

APPENDIX A

Assessment Materials

General Directions for Administering the Inventories

Students should not study the words in advance of testing. Assure students that they will not be graded on this activity, and that they will be helping you plan for their needs. Following is a possible introduction to the assessment.

I am going to ask you to spell some words. Spell them the best you can. Some of the words may be easy to spell; some may be difficult. When you do not know how to spell a word, spell it the best you can.

Ask students to number their paper (or prepare a numbered paper for kindergarten or early first grade). Call each word aloud and repeat it. Say each word naturally, without emphasizing phonemes or syllables. Use it in a sentence, if necessary, to be sure students know the exact word. Sample sentences are provided along with the words. After administering the inventory, use a Feature Guide, Class Composite Form, and, if desired, a Spelling-by-Stage Classroom Organization Chart to complete your assessment. An Error Guide form is available on the Assessment CD-ROM.

Scoring the Inventory Using the Feature Guides

1. Make a copy of the appropriate Feature Guide (PSI p. 267, ESI p. 271, USI p. 274) for each student. Draw a line under the last word called if you called fewer than the total number and adjust the possible total points at the bottom of each feature column.
2. Score the words by checking off the features spelled correctly that are listed in the cells to the left of each word. For example, if a student spells *bed* as *bad*, he gets a check in the initial *b* cell and the final *d* cell, but not for the short vowel. Write in the vowel used (*a*, in this case), but do not give any points for it. If a student spells *train* as *trane*, she gets a check in the initial *tr* cell and the final *n* cell, but not for the long vowel pattern. Write in the vowel pattern used (*a-e* in this case), but do not give any points for it. Put a check in the "Correct" column if the word is spelled correctly. Do not count reversed letters as errors but note them in the cells. If unnecessary letters are added, give the speller credit for what is correct (e.g., if *bed* is spelled *bede*, the student still gets credit for representing the short vowel), but do not check "Correct" spelling.
3. Add the number of checks under each feature and across each word, double-checking the total score recorded in the last cell. Modify the ratios in the last row depending on the number of words called aloud.



Use the Assessment CD-ROM to fill in feature guides. Totals and a class composite will be created for you.

Interpreting the Results of the Spelling Inventory

1. Look down each feature column to determine instructional needs. Students who miss only one (or two, if the features sample 8 to 10 words) can go on to other

features. Students who miss two or three need some review work; students who miss more than three need careful instruction on this feature. If a student did not get any points for a feature, earlier features need to be studied first.

2. To determine a stage of development, note where students first make two or more errors under the stages listed in the shaded box at the top of the Feature Guide. Circle this stage.

Using the Class Composite and Spelling by Stage Form

1. Staple each Feature Guide to the student's spelling paper and arrange the papers in rank order from highest total points to lowest total points.
2. List students' names in this rank order in the left column of the appropriate Classroom Composite (PSI p. 268, ESI p. 272, USI p. 275) and transfer each student's feature scores from the bottom row of the individual Feature Guides to the Classroom Composite. If you do not call out the total list, adjust the totals on the bottom row of the Classroom Composite.
3. Highlight cells where students make two or more errors on a particular feature to get a sense of your groups' needs and to form groups for instruction.
4. Many teachers find it easier to form groups using the Spelling-by-Stage Classroom Organization Chart. List each student under the appropriate spelling stage (the stage circled on the Feature Guide) and determine instructional groups.

NOTE: See Chapter 2 for more detailed directions for choosing, administering, scoring, interpreting, and using the inventories to form instructional groups.

Primary Spelling Inventory (PSI)

The Primary Spelling Inventory (PSI) is used in kindergarten through third grade. The 26 words are ordered by difficulty to sample features of the letter name–alphabetic to within word pattern stages. Call out enough words so that you have at least five or six misspelled words to analyze. For kindergarten or other emergent readers, you may only need to call out the first five words. In late kindergarten and early first grade classrooms, call out at least 15 words so that you sample digraphs and blends; use the entire list for late first, second, and third grades. If any students spell more than 20 words correctly, you may want to use the Elementary Spelling Inventory.

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|--------------|--|
| 1. fan | I could use a fan on a hot day. <i>fan</i> |
| 2. pet | I have a pet cat who likes to play. <i>pet</i> |
| 3. dig | He will dig a hole in the sand. <i>dig</i> |
| 4. rob | A raccoon will rob a bird's nest for eggs. <i>rob</i> |
| 5. hope | I hope you will do well on this test. <i>hope</i> |
| 6. wait | You will need to wait for the letter. <i>wait</i> |
| 7. gum | I stepped on some bubble gum. <i>gum</i> |
| 8. sled | The dog sled was pulled by huskies. <i>sled</i> |
| 9. stick | I used a stick to poke in the hole. <i>stick</i> |
| 10. shine | He rubbed the coin to make it shine. <i>shine</i> |
| 11. dream | I had a funny dream last night. <i>dream</i> |
| 12. blade | The blade of the knife was very sharp. <i>blade</i> |
| 13. coach | The coach called the team off the field. <i>coach</i> |
| 14. fright | She was a fright in her Halloween costume. <i>fright</i> |
| 15. chewed | The dog chewed on the bone until it was gone. <i>chewed</i> |
| 16. crawl | You will get dirty if you crawl under the bed. <i>crawl</i> |
| 17. wishes | In fairy tales wishes often come true. <i>wishes</i> |
| 18. thorn | The thorn from the rosebush stuck me. <i>thorn</i> |
| 19. shouted | They shouted at the barking dog. <i>shouted</i> |
| 20. spoil | The food will spoil if it sits out too long. <i>spoil</i> |
| 21. growl | The dog will growl if you bother him. <i>growl</i> |
| 22. third | I was the third person in line. <i>third</i> |
| 23. camped | We camped down by the river last weekend. <i>camped</i> |
| 24. tries | He tries hard every day to finish his work. <i>tries</i> |
| 25. clapping | The audience was clapping after the program. <i>clapping</i> |
| 26. riding | They are riding their bikes to the park today. <i>riding</i> |

Words Their Way Primary Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____

Words Spelled Correctly: _____ / 26 Feature Points: _____ / 56 Total: _____ / 82 Spelling Stage: _____

SPELLING STAGES →	EMERGENT		LETTER NAME—ALPHABETIC		WITHIN WORD PATTERN		SYLLABLES AND AFFIXES		Words Spelled Correctly
	LATE	EARLY	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	
Features →	Initial	Final	Short Vowels	Digraphs	Blends	Long Vowel Patterns	Other Vowels	Inflected Endings	Feature Points
1. fan	f	n	a						
2. pet	p	t	e						
3. dig	d	g	i						
4. rob	r	b	o						
5. hope	h	p				o-e			
6. wait	w	t				ai			
7. gum	g	m	u						
8. sled			e		sl				
9. stick			i		st				
10. shine				sh		i-e			
11. dream					dr	ea			
12. blade					bl	a-e			
13. coach				-ch		oa			
14. fright					fr	igh			
15. chewed				ch			ew	-ed	
16. crawl					cr		aw		
17. wishes				-sh				-es	
18. thorn				th			or		
19. shouted				sh			ou	-ed	
20. spoil							oi		
21. growl							ow		
22. third				th			ir		
23. camped								-ed	
24. tries					tr			-ies	
25. clapping								-pping	
26. riding								-ding	
Totals	17	17	17	17	17	17	17	17	56
									26