



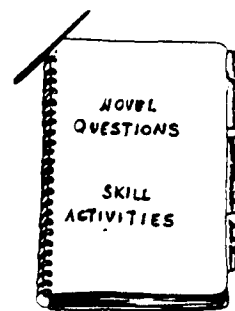
*Shakespeare spelt his name at least  
seven different ways.*

(from *Spelling Instruction That Makes Sense* by Phenix, Jo  
and Scott-Dunne, Doreen, Pembroke, 1991)

## Assessment and Evaluation



## Assessment and Evaluation



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### Introduction

Spelling is taught and learned in the context of meaningful language experiences, therefore assessment must follow this same process. We have two main objectives:

1. Find out what the student knows.
2. Decide what can be reasonably taught.

Spelling is a developmental process and growth occurs over time. Evidence of spelling growth can be seen as children write on a daily basis.

**Children's spelling can be assessed in a variety of ways. Knowledge of the developmental nature of spelling is crucial for analyzing a student's strengths and needs and for teaching to those needs.**

### Definition of Terms

**Assessment** is the systematic process of **gathering** information about student learning; for example, observations, collecting samples of student work, anecdotal records, tests, conferences, and portfolios are all types of assessment. Effective classroom assessment reveals what students can do and documents evidence of their development and improvement.

**Evaluation** is the process of **analyzing, reflecting on, and summarizing** that information. This process involved **valuing** that information and **making judgements or decisions**.

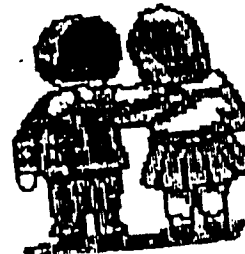
**Reporting** is the **synthesizing, interpreting, and communicating** appropriate information about student learning to various audiences.

### Assessment Techniques

An important part of any ongoing evaluation process is gathering data. Some means of gathering data include:

1. **Children's writing** will provide evidence of spelling growth. (journals, stories, content writing, poetry, etc.).

2. **Checklists** (see samples)
  - use with individuals, small groups, or whole class.
3. **Spelling Inventories and Interviews** will help the teacher see children's strategies and attitude towards spelling.
4. **Personal Spelling Records**
  - File boxes of words I can spell
  - Personal dictionaries
  - "Words I Can Spell" booklets
5. **Observation** of how they use spelling strategies (anecdotal records, rating scales).
6. **Proofreading - Editing.** During this stage of the writing process, children examine their spelling, attempting to make corrections.



### Editing Tips

- The children use a coloured pencil and correct as many misspelled words as possible.
- Children are encouraged to read one word at a time from right to left or from the last word on the page. Individual words on the page are the focus.
- Focus on words that have been identified as needing attention.
- Peer checks.
- Check various sources to correct spelling.

It is essential that the students enter the realm of the spelling consciousness. They must take responsibility for this process and edit to the best of their ability. Remain consistent in your expectations and not accept final drafts that haven't been proofread and/or checked with a peer.

7. **Writing Portfolios** - keep dated writing samples over time to indicate spelling growth.
8. **Spelling Tests** - testing can be one means of evaluation, but should be used with a variety of others.

Research makes evident the following concerns regarding the weekly spelling test.

- Puts unnecessary pressure on the students.
- Takes up a lot of time that could be better spent on writing activities.
- The spelling words have little transfer to their writing.
- Too much focus on error.



However,

- Grading is easy.
- Parents are familiar with the routine and feel they are helping their child to spell.

### Process and Product

#### Process

##### 1. Children's use of Spelling Strategies

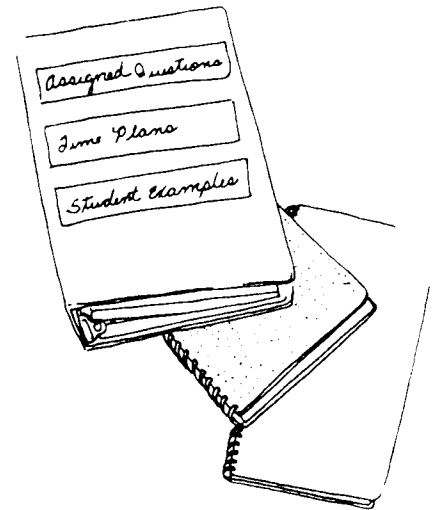
- Discovering the rule
  - Noting exceptions to the rule
  - Applying the known to the unknown
  - Proofreading
  - Using the dictionary - personal - commercial
  - Ask 3 Before Me - check 3 sources before asking the teacher
  - Wall charts
  - "Give It A Try" sheets
- Teachers can observe the use of these strategies while children are writing.
  - Teachers can ask children what they do when they come to a word they don't know.

##### 2. Growth Over Time

- Samples of writing dated to analyze the movement towards standard spelling.

##### 3. Proofreading Tips

- What strategies are children using to edit their work?
- Peer Conferences



### 4. Self Evaluation

- Spelling inventories/interviews given periodically throughout the year (beginning, middle, and end).

### 5. Analysis of Type of Errors in First Draft Copies

- sound/symbol
- base words

## Product

### 1. Personal Spelling Record

- "Words I Can Spell" Booklet
- Personal Dictionaries



### 2. Cloze Procedure

- Spelling in a meaningful context

### 3. Final Drafts of Writing Dated Throughout the Year

- Observe if there is an increase in the percentage of words spelled correctly from September to June

### 4. Dictation

- Passage should be about a topic students are familiar with
- Analyze the types of errors made

### 5. Pre-test/Post-test

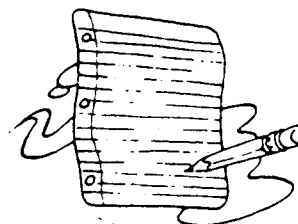
- 100 frequently used words
- Commonly misspelled words
- Spelling demons



- **Weekly spelling list**
  - (i) **content**
  - (ii) **theme related words**
  - (iii) **personal word list**
  - (iv) **teacher chosen words**



**Checklist: Spelling Analysis**



Have children write about a familiar topic.

**Writer's name:** \_\_\_\_\_

**Sample:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Total number of words used** \_\_\_\_\_

<b>Date</b>	<b>Ratio and % of Invented Spelling</b>	<b>Ratio and % of Conventional Spelling</b>	<b>Invented Spelling</b>	<b>Conventional Spelling</b>

**Evaluation of Student's Spelling Knowledge and Strategies**

Student \_\_\_\_\_ Age \_\_\_\_\_ Placement \_\_\_\_\_ Date \_\_\_\_\_

**Word Sources:** (Word list, Creative Writing, Dictation, Assessment Task)

**Spelling Knowledge:**

The student's spelling and errors indicate knowledge about \_\_\_\_\_

The student could benefit from learning about \_\_\_\_\_

**Spelling Strategies:**

Observation and conferencing indicates that the student uses (describe spelling strategies):

\_\_\_\_\_

Spelling strategies that are not being used that would be useful for the student to learn are:

\_\_\_\_\_

**Progress** (compare classroom work samples over time and compare present and previous assessment results. Try teaching during assessment to determine how quickly a child might progress):

Since (last assessment date) progress can be seen in the following areas:

Knowledge \_\_\_\_\_

Strategies \_\_\_\_\_

This rate of progress is facilitating the writing process.

OR

This rate of progress is detracting from the writing process. In order to increase progress, instruction should focus on the following: \_\_\_\_\_

**Attitude Towards Spelling and Writing**

The student's attitude towards spelling and writing seems to be \_\_\_\_\_

The student is/is not aware of his/her spelling process.

**Physiological/Emotional Factors that may contribute to difficulties with learning**

\_\_\_\_\_

*(The above are points that should be considered in evaluating spelling. To be realistic, not all this information can be written down. However, the evaluation should be a written summary based on these points and accompanied by pertinent writing samples.)*

**Evaluation and Teaching Implications**

Give a brief summary of progress and what needs to be taught (strategies, knowledge) or changed (physical, affective, and/or intellectual factors at school and/or at home). Attach pertinent writing samples.



From *Spelling Strategies You Can Teach* by Mary Tarasoff, Active Learning Institute, 1990.

Assessment Record	Name:	Date:
Concepts	Comments/Examples	
<p><b>Letters</b> Does the child</p> <ul style="list-style-type: none"> <li>understand the concept of alphabetical order, using the first letter, second letter, third letter?</li> </ul>		
<p><b>Words</b> Does the child</p> <ul style="list-style-type: none"> <li>try to represent all the syllables heard in a word?</li> <li>use high-frequency words (then, is, to, it come)?</li> <li>use sight words from a current or previous theme?</li> </ul>		
<p><b>Sound Patterns</b> Does the child</p> <ul style="list-style-type: none"> <li>represent single-consonant sounds (initial/final/medial)?</li> <li>use consonant combination spelling patterns?</li> <li>use silent-e spelling patterns?</li> <li>use vowel combination spelling patterns?</li> <li>use vowel-with-r-spelling patterns?</li> </ul>		
<p><b>Function Patterns</b> Does the child</p> <ul style="list-style-type: none"> <li>use the plural endings, s, es, ies?</li> <li>understand and use some irregular plurals?</li> <li>use ed and ing endings?</li> <li>use contractions?</li> </ul>		
<p><b>Meaning Patterns</b> Does the child</p> <ul style="list-style-type: none"> <li>make meaning links; understand that some words are related (write/wrote)?</li> <li>understand what a compound word is?</li> </ul>		





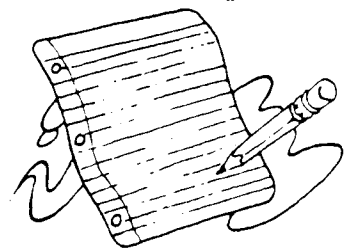
Concepts	Comments/Examples
<p><b>Text Organization</b> Does the child</p> <ul style="list-style-type: none"> <li>• print/write words and sentences in the standard direction (left to right/top to bottom)?</li> <li>• sequence ideas and information logically?</li> </ul>	
<p><b>Punctuation</b> Does the child</p> <ul style="list-style-type: none"> <li>• use capital letters at the beginning of sentences/proper names and places?</li> <li>• end sentences with appropriate punctuation?</li> <li>• mark direct speech with quotation marks?</li> <li>• use commas?</li> <li>• use an apostrophe in contractions and to show possession?</li> </ul>	
<p><b>Printing/Handwriting</b> Does the child</p> <ul style="list-style-type: none"> <li>• print/write upper or lower case?</li> <li>• attempt cursive writing?</li> <li>• print/write legibly?</li> <li>• make printing/writing aesthetically pleasing?</li> <li>• incorporate any style changes for effect on the page (underlining, letter size)?</li> </ul>	
<p><b>Editing</b> Does the child</p> <ul style="list-style-type: none"> <li>• understand the concept of first and final drafts?</li> <li>• understand and attempt to proofread?</li> <li>• use various strategies for finding standard spelling?</li> </ul>	



From *Word Sense* by David Booth, Meadow Book Press. Copyright 1994 by Harcourt Brace & Company Canada, Inc. Reprinted by permission of the publisher.

Assessment Notes	Name:	Date:
<b>Analysis of Spelling Miscues</b> (Words, Spelling Patterns, Text Organization, Punctuation, Capitalization, Printing/Handwriting, Other Comments)		
<b>Concepts for Focus:</b>		

Assessment Notes	Name:	Date:
<b>Analysis of Spelling Miscues</b> (Words, Spelling Patterns, Text Organization, Punctuation, Capitalization, Printing/Handwriting, Other Comments)		
<b>Concepts for Focus:</b>		



## Assessment and Evaluation

Assessment Notes	Name:	Date:
<b>What the Child Knows:</b> Letters Words Spelling Patterns Text Organization Punctuation/Capitalization Printing/Handwriting		
<b>What the Child Does Not Know:</b> Letters Words Spelling Patterns Text Organization Punctuation/Capitalization Printing/Handwriting		
<b>Concepts for Focus:</b>		

Assessment Notes	Name:	Date:
<b>What the Child Knows:</b> Letters Words Spelling Patterns Text Organization Punctuation/Capitalization Printing/Handwriting		
<b>What the Child Does Not Know:</b> Letters Words Spelling Patterns Text Organization Punctuation/Capitalization Printing/Handwriting		
<b>Concepts for Focus:</b>		

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<b>Checkpoints for Emergent Spellers</b>				
	<b>Checkpoint</b>			
	<b>1 not apparent yet</b>	<b>2 sometimes</b>	<b>3 generally</b>	<b>4 consistently</b>
<b>Skills/strategies</b>				
<b>Spelling in the Writing Context</b> Wants to write Has a "give-it-a-try" spirit; willing to invent temporary spellings Displays an interest in words Experiments with words/letters				
<b>Visual Knowledge</b> Can write own name Can write a few common words from memory Uses some common visual patterns (such as -ing) Attends to visual features of words (such as double letters)				
<b>Knowledge of Alphabet</b> Knows letters or names Writes some letters Distinguishes between letters and numerals Distinguishes between upper- and lowercase				
<b>Sound Symbol Relationships</b> Uses initial consonant or dominant consonant to represent words ( <i>I M S = I am six</i> ) Uses consonants to represent dominant sounds ( <i>sd - slide</i> ) Uses consonants or vowels for each dominant sound ( <i>apl - apple; wet = went</i> ) Uses letter names to represent sounds ( <i>AT = eighty; U = you</i> ) Bases spelling on own articulation				
<b>Concepts about Print</b> Uses spaces (or space markers) between words Understands left-to-right directionality Understands top-to-bottom directionality				

*Learning Phonics and Spelling In a Whole Language Classroom*, Debbie Powell and David Hornsby. Scholastic Professional Books, 1993.

<b>Checkpoints for Novice Spellers</b>				
	<b>Checkpoint</b>			
	1 not apparent yet	2 sometimes	3 generally	4 consistently
<p><b>Skills/strategies</b></p> <p><b>Spelling in the Writing Context</b>                      Interested in and uses new words                      Growing in confidence and uses own resources                      Spells more words automatically                      Uses temporary spellings confidently</p> <p><b>Visual Knowledge</b>                      Recognizes many conventional spellings                      Aware of some irregular spellings                      Aware of more complex visual patterns                      (<i>ion, ough</i>)                      Interested in word features</p> <p><b>Sound-Symbol Relationships</b>                      More aware of visual patterns and common morphemic units                      Writes letters for every sound unit (<i>bakr = baker; chruk = truck</i>)                      Uses a vowel or vowel combination in each syllable (<i>jirarf = giraffe; elufunt = elephant</i>)                      Vowel digraphs appearing more often                      (<i>peepI = people; baik = bake</i>)</p> <p><b>Morphemic Knowledge</b>                      Understands compound words (<i>foot + ball = football</i>)                      Uses common prefixes and suffixes (<i>un-, -er, -ly</i>)                      Uses common inflectional endings (<i>-ing, -ed, -es</i>)                      Recognizes base words (apart)</p> <p><b>Strategies for Self Support</b>                      Uses environmental print                      Uses resources such as junior dictionaries                      Seeks assistance and response from others                      Uses proofreading techniques                      Knows some ways to learn words                      Can spell 100 most common words automatically</p>				

*Learning Phonics and Spelling In a Whole Language Classroom*, Debbie Powell and David Hornsby. Scholastic Professional Books, 1993.

<b>Checkpoints for Independent Spellers</b>				
	<b>Checkpoint</b>			
	1 not apparent yet	2 sometimes	3 generally	4 consistently
<p><b>Skills/strategies</b></p> <p><b>Spelling in the Writing Context</b>                      Uses interesting and unusual words                      Uses experience and knowledge of the written language to "word solve"                      Attempts correct spelling in writing                      Spells most words automatically</p> <p><b>Visual Knowledge</b>                      Recognizes and corrects misspelled words                      Recognizes conventional spellings                      Knowledge of silent letters (<i>gnome, align</i>)                      Correctly uses words with irregular spellings</p> <p><b>Sound-Symbol Relationships</b>                      Aware of more common spelling patterns for a sound (<i>oa for /a/</i>)                      Aware of various spellings for the vowel sounds                      Uses homophones correctly (<i>bored, board</i>)</p> <p><b>Morphemic Knowledge</b>                      Shows interest in word structures and derivations                      Developing knowledge of Greek and Latin roots (<i>dico - "to say;" ject - "to throw"</i>)                      Developing awareness of more difficult prefixes and suffixes (<i>project, projectile</i>)                      Understands sounds may change from roots to derivations (<i>sign-signature</i>)                      Can correct words by referring to related words (<i>major/majority; meant/mean</i>)</p> <p><b>Strategies for Self Support</b>                      Has a critical attitude towards spelling                      Uses mnemonics to help memory                      Uses dictionary, thesaurus, and other print resources                      Uses proofreading strategies efficiently                      Can spell 250 most common words                      Has a clear, fluent, handwriting style</p>				

*Learning Phonics and Spelling In a Whole Language Classroom*, Debbie Powell and David Hornsby. Scholastic Professional Books, 1993.

### Summative Assessment

1. What knowledge of spelling does the student seem to know and apply?
  - understands basic sound-symbol relationships

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  - understands the relationship between core words and related forms (e.g., success, succeed)

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2. Is the student aware of common patterns in spelling (e.g., rhyming words, different ways to write vowel sounds)?

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3. Is the student aware of the possible alternatives for a particular sound (e.g., for "n" -- "gn", "kn", or "pn")?

---
  
4. Are there recurring patterns in the student's spelling errors?
  - problems with multi-syllabic words

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  - difficulty with adding endings such as -s, -ed, and -ing

---

  - difficulties with double consonants or silent letters

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*If students are immersed in a print-rich environment - one in which they are read to daily and have good writing models consistently displayed and are exposed to several genre of literature, their spelling and vocabulary development is directly and positively affected.*

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*Assessing Language Growth for Ages Nine Through Twelve*, Patrick Lashmar and Lynda Pogue. Tree House Press, Inc., 1991. (Used with permission from Tree House Press, Inc.)

**Student Spelling Profile**

**Writer's Name:** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Date** \_\_\_\_\_

**Formative Assessment**

1. When given the opportunity to proofread for spelling errors, how does the student respond?  
\_\_\_\_\_  
\_\_\_\_\_
2. What is the student's attitude toward the use of correct spelling and the study of spelling patterns?  
\_\_\_\_\_  
\_\_\_\_\_
3. Does poor handwriting and impulsiveness influence the student's spelling?  
\_\_\_\_\_  
\_\_\_\_\_
4. Will the student ask for help when unsure of how to spell a word? If so, who?  
\_\_\_\_\_  
\_\_\_\_\_
5. Does the student consult a dictionary when necessary? Does s/he have good dictionary skills?  
\_\_\_\_\_  
\_\_\_\_\_
6. Does the student keep a list of words that s/he has had problems spelling in the past?  
\_\_\_\_\_  
\_\_\_\_\_


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*Assessing Language Growth for Ages Nine Through Twelve*, Patrick Lashmar and Lynda Pogue, Tree House Press, Inc., 1991. (Used with permission from Tree House Press, Inc.)

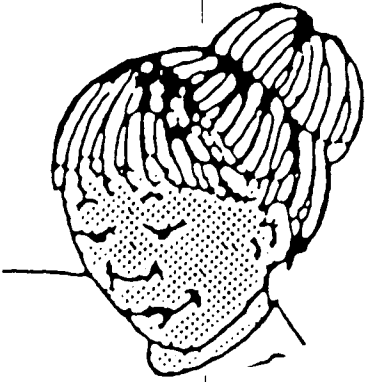


Theme Evaluation


**CHILD'S COMMENTS:**

A black and white line drawing of a young child with short, wavy hair, freckles, and a wide smile. The child is wearing a sweater with a vertical ribbed pattern and is holding a book open in their right hand.

**TEACHER'S COMMENTS:**

A black and white line drawing of a woman's face, likely a teacher, with her hair styled in a bun. She has a gentle, smiling expression.

**PARENTS' COMMENTS:**

A black and white silhouette illustration of a two-story school building with a central entrance and several windows. In front of the building, there are silhouettes of three people: a woman on the left, a man in the middle holding a child's hand, and another woman on the right.



**Spelling Strategies**

In general ...

I find words and letter combinations interesting. \_\_\_\_\_

I find it's easy to picture words and to remember the order of letters. \_\_\_\_\_

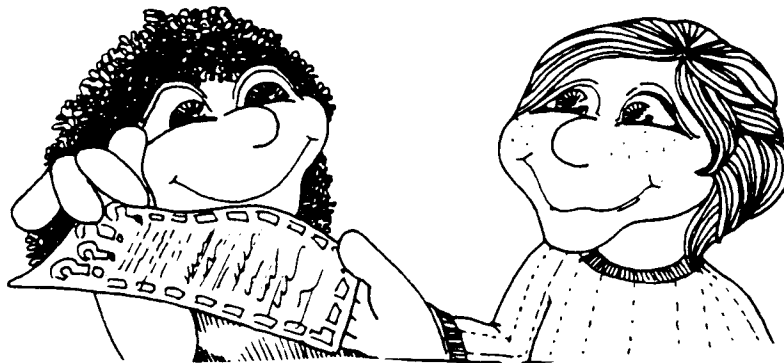
What I would like to improve in my spelling:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How I could do this:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_



<b>Teacher's Spelling Conference Record</b>					
<b>Name:</b>					
	<b>Date</b>	<b>% of Correct Spelling</b>	<b>Words Spelt Incorrectly</b>	<b>Type of Error</b>	<b>Skill Needed</b>
<b>Term 1</b>					
<b>Term 2</b>					
<b>Term 3</b>					