

# **LRSD Level 1 Dyslexia Screener Packet**

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**K-12 Level 1 Screening Tools**

Required Component	LRSD Possible Screening Tools ( we must give at least one test from each area.)
<p><b>Phonological and Phonemic Awareness</b> - the ability to recognize and manipulate the sound system in spoken language</p>	<p><a href="#">Core Literacy Library: Phoneme Segmentation Test (2-12)</a></p> <p><b>Where is it?</b> pages 30-33 of Assessing Reading Multiple Measures or the above link</p> <p>To give this test, <u>you will need a few colored tiles or blocks</u>. I will provide to anyone who does not have access to these.</p> <p align="center">Or</p> <p><a href="#">Phonological Awareness Skills Test (PAST- Kilpatrick)</a></p> <p>This is an excellent test. The manual that goes with it is also excellent. <u>If you would like a copy, please, let me know and I will get you one</u>. 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.</p> <p><b>Where is it?</b> Click on the above links to access these assessments</p>
<p><b>Alphabet Knowledge</b> - the ability to automatically recognize and name the 26 lowercase and 26 uppercase letters with ease and accuracy.</p>	<p><a href="#">Scholastic: CORE Phonics Survey (K-12)</a></p> <p>Part A-B ( <b>must give this section</b>)</p> <p><b>Where is it?</b> pages 41-52 of Assessing Reading Multiple Measures or the above link</p>
<p><b>Sound Symbol Recognition</b> -to automatically produce sound(s) or grapheme names (grade level letters or letter clusters) during recognition, production, and/or writing tasks.</p>	<p><a href="#">Scholastic: CORE Phonics Survey (K-12)</a></p> <p>Part C-D ( <b>must give this section</b>)</p> <p><b>Where is it?</b> pages 41-52 of Assessing Reading Multiple Measures or the above link</p>
<p><b>Decoding Skills</b> – the ability to translate words, word parts, or nonwords into their corresponding pronunciation.</p>	<p><a href="#">Scholastic: CORE Phonics Survey (K-12)</a></p> <p>Part E-L ( <b>must give this section</b>)</p> <p><b>Where is it?</b> pages 41-52 of Assessing Reading Multiple Measures or the above link</p>
<p><b>Rapid Naming</b> - the ability to quickly name aloud a series of familiar items</p>	<p><a href="#">Arkansas Rapid Naming Screener (AR-RAN)(K-2 based on times)(3-12 based on observed behaviors)</a></p> <p><b>Where is it?</b> Click the link above to access this test.</p>
<p><b>Encoding</b> -The ability to translate spoken language into print. (spelling)</p>	<p align="center"><a href="#">Qualitative Spelling Checklist</a></p> <p align="center">OR</p> <p align="center"><a href="#">Word Journeys: Developmental Spelling Analysis (DSA)</a></p> <p align="center">OR</p> <p align="center"><a href="#">Monster Spelling Test</a></p> <p><b>Where is it?</b> Click the links above to access these tests. These are on my LRSD google drive, so <u>you will need to sign in to google with your LRSD email address to access them</u>.</p>

# Student Summary Sheet

Name \_\_\_\_\_ School Year \_\_\_\_\_

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

## 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.

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

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

# CORE Phoneme Segmentation Test

## 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/ /a/ /t/. The word *shoe*, although it has four letters, has only two phonemes: /sh/ /oo/.

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.

Ending Grade Level Expectations	Grade 2	Grade 3 and up
Benchmark	12–15	14–15
Strategic	9–11	11–13
Intensive	0–8	0–10

See also...

CORE's *Teaching Reading Sourcebook*,  
Second Edition

**▶ 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-ā-t) (+) (-) \_\_\_\_\_
3. shriek (sh-r-ē-k) (+) (-) \_\_\_\_\_
4. large (l-ar-j) (+) (-) \_\_\_\_\_
5. drop (d-r-o-p) (+) (-) \_\_\_\_\_
6. flew (f-l-oo) (+) (-) \_\_\_\_\_
7. chalk (ch-au-k) (+) (-) \_\_\_\_\_
8. germ (j-er-m) (+) (-) \_\_\_\_\_
9. spread (s-p-r-e-d) (+) (-) \_\_\_\_\_
10. train (t-r-ā-n) (+) (-) \_\_\_\_\_
11. stork (s-t-or-k) (+) (-) \_\_\_\_\_
12. bolt (b-ō-l-t) (+) (-) \_\_\_\_\_
13. glare (g-l-air) (+) (-) \_\_\_\_\_
14. crowd (k-r-ou-d) (+) (-) \_\_\_\_\_
15. point (p-oi-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.

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

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.<sup>4</sup> 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.

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<sup>4</sup>My 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 an automatic score on a re-administered item, only correct (1) or incorrect (0).

	Correct	Automatic
<b>LEVEL J</b> “Say <i>sit</i> . Now say <i>sit</i> again but this time instead of /i/ say /a/.”		
I. (use <i>sound</i> of vowel) s/i/t /a/ → sat <u>  </u> h/i/d /a/ → had <u>  </u> f/i/x /o/ → fox <u>X</u>	5	3
II. (use <i>name</i> of vowel) l/a/ne /i/ → line <u>X</u> ph/o/ne /i/ → fine <u>X</u>	/5	A: /5
<b>LEVEL K</b> (Note that K1 involves phoneme <i>deletion</i> , K2 involves phoneme <i>substitution</i> )		
K1 “Say <i>plan</i> . Now say <i>plan</i> again but this time don’t say of /l/.”		
p/l/an → pan <u>  </u> s/n/eak → seek <u>  </u>		
K2 “Say <i>sweep</i> . Now say <i>sweep</i> again but this time instead of /w/ say /l/.”	4	1
s/w/cep → s/l/cep <u>  </u> g/l/ow → g/r/ow <u>  </u> f/l/ute → f/r/uit <u>X</u>	/5	A: /5

**FIGURE 11.1**  
SAMPLE SCORING

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?”<sup>5</sup> 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.

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<sup>5</sup>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.<sup>6</sup>

#### *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 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

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<sup>6</sup>The 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.

RESULTS:	Correct	Automatic	Highest Correct Level:	J
Basic Syllable	10 /10	8 /10	(Levels not passed below the highest correct level)	—
Onset-Rime	10 /10	10 /10		
Basic Phoneme	8 /10	4 /10		
Advanced Phoneme	6 /20	2 /20	Highest Automatic Level:	I
Test Total	34 /50	24 /50	(Non automatic levels below highest automatic level)	E, H

**FIGURE 11.2**  
SAMPLE OF SCORING RESULTS

### INTEPRETING THE PAST

The PAST correlates powerfully with readin 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.



<i>Grade Level</i>	<i>Typically Achieving Readers</i>	<i>Low Achieving Readers</i>
1) Mid Kindergarten	D1-E2 sometimes higher	none correct or D1-D2
1) Late Kindergarten	D1-E2, F, G, sometimes higher	D1-D2; E2 or lower
2) Mid First Grade	E3, F, G, I or higher	E2, F, G or lower
3) Late First Grade	F, G, H, I, J	F, G, I, or lower
4) Mid Second Grade	H, I, J or higher	F, G, H, I, or lower
5) Late Second/Early Third Grade	H to M mostly automatic	H, I, maybe J or lower
6) Mid Third Grade	All levels, mostly automatic	Many levels 'correct,' I to M mostly not 'automatic'
7) Fourth Grade to Adulthood	All levels automatic	Most levels 'correct,' but J to M not all 'automatic'

**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](mailto: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

Grade Level:		Grade 1		Grade 2	
Scoring Approach:		Correct	Automatic	Correct	Automatic
Highest possible score:		5/5	5/5	5/5	5/5
Syllable	D	4.3	3.9	4.9	4.7
Levels	E	3.6	3.2	4.6	4.1
Onset-Rime	F	4.9	4.8	5.0	4.8
Levels	G	4.5	4.2	4.9	4.4
Phoneme	H	2.6	2.0	3.7	2.8
Levels	I	2.9	1.5	4.2	2.4
	J	1.6	1.0	3.8	2.1
	K	1.7	0.7	2.7	1.0
	L	2.0	0.9	2.9	1.0
	M	1.3	0.4	2.4	0.6

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.

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

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:**

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		_____
Basic Phoneme	____/10	____/10		_____
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level)	_____

**Approximate Grade Level (Circle):**

PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult
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*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*."**

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*. Okay? Let's try another one."

D1 (book)case \_\_\_\_ (sun)set \_\_\_\_ space(ship) \_\_\_\_

D2 (sil)ver \_\_\_\_ (mar)ket \_\_\_\_ gen(tle) \_\_\_\_

**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?"<sup>1</sup>

E2 (Oc)tober \_\_\_\_ (um)brella \_\_\_\_ (fan)tastic \_\_\_\_

E3 (al)phabet \_\_\_\_ (Sat)urday \_\_\_\_ (tri)cycle \_\_\_\_

**Basic Syllable Total:**

Correct Automatic

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/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)eeet → eat \_\_\_\_ (l)ove → of \_\_\_\_

(t)ame → aim \_\_\_\_ (t)ime → I'm \_\_\_\_ (c)one → own \_\_\_\_

**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 \_\_\_\_

**Onset-Rime Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

<sup>1</sup>Only 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)rane → 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)rue \_\_\_\_ (p)lowed → (c)loud \_\_\_\_ (f)lows → (c)lothes \_\_\_\_

**LEVEL 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 \_\_\_\_

**Basic Phoneme Total:**

*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 \_\_\_\_

**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)oud → p(l)owed \_\_\_\_ s(n)eeze → s(k)is \_\_\_\_

**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 \_\_\_\_

**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 \_\_\_\_ co(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:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

\_\_\_\_/5 A: \_\_\_\_/5

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

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.

**Feedback:** If you say bookcase without saying book, you get case. Okay? Let's try another one.

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)eet → 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,

21. **G: 4:** Say led, now say led, but instead of /l/ say /s/.

**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 /f/ 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 /t/.

**Feedback:** If you say wheat without the /t/, 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-seek,

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,

**K2:2:** 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

**K2:3:** 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) ous → p(l)owed \_\_\_\_      s(n)eeze → s(k)is \_\_\_\_

---

**Level L:**

**L:1:** 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

**L:2:** 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

**L:3:** 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:**

Ending grade level expectations for <b>3<sup>rd</sup> grade and above</b>	For purposes of Act 1268	Letter Names/ Sounds	15 item	24 item
Benchmark		83 (all)	14 +	21+
Strategic	Some risk	65-82	10-13	15-20
Intensive	At risk	0-64	0-9	0-14

*(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:

	Fall	Winter	Spring
<b>Kindergarten</b>			
Parts A & B	X	X	X
Parts C-E	Do not give yet	X	X
<b>Grade 1</b>			
Parts A-D	Should be at benchmark/ give if necessary		
Part E	X	X	X
Parts F-K	Do not give yet	X	X
Parts L	Do not give yet	Do not give yet	X
<b>Grade 2</b>			
Parts A-K	Should be at benchmark/ give if necessary		
Part L	X	X	X

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

# CORE Phonics Surveys

## SKILL ASSESSED

### Phonics

#### Grade Level

K–12

#### Language

- English
- Spanish

#### Grouping

Individual

#### Approximate Testing Time

10–15 Minutes

#### Materials

- Pencil
- Lined Paper
- English Record Form (pp. 44–48)
- English Student Material (pp. 49–52)
- Spanish Record Form (pp. 53–58)
- Spanish Student Material (pp. 59–62)

#### Source

Consortium On Reading  
Excellence (CORE)

► **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.

CONTINUED ►

**► HOW** 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**

	Fall	Winter	Spring
<b>Kindergarten</b>			
Parts A & B	X	X	X
Parts C–E		X	X
<b>Grade 1</b>			
Parts A–D	If indicated 		
Part E	X	X	X
Parts F–K		X	X
Part L			X
<b>Grade 2</b>			
Parts A–K	If indicated 		
Part L		X	X
<b>Grades 3 and up</b>			
Parts A–L	If indicated 		

See also ...

CORE's Teaching  
Reading Sourcebook,  
Second Edition

► **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.

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

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

► **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

- \_\_\_\_/26 A. Letter names—uppercase
- \_\_\_\_/26 B. Letter names—lowercase
- \_\_\_\_/21 C. Consonant sounds
- \_\_\_\_/5 D. Long vowel sounds
- \_\_\_\_/5 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: \_\_\_\_\_

\_\_\_\_\_

# 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

\_\_\_/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.*

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

\_\_\_/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 \_\_\_  
l = long sound      s = short sound

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

\_\_\_\_\_/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      cang      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 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.*

____/3	Closed-closed	unless	consent	timbut
____/3	Closed-silent e	competes	admire	rompete
____/3	Open/closed-other	depend	radishes	podated*
____/3	Open or closed	zero	menu	gromu*
____/3	Silent e	locate	inhaled	pentate
____/3	Consonant -le	stable	dimple	morkle
____/3	r-Controlled	further	bordered	darber
____/3	Vowel team	railways	roaring	fauntoon

\_\_\_\_/24

\* 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
---	---	---	---	---

# CORE Phonics Survey—Student Material

## Reading and Decoding

### PART E

sip	mat	let	bun	hog
rut	fit	bat	hot	set
nop	sut	dit	pem	fap

### PART F

stop	trap	quit	spell	plan
silk	fast	sank	lump	held
nask	dilt	qued	cang	dran

### PART G

when	chop	thin	shut	wick
dodge	rash	ring	then	match
chid	shom	dath	phid	futch

## PART H

harm	dirt	form	fern	surf
worn	pert	bark	turn	bird
nerm	sirt	gorf	murd	carn

## PART I

tape	key	toe	paid	feet
leap	boat	tie	ray	blow
loe	hine	beap	faim	soat

## PART J

few	down	moon	hawk	coin
cue	loud	cook	haunt	toy
voot	rew	fout	zoy	bawk

## PART K

kneel	cent	type	ghost	wrist
giant	sweat	gnat	bomb	sigh
bice	knod	dimb	tigh	wrep

PART L

unless

consent

timbut

competes

admire

rompete

depend

radishes

podated

zero

menu

gromu

locate

inhaled

pentate

stable

dimple

morkle

further

bordered

darber

railways

roaring

fauntoon

## 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.

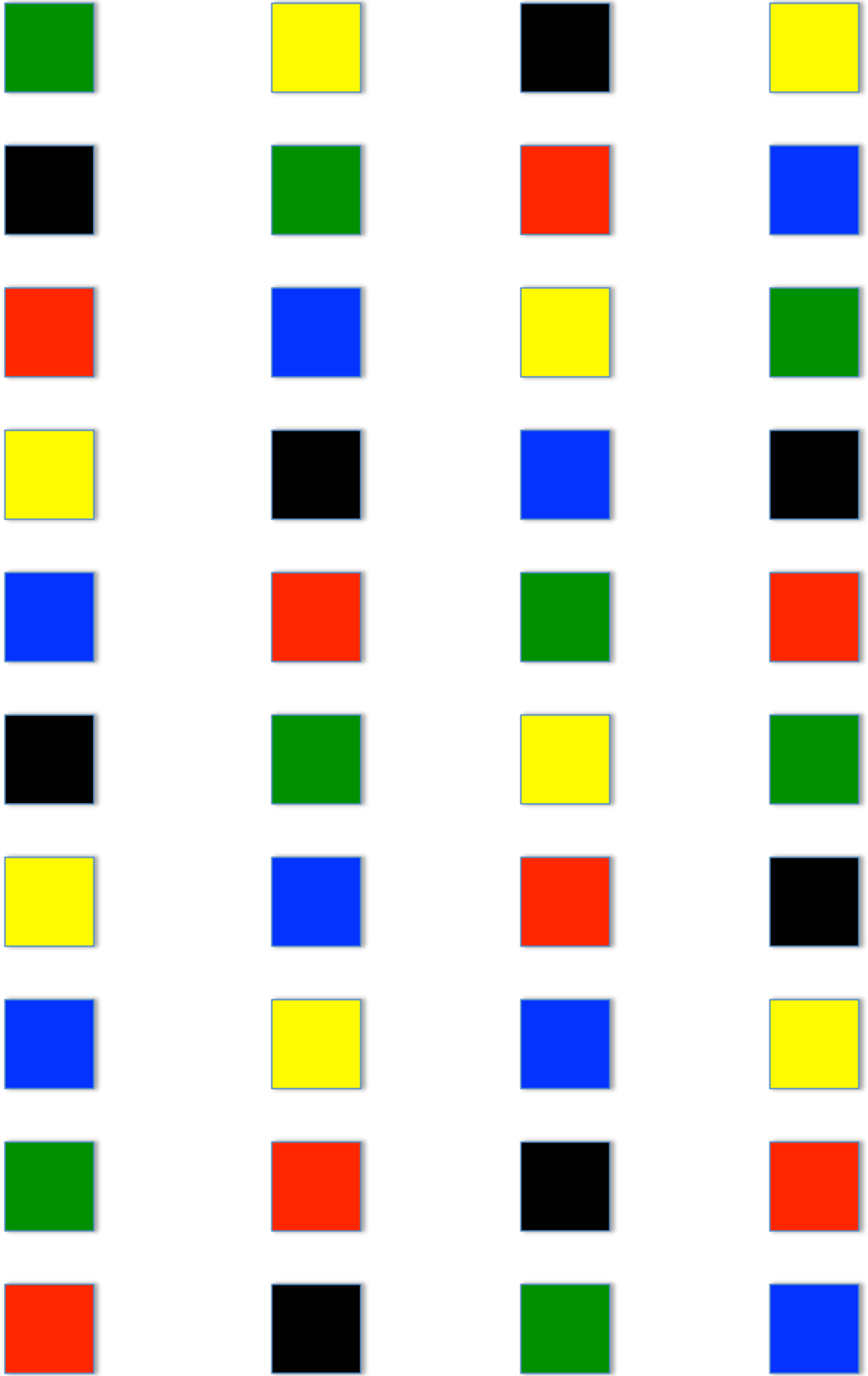
# Rapid Automatized Naming (RAN)

Practice

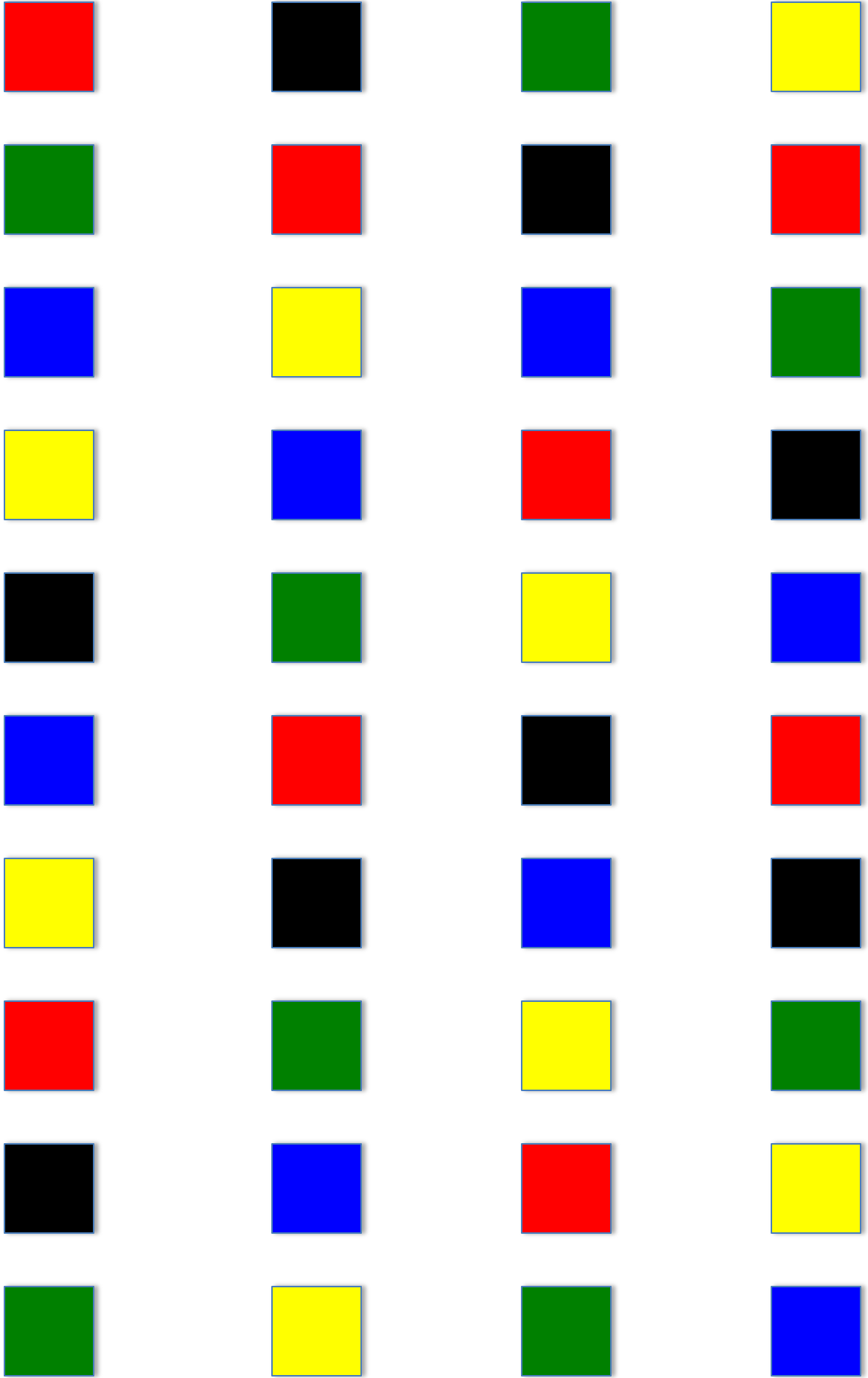




Form A



Form B



Name \_\_\_\_\_ Date Tested \_\_\_\_\_ Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_  
 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%.

### Grade 1

1. net
2. pig
3. job
4. bell
5. trap
6. chin
7. with
8. drum
9. track
10. bump
11. smoke
12. pool
13. slide
14. shade
15. brave
16. white
17. pink
18. father
19. batted
20. hugging

### Grade 2

1. class
2. went
3. chop
4. when
5. milk
6. shell
7. sock
8. such
9. sleep
10. boat
11. size
12. plain
13. tight
14. knife
15. start
16. fought
17. story
18. clapped
19. saving
20. funny
21. patches
22. pinned
23. village
24. pleasure
25. question

### Grade 3

1. paint
2. find
3. comb
4. knife
5. scratch
6. crawl
7. throat
8. voice
9. nurse
10. weigh
11. waving
12. letter
13. useful
14. tripping
15. early
16. dollar
17. mouthful
18. starry
19. slammed
20. thousand
21. circle
22. laughter
23. carried
24. happiest

### Grade 4

1. shown
2. thirst
3. lodge
4. curve
5. suit
6. bounce
7. middle
8. clue
9. traced
10. hurry
11. noisier
12. striped
13. collar
14. medal
15. skipping
16. palace
17. civil
18. wrinkle
19. fossil
20. disappear
21. damage
22. capture
23. parading
24. trouble
25. imagine
26. favorite

### Grade 5

1. scowl
2. beneath
3. pounce
4. brighten
5. disgrace
6. poison
7. destroy
8. weary
9. sailors
10. whistle
11. chatting
12. legal
13. human
14. abilities
15. decided
16. settlement
17. surround
18. treasure
19. service
20. confession
21. frequency
22. commotion
23. evidence
24. predict
25. community
26. president
27. responsible
28. sensibility
29. symphonies
30. permission

### Grade 6

1. pledge
2. advantage
3. changeable
4. inspire
5. conference
6. relying
7. amusement
8. conclusion
9. carriage
10. advertisement
11. description
12. appearance
13. cooperation
14. democratic
15. responsible
16. invisible
17. official
18. commission
19. civilize
20. inherited
21. accidental
22. spacious
23. sensibility
24. composition
25. accomplish
26. opposition

# 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/track) 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”? (SLIED 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 \_\_\_\_

## Syllables and Affixes Phase

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### 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 Cliff, 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.

<b>Level</b>	<b>Correctly spelled words</b>
Secure understandings (independent)	22-25
Stage of Development (instructional)	12-21
Early Stage of Development (frustration)	Below 12, but with 22-25 on the previous level
Too much is unknown (frustration)	Below 12



The following chart is based on the 2016 Arkansas English Language Arts Standards and *Word Journeys* by Kathy Ganske, 2000, p. 8-26

<b>Developmental Spelling Stage</b>	<b>Grade Level</b>	<b>Standard</b>
<b>Letter Naming</b>	K	L.K.2.D Write a letter or letters for most consonant and short-vowel sounds (phonemes). <ul style="list-style-type: none"> <li>• Spell consonant-vowel consonant (CVC) words correctly.</li> <li>• Spell words phonetically, drawing on knowledge of sound letter relationships.</li> </ul>
<b>Letter Naming to early Within Word</b>	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.
<b>Within Word</b> (should have secure understanding of Letter Naming)	2nd	L.2.2.D Generalize learned spelling patterns when writing words (e.g., 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.
<b>Syllable Juncture</b> (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). <ul style="list-style-type: none"> <li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<b>Late Syllable Juncture to Derivational Constancy</b> (should have secure understanding of Letter Naming, Word Within Word)	4 <sup>th</sup> – 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). <b>L.5.2.D</b> Spell grade-appropriate words correctly, consulting references as needed.
<b>Derivational Constancy</b> (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:

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

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

Start here

### 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. - pg. 31 word journeys
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.

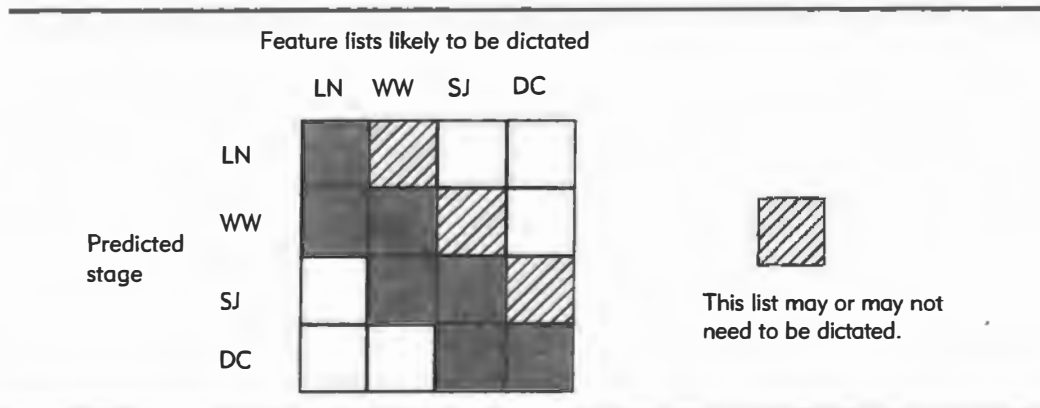


FIGURE 2-13. Likely scenarios for feature list dictation.

# DSA Screening 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 completed any sets of words beyond the stopping point, these words receive scores of zero, 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 5 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.

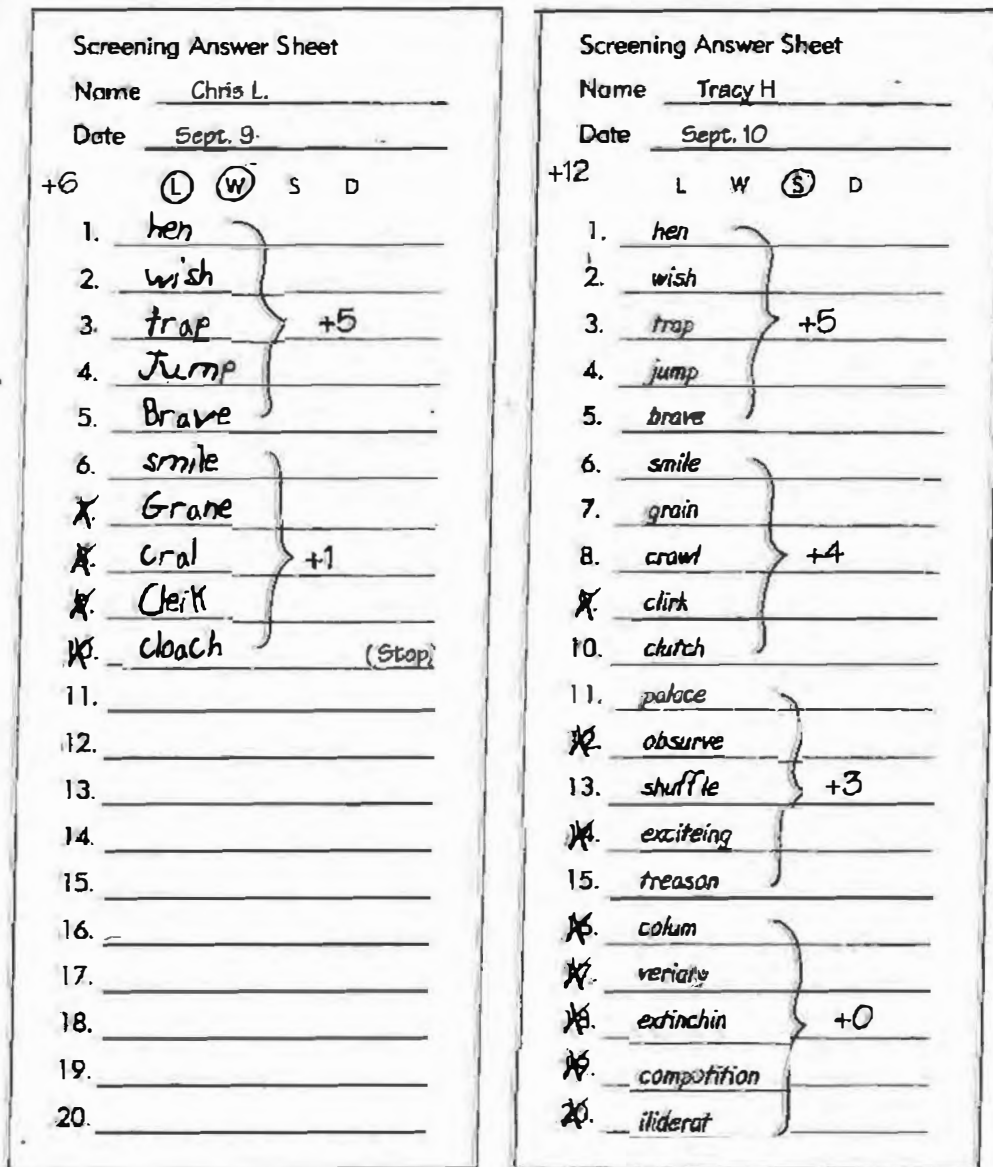
After you have identified a child's likely stage of development on the chart, put the child on the lower sheet by circling the appropriate letter on the top L for letter name, W for within word pattern, S for syllable junction, or D for derivational complexity.

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.

Although

h                      d LN  
                            ick fe  
                            ild can

to assess the full  
nt performance. While



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.

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



*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          | The <u>hen</u> sat on her eggs.                                |
| 2. wish         | The boy made a <u>wish</u> and blew out the candles.           |
| 3. trap         | A spider web is a <u>trap</u> for flies.                       |
| 4. jump         | A kangaroo can <u>jump</u> high.                               |
| 5. brave        | A <u>brave</u> dog scared the robbers.                         |
| * * *           |  |
| 6. smile        | A <u>smile</u> shows that you're happy.                        |
| 7. grain        | One kind of <u>grain</u> is called wheat.                      |
| 8. crawl        | The baby can <u>crawl</u> but not walk.                        |
| 9. clerk        | The <u>clerk</u> sold some shoes to me.                        |
| 10. clutch      | The <u>clutch</u> in the car needed fixing.                    |
| * * *           |  |
| 11. palace      | The king and queen live in a <u>palace</u> .                   |
| 12. observe     | I like to <u>observe</u> birds at the feeder.                  |
| 13. shuffle     | Please <u>shuffle</u> the cards before you deal.               |
| 14. exciting    | The adventure story I'm reading is very <u>exciting</u> .      |
| 15. treason     | The man was found guilty of <u>treason</u> .                   |
| * * *           |  |
| 16. column      | His picture was in the first <u>column</u> of the newspaper.   |
| 17. variety     | A grocery store has a wide <u>variety</u> of foods.            |
| 18. extension   | The workers need an <u>extension</u> ladder to reach the roof. |
| 19. competition | There was much <u>competition</u> between the two businesses.  |
| 20. illiterate  | An <u>illiterate</u> 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.

### Screening Answer Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

L W S D

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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### Screening Answer Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

L W S D

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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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.

ANSWER SHEET: FORM A		DSA Form A: Letter Name Answer Card	
Stage	LN		
1	1. <u>j</u> at	1. j et	D
0	2. <u>ch</u> ip	2. <u>sh</u> ip	B
0	3. <u>B</u> at	3. <u>b</u> e t	C
2	4. <u>g</u> ot	4. <u>g</u> ot	A
2	5. <u>c</u> ap	5. <u>c</u> a p	C
1	6. <u>d</u> rorn	6. <u>dr</u> um	D
0	7. <u>B</u> op	7. <u>bu</u> mp	E
1	8. <u>M</u> och	8. <u>mu</u> ch	D
2	9. <u>w</u> ith	9. <u>wi</u> th	E
2	10. <u>M</u> ap	10. <u>ma</u> p	A
2	11. <u>h</u> op	11. <u>h</u> o p	C
2	12. <u>pl</u> an	12. <u>pl</u> on	B
0	13. <u>T</u> at	13. <u>th</u> ot	B
2	14. <u>sl</u> id	14. <u>sl</u> id	B
0	15. <u>m</u> ad	15. <u>m</u> u d	C
		16. <u>gr</u> ab	B
		17. <u>ch</u> op	D
		18. <u>fa</u> st	E
		19. <u>di</u> sh	E
		20. <u>we</u> nt	E
		21. <u>wi</u> n	A
		22. <u>f</u> ed	A
		23. <u>tr</u> ip	D
		24. <u>r</u> ub	A
		25. <u>f</u> i t	C

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.

Stage score (correctly spelled words)	Observations
22–25	<b>Secure Understandings</b> The speller is competent and confident at this stage and demonstrates firmly developed understandings.
12–21	<b>Stage of Development</b> 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)	<b>Early Stage of Development (WW, SJ, DC)</b> 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*	<b>Too Much Is Unknown</b> 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 students 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 address 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,



DSA Form A: Syllable Juncture Answer Card		Words by Feature, Form A						
1. <u>f</u> <u>ur</u> nace	N	16. <u>b</u> <u>ur</u> den	N	LN Stage				
2. <u>ma</u> <u>king</u> **	K	17. <u>ba</u> <u>gg</u> age*	L	A	B	C	D	E
3. <u>s</u> <u>ob</u> er*	L	18. <u>fount</u> <u>ai</u> n	O	4	2	3	1	7
4. <u>compl</u> <u>ai</u> nt	M	19. <u>expl</u> <u>o</u> d e	M	10	12	5	6	9
5. <u>p</u> <u>ll</u> ot	L	20. <u>may</u> <u>or</u>	O	21	13	11	8	18
6. <u>t</u> <u>er</u> mite	N	21. <u>s</u> <u>a</u> lute	O	22	14	15	17	19
7. <u>pol</u> <u>or</u>	O	22. <u>mi</u> <u>nn</u> ow*	L	24	16	25	23	20
8. <u>pi</u> <u>ling</u> **	K	23. <u>tro</u> <u>tted</u> **	K	WW Stage				
9. <u>cla</u> <u>pped</u> **	K	24. <u>te</u> <u>nn</u> is*	L	F	G	H	I	J
10. <u>esc</u> <u>o</u> p e	M	25. <u>comp</u> <u>e</u> t e	M	4	6	3	1	2
11. <u>dist</u> <u>ur</u> b	N			11	9	8	5	10
12. <u>tramp</u> <u>le</u>	O			17	15	14	7	13
13. <u>c</u> <u>ir</u> cus	N			19	21	20	12	18
14. <u>surv</u> <u>i</u> v e	M			23	24	25	16	22
15. <u>swi</u> <u>mming</u> **	K			SJ Stage				
				K	L	M	N	O
				2	3	4	1	7
				8	5	10	6	12
				9	17	14	11	18
				15	22	19	13	20
				23	24	25	16	21
				DC Stage				
				P	Q	R	S	T
				5	1	10	4	3
				8	2	21	7	6
				13	9	23	11	12
				18	17	24	15	14
				19	20	25	16	22

\*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.

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

Stage	LN	Name	Chris L.
		Date	Sept. 14
2 1.	<u>Jet</u>	2 16.	<u>Grab</u>
2 2.	<u>ship</u>	2 17.	<u>Chop</u>
2 3.	<u>Bet</u>	2 18.	<u>fast</u>
2 4.	<u>Got</u>	2 19.	<u>Dish</u>
1 5.	<u>cape</u>	2 20.	<u>went</u>
2 6.	<u>Drum</u>	2 21.	<u>win</u>
2 7.	<u>Bump</u>	2 22.	<u>fed</u>
2 8.	<u>much</u>	2 23.	<u>trip</u>
2 9.	<u>With</u>	1 24.	<u>rob</u>
2 10.	<u>Map</u>	2 25.	<u>fit</u>
2 11.	<u>hop</u>		
1 12.	<u>Plane</u>		
2 13.	<u>that</u>		
2 14.	<u>Slid</u>		
2 15.	<u>mud</u>		

**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 0 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.

Stage	<u>WW</u>	Name	<u>Chris L.</u>
	<sup>+10</sup>	Date	<u>Sept. 15</u>
0 1.	<u>pac</u>	0 16.	<u>qwite</u>
2 2.	<u>couch</u>	2 17.	<u>grape</u>
0 3.	<u>stepe</u>	0 18.	<u>yone</u>
2 4.	<u>cute</u>	2 19.	<u>Drive</u>
0 5.	<u>bridj</u>	0 20.	<u>Kost</u>
0 6.	<u>glair</u>	2 21.	<u>hurt</u>
0 7.	<u>skrap</u>	0 22.	<u>poeint</u>
0 8.	<u>mite</u>	2 23.	<u>ripe</u>
2 9.	<u>girl</u>	2 24.	<u>fear</u>
0 10.	<u>frowne</u>	0 25.	<u>part</u>
1 11.	<u>smoce</u>		
2 12.	<u>flock</u>		
0 13.	<u>stoud</u>	F	G H I J
0 14.	<u>leste</u>	5	4 0 1 1
2 15.	<u>short</u>		

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

Stage	WW	Name	Tracy H.	Stage	DC	Name	Tracy H.
		Date	Sept. 14			Date	Sept. 17
2 1.	<i>patch</i>	1 16.	<i>quiet</i>	0 1.	<i>elecrtion</i>	0 16.	<i>hostillady</i>
2 2.	<i>couch</i>	2 17.	<i>grape</i>	0 2.	<i>impresion</i>	2 17.	<i>eruption</i>
2 3.	<i>steep</i>	2 18.	<i>yawn</i>	0 3.	<i>inmature</i>	0 18.	<i>veicile</i>
2 4.	<i>cute</i>	2 19.	<i>drive</i>	1 4.	<i>permissive</i>	0 19.	<i>condem</i>
2 5.	<i>bridge</i>	2 20.	<i>coast</i>	2 5.	<i>hymn</i>	0 20.	<i>pervision</i>
0 6.	<i>glair</i>	2 21.	<i>hurt</i>	0 6.	<i>comend</i>	0 21.	<i>admeration</i>
2 7.	<i>scrap</i>	2 22.	<i>point</i>	0 7.	<i>grevinse</i>	0 22.	<i>eresestabile</i>
2 8.	<i>might</i>	2 23.	<i>ripe</i>	0 8.	<i>moisen</i>	1 23.	<i>composisition</i>
2 9.	<i>girl</i>	2 24.	<i>fear</i>	0 9.	<i>asumtion</i>	1 24.	<i>majoraty</i>
1 10.	<i>frowne</i>	2 25.	<i>paint</i>	0 10.	<i>exspination</i>	0 25.	<i>confadent</i>
2 11.	<i>smoke</i>			0 11.	<i>dependend</i>		
2 12.	<i>flock</i>			0 12.	<i>acomadate</i>		
2 13.	<i>stood</i>			0 13.	<i>resighn</i>		
2 14.	<i>least</i>			0 14.	<i>safice</i>		
2 15.	<i>short</i>			0 15.	<i>encriidibile</i>		

(cont.)

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. *COMPIETE* 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.

Stage	<u>5J</u>	Name	<u>Tracy H.</u>
		Date	<u>Sept. 16</u>
	+14		
O 1.	<u>fernace</u>	2 16.	<u>burden</u> N
2 2.	<u>making</u> K	O 17.	<u>bagage</u>
2 3.	<u>sober</u> L	O 18.	<u>founfin</u>
2 4.	<u>complaint</u> M	2 19.	<u>explode</u> M
2 5.	<u>pilot</u> L	2 20.	<u>mayor</u> O
2 6.	<u>termite</u> N	2 21.	<u>salute</u> O
2 7.	<u>polar</u> O	O 22.	<u>mino</u>
O 8.	<u>pileing</u>	2 23.	<u>trotted</u> K
O 9.	<u>claped</u>	2 24.	<u>tennis</u> L
2 10.	<u>escape</u> M	O 25.	<u>compiete</u>
1 11.	<u>desturb</u> N		
O 12.	<u>trampel</u>		
2 13.	<u>circus</u> N		K L M N O
1 14.	<u>sirrive</u> M		2 3 4 4 3
O 15.	<u>swiming</u>		

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

## DSA Class Record

	LN STAGE					STAGE SCORE	MW STAGE					STAGE SCORE	SJ STAGE					STAGE SCORE	DC STAGE					STAGE SCORE	TOTAL INVENTORY SCORE														
	A	B	C	D	E		F	G	H	I	J		K	L	M	N	O		P	Q	R	S	T																
William E.																																							
Natalie A.																																							
Drew C.																																							
Tracy H.																																							
Jessie S.																																							
Lindsay M.																																							
Spencer J.																																							
						21					5	4	4	4	2	18																							
										5	4	4	4	4	2	18																							

FIGURE 2-10. Part of a class record showing recorded scores for stages that were assessed and analyzed.

## DSA Form A: Letter Name Feature List

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 u d C
16. gr ab B
17. ch op D
18. fa st E
19. di sh E
20. we nt E
21. wi n A
22. f ed A
23. tr ip D
24. r ub A
25. f i t C

Name \_\_\_\_\_

Date \_\_\_\_\_

### 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

A	B	C	D	E

- 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

## DSA Form A: Within Word Pattern Feature List

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

## DSA Form A: Within Word Pattern Answer Card

1. pa tch I
2. c ou ch J
3. st ee p H
4. c u t e F
5. bri dge I
6. gl are G
7. scr ap I
8. m igh t H
9. g ir l G
10. fr ow n J
11. sm o k e F
12. flo ck I
13. st oo d J
14. l ea st H
15. sh or t G
16. qu ite I
17. gr a p e F
18. y aw n J
19. dr i v e F
20. c oa st H
21. h ur t G
22. p oi nt J
23. r i p e F
24. f ear G
25. p ai nt H

Name \_\_\_\_\_

Date \_\_\_\_\_

### Within Word Answer Sheet - Form A

1. \_\_\_\_\_ I

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

#### FEATURE KNOWLEDGE

F	G	H	I	J

- 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

## DSA Form A: Syllable Juncture Feature List

1. furnace      The furnace was broken, so it was cold in the house.
2. making      The children were making paper airplanes.
3. sober      The family became very sober when they heard the news.
4. complaint      A complaint was made about the restaurant's food.
5. pilot      The pilot made a safe landing on the runway.
6. termite      A termite is a harmful insect.
7. polar      The polar bear lives in cold regions.
8. piling      They were piling the books into stacks.
9. clapped      Everyone clapped at the end of the play.
10. escape      The criminal tried to escape from the police.
11. disturb      The sign said: Do Not Disturb.
12. trample      Horses will trample the flowers if they walk on them.
13. circus      We saw a clown at the circus.
14. survive      We need water in order to survive.
15. swimming      Many people enjoy swimming in a pool.
16. burden      The man carried his burden up the steps.
17. baggage      The men loaded the baggage onto the plane.
18. fountain      You can drink water at a fountain.
19. explode      We could see the firecrackers explode into beautiful colors.
20. mayor      The townspeople elected a new mayor.
21. salute      The soldiers will salute the flag when it passes.
22. minnow      We saw a minnow in the pool of water.
23. trotted      The pony trotted up the hill.
24. tennis      The tennis ball bounced out of the court.
25. compete      The athletes will compete on Saturday.

**DSA Form A: Syllable Juncture Answer Card**

- |  |   |  |   |
|--|---|--|---|
| 1. <u>f</u> <u>ur</u> nace                                     | N | 16. <u>b</u> <u>ur</u> den                 | N |
| 2. <u>ma</u> <u>king</u> **                                    | K | 17. <u>ba</u> <u>gg</u> age*               | L |
| 3. <u>s</u> <u>ob</u> er*                                      | L | 18. <u>fount</u> <u>ai</u> n               | O |
| 4. <u>compl</u> <u>ai</u> nt                                   | M | 19. <u>expl</u> <u>o</u> <u>d</u> <u>e</u> | M |
| 5. <u>p</u> <u>il</u> ot*                                      | L | 20. <u>may</u> <u>or</u>                   | O |
| 6. <u>t</u> <u>er</u> mite                                     | N | 21. <u>s</u> <u>a</u> lute                 | O |
| 7. <u>pol</u> <u>ar</u>  | O | 22. <u>mi</u> <u>nn</u> ow*                | L |
| 8. <u>pi</u> <u>ling</u> **                                    | K | 23. <u>tro</u> <u>tted</u> **              | K |
| 9. <u>cla</u> <u>pped</u> **                                   | K | 24. <u>te</u> <u>nn</u> is*                | L |
| 10. <u>esc</u> <u>a</u> <u>p</u> <u>e</u>                      | M | 25. <u>comp</u> <u>e</u> <u>t</u> <u>e</u> | M |
| 11. <u>dist</u> <u>ur</u> b                                    | N |  |   |
| 12. <u>tramp</u> <u>le</u>                                     | O |  |   |
| 13. <u>c</u> <u>ir</u> cus                                     | N |  |   |
| 14. <u>surv</u> <u>i</u> <u>v</u> <u>e</u>                     | M |  |   |
| 15. <u>swi</u> <u>m</u> <u>m</u> <u>i</u> <u>n</u> <u>g</u> ** | K |  |   |

\*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

18. \_\_\_\_\_ O

2. \_\_\_\_\_ K

19. \_\_\_\_\_ M

3. \_\_\_\_\_ L

20. \_\_\_\_\_ O

4. \_\_\_\_\_ M

21. \_\_\_\_\_ O

5. \_\_\_\_\_ L

22. \_\_\_\_\_ L

6. \_\_\_\_\_ N

23. \_\_\_\_\_ K

7. \_\_\_\_\_ O

24. \_\_\_\_\_ L

8. \_\_\_\_\_ K

25. \_\_\_\_\_ M

9. \_\_\_\_\_ K

### FEATURE KNOWLEDGE

K	L	M	N	O

10. \_\_\_\_\_ M

11. \_\_\_\_\_ N

12. \_\_\_\_\_ O

13. \_\_\_\_\_ N

14. \_\_\_\_\_ M

15. \_\_\_\_\_ K

16. \_\_\_\_\_ N

17. \_\_\_\_\_ L

- 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



## DSA Form A: Derivational Constancy Feature List

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.
3. vehicle      An automobile is a vehicle.
7. 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.
1. majority      The majority of the people voted in the election.
- i. confident      He was confident he could solve the riddle.

**DSA Form A: Derivational Constancy Answer Card**

- |                             |                            |
|-----------------------------|----------------------------|
| 1. <u>electri c</u> ian** Q | 16. <u>hostil ity</u> S    |
| 2. <u>impre ss</u> ion** Q  | 17. <u>erup t</u> ion** Q  |
| 3. <u>imm</u> ature T       | 18. <u>ve h</u> icle* P    |
| 4. <u>permiss ive</u> S     | 19. <u>conde mn</u> P      |
| 5. <u>hy mn</u> P           | 20. <u>provi s</u> ion** Q |
| 6. <u>comm end</u> T        | 21. <u>ad mir</u> ation R  |
| 7. <u>griev ance</u> S      | 22. <u>irr esistible</u> T |
| 8. <u>moi st en</u> P       | 23. <u>com pos</u> ition R |
| 9. <u>assum pt</u> ion** Q  | 24. <u>ma jority</u> R     |
| 10. <u>ex plan</u> ation R  | 25. <u>con fid</u> ent R   |
| 11. <u>depend ent</u> S     |                            |
| 12. <u>acc ommodate</u> T   |                            |
| 13. <u>resi gn</u> P        |                            |
| 14. <u>suff ice</u> T       |                            |
| 15. <u>incred ible</u> S    |                            |

\*A vowel must precede and follow the underlined letter.

\*\*A correct vowel (or consonant) must precede and follow the underlined letter(s).

## Derivational Constancy Answer Sheet - Form A

Name \_\_\_\_\_ Date \_\_\_\_\_

1. \_\_\_\_\_ Q

18. \_\_\_\_\_ P

2. \_\_\_\_\_ Q

19. \_\_\_\_\_ P

3. \_\_\_\_\_ T

20. \_\_\_\_\_ Q

4. \_\_\_\_\_ S

21. \_\_\_\_\_ R

5. \_\_\_\_\_ P

22. \_\_\_\_\_ T

6. \_\_\_\_\_ T

23. \_\_\_\_\_ R

7. \_\_\_\_\_ S

24. \_\_\_\_\_ R

8. \_\_\_\_\_ P

25. \_\_\_\_\_ R

9. \_\_\_\_\_ Q

10. \_\_\_\_\_ R

11. \_\_\_\_\_ S

12. \_\_\_\_\_ T

13. \_\_\_\_\_ P

14. \_\_\_\_\_ T

15. \_\_\_\_\_ S

16. \_\_\_\_\_ S

17. \_\_\_\_\_ Q

### FEATURE KNOWLEDGE

P	Q	R	S	T

P Silent And Sounded Consonants

Q Consonant Changes

R Vowel Changes

S Latin Derived Suffixes

T Assimilated Prefixes

Correctly Spelled Words \_\_\_\_\_

Stage Score \_\_\_\_\_

22-25 move to next level

12-21 instructional zone

0-11 frustration

## DSA Student Profile

Name:

School:

Grade																				
Teacher																				
Date																				
Form																				
<b>Total Inventory Knowledge</b>																				
Total Inventory Score																				
<b>Stage Knowledge</b>																				
Derivational Constancy																				
Syllable Juncture																				
Within Word																				
Letter Name																				
<b>Feature Knowledge</b>																				
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																				

# MONSTER TEST

## 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

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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.

# MONSTER TEST

## 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: EGIL = 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 Semiphonetic 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.

# MONSTER TEST

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.



# MONSTER TEST

## DEVELOPMENTAL SPELLING TEST SCORING CHART

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

WORDS		Precommunicative Stage	Semiphonetic Stage	Phonetic Stage	Transitional Stage	Conventional Stage
1.	monster	Random letters	mtr	mostr	monstur	monster
2.	united	Random letters	u	unitd	younighted	united
3.	dress	Random letters	jrs	jrass	dres	dress
4.	bottom	Random letters	bt	bodm	bottum	bottom
5.	hiked	Random letters	h	hikt	hicked	hiked
6.	human	Random letters	um	hummm	humum	human
7.	eagle	Random letters	el	egl	egul	eagle
8.	closed	Random letters	kd	klosd	closed	closed
9.	bumped	Random letters	b	bopt	bumpped	bumped
10.	type	Random letters	tp	tip	tipe	type

## Dyslexia Initial and Level 1 Required Components

### Score Sheets

Required Component	Score Sheet	Page
<b>Phonological and Phonemic Awareness</b>	Core Phoneme Segmentation Test Score Sheet	<b>87</b>
	<b>OR</b> Phonological Awareness Skills Test (PAST)	<b>88-89</b>
<b>Alphabet Knowledge</b>	Scholastic CORE Phonics Survey <b>Part A and B</b>	<b>90-94</b>
<b>Sound Symbol Recognition</b>	Scholastic CORE Phonics Survey <b>Part C and D</b>	
<b>Decoding Skills</b>	Scholastic CORE Phonics Survey <b>Part E-L</b>	
<b>Rapid Naming</b>	Arkansas Rapid Naming Screener (AR-RAN)	<b>95</b>
<b>Encoding</b>	Qualitative Spelling Checklist	<b>96-97</b>
	<b>OR</b> Developmental Spelling Analysis	<b>98-Screener</b> <b>99-LN form A</b> <b>100-WW form A</b> <b>101-SJ Form A</b> <b>102-DC Form A</b>
	Student Summary Sheet	<b>103</b>

When completing an initial/level 1 screener for a student in 3<sup>rd</sup> 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)

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

Items Correct \_\_\_\_\_

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

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:**

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		_____
Basic Phoneme	____/10	____/10		_____
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below 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*."**

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*. Okay? Let's try another one."

D1 (book)case \_\_\_\_ (sun)set \_\_\_\_ space(ship) \_\_\_\_

D2 (sil)ver \_\_\_\_ (mar)ket \_\_\_\_ gen(tle) \_\_\_\_

**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?"<sup>1</sup>

E2 (Oc)tober \_\_\_\_ (um)brella \_\_\_\_ (fan)tastic \_\_\_\_

E3 (al)phabet \_\_\_\_ (Sat)urday \_\_\_\_ (tri)cycle \_\_\_\_

**Basic Syllable Total:**

Correct Automatic

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/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)eeet → eat \_\_\_\_ (l)ove → of \_\_\_\_

(t)ame → aim \_\_\_\_ (t)ime → I'm \_\_\_\_ (c)one → own \_\_\_\_

**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 \_\_\_\_

**Onset-Rime Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

<sup>1</sup>Only 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)rane → 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)rue \_\_\_\_ (p)lowed → (c)loud \_\_\_\_ (f)lows → (c)lothes \_\_\_\_

**LEVEL 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 \_\_\_\_

**Basic Phoneme Total:**

*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 \_\_\_\_

**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)oud → p(l)owed \_\_\_\_ s(n)eeze → s(k)is \_\_\_\_

**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 \_\_\_\_

**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 \_\_\_\_ c

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:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

\_\_\_\_/5 A: \_\_\_\_/5

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

# CORE Phonics Survey—Record Form

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 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: \_\_\_\_\_  
\_\_\_\_\_

# 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

\_\_\_/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.*

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

\_\_\_/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 \_\_\_  
l = long sound      s = short sound

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

\_\_\_\_/5      sip      mat      let      bun      hog      (real)  
\_\_\_\_/5      rut      fit      bat      hot      set      (real)  
\_\_\_\_/5      nop      sut      dit      pem      fap      (pseudo)  
\_\_\_\_/15

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### 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      cang      dran      (pseudo)  
\_\_\_\_/15

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**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

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**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

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**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 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.*

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

\_\_\_\_/24

\* 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*.)

Name \_\_\_\_\_ Date Tested **Year** \_\_\_\_\_ **Month** \_\_\_\_\_ **Day** \_\_\_\_\_  
 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 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/track*) 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”? (*SLIED* 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 \_\_\_\_

## 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 Cliff, NJ: Prentice-Hall 2004).*

### Screening Answer Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

L    W    S    D

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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### Screening Answer Sheet

Name \_\_\_\_\_

Date \_\_\_\_\_

L    W    S    D

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

### 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

A	B	C	D	E

- 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. \_\_\_\_\_ I
- 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

#### FEATURE KNOWLEDGE

F	G	H	I	J

- 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

18. \_\_\_\_\_ O

2. \_\_\_\_\_ K

19. \_\_\_\_\_ M

3. \_\_\_\_\_ L

20. \_\_\_\_\_ O

4. \_\_\_\_\_ M

21. \_\_\_\_\_ O

5. \_\_\_\_\_ L

22. \_\_\_\_\_ L

6. \_\_\_\_\_ N

23. \_\_\_\_\_ K

7. \_\_\_\_\_ O

24. \_\_\_\_\_ L

8. \_\_\_\_\_ K

25. \_\_\_\_\_ M

9. \_\_\_\_\_ K

10. \_\_\_\_\_ M

11. \_\_\_\_\_ N

12. \_\_\_\_\_ O

13. \_\_\_\_\_ N

14. \_\_\_\_\_ M

15. \_\_\_\_\_ K

16. \_\_\_\_\_ N

17. \_\_\_\_\_ L

### FEATURE KNOWLEDGE

K	L	M	N	O

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  | 18. _____ P |
| 2. _____ Q  | 19. _____ P |
| 3. _____ T  | 20. _____ Q |
| 4. _____ S  | 21. _____ R |
| 5. _____ P  | 22. _____ T |
| 6. _____ T  | 23. _____ R |
| 7. _____ S  | 24. _____ R |
| 8. _____ P  | 25. _____ R |
| 9. _____ Q  |             |
| 10. _____ R |             |
| 11. _____ S |             |
| 12. _____ T |             |
| 13. _____ P |             |
| 14. _____ T |             |
| 15. _____ S |             |
| 16. _____ S |             |
| 17. _____ Q |             |

### FEATURE KNOWLEDGE

P	Q	R	S	T

- P Silent And Sounded Consonants
- Q Consonant Changes
- R Vowel Changes
- S Latin Derived Suffixes
- T Assimilated Prefixes

Correctly Spelled Words \_\_\_\_\_

Stage Score \_\_\_\_\_

- 22-25 move to next level
- 12-21 instructional zone
- 0-11 frustration

# Student Summary Sheet

Name \_\_\_\_\_ School Year \_\_\_\_\_

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

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