

ELEMENTARY SPELLING INVENTORY-1

This short spelling inventory will assess the word knowledge students bring to their reading and spelling. You can administer this same list of words three times (September, January, and May) to measure students' progress.

Instructions

Let 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 can help you plan your teaching if they do their best. Students are not to study these words beforehand.

Possible script: "I am going to ask you to spell some words. Spell them the best you can. Some of the words will be easy to spell; some may be 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 if the meaning is unclear, and then say the word again. Work with groups of 5 words. You may want to stop testing when students miss 3 of 5 words. Have students check their papers for their name and the date. See Chapter 2 for further instructions on administration and interpretation. Copy a Feature or Error Guide for each student, and staple it to the student's paper.

Directions for Using the Feature Guide. For each word, check the features that are noted in the columns at the top of the Feature Guide on page 306. Add an additional point in the "correct" column if the word is spelled correctly. Do not count reversed letters as errors but note them in the boxes.

Total the number of points under each feature and across each word; this is a way to check your addition. The total score can be compared over time but the most useful information will be the feature analysis. Look down each feature column to determine the needs of individual students. For example, a student who spells 5 of 6 long vowels correctly is knowledgeable about long vowels although some review work might be in order. A student who spells only 2 or 3 of the 6 long vowels needs to be involved in word study around this feature. If a student did not get any points for a feature, then the feature is beyond the student's instructional range and earlier features need to be studied first. You can determine a student's stage of development by noting where errors fall under the stages listed at the top of the Feature Guide.

Arrange students' papers in order from highest total points to lowest total points before transferring the numbers across the bottom row of each student's Feature Guide to the Classroom Composite on page 323. For a sense of your groups' needs and to form groups for instruction, *highlight* students who make 2 or more errors on a particular feature. If you call out less than the total list *adjust the totals* on the Classroom Composite.

Directions for Using the Error Guide. Using the Error Guide on page 307, circle each error or write in the student's spelling by the error that is most similar. When a word is spelled correctly, circle the spelling at the end of the string of errors. After all words have been scored, determine where most circled words lie and look at the top row of the table for the developmental spelling level for this student. Total the words spelled correctly and note where the student is within the stage: *early* in the stage, in the *middle*, or *late* in the stage. Use the Spelling-by-Stage Classroom Organization Chart on page 327 to organize word study groups and to find the developmental levels, the types of features, and the chapter in *Words Their Way* to turn to for activities.

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. throat	She had a sore throat. <i>throat</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. bottle	The cowboy fed the calf through a bottle. <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>
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>

Feature Guide for Elementary Spelling Inventory-1

Directions: Check the features that are present in each student's spelling. In the bottom row, total features used correctly. Check the spelling stage that summarizes the student's development. Begin instruction at that stage with a focus on the types of features where the student missed two or more features in a column.

Student's Name _____ Teacher _____ Grade _____ Date _____

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS			Words Spelled Correctly
	LATE		EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	
Features →	Consonants Beginning Final		Short Vowels	Digraphs & Blends	Long-Vowel Patterns	Other Vowel Patterns	Syllable Junctures & Easy Prefixes & Suffixes	Harder Prefixes, Suffixes, & Unaccented Final Syllables	Reduced & Altered Vowels, Bases, Roots, & Derivatives	Feature Points					
Late EMERGENT to LETTER NAME-ALPHABETIC															
1. bed	b		d	e											
2. ship			p	i	sh										
3. when			n	e	wh										
4. lump	l			u	mp										
WITHIN WORD PATTERN															
5. float					fl	oa									
6. train			n		tr	ai									
7. place						a-e									
8. drive			v		dr	i-e									
9. bright						igh									
10. throat						oa									
11. spoil							oi								
SYLLABLES & AFFIXES															
12. serving							er	ing							
13. chewed					ch		ew	ed							
14. carries								rr ies							
15. marched					ch		ar	ed							
16. shower							ow	er							
17. bottle								tt	le						
18. favor									or						
19. ripen								en							
20. cellar								ll	ar						
Middle SYLLABLES & AFFIXES to Middle DERIVATIONAL RELATIONS															
21. pleasure								ure	pleas						
22. fortunate							or	ate	fortun						
23. confident								ent	confid						
24. civilize								ize	civil						
25. opposition								op	position						
Totals →	(2)		(5)	(4)	(8)	(6)	(6)	(9)	(8)	(5)	(53)			(25)	

SPELLING STAGES:

EARLY MIDDLE LATE

LETTER NAME-ALPHABETIC

WITHIN WORD PATTERN

SYLLABLES & AFFIXES

DERIVATIONAL RELATIONS

Words Spelled Correctly: /25

Feature Points: /53

Total /78

Error Guide for Elementary Spelling Inventory-1

Student's Name _____ Teacher _____ Grade _____ Date _____

SPELLING STAGES →	EMERGENT			LETTER NAME-ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES			DERIVATIONAL RELATIONS												
	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE												
Features →	Consonants Beginning Final			Short Vowels			Consonant Digraphs & Blends			Long-Vowel Patterns			Other Vowel Patterns			Syllable Junctures & Easy Prefixes & Suffixes			Harder Prefixes & Suffixes, & Unaccented Final Syllables			Reduced & Altered Vowels, Bases, Roots, & Derivatives			
Late EMERGENT – LETTER NAME-ALPHABETIC														<p align="center">SPELLING STAGES:</p> <input type="checkbox"/> EARLY <input type="checkbox"/> MIDDLE <input type="checkbox"/> LATE <input type="checkbox"/> LETTER NAME-ALPHABETIC <input type="checkbox"/> WITHIN WORD PATTERN <input type="checkbox"/> SYLLABLES & AFFIXES <input type="checkbox"/> DERIVATIONAL RELATIONS <p align="center"><i>Words Spelled Correctly:</i> <u> </u> /25</p>											
1. bed	b	bd	bad	bed																					
2. ship	s	sp	shp	sep	shep	ship																			
3. when	w	yn	wn	wan	whan	when																			
4. lump	l	lp	lmp	lop	lomp	lump																			
WITHIN WORD PATTERN																									
5. float	f	ft	vt	flt	fot	flot	flott	flowt	floaut	flote	float														
6. train	j	t	trn	jan	chran	tan	tran	teran	traen	trane	train														
7. place	p	ps	pls	pas	pas	palac	plas	plac	pase	plais	plase	place													
8. drive	d	j	jrv	drf	drv	griv	jriv	driv	jrive	drieve	draive	drive													
9. bright	b	bt	brt	bit	brit	bite	brite	briete	bright																
10. throat				trot	throt	throte	throate	throat																	
11. spoil				spol	sole	sool	spoyle	spole	spoil																
SYLLABLES & AFFIXES																									
12. serving				sefng	srvng	srbvng	sering	serfng	surving	serveing	serving														
13. chewed				cud	chud	cooed	chood	cuwed	c(h)ued	chewd	choud	chewed													
14. carries				keres	cares	carres	carise	carys	cairries	carrys	carries														
15. marched				much	march	marchet	marchd	marchted	marched																
16. shower				shewr	showr	shour	shawer	shoer	shuor	shouer	shower														
17. bottle				badl	badol	bâtel	batle	bottel	bottle																
18. favor				favr	faver	favir	favor																		
19. ripen				ribn	ripn	ripun	ripan	ripon	ripen																
20. cellar				salr	selr	celr	salar	selar	seller	sellar	cellar	cellar													
Late SYLLABLES & AFFIXES-Middle DERIVATIONAL RELATIONS																									
21. pleasure				plasr	plager	pleser	plejer	plesher	plesour	plesure	pleasure														
22. fortunate				forhnat	frehnt	foohinit	forchenut	fochininte	fortunet	fortunate															
23. confident							confa(e)de(i)nt	confia(e)dent	confodent	confident															
24. civilize							sivils	sevelies	sivilicse	cifillazas	sivelize	civa(i)liz(s)e	civilize												
25. opposition							opashan	opasion	opozcison	opasitian	oposition	oppisition	oposit(s)ion	opposition											