LRSD Level 1 Dyslexia Screener Packet

For questions or concerns, please email Chandle.Carpenter@lrsd.org
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<th>Required Component</th>
<th>LRSD Possible Screening Tools (we must give at least one test from each area)</th>
</tr>
</thead>
</table>
| **Phonological and Phonemic Awareness** - the ability to recognize and manipulate the sound system in spoken language | **Core Literacy Library: Phoneme Segmentation Test (2-12)**<br><br>Where is it? pages 30-33 of Assessing Reading Multiple Measures or the above link<br><br>To give this test, you will need a few colored tiles or blocks. I will provide to anyone who does not have access to these.  
   Or  
   **Phonological Awareness Skills Test (PAST- Kilpatrick)**<br><br>This is an excellent test. The manual that goes with it is also excellent. If you would like a copy, please, let me know and I will get you one. It provides an easy way to implement phonological awareness instruction with any student. This test can be hard to give. I have typed up a script for the first test and will get out a video soon for how to administer it. I am also available to come to your school and help with any assessment.<br><br>Where is it? Click on the above links to access these assessments |
| **Alphabet Knowledge** - the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy | **Scholastic: CORE Phonics Survey (K-12)**<br><br>Part A-B (must give this section)<br><br>Where is it? pages 41-52 of Assessing Reading Multiple Measures or the above link |
| **Sound Symbol Recognition** - to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks | **Scholastic: CORE Phonics Survey (K-12)**<br><br>Part C-D (must give this section)<br><br>Where is it? pages 41-52 of Assessing Reading Multiple Measures or the above link |
| **Decoding Skills** – the ability to translate words, word parts, or nonwords into their corresponding pronunciation | **Scholastic: CORE Phonics Survey (K-12)**<br><br>Part E-L (must give this section)<br><br>Where is it? pages 41-52 of Assessing Reading Multiple Measures or the above link |
| **Rapid Naming** - the ability to quickly name aloud a series of familiar items | **Arkansas Rapid Naming Screener (AR-RAN)(K-2 based on times)(3-12 based on observed behaviors)**<br><br>Where is it? Click the link above to access this test.  
   <br>Or  
   **Qualitative Spelling Checklist**<br>or  
   **Word Journeys: Developmental Spelling Analysis (DSA)**<br>or  
   **Monster Spelling Test**<br><br>Where is it? Click the links above to access these tests. These are on my LRSD google drive, so you will need to sign in to google with your LRSD email address to access them. |
| **Encoding** - The ability to translate spoken language into print. (spelling) |
# Student Summary Sheet

Name ___________________________ School Year ______

<table>
<thead>
<tr>
<th>Assessment Given</th>
<th>Date Given</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circle the Test Given</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAST or Core Phoneme Segmentation</td>
<td>Correct</td>
<td>Automatic</td>
<td>Correct</td>
<td>Automatic</td>
</tr>
<tr>
<td>Core phonics survey</td>
<td>/26</td>
<td>/26</td>
<td>/26</td>
<td></td>
</tr>
<tr>
<td>A. Letter names uppercase</td>
<td>/26</td>
<td>/26</td>
<td>/26</td>
<td></td>
</tr>
<tr>
<td>B. Letter names lowercase</td>
<td>/21</td>
<td>/21</td>
<td>/21</td>
<td></td>
</tr>
<tr>
<td>C. Consonant sounds</td>
<td>/5 Long</td>
<td>/5 Long</td>
<td>/5 Long</td>
<td></td>
</tr>
<tr>
<td>D. Vowel sounds</td>
<td>/5 Short</td>
<td>/5 Short</td>
<td>/5 Short</td>
<td></td>
</tr>
<tr>
<td>E. Short vowels in CVC words</td>
<td>/15</td>
<td>/15</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>F. Consonant Blend with Short Vowels</td>
<td>/15</td>
<td>/15</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>G. Short Vowels, digraphs, and –tch trigraphs</td>
<td>/15</td>
<td>/15</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>H. R-controlled vowels</td>
<td>/15</td>
<td>/15</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>I. Long vowel spellings</td>
<td>/15</td>
<td>/15</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>J. Variant vowels</td>
<td>/15</td>
<td>/15</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>K. Low Frequency Vowel and Consonant Spellings</td>
<td>/15</td>
<td>/15</td>
<td>/15</td>
<td></td>
</tr>
<tr>
<td>L. Multisyllabic words</td>
<td>/24</td>
<td>/24</td>
<td>/24</td>
<td></td>
</tr>
<tr>
<td>Arkansas Rapid Naming</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle the Test Given Qualitative Spelling Inventory or Monster Or Developmental Spelling Analysis</td>
<td>Spelling Stage/Score</td>
<td>Spelling Stage/Score</td>
<td>Spelling Stage/Score</td>
<td></td>
</tr>
</tbody>
</table>
Core Phoneme Segmentation Test

Where is it? pages 30-33 of Assessing Reading Multiple Measures or the above link

To give this test, you will need

- a few colored tiles or blocks.
- Copy of the score sheet
- The instructions and practice item are on page 31 on Assessing Reading for Multiple Measures, or pages 4-7 of this packet.

<table>
<thead>
<tr>
<th>Ending grade level expectations</th>
<th>For purposes of Act 1268</th>
<th>Grade 2</th>
<th>Grade 3 and up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td></td>
<td>12-15</td>
<td>14-15</td>
</tr>
<tr>
<td>Strategic</td>
<td>Some risk</td>
<td>9-11</td>
<td>11-13</td>
</tr>
<tr>
<td>Intensive</td>
<td>At risk</td>
<td>0-8</td>
<td>0-10</td>
</tr>
</tbody>
</table>

(Adapted from Assessing Reading for Multiple Measures, 2008, pg. 32)
**SKILL ASSESSED**

**Phoneme Segmentation**

**Grade Level**

2–12

**Language**

English

**Grouping**

Individual

**Approximate Testing Time**

5–10 minutes

**Materials**

• Colored Blocks
• Record Form (p. 33)

**Author**

Orna Lenchner, Ph.D.

▶ **WHAT**

This measure for Grades 2–12 assesses the student’s ability to break a word into its component phonemes, or sounds. For example, the word *sat* has three phonemes: /s/ /æ/ /t/. The word *shoe*, although it has four letters, has only two phonemes: /ʃ/ /u/. The **CORE Phoneme Segmentation Test** can be used as a screening measure, a progress monitoring measure, and a specific skills measure. It can provide information about a student’s response to instruction. Use this assessment with students in Grades 2–12 who are experiencing delays in reading and spelling that cannot be attributed to limited English or limited exposure to instruction. Administer this measure only after giving tests of comprehension, fluency, and phonics.

▶ **WHY**

Many older students who are significantly behind in reading or spelling may have underdeveloped phonemic awareness. Use this test to determine whether deficits in sound awareness may account for serious delays in reading or spelling.

▶ **HOW**

Proceed to the Test Items only after the student demonstrates understanding of the Practice Item tasks. When teaching the task using the Practice Items, praise the student for even close approximations of the correct answer. However, when administering the Test Items, give only general feedback. Do not correct errors or praise correct answers. Record the student’s exact response on the blank line. Then after administering each item, circle whether the response was correct or incorrect. Ask for the “sound” if the student says the letter name. If the student cannot segment the entire word correctly, ask just for the first and last sound. Discontinue testing if the student misses five items in a row.
**Practice Item 1**
Lay out on the table about eight blocks of assorted colors. Make sure to lay out the blocks in a horizontal line, from left to right. The color of the blocks is not important. However, to demonstrate, use a different colored block for each of the different sounds in the word. After the student completes an item, put the blocks back in the pile.

**TEACHER:** We are going to use these blocks to show the sounds in a word. Let's say I wanted to show you *sit*. That word has three sounds /s/ /i/ /t/. (Put out one block for each of the sounds as you say them slowly in order). Can you point to the /s/? Which one is the /t/? What is the sound in this block (the middle /i/)?

**STUDENT:** /i/

**TEACHER:** Now, tell me the three sounds.

**STUDENT:** /s/ /i/ /t/

**TEACHER:** Very good! You got that the first time!

If the student gives the names of letters, rather than their sounds, say:

**TEACHER:** Yes, that is how it is spelled. Now can you tell me the sounds the letters make?

**Practice Item 2**
**TEACHER:** If you wanted to show *shop*, how many sounds is that? Use the blocks to show me.

If the student cannot do the segmentation independently, demonstrate the complete segmentation.

**TEACHER:** The word *shop* has three sounds (lay down a block for each of the sounds as you say them, in left-to-right progression): /sh/ /o/ /p/.

To check the student's understanding, ask:
**TEACHER:** What are the three sounds?

**STUDENT:** /sh/ /o/ /p/

**TEACHER:** Which one is /sh/? Which one is /p/? What is the sound of the block in the middle? (/o/)
If the student puts down four blocks, he or she is probably trying to spell the word. Remind the student to attend to sounds, rather than letters. Once the student can at least point to the block that represents the correct sound, proceed to the test items.

**WHAT IT MEANS** Use the guidelines below to determine the student's performance level. The ability to segment a word fully into phonemes can be mastered as early as Grade 1, and should be mastered no later than ending Grade 2. Scores shown are end-of-year scores.

<table>
<thead>
<tr>
<th>Ending Grade Level Expectations</th>
<th>Grade 2</th>
<th>Grade 3 and up</th>
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<tbody>
<tr>
<td>Benchmark</td>
<td>12-15</td>
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</tr>
<tr>
<td>Intensive</td>
<td>0-8</td>
<td>0-10</td>
</tr>
</tbody>
</table>

**WHAT'S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in phonemic awareness. The *Phonological Awareness Training Kit—Intermediate* (LinguiSystems, East Moline, IL) and the *Lindamood Phoneme Sequencing Program* (PRO-ED, Austin, TX) are both useful resources for this purpose. Encouraging these students to write regularly will also improve their phonemic awareness. The *CORE Phoneme Segmentation Test* can be used to monitor student progress or to assess outcomes from instruction.

The model lesson "Elkonin Sound Boxes," which provides explicit instruction in phoneme segmentation, can be useful with younger students. This lesson can be found in the "How" section of Phonemic Awareness in the *Teaching Reading Sourcebook.*
CORE Phoneme Segmentation Test

Name ___________________________ Grade _______ Date __________

Directions: Have students use different-colored blocks to show the number of phonemes in each of the Practice Items. Then administer the test. Mark “+” to indicate a correct response or “−” to indicate an incorrect response. Record students' exact responses on the blank lines.

Practice Items: sit (s-i-t); shop (sh-o-p)

1. thumb (th-u-m) (+) (-) _______________
2. skate (s-k-a-t) (+) (-) _______________
3. shriek (sh-r-e-k) (+) (-) _______________
4. large (l-ar-j) (+) (-) _______________
5. drop (d-r-o-p) (+) (-) _______________
6. flew (f-l-o-o) (+) (-) _______________
7. chalk (ch-au-k) (+) (-) _______________
8. germ (j-e-r-m) (+) (-) _______________
9. spread (s-p-r-e-d) (+) (-) _______________
10. train (t-r-a-n) (+) (-) _______________
11. stork (s-t-or-k) (+) (-) _______________
12. bolt (b-o-l-t) (+) (-) _______________
13. glare (g-l-air) (+) (-) _______________
14. crowd (k-r-o-u-d) (+) (-) _______________
15. point (p-o-i-n-t) (+) (-) _______________

Items Correct __________________________
Phonological Awareness Skills Test (PAST- Kilpatrick)

Where is it? pages 237-245 of Equipped for Reading Success or the above link
To give this test, you will need

- Copy of the score sheet
- The instructions and practice item on page 93-100 of Equipped for Reading Success, or page 8-14 of this packet. You must carefully read the instructions to get an accurate score.

Key points:

- To get a score of automatic, the student must respond correctly within 2 seconds of the first try. You will mark these responses with an X
- If a student does not respond in 5 seconds repeat the item once.
- If they get it right within 5 seconds, or within 5 seconds of the second repetition, they will get a score of correct. Mark these responses with a 1.
- If they miss the item, or do not get it within 5 seconds with one repetition, score the item as incorrect. Mark these responses with a 0.
- Every time a child gives an incorrect response, we must provide the feedback. You may use the script I have typed up for feedback.
- A level is considered correct if all items or all except 1 are correct.
- A level is considered automatic if all items or all except 1 are automatic.
- If the combined score on two levels in a row is 0, 1, or 2 out of 10, discontinue. All items after discontinue are marked as incorrect.
- Any level that is not automatic requires instructional attention. Use the Equipped for Reading Success manual and program to remediate non-automatic levels.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Typically Achieving Readers</th>
<th>Low Achieving Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Kindergarten</td>
<td>D1-E2 or higher correct</td>
<td>Highest correct level is below E2</td>
</tr>
<tr>
<td>Late Kindergarten</td>
<td>D1-E2, F, G, or higher correct</td>
<td>Highest correct level is below F-G</td>
</tr>
<tr>
<td>Mid First Grade</td>
<td>E3, F, G, I or higher all correct/ D automatic</td>
<td>Highest correct level is below I/ D is not automatic</td>
</tr>
<tr>
<td>Late First Grade</td>
<td>F, G, H, I, J correct/ D-E automatic</td>
<td>Highest Correct level is below J/ D-E are not automatic</td>
</tr>
<tr>
<td>Mid Second Grade</td>
<td>H, I, J or higher correct/ D-G automatic</td>
<td>Highest Correct level is below J/ D-G are not automatic</td>
</tr>
<tr>
<td>Late Second/ Early Third</td>
<td>H to M mostly automatic/ D-G automatic</td>
<td>H-M are not mostly automatic/ D-G are not automatic</td>
</tr>
<tr>
<td>Mid Third</td>
<td>All levels, mostly automatic</td>
<td>All levels are not mostly automatic</td>
</tr>
<tr>
<td>Fourth Grade to adulthood</td>
<td>All levels automatic</td>
<td>All levels are not automatic</td>
</tr>
</tbody>
</table>

If a student scores as a low achieving reader, you need a copy of Equipped for Reading Success. Everyone should have a copy of this book, but if you don’t, I will get you a copy, just let me know. (Adapted from Equipped for Reading Success, 2018, pg. 99)
INSTRUCTIONS FOR THE PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

The Phonological Awareness Screening Test (PAST) can be found in Appendix C. There are four forms; A, B, C, and D. This allows teachers to do a formal assessment a few times a year to track a student’s progress.

There is a “history” behind the title “PAST.” First, PAST stands for Phonological Awareness Screening Test. Second, the acronym acknowledges the work of others in the past. The PAST originated as the Auditory Analysis Test (AAT) of Rosner & Simon (Journal of Learning Disabilities, 1971). Dr. Philip J. McInnis revised the AAT by adding segmentation items (the AAT only used deletion items) and adding levels to make it more developmentally appropriate. His version was first called the Language Processing Assessment (LPA) and then the Phonological Processing Test (PPT). Since 2003, I have used a modified, updated version of this time-tested assessment. So, while the PAST is my “version” of the test, it is based upon the work of my predecessors (hence, the “PAST”).

General principles of administration

Do not administer the PAST unless you have 1) carefully read and understood the directions in this chapter; 2) read the section of Chapter 12 that covers pronouncing phonemes in isolation; and 3) practiced on someone, preferably with feedback before testing a student. If you are experienced using the One Minute Activities, the PAST will be easy to learn.

No practice items and use of sample line. There are no practice items. Because feedback is given for every correct item (more below), in a sense, every item is a practice item. Follow the sample line at the beginning of each level. All items at any given level are administered the same way. Always delete or substitute the sound represented by the letter or letters in the parentheses or between slash marks. For example, with cow(boy), “boy” gets deleted.

Proper pronunciation of sounds. When giving directions for Levels F through M, use letter sounds, not letter names. When you say “change /a/ to /i/,” you say the sound made by the letter, not the name of the letter. The exception is with the “long” vowel sounds (Level J II). Long vowel sounds are represented by uppercase letters in brackets (i.e., /A/). These long vowel sounds match the letter name (e.g., the a in words like cake, tame, or made).

Also, don’t add an “uh” sound when you pronounce consonants in isolation (e.g., /m/ is pronounced mmm, not muh). Proper pronunciation of sounds in isolation will be essential for children to understand what phoneme you are asking them to manipulate. For help with pronunciation when administering the PAST, see Chapter 12 and Appendix E.

4My version 1) adds a timing element to assess automaticity; 2) adds or modifies levels to make smoother transitions (see Appendix B for program comparisons); 3) provides corrective feedback for every incorrect item, and 4) for Forms A, B, C, and D in Appendix C, most items are “orthographically inconsistent” to decrease the possibility of correctly responding to test items via a mental spelling strategy rather than by phonological awareness. For example, going from gave to game by exchanging an /m/ for a /v/ can occur via mental spelling while going from both to boat by exchanging a /t/ for a /th/ does not as easily yield to a mental spelling strategy.
The assessment of automaticity. All items are timed. When you administer an item, as soon as you finish speaking, immediately count in your head “one thousand one, one thousand two.” Use a stop watch or sweep second hand at first to be sure your counting very closely approximates two seconds. If the student responds correctly before you get to the word two in the phrase “one thousand two,” he or she receives credit for an automatic response. Put an “X” in the blank next to the word to indicate the response was automatic. If the student answers correctly, but after the two second count, mark a “1” next to that item. Incorrect items are marked with a zero (0). See Figure 11.2 below.

When doing the mental count, continue counting until the student responds. If you reach “one thousand five” and the student has not responded, repeat the same item and resume the mental counting, starting with “one thousand one.” If the student responds correctly within five seconds of this second chance, score the item as correct (i.e., a “1”). However, an automatic score can only occur within the first two seconds of the first try. A second chance is given because students sometimes forget what you asked. Also, if a student asks you to repeat the item, do so, but repeated items cannot be scored as automatic, only as correct or incorrect. If the student does not respond after the second five-second count, score the item as incorrect and demonstrate the correct response for that item (see below on providing feedback).

If you mis-speak a word, excuse yourself, skip the item, and go on to the next one, so long as it was not the last item at that level. Go back to the item you spoiled before going on to the next level and score normally (i.e., they can receive an automatic score if they respond in less than two seconds). If this occurs on the last item of a level, repeat that item immediately and use your best judgment about scoring.

Occasionally, a student will respond to the previous item. For example, you have the student go from sit to sat (Level J). On the next item, you ask the student to go from hid to had, but instead of had, the student says sad, accidentally carrying over sounds from the previous item. This may not be the result of a phonological awareness problem, but may result from an attentional lapse. If you judge that a student has carried something over from the previous example, re-administer the item. However, the student cannot receive a automatic score on a re-administered item, only correct (1) or incorrect (0).

![Sample Scoring](image)
Automatic responding typically takes about a second or less, so a two second count is generous. Therefore, only give automatic credit if students have begun a correct response by the time you have mentally said two in the silently phrase “one thousand two.”

**Repeating an item.** If a student seems confused, or seems to lapse in attention, it is okay to repeat an item. However, when you repeat an item, that item cannot be scored as automatic. Students can only receive a score of correct (1) or incorrect (0).

**Pacing.** One important reason to be thoroughly familiar with the administration procedures and to be well practiced with the test beforehand is pacing. It is important to administer the PAST at a good pace to keep things moving. A moderately quick pacing prevents lapses of attention, boredom, or prevents you from unnecessarily taxing a student’s working memory.

**Providing feedback.** A unique feature of the PAST is that the examiner provides corrective feedback for every incorrect item. Feedback on the PAST is based on the assumption that a student is not going to develop phonological awareness skills in the 4 to 8 minutes it takes to administer this test. Give feedback for every incorrect response. The standard correction is: “The answer is tall. When you say ball, and change the /b/ to /t/ you get tall. Ball–tall. See how that works?” No further demonstration or explanation is permitted (especially, no visual cues). Also, you must never refer to the location of the sound within the word. Correct every incorrect item, even if it is the last item at a level. It is also okay to acknowledge that the student got an item correct (“that’s right!”), especially if he or she responds tentatively.

**HOWEVER:**

1) Do NOT teach any item or level. This is a test, not a teaching session. While oral feedback is provided, no teaching, manipulatives, or explanations are allowed.

2) NEVER say anything about the POSITION of the sound within the word because this is a big part of what you are testing. For example, never say anything like “see how I switched the /b/ to a /t/ at the beginning of the word?” A key part of phonological awareness is being able to isolate a sound, so saying anything about position is like giving away the answer.

**Routing procedure to speed administration.** Students are not administered all 52 PAST items. For younger students, many of the later items are too difficult and there is a discontinue rule (described below). For more skilled students, it would be unnecessarily tedious to administer all of the easy items. To keep the test a reasonable length, there is a routing procedure, which works differently at each of the syllable, onset-rime, and phoneme levels.

**Syllable Levels (D1 to E3)**

- **Everyone** taking the PAST, including high school students and adults, start at Level D1. Explain to students that this “word game” starts out very easy. The easy ones help students understand the nature of the task without ever having to explain the nature of the task. There are no explanations or practice items when administering the PAST.
- **For kindergarteners and potentially at-risk beginning first graders,** give every item at levels D and E and follow the discontinue rule, below.

---

5 Only say that last part (“See how that works?”) with the first incorrect item.
• For most first graders and all students beyond first grade, if the first item of D1 is responded to automatically (i.e., 2 seconds or less), skip down to the first item of D2. If that is automatic, skip to first item of E2, then E3. When you score later, if the first D1 through E3 items are automatic, score any un-administered items at those levels as automatic (thus a 3/3 at that level).

• However, if any item is either 1) incorrect, or 2) correct but not automatic (i.e., correct response after 2 seconds), administer all items at that level and score normally. For example, if the first D2 item is correct but not automatic, administer the other D2 items. However, the routing procedure resumes with E2. If the first item in E2 is automatic, do not administer the other E2 items and score those unadministered items as automatic.6

Onset-Rime Levels (F & G)

For kindergarten to second grade:
• If the first three F or G items are automatic, skip the final two items at that level and score them as automatic.
• If any of the first three F or G items are incorrect, or correct but not automatic, administer all five items at that specific level (i.e., F or G) and score normally.

For third grade through adults:
• Use the same general procedure as with the kindergarten through second graders except only the first two items need to be automatic before skipping on to the next level.

Phoneme Levels (H to M)

• For Levels H through M, give all items at each level. Continue administering until the discontinue rule is reached or you come to the end of the test.

Discontinue Rule. If the combined “correct” score on two levels in a row is 0, 1 or 2 out of 10, discontinue the test. Consider all items in the levels beyond the discontinue level as incorrect. For example, if a student gets only two items at Level I and none at level J (thus 2/10 across the two levels), discontinue the test. Do not administer K, L, or M. All items on the un-administered levels are scored 0.

SCORING THE PAST

Passing a level. A level is considered passed if either all items or all item except one are correct (e.g., 4 out of 5 or 2 out of 3 for the syllable levels). A level is considered automatic if all or all but one of the items at that level were responded to automatically. Levels with 3 out of 5 or fewer are not considered passed and represent a level that should receive instructional

6The reasoning is that if students can do a higher syllable level (E2 or E3), they likely can do the easier ones, but were incorrect or not automatic due to the novelty of the task rather than a lack of phonological awareness. It is not unusual for a student to get one of these earlier items incorrect or non automatically and then go on and display automatic responding at higher levels. In such cases, administering all subsequent syllable level items after an early error or slow response is unnecessarily tedious. If they have an automatic response to the first item at any given syllable level, do not administer any more at that level and score unadministered items as automatic, even if they had an incorrect or slow response on an easier syllable level.
attention. Keep in mind, each level yields two scores, a correct score and an automatic score. Students commonly pass a level with their correct score but not with their automatic score. These differences are preserved for the total scoring (see Figure 11.2 and The Total Scores section below). Only levels passed at the automatic level do not require instructional attention.

**Item scoring.** It should be clear by now that items are scored in one of three ways:

1) Incorrect (Score = 0)
2) Correct but not automatic (Score = 1)
3) Automatic i.e., the student responds in two seconds or less (Score = X)

At each level, count every score of 1 and X and put the total in the “correct” column on the right. Scores of 1 or X are both scored as “correct” items. In the “automatic” column, only include the items with Xs for that level (see Figure 11.1 above for an illustration).

**The Total Scores.** As mentioned, students receive two scores at each level, a correct score and an automatic score. Transfer the totals from the right hand columns to the top of the first page of the test. There are two sides to this. First, the student receives a score that indicates how many were correct and how many were automatic at the syllable, onset-rime, and phoneme levels. Second, the other side gives the highest level passed. Remember a level is passed as correct if at least 4 out of 5 at that level are correct. The exception to this are the syllable levels which require at least 2 out of 3 to be considered passing. A level is considered automatic if at least 4 out of 5 items were automatic (or all 3 out of 3 for the syllable levels). Thus, for most children, the highest correct level will be higher than his or her highest automatic level (see Figure 11.2 for an illustration). It is also important to note any levels not passed that were below the highest level passed.

---

**FIGURE 11.2**

SAMPLE OF SCORING RESULTS

---

**INTERPRETING THE PAST**

The PAST correlates powerfully with reading but does not have traditional norms. However, the following is a guide to interpreting the results of the PAST based on 1) several studies that did not use the PAST that show when children developmentally can do specific phonological manipulations; 2) Dr. Philip McInnis’ 35 years using very similar levels on his LPA/PPT; 3) my 12 years working with the PAST; and 4) several studies I have directly done on the PAST.
TABLE 11.1

APPROXIMATE DEVELOPMENTAL LEVELS

If a student’s performance matches the shaded *Low Achieving Readers* column, it suggests that phonological awareness may be a concern. If a student’s level is lower than is listed in that column, then a phonological awareness problem is very likely. In either case, those students will require training beyond what they may be receiving in whole-class instruction.

Notice in Table 11.1 how small the differences can be, especially early on (i.e., K-1). Except for obvious cases of very low performance, the differences may be very slight. This is why all kids should get whole class or small group phonological awareness training in kindergarten and first grade. Next, note that over time, typical students start to pull away from those with reading difficulties. Automaticity becomes a bigger factor with time, especially after second grade. After third grade, lack of automaticity at any level may indicate that a phonological awareness difficulty may be present.

Do not be surprised by inconsistent performance across some levels. A student may struggle with an easier level, and pass a higher level. This is because different levels involve different types of manipulations. For example, H and K involve splitting initial blends. If a student struggles with awareness of sounds in blends, he may not pass H, but may pass J, which does not involve blends. Students who struggle with awareness of ending sounds may do poorly with Level I and L but do well with H, J, and K. While based upon group data I’ve gathered, the leveling system is quite accurately laid out, for any given student there may be some inconsistencies. For anyone interested in the actual data gathered on the PAST, they can e-mail me at kilpatrickd@cortland.edu. A website devoted to the PAST will have this data available.

Below is a table showing the average score out of five attained on each level of the PAST from among three first grade classes and two second grade classes from a lower middle class elementary school. The first graders were tested in December to January and the second graders from February to March. You can see there is an increasing degree of difficulty based upon a smaller average number of correct items as the test progresses. Also, with time, the gap between automatic and non automatic responses widens.
### Table 11.2

Average Performances on Each Level of the PAST

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>4.3</td>
<td>4.9</td>
</tr>
<tr>
<td>E</td>
<td>3.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Onset-Rime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>4.9</td>
<td>5.0</td>
</tr>
<tr>
<td>G</td>
<td>4.5</td>
<td>4.9</td>
</tr>
<tr>
<td>Phoneme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>2.6</td>
<td>3.7</td>
</tr>
<tr>
<td>I</td>
<td>2.9</td>
<td>4.2</td>
</tr>
<tr>
<td>J</td>
<td>1.6</td>
<td>3.8</td>
</tr>
<tr>
<td>K</td>
<td>1.7</td>
<td>2.7</td>
</tr>
<tr>
<td>L</td>
<td>2.0</td>
<td>2.9</td>
</tr>
<tr>
<td>M</td>
<td>1.3</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Note: All raw scores reported above are out of a possible 5 points. The current version of the PAST uses different scoring at the syllable levels than when these data were collected.
Name: ______________________________  Date: _______________  Grade _____ Age _____
Teacher: __________________________  D.O.B.: ___________  Evaluator: __________________

INSTRUCTIONS: See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for detailed instructions on the PAST.

RESULTS:

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
<th>Highest Correct Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Syllable</td>
<td>/12</td>
<td>/12</td>
<td></td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>/10</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td>Basic Phoneme</td>
<td>/20</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>Advanced Phoneme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Total</td>
<td>/52</td>
<td>/52</td>
<td></td>
</tr>
</tbody>
</table>

Highest Correct Level: ______
Highest Automatic Level: ______

Approximate Grade Level (Circle):  
- PreK/K  
- K  
- late K/early 1st  
- 1st  
- late 1st/early 2nd  
- 2nd  
- late 2nd to adult  

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D “Say bookcase. Now say bookcase but don’t say book.”
D1 (book)case ___ (sun)set ___ space(ship) ___ ___/3  A: ___/3
D2 (sil)ver ___ (mar)ket ___ gen(tle) ___ ___/3  A: ___/3

LEVEL E “Say October. Now say October but don’t say Oc.”
FEEDBACK: If you say October without saying Oc, you get October. See how that works?
E2 (Oc)tober ___ (um)brella ___ (fan)tastic ___ ___/3  A: ___/3
E3 (al)phabet ___ (Sat)urday ___ (tri)cycle ___ ___/3  A: ___/3

Basic Syllable Total: ___/12  A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F “Say feet. Now say feet but don’t say /f/.”
FEEDBACK: If you say feet without the /f/, you get feet. Feet-feet.
(f)eet → eat ___ (l)ove → of ___
(t)ame → aim ___ (t)ime → I’m ___ (c)one → own ___ ___/5  A: ___/5

LEVEL G “Say guide. Now say guide but instead of /g/ say /r/.”
FEEDBACK: If you say guide, and change the /g/ to /r/, you get ride; guide-ride.
(g)uide /trl/ → ride ___ (m)ore /d/ → door ___ ___/5  A: ___/5
(g)um /thur/ → thumb ___ (l)ed /s/ → said ___ (f)eel /s/ → seal ___

Onset-Rime Total: ___/10  A: ___/10

1Only use the phrase “See how that works” the first time you provide feedback for an incorrect item.
PAST Form A
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H
H1 (Deletion) “Say sleep. Now say sleep but don’t say /s/.”
FEEDBACK: “If you say sleep without the /s/, you get leap; sleep-leap.”
(s)leep → leap ______ (c)ran(e) → rain ______
H2 “Say true. Now say grew but instead of /g/ say /t/.”
FEEDBACK: “If you say grew, and change the /g/ to /t/, you get true; grew-true.”
(g)rew → (t)true ______ (p)lowed → (c)loud ______ (f)lows → (c)lothes ______ /5  A: /5

LEVEL I
“I. Say went. Now say went but don’t say /t/.”
FEEDBACK: “If you say went without the /t/, you get when; went-when.”
I1 wen(t) → when ___ ran(g)e → rain ___ ______
I2 whea(t) → we ___ nie(c)e → knee ___ dri(v)e → dry ___ /5  A: /5

Basic Phoneme Total: ___/10  A: ___/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J “Say ran. Now say ran but instead of /a/ say /u/.”
FEEDBACK: “If you say ran, and change the /a/ to /u/, you get run; ran-run.”
I. (short sound of vowel) r(a)n /u/ → run ___ k(i)t /u/ → half ___
II. (long sound of vowel) b( ea)k /O/ → phone ___ ______ /5  A: /5

LEVEL K
K1 (Deletion) “Say bread. Now say bread but don’t say /r/.”
FEEDBACK: “If you say bread without the /r/, you get bed; bread-bed.”
b(r)ead → bed ______ s(n)eak → seek ______
K2 (Substitution) “Say crew. Now say crew but instead of /r/ say /l/.”
FEEDBACK: “If you say crew, and change the /r/ to /l/, you get clue; crew-clue.”
c(r)ew → c(l)ue ____ p(r)owed → (c)lothes ___ s(n)eeze → s(k)is ___ /5  A: /5

LEVEL L “Say some. Say some but instead of /m/ say /n/.”
FEEDBACK: “If you say some, and change the /m/ to /n/, you get sun; some-sun.”
so(m)e /n/ → sun ___ rhy(m)e /d/ → ride ___
nigh(t) /s/ → nice ___ see(m) /t/ → sea(t) ___ kee(p) /z/ → keys ___ /5  A: /5

LEVEL M
M1 (Deletion) “Say ghost. Now say ghost but don’t say /s/.”
FEEDBACK: “If you say ghost without the /s/, you get goat; ghost-goat.”
gho(s)t → goat ______ (c)as(t) → caught ______
M2 (Substitution) “Say craft. Now say craft but instead of /l/ say /k/.”
FEEDBACK: “If you say craft, and change the /l/ to /k/, you get cracked; craft-cracked.”
cra(f)t → cr(a)ck(ed) ____ (c)as(t) → tru(c)k(ed) ____ dea(l) ____ /5  A: /5

Advanced Phoneme Total: ___/20  A: ___/20

Correct    Automatic
17
Script for the PAST

Instructions
Say the prompt, if the child says the correct answer within 2 seconds, give them an X for automatic.
If the child takes more than 2 seconds but less than 5, but gets the answer correct, put a 1. (You may repeat it once)
If the child gets it wrong, give a 0 and read the feedback.

I. SYLLABLE LEVELS

Level D:

Practice item: Say bookcase, now say bookcase, but don’t say book.
1. D1: 1: Say airplane, now say airplane, but don’t say air.
Feedback: If you say airplane without saying air, you get plane. Okay? Let’s try another one.
2. D1: 2: Say sunset, now say sunset, but don’t say sun.
Feedback: If you say sunset without saying sun, you get set. Okay? Let’s try another one.
3. D1: 3: Say spaceship, now say spaceship, but don’t say ship.
Feedback: If you say spaceship without saying ship, you get space. Okay? Let’s try another one.
4. D2: 1: Say silver, now say silver, but don’t say sil.
Feedback: If you say silver without saying sil, you get ver. Okay? Let’s try another one.
5. D2: 2: Say market now say market, but don’t say mar.
Feedback: If you say market without saying mar, you get ket. Okay? Let’s try another one.
6. D2: 2: Say gentle now say gentle, but don’t say tle.
Feedback: If you say gentle without saying tle, you get gen. Okay? Let’s try another one.

D1: (air)plane ___   (sun)set ___   space(ship) ___
D2: (sil)ver ___   (mar)ket ___   gen(tle) ____

Level E:

7. E2: 2: Say umbrella, now say umbrella, but don’t say um.
Feedback: If you say umbrella without saying um, you get brella. See how that works?
8. E2: 1: Say fantastic, now say fantastic, but don’t say fan.
Feedback: If you say fantastic without saying fan, you get tastic. See how that works?
9. E2: 1: Say October, now say October, but don’t say Oc.
Feedback: If you say October without saying oc, you get tober. See how that works?
10. E3: 1: Say alphabet, now say alphabet, but don’t say al.
Feedback: If you say alphabet without saying al, you get phabet. See how that works?
11. E3: 1: Say Saturday, now say Saturday, but don’t say Sat.
Feedback: If you say Saturday without saying sat, you get urday. See how that works?
12. E3: 1: Say tricycle, now say tricycle, but don’t say tri.
Feedback: If you say tricycle without saying tri, you get cycle. See how that works?

E2: (um)brella ____   (fan)tastic ____   (Oc) tober ____
E3: (al)phabet ____   (Sat)urday ____   (tri) cycle ____
II. ONSET-RIME LEVELS

Level F:

13. F: 1: Say *feet*, now say *feet*, but don’t say */f/.
**Feedback:** If you say *feet* without the */f/, you get *eat*. *Feet-eat*, See how that works?

14. F: 2: Say *love* now say *love*, but don’t say */l/.
**Feedback:** If you say *love* without the */l/, you get *of*. *Love-of*, See how that works?

15. F: 3: Say *tame* now say *tame*, but don’t say */t/.
**Feedback:** If you say *tame* without the */t/, you get *aim*. *Tame-aim*, See how that works?

16. F: 4: Say *time* now say *time*, but don’t say */t/.
**Feedback:** If you say *time* without the */t/, you get *I’m*. *Time-I’m*, See how that works?

17. F: 5: Say *cone* now say *cone*, but don’t say */c/.
**Feedback:** If you say *cone* without the */c/, you get *own*. *Cone-own*, See how that works?

F: *(f)ee*et → eat ____ *(l)ove → of ____ *(t)ame → aim ____ *(t)ime → I’m ____ *(c)one → own ____

Level G:

18. G: 1: Say *guide*, now say *guide*, but instead of */g/ say */r/.
**Feedback:** If you say *guide* and change the */g/ to a */r/, you get *ride*. *Guide-ride*

19. G: 2: Say *more*, now say *more*, but instead of */m/ say */d/.
**Feedback:** If you say *more* and change the */m/ to a */d/, you get *door*. *More-door*

20. G: 3: Say *gum*, now say *gum*, but instead of */g/ say */th/.
**Feedback:** If you say *gum* and change the */g/ to a */th/, you get *thumb*. *Gum-thumb*

**Feedback:** If you say *led* and change the */l/ to a */s/, you get *said*. *Led-said*

22. G: 4: Say *feel*, now say *feel*, but instead of */f/ say */s/.
**Feedback:** If you say *feel* and change the */fl/ to a */s/, you get *seal*. *Feel-seal*

G: *(g)uide → ride ____ *(m)ore → door____ *(g)um → thumb ____ *(l)ed → said ____ *(f)eel → seal ____

III. PHONEME LEVELS

Basic Phoneme Levels

Level H:

H1: 1: Say *sleep*, now say *sleep*, but don’t say */s/.
**Feedback:** If you say *sleep* without the */s/, you get *leap*. *Sleep-leap*

H1: 2: Say *crane*, now say *crane*, but don’t say */c/.
**Feedback:** If you say *crane* without the */c/, you get *rain*. *Crane-rain*

H2: 1: Say *true* now say *true*, but instead of */t/ say */g/.
**Feedback:** If you say *true* and change the */t/ to a */g/, you get *grew*. *True-grew*

H2: 1: Say *plowed* now say *plowed*, but instead of */p/ say */k/.
**Feedback:** If you say *plowed* and change the */p/ to a */k/, you get *cloud*. *Plowed-cloud*

H2: 3: Say *flows*, now say *flows*, but instead of */f/ say */c/
Feedback: If you say flows and change the /f/ to a /c/, you get clothes. flows-clothes

H1: (s)leep → leap ____ (c)rane → rain____

H2: (t)rue → (g)rew ____ (p)lowed→ (c)loud ____ (f)lows → (c)lothes ____

Level I:
I1: 1: Say went, now say went, but don’t say /t/.
Feedback: If you say went without the /t/, you get when. went-when,
I1: 2: Say range, now say range, but don’t say /g/.
Feedback: If you say range without the /g/, you get rain. range-rain,
I2: 3: Say wheat, now say wheat, but don’t say /s/.
Feedback: If you say wheat without the /s/, you get we. wheat-we,
I2: 4: Say niece, now say niece, but don’t say /s/.
Feedback: If you say niece without the /s/, you get knee. niece-knee,
I2: 5: Say drive, now say drive, but don’t say /v/.
Feedback: If you say drive without the /v/, you get dry. drive-dry,

I1: wen(t) → when ____ ran(g)e → rain____
I2: whea(t) → we ____ nie(c)e → knee ___ dri(v)e → dr(y) ____

Advanced Phoneme Levels

Level J:
J: 1: Say ran, now say ran, but instead of /a/ say /u/.
Feedback: If you say ran and change the /a/ to /u/, you get run. Ran-run,
J:2: Say kit, now say kit, but instead of /i/ say /u/.
Feedback: If you say kit and change the /i/ to /u/, you get cut. kit-cut,
J:3: Say huff, now say huff, but instead of /u/ say /a/.
Feedback: If you say huff and change the /u/ to /a/, you get half. huff-half,
J:3: Say huff, now say huff, but instead of /u/ say /a/.
Feedback: If you say huff and change the /u/ to /a/, you get half. huff-half,
J:4: Say beak, now say beak, but instead of /ea/ say /A/.
Feedback: If you say beak and change the /ea/ to /A/, you get bake. beak-bake
J:5: Say fine, now say fine, but instead of /i/ say /O/.
Feedback: If you say fine and change the /i/ to /O/, you get phone. fine-phone

J: r(a)n /u/ → run ___ k(i)t /u/ → cut____ h(u)ff /a/ → half____

b(ea)k /A/ → bake ____ f(i)ne /O/ → phone____

Level K:
K1: 1: Say bread, now say bread, but don’t say /r/.
Feedback: If you say bread without the /r/, you get bed. Bread-bed,
K1: 2: Say sneak, now say sneak, but don’t say /n/.
Feedback: If you say sneak without the /n/, you get seek. sneak-seat,
K2:1: Say crew now say crew, but instead of /r/ say /l/.
Feedback: If you say crew and change the /r/ to /l/, you get clue. crew-clue,
K2: Say **proud** now say **proud**, but instead of /r/ say /l/.
**Feedback:** If you say **proud** and change the /r/ to /l/, you get **plowed, proud-plowed**

K2: Say **sneeze** now say **sneeze**, but instead of /n/ say /k/.
**Feedback:** If you say **sneeze** and change the /n/ to /k/, you get **skis, sneeze-skis**.

K1: **b(r ) ead** → **bed**
**s(n)eak** → **seek**

K2: **c(r)ew** → **clue**
**p(r ) oud** → **p(l)owed**
**s(n)eeze** → **s(k)is**

**Level L:**

L1: Say **some** now say **some**, but instead of /m/ say /n/.
**Feedback:** If you say **some** and change the /m/ to /n/, you get **sun, some-sun**

L2: Say **rhyme** now say **rhyme**, but instead of /m/ say /d/.
**Feedback:** If you say **rhyme** and change the /m/ to /d/, you get **ride, rhyme-ride**

L3: Say **night** now say **night**, but instead of /t/ say /s/.
**Feedback:** If you say **night** and change the /t/ to /s/, you get **nice, night-nice**

L4: Say **seem** now say **seem**, but instead of /m/ say /t/.
**Feedback:** If you say **seem** and change the /m/ to /t/, you get **seat, seem-seat**

L5: Say **keep** now say **keep**, but instead of /p/ say /z/.
**Feedback:** If you say **keep** and change the /p/ to /z/, you get **keys, keep-keys**

K1: **so(m)e** /n/ → **sun**
**rhy(m)e** /d/ → **ride**

K2: **nigh(t).** /s/ → **nice**
**see(m) /t/ → sea(t)**
**kee(p) /z/ → keys**

**Level M:**

M1: **1**: Say **ghost** now say **ghost**, but don’t say /s/.
**Feedback:** If you say **ghost** without the /s/, you get **goat, ghost-goat**

M1: **2**: Say **cost** now say **cost**, but don’t say /s/.
**Feedback:** If you say **cost** without the /s/, you get **caught, cost-caught**

M2: **1**: Say **craft** now say **craft**, but instead of /f/ say /k/.
**Feedback:** If you say **craft** but change the /f/ to a /k/, you get **cracked, craft-cracked**

M2: **2**: Say **trust** now say **trust**, but instead of /s/ say /k/.
**Feedback:** If you say **trust** but change the /s/ to a /k/, you get **trucked, trust-trucked**

M2: **3**: Say **dealt** now say **dealt**, but instead of /l/ say /n/.
**Feedback:** If you say **dealt** but change the /l/ to a /n/, you get **dent, dealt-dent**

M1: **gho(s)t** → **goat**
**co(s)t** → **caught**

M2: **cra(f)t** → **cra(ck)ed**
**tru(s)t** → **tru(ck)ed**
**dea(l)t** → **de(n)t**
Core Phonics Survey

Where is it? pages 41-52 of Assessing Reading Multiple Measures

To give this test, you will need

- Copy of the Student Material pages 49-52 of Assessing Reading for Multiple Measures or pages 22-34 of this packet
- Copy of the score sheet
- The instructions are on page 41 Assessing Reading for Multiple Measures, or page 23-25 of this packet.

Key Points:

<table>
<thead>
<tr>
<th>Ending grade level expectations for 3rd grade and above</th>
<th>For purposes of Act 1268</th>
<th>Letter Names/Sounds</th>
<th>15 item</th>
<th>24 item</th>
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<tr>
<td>Benchmark</td>
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<td>14 +</td>
<td>21+</td>
<td></td>
</tr>
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<td>Some risk</td>
<td>65-82</td>
<td>10-13</td>
<td>15-20</td>
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<td>Intensive</td>
<td>At risk</td>
<td>0-64</td>
<td>0-9</td>
<td>0-14</td>
</tr>
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</table>

(Adapted from Assessing Reading for Multiple Measures, 2008, pg. 43)

Students in grades K-2 may not have learned every concept on this assessment. For grades K-2, Scholastic recommends the following assessment schedule:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts A &amp; B</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parts C-E</td>
<td>Do not give yet</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Grade 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts A-D</td>
<td>Should be at benchmark/ give if necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part E</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parts F-K</td>
<td>Do not give yet</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parts L</td>
<td>Do not give yet</td>
<td>Do not give yet</td>
<td>X</td>
</tr>
<tr>
<td>Grade 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts A-K</td>
<td>Should be at benchmark/ give if necessary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part L</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

(Adapted from Assessing Reading for Multiple Measures, 2008, pg. 42)
**WHAT**

The CORE Phonics Survey and the CORE Spanish Phonics Survey assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudowords, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them.

The CORE Phonics Surveys can be used as screening measures, and also as outcome measures, providing data about growth and mastery at the end of an instructional period. As diagnostics, they can indicate whether or not a student needs instruction in selected phonics concepts, or if further assessment is needed. They may also be used to track progress from earlier skills to grade level mastery. The CORE Phonics Surveys are not meant to replace screening and progress monitoring tests such as those from AIMSweb or DIBELS, or other CBM tests that may already be in place but can be used to augment such tests.

**WHY**

A student's ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills.
Instructions for administering each part of the survey are included on the Record Form. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student's responses.

Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. Retest parts not yet mastered according to schedules found on the Types and Frequency of Effective Assessment Systems chart, page 7, or the Assessment Sequence for Primary Grade Students or Assessment Sequence for Upper Grade Students charts, pages 12 and 13, or your school or district assessment plan. Be aware of the student's behavior during testing. If the student is tiring or making many consecutive errors, discontinue testing at that time.

### WHEN

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts A &amp; B</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parts C-E</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Grade 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts A-D</td>
<td>If indicated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part E</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Parts F-K</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Part L</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Grade 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts A-K</td>
<td>If indicated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part L</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>Grades 3 and up</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts A-L</td>
<td>If indicated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHAT IT MEANS This test is a mastery test. It is expected that students will ultimately get all items correct. Score each list completed by student as shown below.

<table>
<thead>
<tr>
<th>CORE Phonics Survey—English, Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Letter Names/ Sounds)</td>
</tr>
<tr>
<td>Benchmark 83 (all)</td>
</tr>
<tr>
<td>Strategic 65–82</td>
</tr>
<tr>
<td>Intensive 0–64</td>
</tr>
<tr>
<td>(15 Item)</td>
</tr>
<tr>
<td>14+</td>
</tr>
<tr>
<td>10–13</td>
</tr>
<tr>
<td>0–9</td>
</tr>
<tr>
<td>(24 Item)</td>
</tr>
<tr>
<td>21+</td>
</tr>
<tr>
<td>15–20</td>
</tr>
<tr>
<td>0–14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE Phonics Survey—Spanish, Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Letter Names/ Sounds)</td>
</tr>
<tr>
<td>Benchmark 73 (all)</td>
</tr>
<tr>
<td>Strategic 58–72</td>
</tr>
<tr>
<td>Intensive 0–57</td>
</tr>
<tr>
<td>(5 Item)</td>
</tr>
<tr>
<td>4+</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>0–2</td>
</tr>
<tr>
<td>(10 Item)</td>
</tr>
<tr>
<td>9+</td>
</tr>
<tr>
<td>6–8</td>
</tr>
<tr>
<td>0–5</td>
</tr>
<tr>
<td>(24 Item)</td>
</tr>
<tr>
<td>21+</td>
</tr>
<tr>
<td>15–20</td>
</tr>
<tr>
<td>0–14</td>
</tr>
</tbody>
</table>

WHAT'S NEXT? Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonics concepts indicated. An analysis of individual errors can give more specific information about phonic elements that need instruction. Additionally, the CORE Phoneme Segmentation Test or other tests of phoneme awareness can be administered to isolate phoneme awareness as an underlying factor. Older struggling readers who score at Intensive levels will need basic phonics instruction, possibly including instruction in phonemic awareness and sound/spelling correspondences. Students at all levels need repeated opportunities to develop automaticity through practice in reading words in isolation and in appropriately decodable text. Model lessons for explicit instruction in introducing and practicing sound/spellings, blending, and reading and writing words can be found in the Teaching Reading Sourcebook.
CORE Phonics Survey—Record Form

Name ___________________________ Grade _______ Date ____________

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

A. Letter names—uppercase _______ 26
B. Letter names—lowercase _______ 26
C. Consonant sounds _______ 21
D. Long vowel sounds _______ 5
E. Short vowel sounds _______ 5

Reading and Decoding Skills

E. Short vowels in CVC words _______ 15
F. Consonant blends with short vowels _______ 15
G. Short vowels, digraphs, and -tch trigraph _______ 15
H. R-controlled vowels _______ 15
I. Long vowel spellings _______ 15
J. Variant vowels _______ 15
K. Low frequency vowel and consonant spellings _______ 15
L. Multisyllabic words _______ 24

Skills to review: _______________________________________________________

Skills to teach: ________________________________________________________
Alphabet Skills and Letter Sounds

PART A  Letter names—uppercase
Say to the student: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

D A N S X Z J L H
T Y E C O M R P W
K U G B F Q V I

PART B  Letter names—lowercase
Say to the student: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

d a n s x z j l h
t y e c o m r p w
k u g b f q v i

PART C  Consonant sounds
Say to the student: Look at these letters. Can you tell me the sound each letter makes? Be sure to ask if he or she knows of another sound for the letters g and c. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: Look at all of the letters and tell me which sounds you do know.

d l n s x z j
ty p c h m r
kw g b f q v

CORE Phonics Survey—Record Form, Page 2

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PART D  Vowel sounds

Ask the student: Can you tell me the sounds of each letter? If the student names the letter, count it as the long vowel sound. Then ask: Can you tell me another sound for the letter? The student should name the short vowel sound.

<table>
<thead>
<tr>
<th>e</th>
<th>i</th>
<th>a</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>l = long sound</td>
<td>s = short sound</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record "l" on the first line for the long sound (letter name) and "s" for the short sound on the second line. If the student makes an error, record the error over the letter.

____/5 Long vowel sounds (count the number of l's above)

____/5 Short vowel sounds (count the number of s's above)

Reading and Decoding

For Parts E through K students must read both real and pseudowords (made-up words). For the real word lines, tell the student: I want you to read each line of words aloud. If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: Now I want you to read some made-up words. Do not try to make them sound like real words. When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E  Short vowels in CVC words

<table>
<thead>
<tr>
<th></th>
<th>sip</th>
<th>mat</th>
<th>let</th>
<th>bun</th>
<th>hog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rut</td>
<td>fit</td>
<td>bat</td>
<td>hot</td>
<td>set</td>
</tr>
<tr>
<td></td>
<td>nop</td>
<td>sut</td>
<td>dit</td>
<td>pem</td>
<td>fap</td>
</tr>
</tbody>
</table>

____/15

PART F  Consonant blends with short vowels

<table>
<thead>
<tr>
<th></th>
<th>stop</th>
<th>trap</th>
<th>quit</th>
<th>spell</th>
<th>plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>silk</td>
<td>fast</td>
<td>sank</td>
<td>lump</td>
<td>held</td>
</tr>
<tr>
<td></td>
<td>nask</td>
<td>dilt</td>
<td>qued</td>
<td>cang</td>
<td>dran</td>
</tr>
</tbody>
</table>

____/15
PART G  Short vowels, digraphs, and -tch trigraph

___/5  when  chop  thin  shut  wick  (real)
___/5  dodge  rash  ring  then  match  (real)
___/5  child  shorn  dath  phid  futch  (pseudo)

PART H  R-controlled vowels

___/5  harm  dirt  form  fern  surf  (real)
___/5  worn  pert  bark  turn  bird  (real)
___/5  nerm  sirt  gorf  murd  carn  (pseudo)

PART I  Long vowel spellings

___/5  tape  key  toe  paid  feet  (real)
___/5  leap  boat  tie  ray  blow  (real)
___/5  loe  hine  beap  fam  soat  (pseudo)

PART J  Variant vowels

___/5  few  down  moon  hawk  coin  (real)
___/5  cue  loud  cook  haunt  toy  (real)
___/5  voot  rew  fout  zoy  bawk  (pseudo)

PART K  Low frequency vowel and consonant spellings

___/5  kneel  cent  type  ghost  wrist  (real)
___/5  giant  sweat  gnat  bomb  sigh  (real)
___/5  bice  knod  dimb  tigh  wrep  (pseudo)
**PART L Multisyllabic words**

To administer, say to the student: *I want you to read aloud down the first column of words. Each of the real words in this column has two syllables.* Point to the first column. If the student can read at least five out of eight of the words in this column, point to the second column and say: *Now I want you to read aloud the next column of words.* If the student can read at least five of the words in the second column, point to the third column and say: *Now I want you to read some made-up words. Do not try to make them sound like real words.*

<table>
<thead>
<tr>
<th>3/3</th>
<th>Closed-closed</th>
<th>unless</th>
<th>consent</th>
<th>timbut</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/3</td>
<td>Closed-silent e</td>
<td>competes</td>
<td>admire</td>
<td>rompete</td>
</tr>
<tr>
<td>3/3</td>
<td>Open/closed-other</td>
<td>depend</td>
<td>radishes</td>
<td>podated*</td>
</tr>
<tr>
<td>3/3</td>
<td>Open or closed</td>
<td>zero</td>
<td>menu</td>
<td>gromu*</td>
</tr>
<tr>
<td>3/3</td>
<td>Silent e</td>
<td>locate</td>
<td>inhaled</td>
<td>pentate</td>
</tr>
<tr>
<td>3/3</td>
<td>Consonant -le</td>
<td>stable</td>
<td>dimple</td>
<td>morkle</td>
</tr>
<tr>
<td>3/3</td>
<td>r-Controlled</td>
<td>further</td>
<td>bordered</td>
<td>darber</td>
</tr>
<tr>
<td>3/3</td>
<td>Vowel team</td>
<td>railways</td>
<td>roaring</td>
<td>fauentoon</td>
</tr>
</tbody>
</table>

* The first syllable of these words can be either open or a closed (long or short vowel sound, respectively); the second syllable of podated can be either a closed (short vowel sound) or a silent -e (long vowel sound) syllable, due to the rules for adding -ed.)
CORE Phonics Survey—Student Material
Alphabet and Letter Sounds

PART A

D A N S X Z J L H
T Y E C O M R P W
K U G B F Q V I

PART B

d a n s x z j l h
T y e c o m r p w
K u g b f q v i

PART C

d l n s x z j
T y p c h m r
K w g b f q v

PART D

e i a o u
### PART H

<table>
<thead>
<tr>
<th>harm</th>
<th>dirt</th>
<th>form</th>
<th>fern</th>
<th>surf</th>
</tr>
</thead>
<tbody>
<tr>
<td>worn</td>
<td>pert</td>
<td>bark</td>
<td>turn</td>
<td>bird</td>
</tr>
<tr>
<td>nerm</td>
<td>sirt</td>
<td>gorf</td>
<td>murd</td>
<td>carn</td>
</tr>
</tbody>
</table>

### PART I

<table>
<thead>
<tr>
<th>tape</th>
<th>key</th>
<th>toe</th>
<th>paid</th>
<th>feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>leap</td>
<td>boat</td>
<td>tie</td>
<td>ray</td>
<td>blow</td>
</tr>
<tr>
<td>loe</td>
<td>hine</td>
<td>beap</td>
<td>fam</td>
<td>soat</td>
</tr>
</tbody>
</table>

### PART J

<table>
<thead>
<tr>
<th>few</th>
<th>down</th>
<th>moon</th>
<th>hawk</th>
<th>coin</th>
</tr>
</thead>
<tbody>
<tr>
<td>cue</td>
<td>loud</td>
<td>cook</td>
<td>haunt</td>
<td>toy</td>
</tr>
<tr>
<td>voot</td>
<td>rew</td>
<td>fout</td>
<td>zoy</td>
<td>bawk</td>
</tr>
</tbody>
</table>

### PART K

<table>
<thead>
<tr>
<th>kneel</th>
<th>cent</th>
<th>type</th>
<th>ghost</th>
<th>wrist</th>
</tr>
</thead>
<tbody>
<tr>
<td>giant</td>
<td>sweat</td>
<td>gnat</td>
<td>bomb</td>
<td>sigh</td>
</tr>
<tr>
<td>bice</td>
<td>knod</td>
<td>dimb</td>
<td>tigh</td>
<td>wrep</td>
</tr>
<tr>
<td>unless</td>
<td>consent</td>
<td>timbut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>competes</td>
<td>admire</td>
<td>rompete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>depend</td>
<td>radishes</td>
<td>podated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>zero</td>
<td>menu</td>
<td>gromu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>locate</td>
<td>inhaled</td>
<td>pentate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stable</td>
<td>dimple</td>
<td>morkle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>further</td>
<td>bordered</td>
<td>darber</td>
<td></td>
<td></td>
</tr>
<tr>
<td>railways</td>
<td>roaring</td>
<td>faunton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Arkansas Rapid Naming Screener

Where is it? pages 35-40 of this manual

To give this test, you will need

- A color copy of the practice pages, Form A, and Form B of the Arkansas Rapid Naming Screener, or pages 37-39 of this packet
- Copy of the score sheet, page 38 of this packet
- A timer
- The instructions on page 36 of this packet.

Key Points:

To identify the students struggling with rapid naming, K-2 student data for a grade level within a school should be compiled and ranked in order to determine the students performing in the at-risk level. A suggested cut point is students scoring in the bottom 20%.

To identify the students struggling with rapid naming in grades 3 and above, note observed behaviors.
Arkansas Rapid Naming Screener

The Arkansas Rapid Automatized Naming Screener (AR-RAN) is an informal measure created as a resource for Arkansas Public School teachers. It is a recommended assessment to supplement the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for the Universal Screening of all kindergarten through grade two (K-2) students. It is based on guidelines for informal screening of rapid naming skills provided by Nancy Mather and Barbara J. Wendling in *Essentials of Dyslexia Assessment and Intervention*.

The AR-RAN Practice Page, Form A, and Form B should be printed on a quality color printer. Before administering the screener, the examiner should check the quality of the colors. If red looks like orange, or blue appears purple, the scores may be skewed because 1) the words orange and purple have more than one syllable and it takes more time to say them; and 2) students will spend extra time contemplating which color to say.

The informal screening is timed. To identify the students struggling with rapid naming, student data for a grade level within the school should be compiled and ranked in order to determine the students performing in the a-risk level. A suggested cut-point would include students scoring in the bottom twenty percent.
Rapid Automatized Naming (RAN)
Form A
Name ___________________________________ Date Tested _____ _____ ___
Grade ________________ Date of Birth _____ _____ ___
Teacher ___________________________ Age _____ _____

**Practice items:** Show the practice page and say, “Tell me the names of these colors.”
black  red  yellow  blue  green

**Form A:** If the student correctly names all the colors on the practice page, turn to Form A and say, “Now, name all the colors on this card. Start here and name all the colors on each row as quickly as you can without making any mistakes. You may begin.”
red  green  blue  yellow  black  blue  yellow  red  black  green
black  red  yellow  blue  green  red  black  blue  green  yellow
green  black  blue  red  yellow  green  blue  yellow  red  black
blue  red  yellow  black  green  red  black  green  blue  yellow

Time: __________ Errors: __________

**Form B:** If the student makes no more than four errors, turn to Form B and say, “Now you will do it one more time. Remember, say the colors as fast as you can. You may begin.”
green  black  red  yellow  blue  black  yellow  blue  green  red
yellow  blue  green  black  red  green  blue  yellow  red  black
green  red  yellow  blue  black  yellow  red  blue  black  green
blue  yellow  green  black  red  blue  black  green  red  yellow

Time: __________ Errors: __________

**Score:** ________ (Combined time for Form A and Form B)  **Total Errors:** ______
Qualitative Spelling Checklist

Where is it? Pages 40-43 of this manual

To give this test, you will need

- The Qualitative Spelling Inventory word list
- A blank piece of paper for the student.
- The Qualitative Spelling Inventory Checklist to score the results

Key Points:

This assessment gives us information as to which spelling stage the student is in. **If the student is not at the stage of development he or she should be in at that grade level, he or she would be considered some risk or at risk.** For more information, see the chart on the following page.

To score this assessment, use the checklist. When a feature is spelled correctly check “yes.” If the feature is spelled incorrectly or is omitted check “no.” The last feature that you check as “Often” corresponds to the student’s phase of development.
Qualitative Spelling Inventory (QSI)

You may use this inventory and the Qualitative Spelling Inventory Checklist (pages 26–27) to gather information about where students fall within a specific developmental level. In this QSI, the words are presented in increasing difficulty. As the spelling assessment proceeds, you will see what features students are learning by the quality of their spelling and the number of words and features they spell correctly. With the words in ascending difficulty, consider stopping the assessment when students make enough errors to determine a phase of spelling. To avoid frustration level testing, small groups can continue this or another list the next day.

The inventory and the checklist will help you identify what students have learned, what they are still “using but confusing” and thus need to learn, and what is beyond their present level. The inventory can be given at the beginning and end of the year and one or two times in between to monitor progress.

Students who score between 40% and 90% on the Qualitative Spelling Inventory can begin instruction on grade level. Consider alternate lists for students who score below 40% and above 90%.

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. net</td>
<td>1. class</td>
<td>1. paint</td>
<td>1. shown</td>
<td>1. scowl</td>
<td>1. pledge</td>
</tr>
<tr>
<td>2. pig</td>
<td>2. went</td>
<td>2. find</td>
<td>2. thorn</td>
<td>2. beneath</td>
<td>2. advantage</td>
</tr>
<tr>
<td>3. job</td>
<td>3. chop</td>
<td>3. comb</td>
<td>3. lodge</td>
<td>3. pounce</td>
<td>3. changeable</td>
</tr>
<tr>
<td>4. bell</td>
<td>4. when</td>
<td>4. knife</td>
<td>4. curve</td>
<td>4. brighten</td>
<td>4. inspire</td>
</tr>
<tr>
<td>5. trap</td>
<td>5. milk</td>
<td>5. scratch</td>
<td>5. suit</td>
<td>5. disgrace</td>
<td>5. conference</td>
</tr>
<tr>
<td>7. with</td>
<td>7. throat</td>
<td>7. throat</td>
<td>7. middle</td>
<td>7. destroy</td>
<td>7. amusement</td>
</tr>
<tr>
<td>8. drum</td>
<td>8. such</td>
<td>8. voice</td>
<td>8. clue</td>
<td>8. weak</td>
<td>8. conclusion</td>
</tr>
<tr>
<td>10. bump</td>
<td>10. boat</td>
<td>10. weigh</td>
<td>10. hurry</td>
<td>10. whistle</td>
<td>10. advertisement</td>
</tr>
<tr>
<td>15. brave</td>
<td>15. start</td>
<td>15. early</td>
<td>15. skipping</td>
<td>15. decided</td>
<td>15. responsible</td>
</tr>
<tr>
<td>17. pink</td>
<td>17. story</td>
<td>17. mouthful</td>
<td>17. civil</td>
<td>17. surround</td>
<td>17. official</td>
</tr>
<tr>
<td>18. father</td>
<td>18. clapped</td>
<td>18. starry</td>
<td>18. wrinkle</td>
<td>18. treasure</td>
<td>18. commission</td>
</tr>
<tr>
<td></td>
<td>22. pinned</td>
<td>22. laughter</td>
<td>22. capture</td>
<td>22. commotion</td>
<td>22. spacious</td>
</tr>
<tr>
<td></td>
<td>23. village</td>
<td>23. carried</td>
<td>23. parading</td>
<td>23. evidence</td>
<td>23. sensibility</td>
</tr>
<tr>
<td></td>
<td>25. question</td>
<td></td>
<td>25. imagine</td>
<td>25. community</td>
<td>25. accomplish</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26. favorite</td>
<td>26. president</td>
<td>26. opposition</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27. responsible</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28. sensibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29. symphonies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30. permission</td>
<td></td>
</tr>
</tbody>
</table>

Assessment and Planning Resources
# Qualitative Spelling Inventory Checklist

This checklist can assist you in identifying a phase of spelling development for each student and whether the student is in the early, middle, or late part of that phase.

When a feature is regularly spelled correctly, check “Yes.” If the feature is spelled incorrectly or is omitted, check “No.” The last feature that you check as “Often” corresponds to the student’s phase of development.

**Student’s Name ___________________________**

**Letter Name—Alphabetic Phase**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARLY</strong></td>
<td>Are beginning and ending consonants included?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there a vowel in each word?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MIDDLE</strong></td>
<td>Are consonant digraphs and blends correct? (shade/track)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LATE</strong></td>
<td>Are short vowels spelled correctly? (hid, chop, such)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are m and n included in front of other consonants? (bump, pink)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Within Word Pattern Phase**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EARLY</strong></td>
<td>Are long vowel spellings in single-syllable words “used but confused”? (SLIED for slide, MAIK for make)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there a vowel in each word?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MIDDLE</strong></td>
<td>Are most long vowels in single-syllable words spelled correctly but some long vowel spellings still “used but confused”? (MANE for main)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LATE</strong></td>
<td>Are r- and l-controlled vowels in single-syllable words spelled correctly? (start/milk)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Syllables and Affixes Phase

EARLY
- Are inflectional endings added correctly to base words with short vowel patterns? (hugging, pinned)  
  Yes ___  No ___  Often ___

MIDDLE
- Are inflectional endings added correctly to base words with long vowel patterns? (waving, striped)  
  Yes ___  No ___  Often ___

LATE
- Are unaccented final syllables spelled correctly? (cattle, accurate)  
  Yes ___  No ___  Often ___
- Are less frequent prefixes and suffixes spelled correctly? (confession, production, capture, collar)  
  Yes ___  No ___  Often ___

Derivational Relations Phase

EARLY
- Are multisyllabic words spelled correctly? (expansion, community)  
  Yes ___  No ___  Often ___

MIDDLE
- Are unaccented vowels in derived words spelled correctly? (prohibition, opposition)  
  Yes ___  No ___  Often ___

LATE
- Are words from derived forms spelled correctly? (competition, confident)  
  Yes ___  No ___  Often ___
- Are absorbed prefixes spelled correctly? (irrelevant, accomplish)  
  Yes ___  No ___  Often ___

Adapted from Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, & Francine Johnston (Englewood Cliffs, NJ: Prentice-Hall 2004).
Developmental Spelling Analysis

Where is it? pages 53-72 of Word Journeys by Kathy Ganske, 2008, or pages 44-81 of this guide

To give this test, you will need

- The **DSA screening inventory word list**
- The **DSA screening inventory answer sheet**, or a blank piece of paper for the student.
- **Score the screener to determine which feature list to give. Use pages 45-56 of this manual or page 31 of Word Journeys**

Then you will need:

- The DSA feature lists for **Letter naming**, **Within Word**, **Syllable Juncture**, and/or **Derivational Constancy**
- An answer sheet/s corresponding to the appropriate list/s or a blank piece of paper for the student
- The **instructions** and **answer card**

Key Points:

- **This assessment gives us information as to which spelling stage the student is in. If the student is not at the stage of development he or she should be in at that grade level, he or she would be considered some risk or at risk.** For more information, see the chart on the following page.

<table>
<thead>
<tr>
<th>Level</th>
<th>Correctly spelled words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure understandings (independent)</td>
<td>22-25</td>
</tr>
<tr>
<td>Stage of Development (instructional)</td>
<td>12-21</td>
</tr>
<tr>
<td>Early Stage of Development (frustration)</td>
<td>Below 12, but with 22-25 on the previous level</td>
</tr>
<tr>
<td>Too much is unknown (frustration)</td>
<td>Below 12</td>
</tr>
</tbody>
</table>
The following chart is based on the 2016 Arkansas English Language Arts Standards and *Word Journeys* by Kathy Ganske, 2000, p. 8-26

<table>
<thead>
<tr>
<th>Developmental Spelling Stage</th>
<th>Grade Level</th>
<th>Standard</th>
</tr>
</thead>
</table>
| **Letter Naming** | K | L.K.2.D Write a letter or letters for most consonant and short-vowel sounds (phonemes).  
● Spell consonant-vowel consonant (CVC) words correctly.  
● Spell words phonetically, drawing on knowledge of sound letter relationships. |
| **Letter Naming to early Within Word** | 1st | L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  
● Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns. |
| **Within Word** (should have secure understanding of Letter Naming) | 2nd | L.2.2.D Generalize learned spelling patterns when writing words (eg., cage, badge; boy, boil).  
● Consult reference materials, including beginning dictionaries as needed to check and correct spellings.  
● Reference spelling patterns chart to clarify types of spelling patterns. |
| **Syllable Juncture** (should have secure understanding of Letter Naming and Word Within Word) | 3rd | L.3.2.D Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  
● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| **Late Syllable Juncture to Derivational Constancy** (should have secure understanding of Letter Naming, Word Within Word) | 4th – 5th | L.4.2.D Spell grade-appropriate words correctly, consulting references as needed, including frequently confused words (e.g., to, too, two; there, their).  
L.5.2.D Spell grade-appropriate words correctly, consulting references as needed. |
| **Derivational Constancy** (should have secure understanding of Letter Naming, Word Within Word, and Syllable Juncture) | 6-12 | L.6.2.D Spell correctly. |
Assessing Word Knowledge

ture J—abstract vowels—is relatively weak, this feature would not receive attention until later.

For Nathan, Taylor, and Dana instruction should begin with a brief review of initial and final consonants (feature A) or initial blends and digraphs (feature B). Both features are strengths for all three children. Word families that incorporate blends and digraphs may be a good follow-up to turn the focus to short vowels. In time, the word family categories may be collapsed into contrasting short vowel categories. For example:

<table>
<thead>
<tr>
<th>Word family sort 1</th>
<th>Word family sort 2</th>
<th>Short vowel sort 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>an, ap, at</td>
<td>in, ip, it</td>
<td>short a, short i</td>
</tr>
<tr>
<td>can, clap, bat</td>
<td>skin, lip, bit</td>
<td>bat, bit</td>
</tr>
<tr>
<td>fan, map, cat</td>
<td>pin, skip, hit</td>
<td>can, spin</td>
</tr>
<tr>
<td>man, slap, hat</td>
<td>spin, rip, sit</td>
<td>flat, hit</td>
</tr>
<tr>
<td>plan, tap, flat</td>
<td>win, snap, spit</td>
<td>clap, lip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fan, pin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hat, skip</td>
</tr>
</tbody>
</table>

Before moving on to a more in-depth look at instructional considerations in Part II, here is a summary of the assessment steps discussed in this chapter. Word lists and answer cards for Forms A and B of the Feature Inventory follow the summary.

THE ASSESSMENT

Steps in Brief

Step 1: Dictating the Screening Inventory

1. Dictate the list in sets of five.
2. Continue the dictation as long as students get two or more words correct within a given set of five.
3. Stop the dictation when students score only 1 or 0 correct in a set of five.
4. Determine the number of correctly spelled words, and record this number at the top of the students' papers.
5. Refer to the Screening Inventory prediction chart.
6. Circle the predicted stage(s) for each student.

Step 2: Dictating the Feature Inventory, Comprehensive Option, for Forms A and B

1. Drop back one stage from that predicted by the Screening Inventory. (For students with two predicted stages, go back one stage from the earliest stage predicted.)
2. Dictate the feature list for that stage, and score the items with a 2, 1, or 0.
3. Record the number of correctly spelled words (those with a 2) at the top of the student’s paper. This is the stage score; it will not exceed 25.
4. If a student’s stage score is 12 or more, continue dictating words from the next feature list. Proceed until a stage score of 11 or below is achieved. Then stop the dictation.
5. If the stage score for the first dictated feature list does not establish a confidence level (22 or greater), drop back to the previous list. Figure 2-13 shows likely scenarios for dictating the lists.

**Step 3: Completing the Feature Analysis**

1. Analyze feature performance on a child’s stage of development list. This list has
   a. A stage score of 12–21 or
   b. A stage score of 0–11 if only the letter name list was dictated or if mastery (22–25) was demonstrated on the previous list.
2. Tally the number of words with a correct feature (include items with scores of 1 or 2 in the count). Carry out the process for each of the five features. Note the tally results at the bottom of the student’s paper. Individual feature scores will range from 0 to 5.

**Step 4: Recording Results on the Class Record**

1. Enter the stage scores from the top of each student’s papers on the class record. (No stage score will exceed 25.)
2. To obtain stage scores for lists that were not dictated, do the following:
   a. For any stage score of 20 or greater, assume and enter 25 for all previous lists.
   b. For any stage score of 11 or less, assume and enter 0 for all more advanced lists.
3. Add up all four of an individual’s stage scores to get the total inventory score.
4. Record the feature analysis results in the appropriate spaces.

**FIGURE 2-13.** Likely scenarios for feature list dictation.
DSA Screener Inventory
instructions and
documents
In order to tailor instruction appropriately for children, it is important for teachers to learn about their students' orthographic understandings. As previously discussed, ongoing monitoring of students' writing is one part of the information-gathering process (see Laminack & Wood, 1996, for a discussion of evaluating spelling in context); periodic assessment with a dictated word inventory, such as the Developmental Spelling Analysis (DSA), is another.

I devised the DSA with teachers in mind. Teachers typically have classes of 20 to 30 students and many curricular demands to meet. The often difficult and time-consuming process of analyzing and interpreting children's spellings for instructional purposes needs to be quick and easy. The DSA enables teachers to readily and confidently identify children's stages of spelling development, highlight specific strengths and weaknesses in featural knowledge so instruction can be timely and appropriate, and monitor progress over time. The DSA includes a Screening Inventory and two different, but parallel, Feature Inventories. The Screening Inventory identifies the developmental spelling stage of students. The Feature Inventories provide more specific information and are used to determine the particular instructional needs of students. Both components may be used with individuals, small groups, or an entire class. This chapter describes how the inventories are used. A summary of the key steps appears at the end of the chapter for future reference.

THE SCREENING INVENTORY

The main purpose of the Screening Inventory (Figure 2-1) is to determine a child's stage of development so that the appropriate portion of the Feature Inventory can be dictated. The screening device consists of 20 words that become progressively more difficult. The words are grouped into sets of five, with each set focusing on a different stage of word knowledge, beginning with letter name. Although the Screening Inventory has been found to accurately identify a child's stage of development over 90% of the time (Ganske, 1999), it is not intended for repeated use with the same students. Once a child's stage of spelling development is initially established and the Feature Inventory is used, the Screening Inventory is no longer necessary.

Dictation

Consider the following guidelines before starting:

1. Be familiar with the inventory.
2. Minimize distractions, and encourage a relaxed atmosphere. I let students know that I will not be grading their papers but will instead use the information to understand how to help them learn more about words.
3. Instruct students to print their responses on the reproducible answer sheet found in Appendix 2 so that scoring will be easier. Sharpened pencils also help.

4. Speak clearly and distinctly when reading the items, but avoid over-emphasizing parts of the target word.

5. Dictate the number of the item, say the word, read the sentence, and then repeat the word before moving on to the next item. (Primary grade teachers may omit the sentence if the children find it distracting.)

6. Allow sufficient time for students to respond, but move along quickly.

7. Encourage reluctant spellers to write what they can.

Begin by dictating the first set of five words. Continue dictating succeeding sets as long as students are able to spell at least two of the words within the set. As soon as someone spells only one or none of the words correctly, that child may stop. In a small-group or individual setting, it is easy to monitor who should stop when. However, when a whole class is being assessed, use one of the following alternative approaches. Dictate the entire list to all students, watching for anyone who may be frustrated by words beyond the stopping point, so that you can quietly tell them they may stop if they wish. In classrooms where children's efforts at representing "big words" are routinely encouraged and respected, even the very young are usually willing to try. The dictation may also be spread out over more than one day, enabling you to review the results and determine which students need to stop. Regardless of which alternative you choose, be sure to observe the above criterion for stopping when scoring the papers.

**Scoring**

Score the Screening Inventory by awarding one point for each correctly spelled word. If a child completes any sets of words before the stopping point, these words receive scores regardless of their spelling accuracy. Record the number of correctly spelled items at the top of each child's paper. To identify the likely stage of development, locate the child's score on the chart in Figure 2-2.

As the chart reveals, a few scores suggest two possible stages instead of one. Students in transition from one stage to another tend to achieve scores at the upper end of one set or at the lower end of the following set, namely, scores of 3 or 6, 10 or 11, 15 or 16. These individuals often vary in their actual stage of development. For example, some students with scores of 10 or 11 are within word pattern spellers, while others are at the syllable juncture stage of development. Because of this variation, both stages are listed as possibilities. Performance on the Feature Inventory is used to determine which stage is more appropriate.

Students with scores of 1 or 0 on the Screening Inventory also tend to vary in their stage of development. Those with scores of 1 may or may not be at the letter name stage. Sometimes children achieve this score due to familiarity with a specific word on the list, and yet on the whole, they may not exhibit spelling knowledge characteristic of this stage. By contrast, a child who is unable to spell any of the first five words correctly may nonetheless exhibit considerable knowledge of individual spelling features. A close look at the
spellings of these children can determine the value of progressing with the Feature Inventory. In general, if the spellings indicate attention to initial and final sounds, and especially if a vowel has been included, dictation of the letter name portion of the Feature Inventory is recommended.

When this process is complete, information can be gathered from the Feature Inventory. The Screening Inventory snapshots of Chris and Tracy in Figure 2-3 illustrate how this process works.
Assessing Word Knowledge

Figure 2-3. Screening Inventory snapshots: Chris and Tracy.

Chris spelled the first set of words correctly. But since he was able to spell only one of the second set, he did not attempt any more words. His score is 6. According to the chart in Figure 2-2, Chris is either a letter name or a within word pattern speller. Because both stages are possibilities, the L and the W are circled at the top of Chris’s answer sheet.

Tracy completed all 20 words. She spelled 9 of the first 10 words accurately, plus palace, shuffle, and treason in the third set, before missing the entire last set. Tracy’s score of 12 corresponds to the syllable juncture stage on the prediction chart, so S has been circled at the top of her paper.
Assessing Word Knowledge

Directions: I am going to say some words that I want you to spell for me. Some of the words will be easy to spell, and some will be more difficult. When you don’t know how to spell a word, just do the best you can. Each time, I will say the word, then use it in a sentence, and then I will say the word again.

1. hen
2. wish
3. trap
4. jump
5. brave

6. smile
7. grain
8. crawl
9. clerk
10. clutch

11. palace
12. observe
13. shuffle
14. exciting
15. treason

16. column
17. variety
18. extension
19. competition
20. illiterate

The hen sat on her eggs.
The boy made a wish and blew out the candles.
A spider web is a trap for flies.
A kangaroo can jump high.
A brave dog scared the robbers.

A smile shows that you’re happy.
One kind of grain is called wheat.
The baby can crawl but not walk.
The clerk sold some shoes to me.
The clutch in the car needed fixing.

The king and queen live in a palace.
I like to observe birds at the feeder.
Please shuffle the cards before you deal.
The adventure story I’m reading is very exciting.
The man was found guilty of treason.

His picture was in the first column of the newspaper.
A grocery store has a wide variety of foods.
The workers need an extension ladder to reach the roof.
There was much competition between the two businesses.
An illiterate person is one who cannot read.

Stop when a child has spelled 0 or 1 word correctly out of any set of 5.

FIGURE 2-1. The DSA Screening Inventory.
<table>
<thead>
<tr>
<th>L</th>
<th>W</th>
<th>S</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
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<td>15.</td>
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<td>16.</td>
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<tr>
<td>17.</td>
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<tr>
<td>18.</td>
<td></td>
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<td></td>
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<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Assessing Word Knowledge

#### Inventory score | Predicted stage(s)
---|---
20 | DC
19 | DC
18 | DC
17 | DC
16 | SJ/DC
15 | SJ/DC
14 | SJ
13 | SJ
12 | SJ
11 | WW/SJ
10 | WW/SJ
9 | WW
8 | WW
7 | WW
6 | LN/WW
5 | LN/WW
4 | LN
3 | LN
2 | LN
1 | LN*
0 | LN*

*Children who achieve scores of 1 or 0 may or may not be letter name stage spellers.

**FIGURE 2-2.** The Screening Inventory prediction chart: Identifying students’ stage(s) of development from the Screening Inventory.
DSA Feature
Inventories
instructions and
documents
of development information from the brief option at other times to keep them abreast of instructional needs. By supplementing the assessment results with regular observations of children’s writing, teachers will be well prepared to make sound instructional decisions.

Whether to use Feature Inventory A or B at a given time is also a matter of choice. However, if an entire school or school division is using the DSA, it is best to come to agreement about when to use which form. This adds consistency to the process. Many schools base the decision on how the assessment is being used—one form for the brief option and the other for the comprehensive. Others specify that a certain form be used for a given reporting period—for example, Form A for the first and fourth quarters, and Form B all other times. At any rate, *dictating one inventory form more than twice to a child during a year is strongly discouraged.* It should not be necessary and could reduce the measure’s reliability.

A detailed description of the comprehensive assessment option is presented below. Because the same general directions apply to the brief approach, it is not explained separately. The main procedural difference is that dictation for the brief option is done at the child’s indicated stage(s) of development only, unless resulting performance on this list is stronger or weaker than expected. Such instances are few, but when the predicted stage proves not to be the actual stage of development, the previous or following list will also have to be dictated. An additional difference associated with the brief option is fewer scores to record, including no total inventory score.

**Dictation and Scoring**

**Starting the Dictation**

Make a list of which students will start at which stage. When determining these starting points, be sure to drop back one stage from that indicated by the Screening Inventory. For students with two suggested stages, go back one from the earliest stage predicted. For example, students who have within word pattern as their likely stage will begin with the letter name list. Those with predicted stages of within word pattern and syllable juncture will begin with the letter name list also. Because you cannot drop back a stage for predicted letter name spellers, they too will begin with the letter name list. Although dropping back is beneficial to most students, it is especially advantageous for children who have just moved into a new stage, because starting at their stage of development is likely to mean responses with many errors.

Once the list is compiled, begin dictation with the earliest stage needed. In most cases, this will be the letter name list. Oral directions are included at the beginning of each Feature Inventory form. The same general guidelines that were described for dictating the Screening Inventory should be kept in mind.

**Scoring**

Score all answer sheets for the first dictated list before dictating the next. The Feature Inventories are scored qualitatively so that children’s knowledge of specific orthographic
features can be determined as well as their ability to correctly spell entire words. The following point system is used:

2 = entire word is correctly spelled  
1 = targeted feature is correct; entire word is not  
0 = targeted feature is incorrect  

Answer cards facilitate the scoring process. The cards have the targeted feature underlined and can be aligned with a student’s answer sheet (see Figure 2-4). By placing the student’s paper next to the corresponding answer card, it is easy to determine the amount of credit to award each word. The appropriate 2, 1, or 0 value is recorded beside each item. Letter reversals, such as b for d, are not considered errors.

<table>
<thead>
<tr>
<th>Answer Sheet: Form A</th>
<th>DSA Form A: Letter Name Answer Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage <em>LN</em></td>
<td></td>
</tr>
<tr>
<td>1 1. _ jot_</td>
<td>1. _ jet_ D</td>
</tr>
<tr>
<td>0 2. <em>chip</em></td>
<td>2. _ ship_ B</td>
</tr>
<tr>
<td>0 3. <em>Bat</em></td>
<td>3. _ b e t_ C</td>
</tr>
<tr>
<td>2 4. <em>got</em></td>
<td>4. _ got_ A</td>
</tr>
<tr>
<td>2 5. <em>cap</em></td>
<td>5. _ cap_ C</td>
</tr>
<tr>
<td>1 6. <em>b r o m</em></td>
<td>6. <em>d r um</em> D</td>
</tr>
<tr>
<td>0 7. <em>Bop</em></td>
<td>7. _ bu mp_ E</td>
</tr>
<tr>
<td>1 8. <em>Mac_h</em></td>
<td>8. _ mu ch_ D</td>
</tr>
<tr>
<td>2 9. <em>w i th</em></td>
<td>9. _ w i th_ E</td>
</tr>
<tr>
<td>2 10. <em>Map</em></td>
<td>10. _ m a p_ A</td>
</tr>
<tr>
<td>2 11. <em>Hop</em></td>
<td>11. _ h g p_ C</td>
</tr>
<tr>
<td>2 12. <em>Pl an</em></td>
<td>12. _ pl on_ B</td>
</tr>
<tr>
<td>0 13. <em>Tat</em></td>
<td>13. _ th at_ B</td>
</tr>
<tr>
<td>2 14. <em>Sl id</em></td>
<td>14. _ sl id_ B</td>
</tr>
<tr>
<td>0 15. <em>mad</em></td>
<td>15. _ m y d_ C</td>
</tr>
</tbody>
</table>

FIGURE 2-4. An answer card scoring example.
Determining Stage Scores

Once the items are scored, tally the number of correctly spelled words (those with a score of 2), and note the result at the top of the paper. Keep in mind that tally means to count, not add. The tallied result is the overall score for that stage. Stage scores cannot exceed 25, since there are only 25 words.

Dropping back a stage means that the first list should be one where most students exhibit strong understandings. In most cases, the stage scores on a student's initial list will fall in the range of 22 to 25. Those who are novice spellers at the letter name stage of development obviously are not starting out at a stage earlier than their predicted stage of development, and therefore they are not likely to perform as well. If a student does not achieve a score demonstrating confidence (22 to 25) on the first list and if that list was not the letter name list, it will be necessary at some point to drop back yet one more stage for this student.

Dictating the Next Feature List

The second feature list may be dictated the same day or on a subsequent day. Students responding to the words should include (1) those with the following stage as their predicted stage (the new "drop-back" group) and (2) all students who achieved stage scores of 12 or greater on the list just completed. Students with stage scores in the range of 0 to 11 do not need to proceed further. After the dictation, score the responses as described above.

Continuing the Process

Repeat the above steps until all students have a set of stage scores that demonstrate the full range of their word knowledge. In general, this means scores that extend from a level of confidence (22–25) down to relative weakness (0–11). However, novice spellers may not be able to achieve a score of 22 or greater, and advanced spellers may never attain scores as weak as 11.

Stage scores between 12 and 21 are indicative of a child's stage of development. Such scores reflect spelling features that are within the learner's zone of proximal development. In other words, the child shows some understanding of the features presented but not a complete grasp of them. It is here that instruction should be directed. By contrast, scores above 21 reveal few errors and little need for instructional support. Those below 12 suggest much confusion on the part of the speller and too many new issues to negotiate.

Occasionally, a score in the 0 to 11 range is used as the basis for determining a student's stage of development. This occurs when a child demonstrates confidence at one stage but falls short of reaching the stage of development range on the next. These children are in transition and are most often moving from the letter name stage to within word pattern. Spellers of this type are referred to as early (such as early within word pattern spellers). Figure 2-5 presents a summary of how to interpret stage scores.
Assessing Word Knowledge

Stage score
(correctly spelled words)  Observations

22–25  Secure Understandings
The speller is competent and confident at this
stage and demonstrates firmly developed
understandings.

12–21  Stage of Development
The student is confronted with new spelling issues
that challenge existing understandings about how
the orthographic system works. As the student
revises and refines previous notions in light of new
information, features are likely to be used correctly
at times but confused at others.

Below 12 (but with strong
scores, 22–25, on the
previous stage)  Early Stage of Development (WW, SJ, DC)
Although there is much at this stage that the
speller hasn’t yet figured out about the spelling
system, the student has a solid base of
understandings from which to progress.

Below 12*  Too Much Is Unknown
Without a firm understanding at the previous
stage, scores below 12 reflect an overload of new
issues. The logic behind the child’s spelling is
likely to deteriorate; even random spelling may
occur.

*Note. Because there is no prior list at the letter name stage, spellers with feature knowledge that indicates
letter-sound association, such as B or BT for bet, may be considered early letter name spellers.

FIGURE 2-5. Interpreting stage scores on the Feature Inventory.

Analyzing Feature Performance

After the dictation and scoring are finished, each child’s feature performance needs to be
analyzed. For most students, this means determining spelling strengths and weaknesses
on one list—their stage of development list. Occasionally a student may have two stage
scores that fall within the 12 to 21 range; if so, analyze both. In most cases, these are stu­
dents who are in transition from one stage to another. Teachers also sometimes analyze
two different lists for early spellers—the stage of development list and the previous one.

To learn how well students performed on a specific feature, tally the words that have
this feature correctly represented. First, you will need to locate the five words that ad­
dress the feature. This is easily done by referring to either the feature letters listed at the
end of each line on the answer cards, or by using the words by feature chart found at the
end of each Feature Inventory (see Figure 2-6). Once you have identified the five words,
**FIGURE 2-6. Ways of identifying features.**

Count those with a score of 1 or 2. Record the results at the bottom of the answer sheet. Carry out the process for all five features. Scores will range from 0 to 5. It is usually easiest to complete the analysis for all students at one stage before moving on to another. Labels for the identifying feature letters are listed on the class record found in Appendix 2. For example, at the letter name stage, **A** represents initial and final single consonants, **B** stands for initial consonant blends and digraphs, **C** is used for short vowels, and so on. Figures 2-7 and 2-8 trace the Feature Inventory assessments of Chris, an early within word pattern speller, and Tracy, a syllable juncture speller (see Figure 2-3 for the screening results for Chris and Tracy). To practice scoring and tallying feature performance, see the student samples included in Appendix 2. Answers are included in Figure 8-2 at the end of Chapter 8.
Chris's Screening Inventory score of 6 suggested two possible stages of spelling development—letter name and within word pattern.

The tally of Chris's correct spellings on the letter name feature list reveals a stage score of 22, indicating that this stage is one of confidence for Chris. Not only did he miss just 3 of the words, but as the absence of any 0 scores shows, Chris accurately represented the feature in all 25 words. Two of Chris's misspellings, CAPE for cap and PLANE for plan, resulted from the addition of an e-marker. This type of overgeneralization of the silent e is common among children who are within word pattern spellers and strongly suggests that the within word pattern stage is Chris's actual stage of spelling development.

On the within word pattern list, Chris achieved a stage score of just 10, making this the last feature list he completed. Although Chris's score falls below the expected 12–21 stage of development range, within word pattern is nonetheless the stage at which Chris is ready for instruction. Because of his strong score on the letter name feature list and his relatively weak stage score on this list, Chris is considered an early within word pattern speller. Contrary to his

<table>
<thead>
<tr>
<th>Stage</th>
<th>L.N.</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Jet</td>
<td>Grab</td>
<td>Sept. 14</td>
</tr>
<tr>
<td>2.2</td>
<td>ship</td>
<td>Chop</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Bet</td>
<td>Cast</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Got</td>
<td>Dish</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Cape</td>
<td>went</td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Drum</td>
<td>wh</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Bump</td>
<td>Fed</td>
<td></td>
</tr>
<tr>
<td>2.8</td>
<td>much</td>
<td>trip</td>
<td></td>
</tr>
<tr>
<td>2.9</td>
<td>With</td>
<td>rob</td>
<td></td>
</tr>
<tr>
<td>2.10</td>
<td>Mop</td>
<td>fit</td>
<td></td>
</tr>
<tr>
<td>2.11</td>
<td>hop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12</td>
<td>Plane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.13</td>
<td>that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.14</td>
<td>Sl'd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.15</td>
<td>Mud</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FIGURE 2–7.** Feature Inventory snapshot of an early within word pattern speller: Chris.
performance on the letter name list, his achievement on the within word pattern list is characterized by many words with incorrect features. Clearly, Chris still has much to learn about the use of patterns in English spelling.

Feature analysis results for Chris’s stage of development are noted at the bottom of his within word pattern answer sheet. As his strong performance on feature F shows, Chris is using a final e to mark long vowels. He spelled this feature correctly in all five of the targeted words (CUTE, SMOCE, GRAPE, DRIVE, and RIPE). However, Chris also used the final e to mark the long vowels in steep/STEPE, might/MITE, and least/LESTE. These spellings and his O score for this feature (H) indicate that Chris has not yet learned other common ways to mark the long vowel. His knowledge of r-controlled vowel patterns, feature G, is considerably stronger. As his correct spellings for girl, short, fear, and hurt demonstrate, Chris is beginning to use this feature with consistency. Although experimentation with complex consonant units and abstract vowels is apparent (flock/FLOCK, stood/STOUD, and point/POEINT), Chris’s understanding of these features (I and J) is minimal.

<table>
<thead>
<tr>
<th>Stage</th>
<th>WW</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1</td>
<td>F</td>
<td>Chris L.</td>
<td>Sept. 15</td>
</tr>
<tr>
<td>0.16</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.17</td>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.18</td>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.19</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.20</td>
<td>J</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.21</td>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.22</td>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.23</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.24</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.25</td>
<td>O</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.12</td>
<td>T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.13</td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.14</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.15</td>
<td>W</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FIGURE 2-7. (cont.)
Tracy’s Screening Inventory score of 13 predicted the syllable juncture stage of spelling development. However, before dictating this list of the Feature Inventory, Tracy’s teacher dropped back to the within word pattern stage. These words were expected to be relatively easy for Tracy, and indeed they were. She spelled 22 of them correctly. Strong feature performance is also noted at this stage. The only word with a 0 score is glare, which Tracy recorded as GLAIR.

Tracy’s word knowledge at the syllable juncture stage is less secure. Her performance, typical of stage of development spelling, is characterized by the use and misuse of various spelling features. She correctly spelled 14 of the words but misrepresented the targeted feature in numerous other words. Tracy’s spellings reveal that she is beginning to sort out the spelling issues at this stage. Appropriate activities that support her experimentation will make this process easier.

Because Tracy’s stage score was in the 12 or greater range on the syllable juncture list, she also responded to words at the derivational constancy stage. However, her stage score on this list is minimal. The issues confronting her were just too many and too complicated.

The results of the feature analysis completed at Tracy’s stage of development are shown at the bottom of her syllable juncture answer sheet. In order to

FIGURE 2-8. Feature Inventory snapshot of a syllable juncture speller: Tracy.
determine the number of words with a correct feature, Tracy’s teacher notes the identifying letter after each word with a correct feature and then simply counts the number of times a particular letter is recorded.

Two areas of strength are apparent in Tracy’s use of the polysyllabic words that are the basis of syllable juncture spelling—her use of long vowels and r-controlled patterns (features M and N, respectively). Tracy accurately employed each of these features in four of the five words. COMPLETE and FERNACE are the two exceptions. The other three features indicate weaker understandings. Tracy shows a beginning awareness of the e-drop and doubling principles (feature K). She recorded making and trotted correctly but failed to apply the principles in piling, swimming, and clapped. Her understanding of other syllable juncture doubling (feature L) is also developing, as is her knowledge of unstressed syllable patterns (feature O).

Appropriate instruction in the features at the syllable juncture stage will enable Tracy to progress in her orthographic knowledge so that she will soon be able to handle the difficult challenges associated with spelling words at the next stage—derivational constancy.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Feature</th>
<th>Word</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1.</td>
<td>Fernace</td>
<td>burden</td>
<td>N</td>
</tr>
<tr>
<td>2 2.</td>
<td>Making</td>
<td>baggage</td>
<td></td>
</tr>
<tr>
<td>2 3.</td>
<td>Sober</td>
<td>Fountin</td>
<td></td>
</tr>
<tr>
<td>2 4.</td>
<td>Complaint</td>
<td>Explode</td>
<td>M</td>
</tr>
<tr>
<td>2 5.</td>
<td>Pilot</td>
<td>Mayor</td>
<td></td>
</tr>
<tr>
<td>2 6.</td>
<td>Termite</td>
<td>Salute</td>
<td></td>
</tr>
<tr>
<td>2 7.</td>
<td>Polar</td>
<td>Mino</td>
<td></td>
</tr>
<tr>
<td>0 8.</td>
<td>Piling</td>
<td>Trotted</td>
<td>K</td>
</tr>
<tr>
<td>0 9.</td>
<td>Clapped</td>
<td>Tennis</td>
<td></td>
</tr>
<tr>
<td>2 10.</td>
<td>Escape</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>1 11.</td>
<td>Desturb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 12.</td>
<td>Trampel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 13.</td>
<td>Circus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 14.</td>
<td>Survive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 15.</td>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FIGURE 2-8. (cont.)
Recording Results

The Class Record

Sometimes it is helpful to view the results of an entire class at a glance. By highlighting everyone's strengths and weaknesses, you can identify children with common needs and group them for explicit instruction. The chart shown in Figure 2-9 and included in Appendix 2 serves this purpose. It provides space for recording students' names, the number of words spelled correctly at each stage (stage score), performance on particular features, and a total inventory score. Steps for recording results from the comprehensive assessment option follow. Recording procedures for the brief option are basically the same; there are just fewer stage scores to record and no total inventory score.

1. Arranging the papers. Spend a few minutes organizing the student papers. The investment is well worth it. It will speed up the recording process and result in a clearer and easier-to-interpret class profile. Begin by compiling each student's answer sheets into a set. Putting the stage of development list on the top is helpful. Next, organize the sets according to the students' stage of development. Papers belonging to the letter name spellers will be in one stack, those of the within word pattern spellers in another, and so forth. Finally, order each of the stacks from strongest stage of development score to the weakest.

2. Entering the names. Start with any derivational constancy spellers, and enter their names down the left side of the class record. Continue in like manner with students at the other stages of development, ending with the letter name spellers.

3. Recording the stage scores. Transfer each student's stage scores to the appropriate columns of the chart. Some of the student's stage score space will be blank at this time.

4. Recording the feature results. Next, record the feature scores for each child's stage of development. Students in transition to a new stage and early spellers may have two sets of feature scores. Figure 2-10 shows part of a class record completed to this point.

5. Determining a total inventory score. Stage scores are needed for all four stages in order to ascertain the total inventory score. After scores from the assessment have been recorded, the blank stage scores may be extrapolated from the recorded information. To obtain the additional scores: (a) assume a stage score of 25 for all stages preceding one with an achieved score of 20 or greater, and (b) assume a stage score of 0 for all stages following one with an achieved score of 11 or less. Once the new scores are recorded, add up the four stage scores to arrive at the total inventory score (see Figure 2-11). Total inventory scores will range from 0 to 100. As noted earlier, this score enables you to compare a student's progress across time as well as to compare the progress of different students. However, a total inventory score is not necessary for planning appropriate instruction.

The Student Profile

The student profile, included in Appendix 2, may be used as a long-term record of individual student performance. It can easily be placed in a student's portfolio. As revealed by the completed form in Figure 2-12, the profile highlights word knowledge at three
FIGURE 2-10. Part of a class record showing recorded scores for stages that were assessed and analyzed.
| 1. jet | The jet made a safe landing. |
| 2. ship | The ship sailed across the water. |
| 3. bet | I bet you will finish the book today. |
| 4. got | The boy got a new dog. |
| 5. cap | The new baseball cap was red. |
| 6. drum | We could hear the drum beat. |
| 7. bump | The bump on his head hurt. |
| 8. much | The boy didn’t have much homework. |
| 9. with | My brother will come with us. |
| 10. map | The woman looked at a map of the city. |
| 11. hop | A rabbit can hop. |
| 12. plan | The class will plan a party. |
| 13. that | What is making that noise? |
| 14. slid | The player slid into second base. |
| 15. mud | There was mud on the floor. |
| 16. grab | She had to grab her hat in the wind. |
| 17. chop | Please chop the carrots into pieces. |
| 18. fast | The girl is a fast runner. |
| 19. dish | The dish fell and broke. |
| 20. went | The car went past our house. |
| 21. win | Let’s try to win the game. |
| 22. fed | The farmer fed the cow hay. |
| 23. trip | The family took a trip to the beach. |
| 24. rub | I will rub the penny to make it shine. |
| 25. fit | The dress did not fit the girl. |
**DSA Form A: Letter Name Answer Card**

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1. | j et |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | D |
| 2. | sh ip |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | B |
| 3. | b e t |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | C |
| 4. | g ot |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | A |
| 5. | c a p |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | C |
| 6. | dr um |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | D |
| 7. | bu mp |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | E |
| 8. | mu ch |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | D |
| 9. | wi th |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | E |
|10. | ma p |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | A |
|11. | h o p |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | C |
|12. | pl an |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | B |
|13. | th at |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | B |
|14. | sl id |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | B |
|15. | m y d |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | C |
|16. | gr ab |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | B |
|17. | ch op |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | D |
|18. | fa st |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | E |
|19. | di sh |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | E |
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|23. | tr ip |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | D |
|24. | r ub |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | A |
|25. | f i t |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | C |
Letter Name Answer Sheet - Form A

1. ____________ D
2. ____________ B
3. ____________ C
4. ____________ A
5. ____________ C
6. ____________ D
7. ____________ E
8. ____________ D
9. ____________ E
10. ____________ A
11. ____________ C
12. ____________ B
13. ____________ B
14. ____________ B
15. ____________ C
16. ____________ B
17. ____________ D
18. ____________ E
19. ____________ E
20. ____________ E
21. ____________ A
22. ____________ A
23. ____________ D
24. ____________ A
25. ____________ C

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A  initial/ final consonants
B  initial consonant blends/digraphs
C  short vowels
D  affricates
E  final consonant blends/diagraphs

Correctly Spelled Words ______
Stage Score ______

22-25  move to next level
12-21  instructional zone
0-11  frustration
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<td>patch</td>
<td>The pirate had a <strong>patch</strong> over his eye.</td>
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<td>2.</td>
<td>couch</td>
<td>His grandmother sat on the <strong>couch</strong> reading.</td>
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<td>3.</td>
<td>steep</td>
<td>The hill was very <strong>steep</strong>.</td>
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<td>4.</td>
<td>cute</td>
<td>Everyone thought the baby was <strong>cute</strong>.</td>
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<td>5.</td>
<td>bridge</td>
<td>The <strong>bridge</strong> had to be fixed.</td>
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<td>6.</td>
<td>glare</td>
<td>The <strong>glare</strong> of the sun made it hard to see.</td>
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<td>scrap</td>
<td>A <strong>scrap</strong> of paper was found on the floor.</td>
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<td>8.</td>
<td>might</td>
<td>It <strong>might</strong> rain tomorrow.</td>
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<td>girl</td>
<td>The <strong>girl</strong> opened the envelope.</td>
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<td>10.</td>
<td>frown</td>
<td>You could tell by her <strong>frown</strong> that the woman was upset.</td>
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<td>11.</td>
<td>smoke</td>
<td><strong>Smoke</strong> came out of the chimney.</td>
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<td>12.</td>
<td>flock</td>
<td>A <strong>flock</strong> of geese flew overhead.</td>
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<td>13.</td>
<td>stood</td>
<td>The boy <strong>stood</strong> on his tiptoes to reach the box.</td>
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<td>14.</td>
<td>least</td>
<td>The opposite of <strong>most</strong> is <strong>least</strong>.</td>
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<td>15.</td>
<td>short</td>
<td>The girl has <strong>short</strong> hair.</td>
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<td>quite</td>
<td>It is <strong>quite</strong> sunny outside today.</td>
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<td>17.</td>
<td>grape</td>
<td>The <strong>grape</strong> juice tasted good.</td>
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<td>18.</td>
<td>yawn</td>
<td>When you're tired, you sometimes <strong>yawn</strong>.</td>
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<td>19.</td>
<td>drive</td>
<td>They will <strong>drive</strong> to the grocery store.</td>
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<td>20.</td>
<td>coast</td>
<td>It's fun to <strong>coast</strong> downhill on a bicycle.</td>
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<td>hurt</td>
<td>The old man fell and <strong>hurt</strong> his back.</td>
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<td>22.</td>
<td>point</td>
<td>The teacher asked the child to <strong>point</strong> to the letter <strong>b</strong>.</td>
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<td>ripe</td>
<td>A banana is <strong>ripe</strong> when it is yellow.</td>
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<td>24.</td>
<td>fear</td>
<td>He has a <strong>fear</strong> of the dark.</td>
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<td>25.</td>
<td>paint</td>
<td>The men were going to <strong>paint</strong> the house.</td>
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### DSA Form A: Within Word Pattern Answer Card

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**Within Word Answer Sheet - Form A**

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**FEATURE KNOWLEDGE**

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- F Long Vowels: V-Consonant-E
- G R-Controlled Vowel Patterns
- H Other Common Long Vowels
- I Complex Consonants Units (scr, qu, ck)
- J Ambiguous Vowels (Digraphs/ Diphthongs)

**Correctly Spelled Words** ______

**Stage Score** ______

- 22-25 move to next level
- 12-21 instructional zone
- 0-11 frustration
The furnace was broken, so it was cold in the house.
The children were making paper airplanes.
The family became very sober when they heard the news.
A complaint was made about the restaurant's food.
The pilot made a safe landing on the runway.
A termite is a harmful insect.
The polar bear lives in cold regions.
They were piling the books into stacks.
Everyone clapped at the end of the play.
The criminal tried to escape from the police.
The sign said: Do Not Disturb.
Horses will trample the flowers if they walk on them.
We saw a clown at the circus.
We need water in order to survive.
Many people enjoy swimming in a pool.
The man carried his burden up the steps.
The men loaded the baggage onto the plane.
You can drink water at a fountain.
We could see the firecrackers explode into beautiful colors.
The townspeople elected a new mayor.
The soldiers will salute the flag when it passes.
We saw a minnow in the pool of water.
The pony trotted up the hill.
The tennis ball bounced out of the court.
The athletes will compete on Saturday.
1. fur nace N
2. making** K
3. s ob er* L
4. compl ai nt M
5. p il ot* L
6. t er mite N
7. pol ar O
8. pi ling** K
9. cla pped** K
10. esc a p e M
11. dist ur b N
12. tramp le O
13. c ir cus N
14. surv i v e M
15. swi mm ing** K
16. bur den N
17. ba gg age* L
18. fount ai n O
19. expl o d e M
20. may or O
21. s a lute O
22. mi nn ow* L
23. tro tted** K
24. te nn is* L
25. comp e t e M

*A vowel must follow the underlined letters. One must also precede the underlined letters in words 17, 22, 24.

**A single vowel must precede the underlined letters.
Syllable Juncture Answer Sheet - Form A

Name ___________________________  

Date ___________________________  

1. _________________ N  
2. _________________ K  
3. _________________ L  
4. _________________ M  
5. _________________ L  
6. _________________ N  
7. _________________ O  
8. _________________ K  
9. _________________ K  
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18. _________________ O  
19. _________________ M  
20. _________________ O  
21. _________________ O  
22. _________________ L  
23. _________________ K  
24. _________________ L  
25. _________________ M  

FEATURE KNOWLEDGE

K Doubling & e-Drop with ed & ing  
L Other Syllable Juncture Doubling  
M Long Vowel Pattern (stressed syllable)  
N R-controlled (stressed syllable)  
O Unstressed Syllable vowel pattern

Correctly Spelled Words ________

Stage Score ________

22-25 move to next level  
12-21 instructional zone  
0-11 frustration
1. electrician  The electrician came to fix the light.
2. impression  Their impression of the movie was favorable.
3. immature  Thumb-sucking is an immature behavior.
4. permissive  The permissive parents allowed their children to run around the theater.
5. hymn  The congregation sang a hymn during the church service.
6. commend  The captain came to commend the officer for his work.
7. grievance  The worker filed a grievance against the company.
8. moisten  Moisten the envelope flap to make it stick.
9. assumption  Because of the dark sky, her assumption was that it would rain.
0. explanation  Give an explanation for what happened in the experiment.
1. dependent  A baby is dependent upon others.
2. accommodate  The hotel will accommodate 200 people.
3. resign  His boss is going to resign from his job.
4. suffice  Four bottles of ginger ale will suffice for the punch.
5. incredible  The story of the 100-pound tomato was incredible.
6. hostility  There was hostility between the Indians and the settlers.
7. eruption  The volcanic eruption occurred at 6:30 A.M.
8. vehicle  An automobile is a vehicle.
9. condemn  They will condemn the bridge, since it is unsafe.
0. provision  The man's will contained a provision for his grandchildren.
1. admiration  The mother looked at her baby with admiration.
2. irresistible  The cookies were irresistible to the little boy.
3. composition  The composition was five pages long.
4. majority  The majority of the people voted in the election.
5. confident  He was confident he could solve the riddle.
<table>
<thead>
<tr>
<th></th>
<th>Derivational Constancy Answer Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>electri c ion** Q</td>
</tr>
<tr>
<td>2.</td>
<td>impre ss ion** Q</td>
</tr>
<tr>
<td>3.</td>
<td>immature T</td>
</tr>
<tr>
<td>4.</td>
<td>permiss ive S</td>
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<td>5.</td>
<td>hy mn P</td>
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<td>6.</td>
<td>comm end T</td>
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<tr>
<td>7.</td>
<td>griev ance S</td>
</tr>
<tr>
<td>8.</td>
<td>mois t en P</td>
</tr>
<tr>
<td>9.</td>
<td>assum pt ion** Q</td>
</tr>
<tr>
<td>10.</td>
<td>ex plan ation R</td>
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<td>11.</td>
<td>depend ent S</td>
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<td>12.</td>
<td>acc ommodate T</td>
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<td>13.</td>
<td>resi gn P</td>
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<td>14.</td>
<td>suff ice T</td>
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<td>15.</td>
<td>incred ible S</td>
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<td>16.</td>
<td>hostil ity S</td>
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<td>17.</td>
<td>erup tion** Q</td>
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<td>18.</td>
<td>ve h icle* P</td>
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<td>19.</td>
<td>conde mn P</td>
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<td>20.</td>
<td>provi s ion** Q</td>
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<tr>
<td>21.</td>
<td>ad mir ation R</td>
</tr>
<tr>
<td>22.</td>
<td>irr esistible T</td>
</tr>
<tr>
<td>23.</td>
<td>com pos ition R</td>
</tr>
<tr>
<td>24.</td>
<td>ma jority R</td>
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<tr>
<td>25.</td>
<td>con fid ent R</td>
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</table>

*A vowel must precede and follow the underlined letter.

**A correct vowel (or consonant) must precede and follow the underlined letter(s).
## DSA Student Profile

<table>
<thead>
<tr>
<th>Name:</th>
<th>School:</th>
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<tr>
<td>Grade</td>
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<td>Teacher</td>
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<td>Date</td>
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<td>Form</td>
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### Total Inventory Knowledge

<table>
<thead>
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<th>Total Inventory Score</th>
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### Stage Knowledge

- Derivational Constancy
- Syllable Juncture
- Within Word
- Letter Name

### Feature Knowledge

- T-Assimilated Prefixes
- S-Latin Derived Suffixes
- R-Vowel Changes
- Q-Consonant Changes
- P-Silent & Sounded Consonants
- O-Unstressed Syllable Vowel Patterns
- N-R-Controlled Vowels (Stressed Syllables)
- M-Long Vowels (Stressed Syllables)
- L-Other Syllable Juncture Doubling
- K-Doubling & e-Drop with ed & ing
- J-Abstract Vowels
- I-Complex Consonants
- H-Other Long Vowels
- G-R-Controlled Vowels
- F-Long Vowels (Vce)
- E-Final Consonant Blends & Digraphs
- D-Affricates
- C-Short Vowels
- B-Initial Consonant Blends & Digraphs
- A-Initial & Final Consonants
YOU CAN ANALYZE DEVELOPMENTAL SPELLING . . .

And Here’s How To Do It!

Early Years K-8 (May, 1985)

Dr. J. Richard Gentry
Professor of Elementary Education and Reading

The teacher’s awareness of children’s developmental spelling progress enables her/him to respond intelligently and more instructively as children progress toward spelling competency. A good place to begin gaining a better understanding of the developmental spelling process is to administer a developmental spelling test.

Administering the Developmental Spelling Test

Administer the developmental spelling test on page 2 to your students. The test is designed for pupils in the lower elementary grades, but can be administered to students at upper levels who are experiencing difficulty with spelling. When you administer the ten-word spelling list, you will obtain spelling that can be categorized into five developmental stages: (1) precommunicative, (2) semiphonetic, (3) phonetic, (4) transitional, and (5) conventional.

Follow these directions: Call out each word in the spelling list on page 2, give the sentence provided, and call out the word again. What you want your students to do is invent the spelling or use their best guess at what the spelling might be. Explain that the activity will not be graded as right or wrong, but that it will be used to see how the student thinks certain difficult words should be spelled. Be encouraging and make the activity challenging and fun.
MONSTER TEST

SPELLING WORD LIST

1. monster The boy was eaten by a MONSTER.
2. united You live in the UNITED States.
3. dress The girl wore a new DRESS.
4. bottom A big fish lives at the BOTTOM of the lake.
5. hiked We HIKED to the top of the mountain.
6. human Miss Piggy is not a HUMAN.
7. eagle An EAGLE is a powerful bird.
8. closed The little girl CLOSED the door.
9. bumped The car BUMPED into the bus.
10. type TYPE the letter on the typewriter.
How to Analyze the Spellings

An overview of the developmental levels of spelling:

A scoring chart is provided on page 5 to help you analyze the spellings. Before going further, think about the features that you will look for at each developmental level. For example:

1. **PRECOMMUNICATIVE SPELLING** is the “babbling” stage of spelling. Children use letters for writing words but the letters are strung together randomly. The letters in precommunicative spelling do not correspond to sounds. Examples: OPSPS = eagle; RTAT = eighty.

2. **SEMIPHONETIC SPELLERS** know that letters represent sounds. They perceive and represent reliable sounds with letters in a type of telegraphic writing. Spellings are often abbreviated representing initial and / or final sound. Examples: E = eagle; a = eighty.

3. **PHONETIC SPELLERS** spell words like they sound. The speller perceives and represents all of the phonemes in a word, though spellings may be unconventional. Examples: EGL = eagle; ATE = eighty.

4. **TRANSITIONAL SPELLERS** think about how words appear visually; a visual memory of spelling patterns is apparent. Spellings exhibit conventions of English orthography like vowels in every syllable, e-marker and vowel digraph patterns, correctly spelled inflectional endings, and frequent English letter sequences. Examples: EGIIL = eagle; EIGHTEE = eighty.

5. **CONVENTIONAL SPELLERS** develop over years of word study and writing. Correct spelling can be categorized by instruction levels. For example, correct spelling for a corpus... words that can be spelled by the average fourth grader would be fourth grade level correct spelling. Place the word in this category if it is listed correctly.

Analyzing the words:

1. Look at the student’s spelling for each word. Find the error type in the chart provided on page 5 that best matches the student’s spelling of the word.

2. Write the appropriate developmental label next to the word on the student’s spelling list. You will determine if the student’s spelling most closely matches the word listed on the chart below that is representative of the Precommunicative spelling stage, the Semiphonic spelling stage, the Phonetic spelling stage, the Transitional spelling stage, or the Conventional spelling stage. Once you have decided which word on the chart on page 5 is the best match to the way that the student spelled the word, write the matching developmental spelling stage beside each of the ten spelling words.
3. Next look at the spelling stages next to each word to determine if most of the student’s spellings were at the Precommunicative stage, the Semiphonetic stage, the Phonetic stage, the Transitional stage, or the Conventional stage. This is the student’s probable developmental level. Even though ten words is a small sample, this test will reveal the types of developmental errors that a student is likely to make in free writing.

4. Observe other invented spellings in the student’s written language sample to verify the student’s level of development. Remember that many of the student’s spellings in free writing may be conventional. Students who are at lower developmental levels may have memorized spellings for words such as C - A - T, cat. It is their misspellings, however, that provide “windows into their minds” to reveal their developmental level of spelling.
## DEVELOPMENTAL SPELLING TEST

### SCORING CHART

Dr. J. Richard Gentry
Professor of Elementary Education and Reading

<table>
<thead>
<tr>
<th>WORDS</th>
<th>Precommunicative Stage</th>
<th>Semiphonetic Stage</th>
<th>Phonetic Stage</th>
<th>Transitional Stage</th>
<th>Conventional Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. monster</td>
<td>Random letters</td>
<td>mtr</td>
<td>mostr</td>
<td>monstur</td>
<td>monster</td>
</tr>
<tr>
<td>2. united</td>
<td>Random letters</td>
<td>u</td>
<td>unitd</td>
<td>younighted</td>
<td>united</td>
</tr>
<tr>
<td>3. dress</td>
<td>Random letters</td>
<td>jrs</td>
<td>jras</td>
<td>dres</td>
<td>dress</td>
</tr>
<tr>
<td>4. bottom</td>
<td>Random letters</td>
<td>bt</td>
<td>bodm</td>
<td>bottum</td>
<td>bottom</td>
</tr>
<tr>
<td>5. hiked</td>
<td>Random letters</td>
<td>h</td>
<td>hikt</td>
<td>hicked</td>
<td>hiked</td>
</tr>
<tr>
<td>6. human</td>
<td>Random letters</td>
<td>um</td>
<td>humm</td>
<td>humum</td>
<td>human</td>
</tr>
<tr>
<td>7. eagle</td>
<td>Random letters</td>
<td>el</td>
<td>egl</td>
<td>egul</td>
<td>eagle</td>
</tr>
<tr>
<td>8. closed</td>
<td>Random letters</td>
<td>kd</td>
<td>klosd</td>
<td>closeded</td>
<td>closed</td>
</tr>
<tr>
<td>9. bumped</td>
<td>Random letters</td>
<td>b</td>
<td>bopt</td>
<td>bumppeed</td>
<td>bumped</td>
</tr>
<tr>
<td>10. type</td>
<td>Random letters</td>
<td>tp</td>
<td>tip</td>
<td>tipe</td>
<td>type</td>
</tr>
</tbody>
</table>
## Dyslexia Initial and Level 1 Required Components

### Score Sheets

<table>
<thead>
<tr>
<th>Required Component</th>
<th>Score Sheet</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonological and Phonemic Awareness</strong></td>
<td>Core Phoneme Segmentation Test Score Sheet OR Phonological Awareness Skills Test (PAST)</td>
<td>87</td>
</tr>
<tr>
<td><strong>Alphabet Knowledge</strong></td>
<td>Scholastic CORE Phonics Survey Part A and B</td>
<td>90-94</td>
</tr>
<tr>
<td><strong>Sound Symbol Recognition</strong></td>
<td>Scholastic CORE Phonics Survey Part C and D</td>
<td></td>
</tr>
<tr>
<td><strong>Decoding Skills</strong></td>
<td>Scholastic CORE Phonics Survey Part E-L</td>
<td></td>
</tr>
<tr>
<td><strong>Rapid Naming</strong></td>
<td>Arkansas Rapid Naming Screener (AR-RAN)</td>
<td>95</td>
</tr>
<tr>
<td><strong>Encoding</strong></td>
<td>Qualitative Spelling Checklist OR Developmental Spelling Analysis</td>
<td>96-97</td>
</tr>
<tr>
<td><strong>Student Summary Sheet</strong></td>
<td></td>
<td>103</td>
</tr>
</tbody>
</table>

When completing an initial/level 1 screener for a student in 3rd grade or above or a Level 1 screener for a student in K-2, we must complete at least one assessment from each area. **Please use this as a master copy for making copies of blank score sheets.**

If you have any questions, please contact:

Chandle Carpenter  
LRSD Dyslexia Specialist  
[Chandle.carpenter@lrsd.org](mailto:Chandle.carpenter@lrsd.org)  
501-447-1060
### CORE Phoneme Segmentation Test

Name_________________________ Grade_______ Date________

Directions: Have students use different-colored blocks to show the number of phonemes in each of the Practice Items. Then administer the test. Mark "+" to indicate a correct response or "-" to indicate an incorrect response. Record students' exact responses on the blank lines.

Practice Items: sit (s-i-t); shop (sh-o-p)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. thumb (th-u-m)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>2. skate (s-k-ä-t)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>3. shriek (sh-r-ë-k)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>4. large (l-ar-j)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>5. drop (d-r-o-p)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>6. flew (f-l-oo)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>7. chalk (ch-au-k)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>8. germ (j-er-m)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>9. spread (s-p-r-e-d)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>10. train (t-r-ä-n)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>11. stork (s-t-or-k)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>12. bolt (b-ö-l-t)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>13. glare (g-l-air)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>14. crowd (k-r-ou-d)</td>
<td>(+)</td>
<td>(-)</td>
</tr>
<tr>
<td>15. point (p-oi-n-t)</td>
<td>(+)</td>
<td>(-)</td>
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</tbody>
</table>

Items Correct_________________
I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D “Say bookcase. Now say bookcase but don’t say book.”
FEEDBACK: “If you say bookcase without saying book, you get case. Okay? Let’s try another one.”
D1 (book)case ___ (sun)set ___ space(ship) ___ ___/3  A: ___/3
D2 (sil)ver ____ (mar)ket ____ gen(tle) ____ ___/3  A: ___/3

LEVEL E “Say October. Now say October but don’t say Oc.”
FEEDBACK: “If you say October without saying Oc, you get tober. See how that works?”¹
E2 (Oc)tober ___ (um)brella___ (fan)tastic ___ ___/3  A: ___/3
E3 (al)phabet___ (Sat)urday___ (tri)cycle___ ___/3  A: ___/3

Basic Syllable Total: ___/12  A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F “Say feet. Now say feet but don’t say /f/.”
FEEDBACK: “If you say feet without the /f/, you get eat; feet-eat.”
(f)eet → eat ___ (l)ove → of ___
(t)ame → aim ___ (t)ime → I’m ___ (c)one → own ___ ___/5  A: ___/5

LEVEL G “Say guide. Now say guide but instead of /g/ say /r/.”
FEEDBACK: “If you say guide, and change the /g/ to /r/, you get ride; guide-ride.”
(g)uide /r/ → ride ___ (m)ore /d/ → door ___
(g)um /th/ → thumb ___ (l)ed /s/ → said ___ (f)eel /s/ → seal ___ ___/5  A: ___/5

Onset-Rime Total: ___/10  A: ___/10

¹Only use the phrase “See how that works” the first time you provide feedback for an incorrect item.
Basic Phoneme Levels (early to late first grade)

**LEVEL H**

**H1** (Deletion)  “Say sleep. Now say sleep but don’t say /s/.”

FEEDBACK: “If you say sleep without the /s/, you get leap: sleep-leap.”

(s)leep → leap ___

(c)ran(e) → rain ___

**H2**  “Say true. Now say grew but instead of /g/ say /t/.”

FEEDBACK: “If you say grew, and change the /g/ to /t/, you get true: grew-true.”

(g)rew → (t)true ___

(p)ilowed → (c)loud ___

(f)lows → (c)lothes ___

Basic Phoneme Total: ___/10 A: ___/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

**LEVEL J**  “Say ran. Now say ran but instead of /a/ say /u/.”

FEEDBACK: “If you say ran, and change the /a/ to /u/, you get run: ran-run.”

I. (short sound of vowel)  r(a)n  /u/ → run ___

k(i)t  /u/ → cut ___

h(u)ff  /a/ → half ___

II. (long sound of vowel)  b( ea)k  /A/ → bake ___

f(i)ne  /O/ → phone ___

Basic Phoneme Total: ___/10 A: ___/10

**LEVEL K**

**K1** (Deletion)  “Say bread. Now say bread but don’t say /r/.”

FEEDBACK: “If you say bread without the /r/, you get bed: bread-bed.”

b(r)ead → bed ___

s(n)eak → seek ___

**K2** (Substitution)  “Say crew. Now say crew but instead of /r/ say /l/.”

FEEDBACK: “If you say crew, and change the /r/ to /l/, you get clue: crew-clue.”

c(r)ew → c(l)ue ___

p(r)ould → p(l)owed ___

s(n)eze → s(k)is ___

Basic Phoneme Total: ___/5 A: ___/5

**LEVEL L**  “Say some. Say some but instead of /m/ say /n/.”

FEEDBACK: “If you say some, and change the /m/ to /n/, you get sun: some-sun.”

so(m)e  /n/ → sun ___

rhy(m)e  /d/ → ride ___

nigh(t)  /s/ → nice ___

see(m)  /t/ → seat(t) ___

kee(p)  /z/ → keys ___

Basic Phoneme Total: ___/5 A: ___/5

**LEVEL M**

**M1** (Deletion)  “Say ghost. Now say ghost but don’t say /s/.”

FEEDBACK: “If you say ghost without the /s/, you get goat: ghost-goat.”

gho(s)t → goat ___

o(s)t → caught ___

**M2** (Substitution)  “Say craft. Now say craft but instead of /f/ say /k/.”

FEEDBACK: “If you say craft, and change the /f/ to /k/, you get cracked: craft-cracked.”

cra(f)t → cra(ck)ed ___

tru(s)t → tru(ck)ed ___

dea(l)t → de(n)t ___

Advanced Phoneme Total: ___/20 A: ___/20
Name __________________________  Grade ______  Date ________

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

____/26  A.  Letter names—uppercase
____/26  B.  Letter names—lowercase
____/21  C.  Consonant sounds
____/5   D.  Long vowel sounds
____/5   E.  Short vowel sounds

Reading and Decoding Skills

____/15  E.  Short vowels in CVC words
____/15  F.  Consonant blends with short vowels
____/15  G.  Short vowels, digraphs, and -tch trigraph
____/15  H.  R-controlled vowels
____/15  I.  Long vowel spellings
____/15  J.  Variant vowels
____/15  K.  Low frequency vowel and consonant spellings
____/24  L.  Multisyllabic words

Skills to review: __________________________________________

_____________________________________________________________________

Skills to teach: ________________________________________________

_____________________________________________________________________

CORE Phonics Survey—Record Form, Page 1
### Alphabet Skills and Letter Sounds

**PART A  Letter names—uppercase**

Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.*

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</tbody>
</table>

---------/26

**PART B  Letter names—lowercase**

Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.*

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<td>n</td>
<td>s</td>
<td>x</td>
<td>z</td>
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<td>l</td>
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---------/26

**PART C  Consonant sounds**

Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* Be sure to ask if he or she knows of another sound for the letters g and c. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: *Look at all of the letters and tell me which sounds you do know.*

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| d | l | n | s | x | z | j |
| t | y | p | c | h | m | r |
| k | w | g | b | f | q | v |

---------/21
PART D  Vowel sounds

Ask the student: Can you tell me the sounds of each letter? If the student names the letter, count it as the long vowel sound. Then ask: Can you tell me another sound for the letter? The student should name the short vowel sound.

e____ i____ a____ o____ u____

I = long sound    s = short sound

Record “I” on the first line for the long sound (letter name) and “s” for the short sound on the second line. If the student makes an error, record the error over the letter.

______/5 Long vowel sounds (count the number of I’s above)

______/5 Short vowel sounds (count the number of s’s above)

Reading and Decoding

For Parts E through K students must read both real and pseudowords (made-up words). For the real word lines, tell the student: I want you to read each line of words aloud. If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: Now I want you to read some made-up words. Do not try to make them sound like real words. When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E  Short vowels in CVC words

______/5 sip mat let bun hog (real)

______/5 rut fit bat hot set (real)

______/5 nop sut dit pem fap (pseudo)

______/15

PART F  Consonant blends with short vowels

______/5 stop trap quit spell plan (real)

______/5 silk fast sank lump held (real)

______/5 nask dilt qued canq dran (pseudo)

______/15
PART G  Short vowels, digraphs, and -tch trigraph

/ /5  when  chop  thin  shut  wick  (real)
/ /5  dodge  rash  ring  then  match  (real)
/ /5  chid  shom  dath  phid  futch  (pseudo)

/ /15

PART H  R-controlled vowels

/ /5  harm  dirt  form  fern  surf  (real)
/ /5  worn  pert  bark  turn  bird  (real)
/ /5  nerm  sirt  gorf  murd  carn  (pseudo)

/ /15

PART I  Long vowel spellings

/ /5  tape  key  toe  paid  feet  (real)
/ /5  leap  boat  tie  ray  blow  (real)
/ /5  loe  hine  beap  faim  soat  (pseudo)

/ /15

PART J  Variant vowels

/ /5  few  down  moon  hawk  coin  (real)
/ /5  cue  loud  cook  haunt  toy  (real)
/ /5  voot  rew  fout  zoy  bawk  (pseudo)

/ /15

PART K  Low frequency vowel and consonant spellings

/ /5  kneel  cent  type  ghost  wrist  (real)
/ /5  giant  sweat  gnat  bomb  sigh  (real)
/ /5  bice  knod  dimb  tigh  wrep  (pseudo)

/ /15
PART I  multisyllabic words

To administer, say to the student: *I want you to read aloud down the first column of words. Each of the real words in this column has two syllables.* Point to the first column. If the student can read at least five out of eight of the words in this column, point to the second column and say: *Now I want you to read aloud the next column of words.* If the student can read at least five of the words in the second column, point to the third column and say: *Now I want you to read some made-up words. Do not try to make them sound like real words.*

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<td>dimple</td>
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<td>darber</td>
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<td>Vowel team</td>
<td>railways</td>
<td>roaring</td>
<td>fauntoon</td>
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</table>

* The first syllable of these words can be either open or a closed (long or short vowel sound, respectively); the second syllable of podated can be either a closed (short vowel sound) or a silent -e (long vowel sound) syllable, due to the rules for adding -ed.*
Practice items: Show the practice page and say, “Tell me the names of these colors.”

black   red   yellow   blue   green

Form A: If the student correctly names all the colors on the practice page, turn to Form A and say, “Now, name all the colors on this card. Start here and name all the colors on each row as quickly as you can without making any mistakes. You may begin.”

red   green   blue   yellow   black   blue   yellow   red   black   green
black   red   yellow   blue   green   red   black   blue   green   yellow
green   black   blue   red   yellow   green   blue   yellow   red   black
blue   red   yellow   black   green   red   black   green   blue   yellow

Time: _________  Errors: _________

Form B: If the student makes no more than four errors, turn to Form B and say, “Now you will do it one more time. Remember, say the colors as fast as you can. You may begin.”

green   black   red   yellow   blue   black   yellow   blue   green   red
yellow   blue   green   black   red   green   blue   yellow   red   black
green   red   yellow   blue   black   yellow   red   blue   black   green
blue   yellow   green   black   red   blue   black   green   red   yellow

Time: _________  Errors: _________

Score: ________ (Combined time for Form A and Form B)  Total Errors: _______
# Qualitative Spelling Inventory Checklist

This checklist can assist you in identifying a phase of spelling development for each student and whether the student is in the early, middle, or late part of that phase.

When a feature is regularly spelled correctly, check “Yes.” If the feature is spelled incorrectly or is omitted, check “No.” The last feature that you check as “Often” corresponds to the student’s phase of development.

**Student’s Name**

---

## Letter Name–Alphabetic Phase

### EARLY
- Are beginning and ending consonants included?  
  Yes ____  No ____  Often ____
- Is there a vowel in each word?  
  Yes ____  No ____  Often ____

### MIDDLE
- Are consonant digraphs and blends correct? (shade/trade)  
  Yes ____  No ____  Often ____

### LATE
- Are short vowels spelled correctly? (hid, chop, such)  
  Yes ____  No ____  Often ____
- Are m and n included in front of other consonants? (bump, pink)  
  Yes ____  No ____  Often ____

## Within Word Pattern Phase

### EARLY
- Are long vowel spellings in single-syllable words “used but confused”? (SLED for slide, MAIK for make)  
  Yes ____  No ____  Often ____
- Is there a vowel in each word?  
  Yes ____  No ____  Often ____

### MIDDLE
- Are most long vowels in single-syllable words spelled correctly but some long vowel spellings still “used but confused”? (MANE for main)  
  Yes ____  No ____  Often ____

### LATE
- Are r- and l-controlled vowels in single-syllable words spelled correctly? (start/milk)  
  Yes ____  No ____  Often ____

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**Syllables and Affixes Phase**

**EARLY**
- Are inflectional endings added correctly to base words with short vowel patterns? (hugging, pinned)
  - Yes ___ No ___ Often ___

**MIDDLE**
- Are inflectional endings added correctly to base words with long vowel patterns? (waving, striped)
  - Yes ___ No ___ Often ___

**LATE**
- Are unaccented final syllables spelled correctly? (cattle, accurate)
  - Yes ___ No ___ Often ___
- Are less frequent prefixes and suffixes spelled correctly? (confession, production, capture, collar)
  - Yes ___ No ___ Often ___

**Derivational Relations Phase**

**EARLY**
- Are multisyllabic words spelled correctly? (expansion, community)
  - Yes ___ No ___ Often ___

**MIDDLE**
- Are unaccented vowels in derived words spelled correctly? (prohibition, opposition)
  - Yes ___ No ___ Often ___

**LATE**
- Are words from derived forms spelled correctly? (competition, confident)
  - Yes ___ No ___ Often ___
- Are absorbed prefixes spelled correctly? (irrelevant, accomplish)
  - Yes ___ No ___ Often ___

*Adapted from Words Their Way by Donald Bear, Marcia Invernizzi, Shane Templeton, & Francine Johnston (Englewood Cliffs, NJ: Prentice-Hall 2004).*

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Letter Name Answer Sheet - Form A

1. _______ D
2. _______ B
3. _______ C
4. _______ A
5. _______ C
6. _______ D
7. _______ E
8. _______ D
9. _______ E
10. _______ A
11. _______ C
12. _______ B
13. _______ B
14. _______ B
15. _______ C
16. _______ B
17. _______ D
18. _______ E
19. _______ E
20. _______ E
21. _______ A
22. _______ A
23. _______ D
24. _______ A
25. _______ C

FEATURE KNOWLEDGE

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<th>C</th>
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A  initial/ final consonants
B  initial consonant blends/digraphs
C  short vowels
D  affricates
E  final consonant blends/digraphs

Correctly Spelled Words ______

Stage Score ______

22-25 move to next level
12-21 instructional zone
0-11 frustration
Name __________________________  Date __________________

Within Word Answer Sheet - Form A

1. __________ J
2. __________ J
3. __________ H
4. __________ F
5. __________ I
6. __________ G
7. __________ I
8. __________ H
9. __________ G
10. __________ J
11. __________ F
12. __________ I
13. __________ J
14. __________ H
15. __________ G
16. __________ I
17. __________ F
18. __________ J
19. __________ F
20. __________ H
21. __________ G
22. __________ J
23. __________ F
24. __________ G
25. __________ H

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F  Long Vowels: V-Consonant-E
G  R-Controlled Vowel Patterns
H  Other Common Long Vowels
I  Complex Consonants Units (scr, qu, ck)
J  Ambiguous Vowels (Digraphs/Diphthongs)

Correctly Spelled Words ______

Stage Score ______

22-25  move to next level
12-21  instructional zone
0-11  frustration
Syllable Juncture Answer Sheet - Form A

Name ________________________

Date ________________________

1. ______________ N
2. ______________ K
3. ______________ L
4. ______________ M
5. ______________ L
6. ______________ N
7. ______________ O
8. ______________ K
9. ______________ K
10. ____________ M
11. ______________ N
12. ______________ O
13. ______________ N
14. ______________ M
15. ______________ K
16. ______________ N
17. ______________ L
18. _____________ O
19. ______________ M
20. ______________ O
21. ______________ O
22. ______________ L
23. _____________ K
24. ______________ L
25. ______________ M

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K  Doubling & e-Drop with ed & ing
L  Other Syllable Juncture Doubling
M  Long Vowel Pattern (stressed syllable)
N  R-controlled (stressed syllable)
O  Unstressed Syllable vowel pattern

Correctly Spelled Words ________

Stage Score _______

22-25  move to next level
12-21  instructional zone
0-11  frustration
Derivational Constancy Answer Sheet - Form A

Name ___________________________ Date ____________________

1. _______ Q
2. _______ Q
3. _______ T
4. _______ S
5. _______ P
6. _______ T
7. _______ S
8. _______ P
9. _______ Q
10. _______ R
11. _______ S
12. _______ T
13. _______ P
14. _______ T
15. _______ S
16. _______ S
17. _______ Q
18. _______ P
19. _______ P
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22. _______ T
23. _______ R
24. _______ R
25. _______ R

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Correctly Spelled Words ______

Stage Score ______

22-25 move to next level
12-21 instructional zone
0-11 frustration
# Student Summary Sheet

Name___________________________ School Year_____

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