

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.

- | | |
|--------------|--|
| 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	EARLY	LATE	EARLY		Feature Points										
Features →	Consonants		Short Vowels			Blends			Long Vowel Patterns			Other Vowels			Inflected Endings								
	Initial	Final																					
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									ea			dr											
12. blade									a-e			bl											
13. coach						-ch			oa														
14. fright									igh			fr											
15. chewed												ew			-ed								
16. crawl												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															-ies								
25. clapping															-pping								
26. riding															-ding								
Totals	/ 7		/ 7			/ 7			/ 7			/ 7			/ 7			/ 56			/ 26		

Words Their Way Primary Spelling Inventory Classroom Composite

Teacher _____ School _____ Grade _____ Date _____

SPELLING STAGES →	EMERGENT LATE		LETTER NAME-ALPHABETIC		WITHIN WORD PATTERN		SYLLABLES AND AFFIXES			Total Rank Order
	Initial	Final	Short Vowels	Diagraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	Correct Spelling	
Students' Possible Points	7	7	7	7	7	7	7	7	7	82
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
Highlight for instruction*										

*Highlight students who miss more than 1 on a particular feature; they will benefit from more instruction in that area.

Elementary Spelling Inventory (ESI)

The Elementary Spelling Inventory (ESI) covers more stages than the PSI. It can be used as early as first grade, particularly if a school system wants to use the same inventory across the elementary grades. The 25 words are ordered by difficulty to sample features of the letter name–alphabetic to derivational relations stages. Call out enough words so that you have at least five or six misspelled words to analyze. If any students spell more than 20 words correctly, use the Upper Level Spelling Inventory.

1. bed	I hopped out of bed this morning. <i>bed</i>
2. ship	The ship sailed around the island. <i>ship</i>
3. when	When will you come back? <i>when</i>
4. lump	He had a lump on his head after he fell. <i>lump</i>
5. float	I can float on the water with my new raft. <i>float</i>
6. train	I rode the train to the next town. <i>train</i>
7. place	I found a new place to put my books. <i>place</i>
8. drive	I learned to drive a car. <i>drive</i>
9. bright	The light is very bright. <i>bright</i>
10. shopping	She went shopping for new shoes. <i>shopping</i>
11. spoil	The food will spoil if it is not kept cool. <i>spoil</i>
12. serving	The restaurant is serving dinner tonight. <i>serving</i>
13. chewed	The dog chewed up my favorite sweater yesterday. <i>chewed</i>
14. carries	She carries apples in her basket. <i>carries</i>
15. marched	We marched in the parade. <i>marched</i>
16. shower	The shower in the bathroom was very hot. <i>shower</i>
17. bottle	The bottle broke into pieces on the tile floor. <i>bottle</i>
18. favor	He did his brother a favor by taking out the trash. <i>favor</i>
19. ripen	The fruit will ripen over the next few days. <i>ripen</i>
20. cellar	I went down to the cellar for the can of paint. <i>cellar</i>
21. pleasure	It was a pleasure to listen to the choir sing. <i>pleasure</i>
22. fortunate	It was fortunate that the driver had snow tires. <i>fortunate</i>
23. confident	I am confident that we can win the game. <i>confident</i>
24. civilize	They wanted to civilize the forest people. <i>civilize</i>
25. opposition	The coach said the opposition would be tough. <i>opposition</i>

Words Their Way Elementary Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____
 Words Spelled Correctly: ____ / 25 Feature Points: ____ / 62 Total: ____ / 87 Spelling Stage: _____

SPELLING STAGES →	EMERGENT		LETTER NAME--ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES AND AFFIXES					DERIVATIONAL RELATIONS			Words Spelled Correctly
	LATE	EARLY	Short Vowels	Digraphs	Blends	Long Vowels	Other Vowels	Inflected Endings	EARLY	MIDDLE	LATE	Unaccented Final Syllables	Harder Suffixes	EARLY	MIDDLE	Words Spelled Correctly	
1. bed	b	d	e														
2. ship		p	i	sh													
3. when			e	wh													
4. lump	l		u		mp												
5. float		t			fl	oa											
6. train		n			tr	ai											
7. place					pl	a-e											
8. drive		v			dr	i-e											
9. bright					br	igh											
10. shopping			o	sh				pping									
11. spoil					sp		oi										
12. serving							er	ving									
13. chewed				ch			ew	ed									
14. carries							ar	ies	rr								
15. marched				ch			ar	ed									
16. shower				sh			ow				er						
17. bottle									tt	le							
18. favor									v	or							
19. ripen									p	en							
20. cellar									ll	ar							
21. pleasure												ure	pleas				
22. fortunate							or					ate	fortun				
23. confident												ent	confid				
24. civilize												ize	civil				
25. opposition												tion	pos				
Totals			7	5	6	7	5	7	5	7	5	5	5	5	5	62	25

Upper-Level Spelling Inventory (USI)

The Upper-Level Spelling Inventory (USI) can be used in upper elementary, middle, high school, and postsecondary classrooms. The 31 words are ordered by difficulty to sample features of the within word pattern to derivational relations spelling stages. With normally achieving students, you can administer the entire list, but you may stop when students misspell more than eight words and are experiencing noticeable frustration. If any students misspell five of the first eight words, use the ESI to more accurately identify within word pattern features that need instruction.

- | | |
|-------------------|--|
| 1. switch | We can switch television channels with a remote control. <i>switch</i> |
| 2. smudge | There was a smudge on the mirror from her fingertips. <i>smudge</i> |
| 3. trapped | He was trapped in the elevator when the electricity went off.
<i>trapped</i> |
| 4. scrape | The fall caused her to scrape her knee. <i>scrape</i> |
| 5. knotted | The knotted rope would not come undone. <i>knotted</i> |
| 6. shaving | He didn't start shaving with a razor until 11th grade. <i>shaving</i> |
| 7. squirt | Don't let the ketchup squirt out of the bottle too fast. <i>squirt</i> |
| 8. pounce | My cat likes to pounce on her toy mouse. <i>pounce</i> |
| 9. scratches | We had to paint over the scratches on the car. <i>scratches</i> |
| 10. crater | The crater of the volcano was filled with bubbling lava. <i>crater</i> |
| 11. sailor | When he was young, he wanted to go to sea as a sailor. <i>sailor</i> |
| 12. village | My Granddad lived in a small seaside village. <i>village</i> |
| 13. disloyal | Traitors are disloyal to their country. <i>disloyal</i> |
| 14. tunnel | The rockslide closed the tunnel through the mountain. <i>tunnel</i> |
| 15. humor | You need a sense of humor to understand his jokes. <i>humor</i> |
| 16. confidence | With each winning game, the team's confidence grew. <i>confidence</i> |
| 17. fortunate | The driver was fortunate to have snow tires on that winter day.
<i>fortunate</i> |
| 18. visible | The singer on the stage was visible to everyone. <i>visible</i> |
| 19. circumference | The length of the equator is equal to the circumference of the earth. <i>circumference</i> |
| 20. civilization | We studied the ancient Mayan civilization last year. <i>civilization</i> |
| 21. monarchy | A monarchy is headed by a king or a queen. <i>monarchy</i> |
| 22. dominance | The dominance of the Yankee's baseball team lasted for several years. <i>dominance</i> |
| 23. correspond | Many students correspond through e-mail. <i>correspond</i> |
| 24. illiterate | It is hard to get a job if you are illiterate. <i>illiterate</i> |
| 25. emphasize | I want to emphasize the importance of trying your best.
<i>emphasize</i> |
| 26. opposition | The coach said the opposition would give us a tough game.
<i>opposition</i> |
| 27. chlorine | My eyes were burning from the chlorine in the swimming pool.
<i>chlorine</i> |
| 28. commotion | The audience heard the commotion backstage. <i>commotion</i> |
| 29. medicinal | Cough drops are to be taken for medicinal purposes only.
<i>medicinal</i> |
| 30. irresponsible | It is irresponsible not to wear a seat belt. <i>irresponsible</i> |
| 31. succession | The firecrackers went off in rapid succession. <i>succession</i> |

Words Their Way Upper-Level Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____
 Words Spelled Correctly: ____ / 31 Feature Points: ____ / 68 Total: ____ / 99 Spelling Stage: _____

SPELLING STAGES →	WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS				Words Spelled Correctly
	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	Greek and Latin Elements	
Features →	Blends and Digraphs	Vowels	Complex Consonants	Inflected Endings and Syllable Juncture	Unaccented Final Syllables	Affixes	Reduced Vowels in Unaccented Syllables	Greek and Latin Elements	Assimilated Prefixes	Feature Points	Words Spelled Correctly
1. switch	sw	i	tch								
2. smudge	sm	u	dge								
3. trapped	tr			pped							
4. scrape		a-e	scr								
5. knotted		o	kn	ttd							
6. shaving	sh			ving							
7. squirt		ir	squ								
8. pounce		ou	ce								
9. scratches		a	tch	es							
10. crater	cr			t	er						
11. sailor		ai			or						
12. village				ll	age						
13. disloyal		oy			al	dis					
14. tunnel				nn	el						
15. humor				m	or						
16. confidence						con	fid				
17. fortunate					ate			fortun			
18. visible						ible		vis			
19. circumference						ence		circum			
20. civilization							liz	civil			
Subtotals	/ 5	/ 9	/ 7	/ 8	/ 7	/ 4	/ 2	/ 4	/ 0	/ 46	/ 20

(Continued)

Words Their Way Upper-Level Spelling Inventory Feature Guide (Continued)

Student's Name _____ Teacher _____ Grade _____ Date _____

Words Spelled Correctly: _____ / 31 Feature Points: _____ / 68 Total: _____ / 99 Spelling Stage: _____

SPELLING STAGES →	WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS				Words Spelled Correctly	
	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY		MIDDLE
Features →	Blends and Digraphs	Vowels	Complex Consonants	Inflected Endings and Syllable Juncture	Unaccented Final Syllables	Affixes	Reduced Vowels in Unaccented Syllables	Greek and Latin Elements	Assimilated Prefixes	Feature Points		
21. monarchy						ance	min	arch				
22. dominance							res		rr			
23. correspond					ate				ll			
24. illiterate						size	pha					
25. emphasize							pos		pp			
26. opposition						ine		chlor				
27. chlorine						tion			mm			
28. commotion								medic				
29. medicinal					al	ible	res		rr			
30. irresponsible						sion			cc			
31. succession												
Subtotals	/ 0	/ 0	/ 0	/ 0	/ 2	/ 6	/ 5	/ 3	/ 6	/ 22	/ 11	
Totals	/ 5	/ 9	/ 7	/ 8	/ 9	/ 10	/ 7	/ 7	/ 6	/ 68	/ 31	

Words Their Way Upper-Level Spelling Inventory Classroom Composite

Teacher _____ School _____ Grade _____ Date _____

SPELLING STAGES →	WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS			Total Rank Order
	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	
Students' ↓ Names	Blends and Digraphs	Vowels	Complex Consonants	Inflected Endings and Syllable Juncture	Unaccented Final Syllables	Affixes	Reduced Vowels in Unaccented Syllables	Greek and Latin Elements	Assimilated Prefixes	99
Possible Points	5	9	7	8	9	10	7	7	6	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
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14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
Highlight for Instruction*										

*Highlight students who miss more than 1 on a particular feature if the total is between 5 and 8. Highlight those who miss more than 2 if the total is between 9 and 10.

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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.

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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.
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