

ASSESSMENT MATERIALS FOR CHAPTER 3

Elementary Spelling Inventory 1

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction.

Instructions: Let the students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can; write down all the sounds you feel and hear."

Say the word once, read the sentence, and then say the word again. Work with groups of five words. You may want to stop testing when students miss three out of five words. See Chapter 3 for further instructions on administration and interpretation.

Have students check their papers for their names and the date.

Set One

- | | |
|----------|---|
| 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> |

Set Two

- | | |
|--------------|--|
| 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 | Mother went shopping at the grocery store. <i>shopping</i> |

Set Three

- | | |
|-------------|--|
| 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> |

Set Four

- | | |
|------------|--|
| 16. shower | The shower in the bathroom was very hot. <i>shower</i> |
| 17. cattle | The cowboy rounded up the cattle. <i>cattle</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> |

Set Five

- | | |
|----------------|--|
| 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 during the snowstorm. <i>fortunate</i> |
| 23. confident | I am confident that we can win the game. <i>confident</i> |
| 24. civilize | They had the idea that they could civilize the forest people. <i>civilize</i> |
| 25. opposition | The coach said the opposition would give us a tough game. <i>opposition</i> |

Qualitative Spelling Checklist

Student _____ Observer _____

Use this checklist to help you find what stages of spelling development your students are in. There are three gradations within each stage—early, middle, and late. The words in parentheses refer to spelling words on the first Qualitative Spelling Inventory.

This form can be used to follow students' progress. Check when certain features are observed in students' spelling. When a feature is always present check "Yes." The last place where you check "Often" corresponds to the student's stage of spelling development.

Dates: _____

Emergent Stage

Early

- Does the child scribble on the page? Yes _____ Often _____ No _____
- Do the scribbles follow the conventional direction?
(left to right in English) Yes _____ Often _____ No _____

Middle

- Are there letters and numbers used in pretend writing? (*4BT for ship*) Yes _____ Often _____ No _____

Late

- Are key sounds used in syllabic writing? (*P for ship*) Yes _____ Often _____ No _____

Letter Name—Alphabetic

Early

- Are beginning consonants included? (*B for bed, S for ship*) Yes _____ Often _____ No _____
- Is there a vowel in each word? Yes _____ Often _____ No _____

Middle

- Are some consonant blends and digraphs spelled correctly?
(*ship, when, float*) Yes _____ Often _____ No _____

Late

- Are short vowels spelled correctly? (*bed, ship, when, jump*) Yes _____ Often _____ No _____
- Is the *m* included in front of other consonants? (*lump*) Yes _____ Often _____ No _____

Within Word Pattern

Early

- Are long vowels in single-syllable words "used but confused"?
(*FLOAT for float, TRANE for train*) Yes _____ Often _____ No _____

Middle

- Are most long vowels in single-syllable words spelled correctly but some long vowel spelling and other vowel patterns "used but confused"? (*SPOLE for spoil*) Yes _____ Often _____ No _____
- Are most consonant blends and digraphs spelled correctly? Yes _____ Often _____ No _____
- Are most other vowel patterns spelled correctly?
(*spoil, chewed, serving*) Yes _____ Often _____ No _____

Syllables and Affixes

Early

- Are inflectional endings added correctly to base vowel patterns with short vowel patterns? (*shopping, carries*) Yes _____ Often _____ No _____
- Are consonant doublets spelled correctly? (*cattle, cellar*) Yes _____ Often _____ No _____

Middle

- Are inflectional endings added correctly to base words?
(*chewed, marched, shower*) Yes _____ Often _____ No _____

Late

- Are less frequent prefixes and suffixes spelled correctly?
(*confident, favor, ripen, cellar, pleasure*) Yes _____ Often _____ No _____

Derivational Relations

Early

- Are most polysyllabic words spelled correctly? (*fortunate, confident*) Yes _____ Often _____ No _____

Middle

- Are unaccented vowels in derived words spelled correctly?
(*confident, civilize, opposition*) Yes _____ Often _____ No _____

Late

- Are words from derived forms spelled correctly? (*pleasure, civilize*) Yes _____ Often _____ No _____

Feature Guide for Elementary Spelling Inventory 1

Student's Name _____ Teacher _____ Grade _____ Date _____ Total Points _____

	EMERGENT LATE		LETTER NAME—ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS	Word	Points
	Initial	Final	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY		
	2	6	5			5			6		24	5		/66
1 bed	b	d	e										bed	
2 ship		p	i	sh									ship	
3 when		n	e	wh									when	
4 lump	l		u	mp									lump	
5 float		t		fl	oa								float	
6 train		n		tr	ai								train	
7 place				pl	a-e								place	
8 drive		v		dr	i-e								drive	
9 bright				br	igh								bright	
10 shopping			o	sh					pp	ing			shopping	
11 spoil				sp				oi					spoil	
12 serving								er		ing			serving	
13 chewed				ch				ew		ed			chewed	
14 carries									rr	ies			carries	
15 marched				ch				ar		ed			marched	
16 shower				sh				ow		er			shower	
17 cattle									tt	le			cattle	
18 favor									av	or			favor	
19 ripen									ip	en			ripen	
20 cellar									ll	ar			cellar	
21 pleasure										ure	pleas		pleasure	
22 fortunate								or		ate	fortun		fortunate	
23 confident									con	ent	fid		confident	
24 civilize										ize	civil		civilize	
25 opposition									op	pp tion	pos		opposition	
feature totals														

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