

Developmental Spelling Test

For the goal Xxxx will demonstrate increased developmental spelling skills given daily opportunities to participate in phonics instruction, as measured by his/her score on the Developmental Spelling Test at the end of term [x].

- Using scoring procedure from Morris, D. (1998). Assessing printed word knowledge in beginning readers: The Early Reading Screening Instrument (ERSI). Illinois Reading Council Journal, 26(2), 30 – 39.
- Using words from the Monster Test www.jrichardgentry.com/monster-test/html

Assessment should be used no more than once per term.

Instructions

Tell the student know that you are going to ask them to spell some words, and that you aren't interested in right and wrong – that you just want to know which sounds they can hear in each word.

Read out each word, then the sentence. Repeat the word again and ask the student to write down the sounds they can hear.

Word List

- | | |
|-------------------|--|
| 1. monster | The boy was eaten by a MONSTER . |
| 2. united | New York is 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 teacher CLOSED the door. |
| 9. bumped | The car BUMPED into the bus. |
| 10. type | TYPE the letter on the computer keyboard. |

Developmental Spelling Test

Student record sheet

Student: _____

Date: _____

Educator: _____

Scoring

One point is awarded for each phoneme (sound) in the word represented by an appropriate letter. Examiners will need to interpret spellings if no example below matches student's attempt. Phonemes represented out of order are not awarded points.

Word	Student spelling	Number of phonemes (sounds) represented by an appropriate letter in correct order
monster		/6
united		/6
dress		/4
bottom		/5
hiked		/5
human		/5
eagle		/3
closed		/6
bumped		/6
type		/3
	Total	/49