

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.

