint
cube	clean	light	burnt	snoop

Set 2

narsh	blay	grawk	blirk	jave
steach	choid	shoon	troe	droam
jute	jaip	theed	clore	flobe

Set 3

stamble	shartake	bointment	tumbo	fedside
dextremely	unbruckle	darcoal	subfample	pargo

Set 4

cider	crumple	disgruntle	focusing	deplane
contemplate	exceed	dictation	portray	mistreatment

- The syllable types found in these words occur at the same relative frequency as words found in familiar text.

- **Notice:** The ADS Plus begins with single-syllable advanced vowel real words and moves to single-syllable advanced vowel nonsense words. It then continues with multi-syllable nonsense words and finishes with multi-syllable real words, requiring students to transition from real to nonsense words only once.
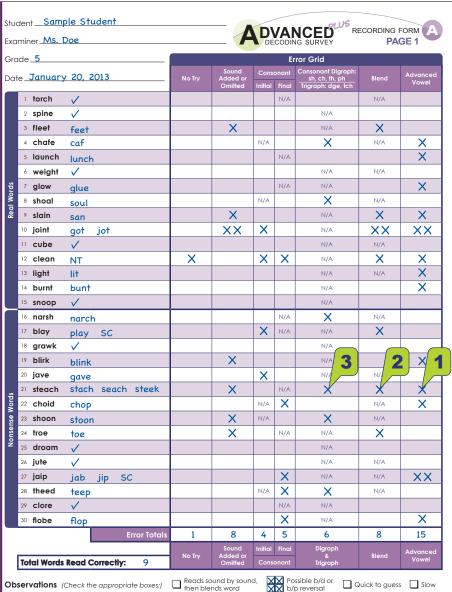
A Closer Look at the Recording Form

If you are using the ADS Plus as a screener, you can simply mark words as correct or incorrect. This yes/no, dichotomous, or binary information provides you with enough data to determine if a student is proficiently reading complex words. However, recording the student's actual responses allows you to fully leverage the Recording Form (see below) to analyze specific miscues and gain insight into the student's more specific decoding weaknesses.

Similar to the other Diagnostic Decoding Surveys provided by Really Great Reading, the ADS Plus provides an easy to use Error Grid. You can use this grid to analyze the specific types of errors the students make.

- On single-syllable words, the grid helps you identify which specific parts of the words are causing confusion for students. Below are some basic scoring guidelines. More scoring examples are provided on page 11 and 12 of this document. If you need more information about this powerful way to identify the factors contributing to decoding deficits, we offer free webinars. Visit our website for more information.

  1. If a student reads the word *steach* as *stach*, the student read all sounds correctly except the vowel sound. Thus, we would put an "x" in the "Advanced Vowel" column to indicate that the student misread the vowel sound. The vowel team **ea** most commonly makes the long e sound (*eagle*, *each*, *eat*, *east*), and never makes the short a sound.

  2. If a student reads the word *steach* as *seach*, the student missed one of the sounds in the initial 2-sound blend, and thus we would put an "x" in the "Blend" column. We would also put an "x" in the "Sound Added or Omitted" column.

  3. If a student reads the word *steach* as *steek*, we would count it as a digraph error. The student didn't produce the correct sound for the letter combination **ch**—he or she said /k/ instead of /ch/. Thus, we would put an "x" in the "Digraph" column to indicate confusion with that concept.

  4. Once errors have been recorded, the assessor should total the number of x's in each column.

Student: **Sample Student**
Examiner: **Ms. Doe**
Grade: **5**
Date: **January 20, 2013**

ADVANCED PLUS DECODING SURVEY — RECORDING FORM **A**, PAGE 1

Error Grid

#	Word	Response	No Try	Sound Added or Omitted	Consonant Initial	Consonant Final	Consonant Digraph: sh, ch, th, ph / Trigraph: dge, tch	Blend	Advanced Vowel
1	torch	✓					N/A	N/A	
2	spine	✓						N/A	
3	fleet	feet		X			N/A	X	
4	chafe	caf				N/A	X	N/A	X
5	launch	lunch					N/A		X
6	weight	✓					N/A	N/A	
7	glow	glue					N/A	N/A	X
8	shoal	soul			N/A		X	N/A	
9	slain	san		X			N/A	X	X
10	joint	got jot		XX		X	N/A	XX	XX
11	cube	✓					N/A	N/A	
12	clean	NT	X		X	X	N/A	X	X
13	light	lit					N/A	N/A	X
14	burnt	bunt					N/A		X
15	snoop	✓					N/A		
16	narsh	narch				N/A	X	N/A	
17	blay	play SC		X		N/A	N/A	X	
18	grawk	✓					N/A		
19	blirk	blink		X			N/A		X
20	jave	gave			X		N/A	N/A	
21	steach	stach seach steek		X			X	X	X
22	choid	chop			N/A	X		N/A	X
23	shoon	stoon		X	N/A		X	N/A	
24	troe	toe		X		N/A	N/A	X	
25	droam	✓					N/A		
26	jute	✓					N/A	N/A	
27	jaip	jab jip SC				X	N/A	N/A	XX
28	theed	teep			N/A	X	X	N/A	
29	clore	✓					N/A	N/A	
30	flobe	flop				X	N/A		X

Real Words: rows 1–15. Nonsense Words: rows 16–30.

Green callouts over row 21: 3 (Digraph), 2 (Blend), 1 (Advanced Vowel)

	No Try	Sound Added or Omitted	Initial	Final	Digraph & Trigraph	Blend	Advanced Vowel
Error Totals	1	8	4	5	6	8	15

Total Words Read Correctly: 9

Observations *(Check the appropriate boxes:)*
- ☐ Reads sound by sound, then blends word
- ☒ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

• On multi-syllable words, the Error Grid helps you identify which syllable types are causing confusion for the students. The focus of each Syllable Type column is on whether or not the student understands how the syllable type affects the type of vowel sound that is pronounced. For example, if the word *flampede* is read as *famped*, it seems that the student understood that *flam* is a closed syllable because they correctly pronounced the vowel in that syllable as a short a. The error was in neglecting to pronounce the /l/ sound in the blend fl. This is considered an "Other Error." However, concerning the second syllable, the student failed to understand that a vowel-consonant-e syllable spells a long vowel sound in the word *flampede*. This would be considered a VCE syllable error.

1. If a student reads the word *shartake* as *shartack*, it is a VCE syllable error because the student did not understand that the vowel-consonant-e pattern causes the vowel letter a to spell its long vowel sound.

2. If a student reads the word *shartake* as *share-take*, it is an r-controlled vowel syllable error because the student did not understand that the letters ar spell the r-controlled vowel sound /ar/.

Student: **Sample Student**
Examiner: **Ms. Doe**
Grade: **5th**
Date: **January 20, 2013**

ADVANCED PLUS **DECODING SURVEY** — RECORDING FORM **A** — PAGE 2

Word to Read	Student Response	No Try	Closed	Open	Vowel Team	R-Controlled Vowel	Consonant +le	Vowel + Consonant + e	Prefix/Suffix	Other Errors	Syllable Added or Omitted
1 stam-ble	stample				N/A	N/A	N/A		N/A	N/A	X
2 shar-take	shartack share-take				N/A	N/A	N/A	X	N/A	X	N/A
3 boint-*ment	brontment				N/A	N/A	X	N/A	N/A	N/A	X
4 tum-bo	✓				N/A	N/A		N/A			
5 fed-side	feedside			X	N/A	N/A	N/A	N/A	N/A		N/A
6 dex-treme-*ly	dextrim				N/A	N/A	N/A	N/A	X	X	X
7 *un-bruc-kle	no try	X	X		N/A	N/A	N/A	X	N/A	X	XXX
8 dar-coal	✓				N/A	N/A			N/A	N/A	N/A
9 *sub-fam-ple	✓				N/A	N/A	N/A		N/A		
10 par-go	✓				N/A		N/A		N/A	N/A	N/A

Total Nonsense Words Correct: 4

Word to Read	Student Response	No Try	Closed	Open	Vowel Team	R-Controlled Vowel	Consonant +le	Vowel + Consonant + e	Prefix/Suffix	Other Errors	Syllable Added or Omitted
11 ci-der	sid			N/A	X	N/A	X	N/A	N/A	N/A	X
12 crum-ple	crumples				N/A	N/A	N/A		N/A	N/A	X
13 *dis-grun-tle	grunt				N/A	N/A	N/A	X	N/A	X	XX
14 fo-cus-*ing	✓				N/A	N/A	N/A	N/A			
15 *de-plane	deblane			N/A	N/A	N/A	N/A	N/A		X	
16 *con-tem-plate	contemplat				N/A	N/A	N/A	N/A	X		
17 *ex-ceed	✓			N/A	N/A		N/A	N/A	N/A		
18 dic-ta-*tion	✓				N/A	N/A	N/A	N/A	N/A		
19 por-tray	potay			N/A	N/A	X	N/A	N/A	N/A	X	
20 *mis-treat-*ment	✓			N/A	N/A		N/A	N/A			

Total Real Words Correct: 4

Page 2 Total Correct: 8

		No Try	Closed	Open	Vowel Team	R-Controlled Vowel	Consonant +le	Vowel + Consonant + e	Prefix/Suffix	Other Errors	Syllable Added or Omitted
Error Column Totals		1	2	1	2	3	2	3	3	5	7

* In the word list above, an asterisk denotes a prefix or a suffix.

Syllable Types

• **Closed**—One vowel followed by one or more consonants with a short or schwa sound
  ∘ *add, Ed, it, odd, up, base*ment, com*plain*, ap*pear*

• **Open**—One vowel at the end of a syllable with a long or schwa sound
  ∘ *ta*ble, *e*ven, *si*lent, *o*ver, *mu*sic, ex*tra*

• **Vowel Team**—Two vowels that form a long or blended sound
  ∘ *ai, ay, ee, ea, ie, oa, ow, ue*

• **R-Controlled**—One vowel followed by an "r"
  ∘ *er, ir, ur, ar,* or
  ∘ *her, bird, turn, barn, fork*

• **Consonant-le**—A final syllable that has one consonant followed by –le with a schwa sound
  ∘ *-ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle*

• **Vowel-Consonant-e**—One vowel followed by one consonant and a silent "e" with a long vowel sound

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3. If a student reads *crumple* as *crumples*, it is an "Other Error" because all of the syllables were read correctly, but the suffix -s was added. "Other Errors" may include added or omitted sounds, incorrect consonant and digraph sounds, blend errors, and letter reversals (b/d/p/q/g).

4. Once errors have been recorded, the assessor can total the number of x's in each column. The column totals clearly indicate where students have gaps in syllable type and multi-syllable word knowledge.

• **Note:** For all nonsense words on this assessment, rhyming words are given on page 13 as a reference for how each word should be pronounced.

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SUMMARY SCRIPT

STEP 1 **Give student the page titled "Words to Read"** *(ADS Plus—Form A)*

STEP 2 **Introduce survey to student.**

Say:

• *I am going to ask you to read these words.*

• *Read across the page from left to right.*

• *I won't time you.*

• *It is more important to read accurately than fast.*

• *You can say "I don't know" if you don't know a word, but you should try to read each word.*

• *I'll ask you to read one set of words at a time.*

• *Please read slowly enough so I can take notes.*

STEP 3 **Guide student to read the words.**

Set 1—Point and say:

• *Please read these words.*

• *Start here* (point to the first word, "torch") *and read across the page* (point to the last word in the first row, "launch")*.*

Set 2—Point and say:

• *These are nonsense words. We can read nonsense words, but they don't mean anything.*

• *Please read these words.*

Set 3—Point and say:

• *Here you will see more nonsense words. These words have more than one syllable.*

• *Please read these words.*

Set 4—Point and say:

• *These words are real words. These words also have more than one syllable.*

• *Please read these words.*

STEP 4 **Tell student number of words read correctly.**

• Count the number of words read correctly. Remember, self-corrections count as errors. However, if a student misreads a word more than once, it counts as only one misread word.

• Record the number at the bottom of Recoding Form.

• **Say:** *You read_____ words correctly!*

Words to Read

Set 1

torch	spine	fleet	chafe	launch
weight	glow	shoal	slain	joint
cube	clean	light	burnt	snoop

Set 2

narsh	blay	grawk	blirk	jave
steach	choid	shoon	troe	droam
jute	jaip	theed	clore	flobe

Set 3

stamble	shartake	bointment	tumbo	fedside
dextremely	unbruckle	darcoal	subfample	pargo

Set 4

cider	crumple	disgruntle	focusing	deplane
contemplate	exceed	dictation	portray	mistreatment

Student _____

Examiner _____

ADVANCED *PLUS*
DECODING SURVEY

RECORDING FORM **A**
PAGE 1

Grade _____

Date _____

			Error Grid					
		No Try	**Sound Added or Omitted**	**Consonant**		**Consonant Digraph: sh, ch, th, ph Trigraph: dge, tch**	**Blend**	**Advanced Vowel**
				Initial	Final			
Real Words	1 **torch**				N/A		N/A	
	2 **spine**					N/A		
	3 **fleet**					N/A		
	4 **chafe**			N/A			N/A	
	5 **launch**				N/A			
	6 **weight**					N/A	N/A	
	7 **glow**				N/A	N/A		
	8 **shoal**			N/A			N/A	
	9 **slain**					N/A		
	10 **joint**					N/A		
	11 **cube**					N/A	N/A	
	12 **clean**					N/A		
	13 **light**					N/A	N/A	
	14 **burnt**					N/A		
	15 **snoop**					N/A		
Nonsense Words	16 **narsh**				N/A		N/A	
	17 **blay**				N/A	N/A		
	18 **grawk**					N/A		
	19 **blirk**					N/A		
	20 **jave**					N/A	N/A	
	21 **steach**				N/A			
	22 **choid**			N/A			N/A	
	23 **shoon**			N/A			N/A	
	24 **troe**				N/A	N/A		
	25 **droam**					N/A		
	26 **jute**					N/A	N/A	
	27 **jaip**					N/A	N/A	
	28 **theed**			N/A			N/A	
	29 **clore**				N/A	N/A		
	30 **flobe**					N/A		

Error Totals							
	No Try	**Sound Added or Omitted**	**Initial**	**Final**	**Digraph & Trigraph**	**Blend**	**Advanced Vowel**
Total Words Read Correctly:			**Consonant**				

Observations *(Check the appropriate boxes:)*
☐ Reads sound by sound, then blends word
☐☐ Possible b/d or b/p reversal
☐ Quick to guess
☐ Slow

Student _____

Examiner _____

Grade _____

Date _____

ADVANCED *PLUS* DECODING SURVEY — RECORDING FORM **A** — **PAGE 2**

Word to Read	Student Response	No Try	Closed	Open	Vowel Team	R-Controlled Vowel	Consonant +le	Vowel + Consonant + e	Prefix/Suffix	Other Errors	Syllable Added or Omitted
Nonsense Words											
1 **stam-ble**				N/A	N/A	N/A		N/A	N/A		
2 **shar-take**			N/A	N/A	N/A		N/A		N/A		
3 **boint-*ment**			N/A	N/A		N/A	N/A	N/A			
4 **tum-bo**					N/A	N/A	N/A	N/A	N/A		
5 **fed-side**				N/A	N/A	N/A		N/A			
6 **dex-treme-*ly**				N/A	N/A	N/A					
7 ***un-bruc-kle**				N/A	N/A	N/A		N/A			
8 **dar-coal**			N/A	N/A		N/A	N/A	N/A			
9 ***sub-fam-ple**				N/A	N/A		N/A				
10 **par-go**			N/A		N/A		N/A	N/A	N/A		
Total Nonsense Words Correct:											
Real Words											
11 **ci-der**			N/A		N/A		N/A	N/A	N/A		
12 **crum-ple**				N/A	N/A	N/A		N/A	N/A		
13 ***dis-grun-tle**				N/A	N/A	N/A		N/A			
14 **fo-cus-*ing**				N/A	N/A	N/A	N/A	N/A			
15 ***de-plane**			N/A		N/A	N/A	N/A				
16 ***con-tem-plate**				N/A	N/A	N/A	N/A				
17 ***ex-ceed**			N/A	N/A		N/A	N/A	N/A			
18 **dic-ta-*tion**				N/A		N/A	N/A				
19 **por-tray**			N/A	N/A			N/A	N/A	N/A		
20 ***mis-treat-*ment**			N/A	N/A		N/A	N/A	N/A			
Total Real Words Correct:											
Page 2 Total Correct:		No Try	Closed	Open	Vowel Team	R-Controlled Vowel	Consonant +le	Vowel + Consonant + e	Prefix/Suffix	Other Errors	Syllable Added or Omitted
Error Column Totals											

Syllable Types

- **Closed**—One vowel followed by one or more consonants with a short or schwa sound
  - add, Ed, it, odd, up, base<u>ment</u>, <u>com</u>plain, <u>ap</u>pear
- **Open**—One vowel at the end of a syllable with a long or schwa sound
  - <u>ta</u>ble, <u>e</u>ven, <u>si</u>lent, <u>o</u>ver, <u>mu</u>sic, ex<u>tra</u>
- **Vowel Team**—Two vowels that form a long or blended sound
  - ai, ay, ee, ea, ie, oa, ow, ue
  - oi, oy, au, aw, oo, ou
- **R-Controlled**—One vowel followed by an "r"
  - er, ir, ur, ar, or
  - her, bird, turn, barn, fork
- **Consonant-le**—A final syllable that has one consonant followed by –le with a schwa sound
  - -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle
- **Vowel-Consonant-e**—One vowel followed by one consonant and a silent "e" with a long vowel sound
  - made, Pete, pine, note, cube

Advanced Decoding Survey Plus—Page 1

Sample Scoring Sheet

Student: Sample Student
Examiner: Ms. Doe
Grade: 5
Date: January 20, 2013

ADVANCED PLUS DECODING SURVEY — RECORDING FORM A — PAGE 1

		Error Grid					
		No Try	Sound Added or Omitted	Consonant Initial	Consonant Final	Consonant Digraph: sh, ch, th, ph Trigraph: dge, tch	Blend	Advanced Vowel
Real Words	1 torch ✓				N/A		N/A	
	2 spine ✓					N/A		
	3 fleet feet		X			N/A	X	
	4 chafe caf			N/A		X	N/A	X
	5 launch lunch				N/A			X
	6 weight ✓					N/A	N/A	
	7 glow glue				N/A	N/A		X
	8 shoal soul			N/A		X	N/A	
	9 slain san		X			N/A	X	X
	10 joint got jot		XX		X	N/A	XX	XX
	11 cube ✓					N/A	N/A	
	12 clean NT	X		X	X	N/A	X	X
	13 light lit					N/A	N/A	X
	14 burnt bunt					N/A		X
	15 snoop ✓					N/A		
Nonsense Words	16 narsh narch				N/A	X	N/A	
	17 blay play SC			X	N/A	N/A	X	
	18 grawk ✓					N/A		
	19 blirk blink		X			N/A		X
	20 jave gave			X		N/A	N/A	
	21 steach stach seach steek		X		N/A	X	X	X
	22 choid chop			N/A	X		N/A	X
	23 shoon stoon		X		N/A	X	N/A	
	24 troe toe		X		N/A	N/A	X	
	25 droam ✓					N/A		
	26 jute ✓					N/A	N/A	
	27 jaip jab jip SC				X	N/A	N/A	XX
	28 theed teep			N/A	X	X	N/A	
	29 clore ✓				N/A	N/A		
	30 flobe flop				X	N/A		X
	Error Totals	1	8	4	5	6	8	15
		No Try	Sound Added or Omitted	Initial Consonant	Final Consonant	Digraph & Trigraph	Blend	Advanced Vowel

Total Words Read Correctly: 9

Observations *(Check the appropriate boxes:)*
☐ Reads sound by sound, then blends word   ☒ Possible b/d or b/p reversal   ☐ Quick to guess   ☐ Slow

Advanced Decoding Survey Plus—Page 2

Sample Scoring Sheet

Student: **Sample Student**
Examiner: **Ms. Doe**
Grade: **5th**
Date: **January 20, 2013**

ADVANCED DECODING SURVEY *PLUS* — RECORDING FORM **A** — PAGE 2

Word to Read	Student Response	No Try	Closed	Open	Vowel Team	R-Controlled Vowel	Consonant +le	Vowel + Consonant + e	Prefix/Suffix	Other Errors	Syllable Added or Omitted
Nonsense Words											
1 stam-ble	stample				N/A	N/A	N/A	N/A	N/A	X	
2 shar-take	shartack share-take		N/A	N/A	N/A	X	N/A	X	N/A		
3 boint-*ment	brontment		N/A	N/A	X	N/A	N/A	N/A		X	
4 tum-bo	✓				N/A	N/A	N/A	N/A	N/A		
5 fed-side	feedside		X	N/A	N/A	N/A	N/A		N/A		
6 dex-treme-*ly	dextrim			N/A	N/A	N/A	N/A	X	X		X
7 *un-bruc-kle	no try	X	X	N/A	N/A	N/A	X	N/A	X		XXX
8 dar-coal	✓		N/A	N/A			N/A	N/A	N/A		
9 *sub-fam-ple	✓		N/A	N/A		N/A	N/A		N/A		
10 par-go	✓		N/A		N/A		N/A	N/A	N/A		
Total Nonsense Words Correct: 4											
Real Words											
11 ci-der	sid		N/A	X	N/A	X	N/A	N/A	N/A		X
12 crum-ple	crumples			N/A	N/A	N/A	N/A		N/A	X	
13 *dis-grun-tle	grunt			N/A	N/A	N/A	X	N/A	X		XX
14 fo-cus-*ing	✓				N/A	N/A	N/A	N/A	N/A		
15 *de-plane	deblane		N/A	N/A	N/A	N/A	N/A			X	
16 *con-tem-plate	contemplat			N/A	N/A	N/A	N/A	X			
17 *ex-ceed	✓			N/A	N/A			N/A	N/A		
18 dic-ta-*tion	✓				N/A	N/A	N/A				
19 por-tray	potay		N/A	N/A		X	N/A	N/A	N/A	X	
20 *mis-treat-*ment	✓		N/A	N/A		N/A	N/A	N/A			
Total Real Words Correct: 4											
Page 2 Total Correct: 8											
Error Column Totals		1	2	1	2	3	2	3	3	5	7

* In the word list above, an asterisk denotes a prefix or a suffix.

Syllable Types

- **Closed—**One vowel followed by one or more consonants with a short or schwa sound
  - add, Ed, it, odd, up, base*ment*, *com*plain, *ap*pear
- **Open—**One vowel at the end of a syllable with a long or schwa sound
  - *ta*ble, *e*ven, *si*lent, *o*ver, *mu*sic, ex*tra*
- **Vowel Team—**Two vowels that form a long or blended sound
  - ai, ay, ee, ea, ie, oa, ow, ue
  - oi, oy, au, aw, oo, ou

- **R-Controlled—**One vowel followed by an "r"
  - er, ir, ur, ar, or
  - her, bird, turn, barn, fork
- **Consonant-le—**A final syllable that has one consonant followed by –le with a schwa sound
  - -ble, -cle, -dle, -fle, -gle, -kle, -ple, -tle
- **Vowel-Consonant-e—**One vowel followed by one consonant and a silent "e" with a long vowel sound
  - made, Pete, pine, note, cube

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PRONUNCIATION/RHYMING WORD GUIDE
Rhyming Word Chart

(See note below about acceptable alternative pronunciations)

Form A

Set 2

harsh	play	talk	clerk	cave
peach	void	soon	grow	chrome
boot	cape	bead	floor	globe

Set 3

ramble	partake	ointment	gumbo	bedside
extremely	unbuckle	charcoal	subsample	cargo

Form B

Set 2

late	tape	arch	hawk	say
peach	dweeb	herb	floor	rode
foam	so	void	booth	duke

Set 3

rumble	arcade	teaching	menu	frustrate
entirely	dismantle	sorrow	uncrumple	cargo

Form C

Set 2

tape	safe	harm	lawn	ray
peach	seen	heard	floor	gross
oath	so	void	poof	hoop

Set 3

pickle	storewide	payment	hello	ignite
unlikely	subsample	cornmeal	unruffle	cargo

FREQUENTLY ASKED QUESTIONS:

What should I do if my student is producing a vowel sound that is one of the common sounds that the vowel combination makes, but not the pronunciation found on the rhyming word chart? *(acceptable alternative pronunciations)*

- The Rhyming Word Chart shows the most common pronunciations of the vowel spellings. If your student is producing a sound that is a correct possible pronunciation of the vowel spelling, then we consider this correct. You may want to record the student's initial response, and then go back and ask the student if they know another pronunciation for that word. For example, two possible pronunciations for the vowel spelling in the word *steach* are long e, like "steech," or short e, like "stetch." The first example is much more common, and thus we have provided that spelling on the Rhyming Word Chart. However, if the student says "stetch," you may want to write down the initial response, and then ask the student if he/she knows the alternate pronunciation. Point to the word and say "For this word, you said 'stetch.'" Do you know another way we might pronounce this word?" Sometimes, showing knowledge of various sound spelling relationships show proficiency. Both pronunciations are acceptable.

When would I follow up the ADS Plus with the other Diagnostic Decoding Surveys?

- When you find that students are struggling with decoding skills, it's important to develop a clear understanding of the students' knowledge base. The ADS Plus doesn't assess certain elements that are found on the Beginning Decoding Survey (BDS) and Advanced Decoding Survey (ADS). For instance, the ADS Plus does not assess performance on short vowel single-syllable words; the BDS and ADS do. It's important to complete your assessment with the BDS and ADS based on your findings from the ADS Plus if it indicates that more information is needed.

When would I use the Beginning and Advanced Decoding Survey first?

- The BDS and ADS are the first line of assessment for many students, especially in younger grades. They have been successfully used across the country by thousands of educators to pinpoint deficits and drive appropriate, targeted instruction. They allow you to understand a student's performance on a wide variety of elements, from simple CVC words to complex single-syllable and multi-syllable words.

- The ADS Plus is an excellent supplement to the BDS and ADS when you find that students are strong with their beginning decoding skills, yet have deficits in more advanced skills. It allows you to refine your understanding of their decoding strengths and weaknesses.

How does reading words in isolation compare to reading words in context?

- Students are often able to read words with complex vowel spellings or multi-syllable words in context by using the surrounding words to help them correctly guess the word based on what makes sense. These "guessers" actually have decoding weaknesses that often go undetected. For these students, decoding weaknesses often show up when they are reading content area texts with many unfamiliar words. As students progress through the middle and high school grades, it becomes increasingly important that they are able to read unfamiliar words accurately.

Why do you assess nonsense words?

- Students in 5th grade and beyond encounter 10,000 unfamiliar words in text every year. Assessing the ability to read nonsense words is very similar to assessing the ability to read an unfamiliar word. Fluent decoding requires the ability to look at unfamiliar words and derive a reasonable pronunciation by considering its phonics/orthographic features (such as digraphs, blends, syllable types, vowel spellings). It's common to see students read the real words well yet struggle to accurately read the nonsense words. This is a strong indicator that the student will struggle with unfamiliar words when they encounter them in content area reading.

How should I proceed when I determine that my student is struggling with decoding?

- Examine the factors that are contributing to the deficit and work to correct them. When the Diagnostic Decoding Surveys are properly administered and scored, the information helps you determine which factor, or factors, are contributing to decoding difficulties. This approach leads to prescriptive, specific goals to improve word-level reading (and spelling). For instance, the ADS Plus allows you to see how well your student knows his/her advanced vowel spellings, digraphs, blends, and their ability to handle multisyllabic words.

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- Additionally, you can use Really Great Reading's free online, password-protected Grouping Matrix site. The Grouping Matrix uses data (from an ORF and from the surveys) to group students according to the types and depths of their decoding weaknesses.

- Assessing your students with our Diagnostic Decoding Surveys and submitting the scores to the online Grouping Matrix is a good first step toward improving decoding. When you enter the data for a student, the Grouping Matrix immediately assigns that student to a group. There are several main groups that come out of the Grouping Matrix:

1. Strong Decoder

2. Slow Reading Rate (with strong decoding skills)

3. Specific Decoding Weaknesses (students who are strong with certain skills, but weak in others)

4. Mild Decoding Weakness

5. Moderate Decoding Weakness

6. Significant Decoding Weakness

7. Severe Decoding Weakness

8. Emerging Reader

For more information on the Diagnostic Decoding Surveys or the Grouping Matrix, contact us.

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