

Spelling Assessment, Suggested EBLI Activities, and Scoring Analysis 7th and 8th 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
 - 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 list 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. whistler	6. acceptance	11. graduate	16. journalist	21. anchoring
2. salutation	7. treasured	12. interrupted	17. incarceration	22. grotesque
3. physician	8. succession	13. judicious	18. cynicism	23. intriguing
4. acquainted	9. seniority	14. naughty	19. technology	24. hilarious
5. qualifier	10. furniture	15. sophisticated	20. neutrality	25. geography

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:

If...	Then...
<p>The student has the spellings all out of order and is leaving out spellings for sounds and whole syllables</p>	<ul style="list-style-type: none"> • Remind students the benefits to THEM if they say as they write – better reader, better speller, better writer, homework goes faster, life is easier! • They are going from memory –be sure they say all the sounds as they write. • Encourage them to do the sounds one syllable at a time and keep repeating the word to access the following syllable.
<p>The student has inaccurate 2, 3, or 4 letter spellings</p>	<ul style="list-style-type: none"> • Do “Sound Lines” or “Multi-Syllable Spelling” to practice words containing these spellings. • Be sure students are saying as they write! • Write a sentence containing words with these spellings for the student to read. • Dictate sentences to the student that contain words that have the spelling they misspelled. • Do whiteboard writing and require a minimum number of words in each sentence and a minimum number of multi-syllable words. • 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. • Do Listen, Tally, Say and Write worksheet. • For homework, have students find words that have the spelling (or suffix, prefix, root word) that is the same as what was misspelled.
<p>The student doesn’t have a spelling for each sound in the word</p>	<ul style="list-style-type: none"> • Do one syllable Sound Lines or Multi-Syllable Spelling in small groups. Be sure to use some multi-syllable words. • Do a few multi-syllable words 1:1 with students, making sure they are saying as they write. • Make sure student is saying as they write; seat them in the front of the class. • In small group, be sure to listen for pristine segmenting as the student writes words on syllable lines, sound lines, etc. • Use whiteboard writing with teacher corrections. • Do Listen, Tally, Say and Write worksheet.
<p>The student has spelled the majority or all of the words accurately</p>	<ul style="list-style-type: none"> • 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. • Give student the next grade level EBLI spelling list.

Spelling Assessment Scoring Analysis – 7th and 8th Grade

Student Name: _____

Teacher: _____

Date: _____

	Spellings											Correct Spellings Total	Spelling Accuracy/ Whole word correct (+/-)	
1. whistler	wh	i	st	l	er							/5		
2. salutation	s	a	l	u	t	a	ti	o	n			/9		
3. physician	ph	y	s	i	ci	a	n					/7		
4. acquainted	a	cqu	ai	n	t	e	d					/7		
5. qualifier	qu	a	l	i	f	i	er					/7		
6. acceptance	a	c	c	e	p	t	a	n	ce			/9		
7. treasured	t	r	ea	s	ur	ed						/6		
8. succession	s	u	c	c	e	ssi	o	n				/8		
9. seniority	s	e	n	i	o	r	i	t	y			/9		
10. furniture	f	ur	n	i	t	ure						/6		
11. graduate	g	r	a	d	u	a	te					/7		
12. interrupted	i	n	t	err	u	p	t	e	d			/9		
13. judicious	j	u	d	i	ci	ou	s					/7		
14. naughty	n	augh	t	y								/4		
15. sophisticated	s	o	ph	i	s	t	i	c	a	t	e	d	/12	
16. journalist	j	our	n	a	l	i	s	t					/8	
17. incarceration	i	n	c	a	r	c	er	a	ti	o	n	/11		
18. cynicism	c	y	n	i	c	i	s	m					/8	
19. technology	t	e	ch	n	o	l	o	g	y				/9	
20. neutrality	n	eu	t	r	a	l	i	t	y				/9	
21. anchoring	a	n	ch	or	i	ng							/6	
22. grotesque	g	r	o	t	e	s	que						/7	
23. intriguing	i	n	t	r	i	gu	i	ng					/8	
24. hilarious	h	i	l	a	r	i	ou	s					/8	
25. geography	g	e	o	g	r	a	ph	y					/8	
Total												/194	/25	

NOTES:

b/d reversals

puts blends together

trouble with 2, 3, 4 letter spellings

omits spellings

inserts spellings

spellings out of order