

General Instructions for Administering the Inventories

Students should not study the words in advance of testing. Assure the students that this is not for a grade but to help you plan for their needs. *Possible script:*

I am going to ask you to spell some words. Spell them the best you can. Some of the words will be easy to spell; some may be difficult. When you do not know how to spell a word, spell it the best you can.

Ask students to number their paper (or prepare a numbered paper for Kindergarten or early first grade). Call each word aloud and repeat it. Say each word naturally without emphasizing phonemes or syllables. Use it in a sentence, if necessary, to be sure students know the exact word. Sample sentences are provided along with the words. After administering the inventory use a Feature Guide, Class Composite Form and, if desired, a Spelling-by-Stage Classroom Organization Chart to complete your assessment.

Scoring the Inventory Using the Feature Guides

1. Make a copy of the appropriate Feature Guide for each student. Draw a line under the last word called if you called less than the total amount and adjust the possible total points at the bottom of each feature column.
2. Score the words by checking off the features spelled correctly that are listed in the cells to the left of each word. For example, if a student spells *bed* as BAD they get a check in the initial b cell, and the final d cell, but not for the short vowel. Write in the vowel used (A in this case) but do not give any points for it. If a student spells *train* as TRANE they get a check in the initial tr cell, and the final n cell, but not for

the long vowel pattern. Write in the vowel pattern used (A-E in this case) but do not give any points for it. Put a check in the "correct" column if the word is spelled correctly. Do not count reversed letters as errors but note them in the cells. If unnecessary letters are added, give the speller credit for what is correct (e.g., If *bed* is spelled BEDE, the student still gets credit for representing the short vowel) but do not check correct spelling.

3. Add the number of checks under each feature and across each word, allowing you to double-check the total score recorded in the last cell. Modify the ratios in the last row, depending on the number of words called aloud.

Interpreting the Results of the Spelling Inventory

4. Look down each feature column to determine instructional needs. A student who misses only one (or two if the features sample 8 to 10 words) can go on to other features. A student who misses two or three needs some review work, but students who miss more than three need careful instruction on this feature. If a student did not get any points for a feature, then earlier features need to be studied first.
5. To determine a stage of development, note where students first make more than one error under the stages listed in the shaded box at the top of the Feature Guide.