

## Spelling Assessment, Suggested EBLI Activities, and Scoring Analysis

### 1<sup>st</sup> Grade

#### Instructions for Administering:

- DO NOT GIVE/TEACH THE WORDS TO STUDENTS BEFORE ASSESSING. Students should *not* practice these specific words before or after the assessment.
- The assessment can be administered whole group or in smaller groups if you are giving different words to different students.
- Be sure you enunciate the word clearly, repeat it, and use it in a sentence.
  - If you are unsure of how to say any of the words
    - Go to [www.dictionary.com](http://www.dictionary.com)
    - Type in the word
    - Click on the microphone to hear the word spoken
- If it is too much to do all 25 words at once, you can split the words and give them over 2-3 days.
- If a student is misspelling all the words then stop after the first 5 and move to the list a grade level lower.
- If a student spells all the words correctly move to the list a grade level higher.
- Collect the assessments and save them in a manila folder for each student.
- Print an EBLI Spelling Assessment Scoring Analysis sheet for each student
  - If using different lists, be sure that you have the matching Spelling Assessment Scoring Analysis sheets for each list
- Score students papers in the chart on the Spelling Assessment Scoring Analysis sheet
  - There may be some grey areas based on each student's errors
  - Add up the numbers at the bottom of the column
  - Check any boxes at the bottom of the Spelling Assessment Scoring Analysis sheet that apply
    - Use this information to help create groups for small group instruction
  - Add any additional notes that are appropriate
- Input student's scores on the EBLI Assessment Tracker
- Re-test students using the same a 'minimum' of Fall, Winter and Spring.
  - Once students have been taught EBLI, allow them to say the sounds (quietly) as they spell the words.

Say each word and give it in a sentence. Ask students to write the word on their paper.

1. bad	6. gift	11. chip	16. miss	21. play
2. him	7. slap	12. trash	17. snake	22. teeth
3. log	8. swim	13. this	18. snow	23. team
4. junk	9. drum	14. plant	19. coach	24. skirt
5. nest	10. track	15. bike	20. train	25. copy

**Instructions for Analyzing Results:**

- For the “Correct Spelling Total” column, the total number of sounds in the word is given. Write the number of sounds the student had spelled correctly.
- For the “Spelling Accuracy/Whole Word Correct” column, put (+) for correct and (-) for incorrect.

After reviewing the analysis page, consider the instructional moves in the table below. Remember, do not have students practice the specific words on this assessment. Use a variety of words with the 1, 2, 3, or 4 letter spellings that the student needs to practice. Also note that this assessment is checking for understanding of:

- 1, 2, 3, or 4 letters representing the spelling of a sound
- Each sound can be spelled in many ways
- Some spellings can represent more than one sound
- Multi-syllable strategy

A student may show that they understand these concepts, yet still be learning various spellings.

**Suggested EBLI Activities:**

<b>If...</b>	<b>Then...</b>
The student has inaccurate one letter spellings	<ul style="list-style-type: none"> <li>• Do auditory blending and segmenting activities.</li> <li>• Use “Say and Pull” or “Sound Lines” to teach words containing these spellings.</li> <li>• Use EBLI Sound Cards (on EBLI Member’s Area) and bring students to the front of the room to blend and segment words and/or do Phoneme Manipulation.</li> <li>• If you have iPads, use the EBLI Apps: EBLI Island, EBLI Space, and then Sight Words Made Easy.</li> <li>• Be sure students are saying as they write!</li> <li>• Teach handwriting prompts and have the student say the sound at the end of the process of writing each letter.</li> <li>• Write a sentence containing words with these spellings for the student to read.</li> <li>• Have the student say and write a dictated sentence containing the target sounds.</li> </ul>
The student has inaccurate 2, 3, or 4 letter spellings	<ul style="list-style-type: none"> <li>• Do “Sound Lines” or “Multi-Syllable Spelling” to practice words containing these spellings.</li> <li>• Be sure students are saying as they write!</li> <li>• Write a sentence containing words with these spellings for the student to read.</li> <li>• Use Timed Spelling words from the “Beyond the Lesson Plan” section of the EBLI binder. (must be done 1:1)</li> <li>• Use whiteboard writing with teacher corrections.</li> <li>• Do Listen, Tally, Say and Write worksheet.</li> <li>• Dictate sentences to the student that contain words that practice this concept.</li> <li>• Do whiteboard writing and require a minimum number of words with the target sound.</li> <li>• Have students (in small groups of 3-4) brainstorm and make a list of all the words they can come up with that have a frequently misspelled target sound (1 board per group). Check their boards for correct spelling, then have each group sort their words.</li> <li>• For homework, have students do a scavenger hunt (look in a book, magazine, newspaper, on the cereal box), looking for words (give a number of words 10, 15, 20 etc.) that have a frequently misspelled target sound. Have them sort the words.</li> </ul>
The student doesn’t have a spelling for each sound in the word	<ul style="list-style-type: none"> <li>• Do one syllable Sound Lines or Multi-Syllable Spelling in small groups. Be sure to use some multi-syllable words.</li> <li>• Do a few multi-syllable words 1:1 with students, making sure they are saying as they write.</li> <li>• Make sure student is saying as they write; seat them at the front of the class.</li> <li>• In small group, be sure to listen for pristine segmenting as the student writes words on syllable lines, sound lines, etc.</li> <li>• Use whiteboard writing with teacher corrections.</li> <li>• Do Listen, Tally, Say and Write worksheet.</li> </ul>
The student has spelled the majority or all of the words accurately	<ul style="list-style-type: none"> <li>• When working in small groups, teach more challenging multi-syllable words with Multi-Syllable Spelling and Split Word Reading before the student reads from a text with more challenging content.</li> <li>• Give student the next grade level EBLI spelling list.</li> </ul>

### Spelling Assessment Scoring Analysis – 1<sup>st</sup> Grade

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

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

	Spellings							Correct Spellings Total	Spelling Accuracy/ Whole word correct (+/-)
1. bad	b	a	d					/3	
2. him	h	i	m					/3	
3. log	l	o	g					/3	
4. junk	j	u	n	k				/4	
5. nest	n	e	s	t				/4	
6. gift	g	i	f	t				/4	
7. slap	s	l	a	p				/4	
8. swim	s	w	i	m				/4	
9. drum	d	r	u	m				/4	
10. track	t	r	a	ck				/4	
11. chip	ch	i	p					/3	
12. trash	t	r	a	sh				/4	
13. this	th	i	s					/3	
14. plant	p	l	a	n	t			/5	
15. bike	b	i	ke					/3	
16. miss	m	i	ss					/3	
17. snake	s	n	a	ke				/4	
18. snow	s	n	ow					/3	
19. coach	c	oa	ch					/3	
20. train	t	r	ai	n				/4	
21. play	p	l	ay					/3	
22. teeth	t	ee	th					/3	
23. team	t	ea	m					/3	
24. skirt	s	k	ir	t				/4	
25. copy	c	o	p	y				/4	
<b>TOTALS</b>								<b>/89</b>	<b>/25</b>

**NOTES:**

b/d reversals

puts blends together

trouble with 2, 3, 4 letter spellings

omits spellings

inserts spellings

spellings out of order