



ADMINISTRATION AND SCORING GUIDE

Spelling



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Table of Contents

Spelling	1
Introduction	1
Grades K–2 Spelling Forms Content Development.	1
Materials Needed	3
Test Forms and Tracks	3
Grades K–2 Administration Directions	5
What You Need to Know	5
Timing	6
Repetition.	6
Obtaining the Best Results	6
Scoring Student Response Sheets	7
Administration Steps	7
Grades K–2 Scoring and Interpretation.	7
Score Development	7
Comparing Student Performance	9
Grade 3 Spelling Forms	10
Content Development	10
Test Forms	10
Grade 3 Administration Directions	10
Materials Needed	10
What You Need to Know	10
Timing	11
Repetition.	12
Discontinue Rule	12
Administration Steps	12
Grade 3 Scoring and Interpretation	13
Score Development	13
Scoring Student Response Sheets	13

Appendix A **14**

Appendix B **17**

Appendix C **42**

Appendix D **47**

Appendix E **51**

Appendix F **52**

References **60**

List of Tables

Table 1 Sequence of Skills/Patterns, by Grade and Form 2

Table 2 Form Numbers, by Track and Season 3

Table 3 Raw Score to Scaled Score Conversion, Kindergarten. 8

Table 4 Raw Score to Scaled Score Conversion, Grades 1 and 2 8

Table 5 Raw and Scaled Scores and Their Differences for Two Pairs of Students 9

Table C.1 Grade-Specific Response Sheets42

Table D.1 Demographic Characteristics of the Norm Sample for Spelling, Kindergarten Through Grade 2 48

Table D.2 Demographic Characteristics of the Norm Sample for Spelling, Grade 349

Table E.1 Raw Score to Scaled Score Conversion, Grade 351

Table F.1 SPELL-Links Word Score Criteria53

List of Figures

Figure 1 Spelling Screen 4

Figure 2 Spelling Test Materials Download Screen, Track 2 5

Figure A.1 Students Screen Dropdown Menu.14

Figure A.2 Selecting Roster Information15

Figure A.3 Test Date and Data Entry Window.15

Figure A.4 Test Date Entered and Incorrect Responses Marked16

Spelling



Overview

Levels	Kindergarten through Grade 3
Administration	Group and individual Paper presentation
Duration	K–Grade 2: Approximately 10 minutes Grade 3: Approximately 15 minutes
Responses	Recorded via Student Response Sheet
Scores	Automatically calculated in aimswebPlus after incorrect items are selected

Introduction

aimswebPlus™ Spelling is a group-administered measure of written spelling designed to be developmentally appropriate for students in kindergarten through Grade 3. A spelling measure is a valuable addition to aimswebPlus because research indicates that the process of learning to spell contributes to the development of reading ability (Moats, 2006, 2019; Murphy & Justice, 2019; Treiman, 2017; Weiser & Mathes, 2011).

The primary purpose of the Spelling measure is to provide an indicator of a student’s spelling ability on grade-level content, with particular attention to identifying students who are performing below grade level. In kindergarten through Grade 2, this assessment is not intended to challenge good spellers who are already performing at or above grade level. In Grade 3, however, some words are more likely to challenge even some good spellers.

The secondary purpose of this assessment is to highlight specific spelling skills (e.g., spelling patterns) that students have not acquired and provide teachers with targeted information to inform follow-up instruction, interventions, and assessments.

The following sections outline the development of Spelling content, the materials needed, administration directions, and score interpretation for kindergarten through Grade 3. The appendices at the end of this document provide instructions for entering data into the aimswebPlus platform (Appendix A), the test forms by grade (Appendix B), the student response sheets (Appendix C), and technical information about measure development (Appendix D).

Grades K–2 Spelling Forms Content Development

The assessment was designed with the aim of measuring a sequence of spelling skills (spelling patterns) consistent with commonly used instructional sequences. To this end, the following guidelines, instructional materials, and assessments were consulted to construct a sequence that would reflect consistent elements of those sources:

- *Words Their Way*® (Bear et al., 2011)
- *Z-B Spelling Connections*® (Gentry, 2007)

- K12 Reader Reading Instruction Resources (2011, www.K12reader.com)
- Louisa Moats' guidelines (Moats, 2010, 2019)
- *SPELL-Links to Reading & Writing™, Word Study Curriculum* (Wasowicz et al., 2017)
- Kaufman Test of Educational Achievement, Third Edition (KTEA™-3; Kaufman & Kaufman, 2014)
- Wechsler Individual Achievement Test®, Third Edition (WIAT®-III; Wechsler, 2009)

In addition to sequence, the above sources provided information about the grade level at which various skills/patterns are taught. Across these sources, the grade levels assigned to each skill were less consistent than sequence of the skills. For instance, *SPELL-Links* generally placed skills at higher grades than the other curriculum-based sources. The WIAT-III and KTEA-3 are individually administered instruments with spelling subtests that have words arranged in order of increasing empirical difficulty across grade levels. They provided a different kind of information from the other sources, which are organized primarily according to instructional sequence. Specifically, the WIAT-III and KTEA-3 provided useful information for deciding the grade level to introduce different skills because their design is based on the performance of typical students at different grades. Table 1 shows the sequence of spelling skills and letter patterns targeted by the aimswebPlus Spelling assessment at each grade level.

Table 1 Sequence of Skills/Patterns, by Grade and Form

Skill/pattern	Examples	Items per form		
		K	1	2
Short vowels (CVC)	bag, pet, did, dot, nut	4–6	2–4	2
Short vowels (VC)	am, it, on, us	2		
Digraphs and consonant blends (CCVC or CVCC)	sh, ch, th, -ng, -mp, sp, br	0–2	4–5	2
Open long vowels (CV)	be, go, my	2		
Long vowels (VCe)	ate, time, home, tube		2–3	3
Inflections	-s, -es, -ed (some with doubling)		0–2	4
Long vowel patterns (vowel teams)	ea, oa, ai, igh		0–2	2
r-controlled vowels	car, her, bird, for, burn		2	3
Total items per form		10	16	16

The content blueprints within each grade are similar across seasons, but the number of words assessing a particular skill or letter pattern may change. For example, the letter patterns assessed on the Fall form may carry over to the Winter form and a new letter pattern may be added to the Winter form. As a result, the forms are not designed to be equally difficult across seasons. The number of items per form is the same for all forms within a grade. All of the kindergarten words and many of the Grade 1 words are one-syllable words.

Informed by the sources previously noted, the content blueprints aim to assess a developmentally appropriate learning sequence of spelling skills and letter patterns. Although young students learn many irregularly spelled, high-frequency words when they are beginning to read, irregular words are not included in the content blueprint because they would not

contribute information about students' mastery of the skills (i.e., spelling patterns) identified in Table 1. By omitting irregularly spelled words, the resulting assessment is designed to identify weaknesses more efficiently in the targeted spelling skills.

Additionally, the design of the aimswebPlus Spelling measure was intended to be appropriate for assessing students with dyslexia. Studies have generally found that students with dyslexia do not have a distinctive pattern of errors; rather, their errors are similar to those made by typically developing students at a similar level of overall spelling ability (e.g., Angelelli et al., 2010; Bourassa & Treiman, 2003; Bourassa et al., 2006; Cassar et al., 2005; Curtin et al., 2001; Daigle et al., 2016; Egan & Tainturier, 2011; Protopapas et al., 2013).

The selection of consonants and consonant digraphs at each grade was guided by the sequences provided by Moats (2019) and *SPELL-Links* (Wasowicz et al., 2017). The Kindergarten Fall forms include the initial consonants *b*, *d*, hard *g*, *h*, *m*, *n*, *p*, and *t*. Initial *i*, initial *s*, and the digraphs *th* and *ng* are introduced in the Winter forms, and initial *w* in the Spring forms. Grade 1 forms add the initial consonants hard *c*, *f*, and *j*, and the digraphs *ch*, *sh*, and *wh*. Grade 2 forms add the initial consonants *k* and *r*.

All of the short vowels are included on every form across grades, seasons, and tracks, with approximately equal frequency within and across forms. One consonant blend (*st*) is included on the Kindergarten Spring forms. Approximately 10 different consonant blends are included on the Grade 1 forms, and approximately 15 are included on the Grade 2 forms.

Each of the spelling words is dictated within the context of a sentence. The sentences were designed to be brief (i.e., fewer than 10 words each) and easy to understand. Each sentence demonstrates correct grammatical usage of the target word and provides a context to convey the word's meaning. If the spelling word is a homophone, the context of the sentence distinguishes the target word from words that sound the same but are spelled differently.

Materials Needed

aimswebPlus Spelling is an untimed measure. To administer Spelling, you will need the following materials:

- Administration directions (available in this guide or via the aimswebPlus platform).
- Student Response Sheets (1 per student, available in Appendix C of this guide or via the aimswebPlus platform).
- Pencils (1 per student plus extras).

Test Forms and Tracks

Two sets of parallel Spelling forms were developed for each grade. These sets are referred to as *tracks*. As shown in Table 2, Track 1 comprises Forms 1, 3, and 5 (Fall, Winter, and Spring forms, respectively), and Track 2 comprises Forms 2, 4, and 6 (Fall, Winter, and Spring forms, respectively). For each grade, the forms in Tracks 1 and 2 follow the same content blueprint.

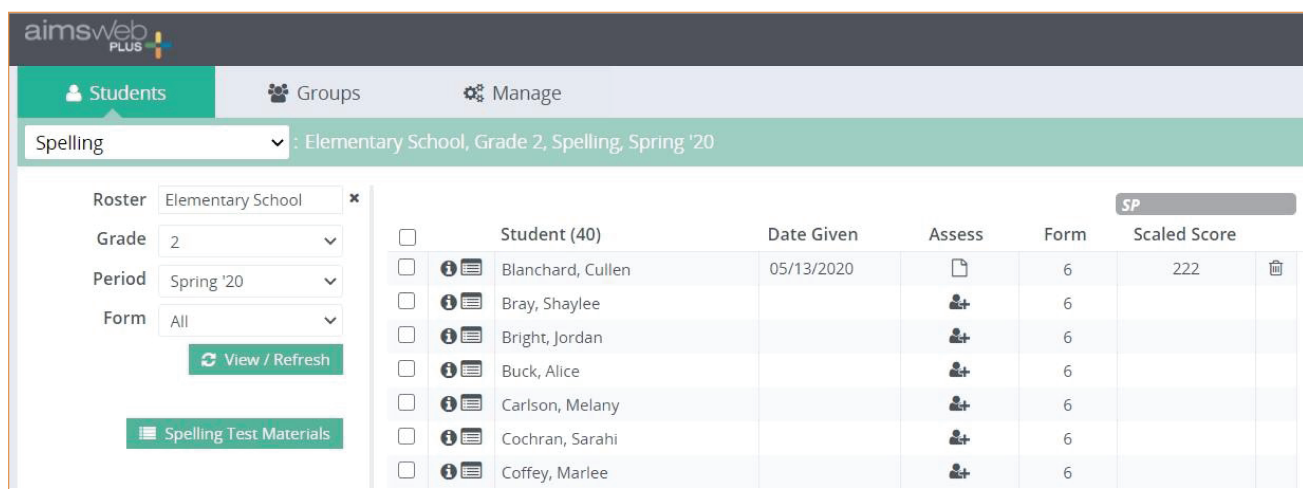
Table 2 Form Numbers, by Track and Season

Track	Fall form	Winter form	Spring form
1	1	3	5
2	2	4	6

Each Spelling form consists of either 10 words (kindergarten) or 16 words (Grades 1 and 2). Forms are linked by a small number of common items. Scaling across seasons is accomplished by having common items at adjacent seasons but only across tracks. That is, about three items on the Track 1 Fall form (Form 1) also appear on the Track 2 Winter form (Form 4), and three items on the Track 2 Fall form (Form 2) also appear on the Track 1 Winter form (Form 3). This linking design allows all forms to be placed on a single scale without having items repeated across seasons within a track. Thus, a student will not encounter the same item more than once.

The aimswebPlus platform randomly assigns each account to one of the two tracks; that is, each district, school, and classroom in a given account is assigned to the same track. Because there are two sets of Spelling forms at each grade level, it is important to ensure the correct form is administered based on the assigned track. In the platform, the assigned form is listed on the Spelling screen, which is depicted in Figure 1. In the example shown in Figure 1, the assigned Spring form is Form 6, indicating that this account was randomly assigned to Track 2.

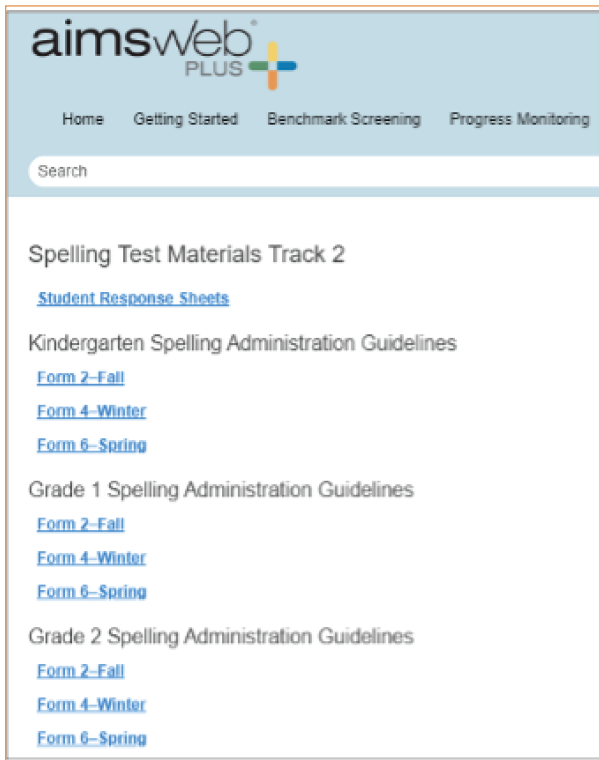
Figure 1 Spelling Screen



In Appendix B, each form has its own administration page that contains all information needed to conduct a testing session: how to set up the test environment, materials needed, administration directions, and word list. If using the administration instructions from this guide, make sure that the grade and form number appearing in the aimswebPlus platform for your students (e.g., Grade 2 Form 6, as shown in Figure 1) matches the grade and form number shown on the administration page.

Alternatively, stand-alone administration directions are available to download via the Spelling Test Materials button on the Spelling screen in the aimswebPlus platform, as seen in Figure 1. The benefit of this method is that only the forms included in the assigned track are shown, as seen in Figure 2. Simply click the link for the applicable grade and season to download the correct administration directions and word list for your students. The Student Response Sheets, found in Appendix C of this guide, are also available via this screen.

Figure 2 Spelling Test Materials Download Screen, Track 2



Grades K-2 Administration Directions

What You Need to Know

Before you Begin:

- Students should be tested in a well-lit, quiet room that is free from distractions and interruptions.
- Try to administer the test when students are rested and able to pay attention so they can give their best effort.
- Each student will need a pencil and a Student Response Sheet (see Appendix C) for the test session.
- You will need the appropriate administration page and word list for the students being tested (see Appendix B).

Be consistent and adhere to the administration procedures outlined in this guide. Familiarize yourself with the administration guidelines, test materials, and item content described in this guide prior to administering Spelling to students.

Read all spoken directions exactly as they are written, slowly and clearly. Words you are to speak out loud are printed in **bold** type. If you paraphrase directions or coach for a correct answer, results will be skewed and will not accurately reflect your students' spelling skills. As you administer the items, monitor the room to ensure that students are doing the following:

- Writing each response on the correct line.
- Keeping their eyes on their own work.
- Attempting each item.

You may want to enlist the help of a qualified teacher's assistant or other education professional to help monitor students when testing an entire class. Be sure to train anyone assisting with or conducting test sessions so that they do not provide inappropriate assistance to students. *Note* that while educational assistants may administer Spelling, only qualified professionals should interpret the scores.

Timing

Because Spelling is an untimed measure (i.e., it is not a measure of automaticity), students should be given enough time to attempt each word. If you notice any student spending too much time on a word, encourage them to take their best guess. Move on to the next item when everyone has finished their response. If any students are actively writing, allow them to finish their responses before proceeding to the next item. One-on-one or small-group administration may be preferred at kindergarten and perhaps Grade 1 so that the teacher can monitor students' performance and ensure that all students are attempting to spell each word.

Repetition

If a student asks for a word to be repeated or it seems necessary based on observation (e.g., a student appears distracted and is not writing a response), you may repeat the item. Rather than just repeating the word, always repeat the full item, including the word, the corresponding sentence, and then the word again. Do not read an item more than two times.

Obtaining the Best Results

To obtain the most accurate results, adhere to the following guidelines:

- Read the instructions exactly as they are written.
- Avoid interruptions once you have started a test session.
- If students appear distracted, you may prompt by saying, **Listen carefully.**
- Be supportive and encourage students to give their best effort on each word.
- Do not coach for a correct response. Providing guidance such as "sound it out" is not permitted.
- Do not give students feedback on their responses. If a student asks for help, say something like, **Just make your best guess.**

Scoring Student Response Sheets

In Appendix B, each grade and season (e.g., Kindergarten Fall Form) has its own self-contained set of instructions. Use the word list for the specific test session to score each student's responses. Then, in the aimswebPlus platform, select the items each student answered incorrectly (see Appendix A).

Administration Steps

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Bag. My books are in the bag. Bag." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the appropriate word list in Appendix B. Turn to Appendix A for steps to score student forms using the aimswebPlus platform.

Grades K–2 Scoring and Interpretation

For kindergarten, the raw score ranges from 0 (all words spelled incorrectly) to 10 (all words spelled correctly). For Grades 1 and 2, the raw score ranges from 0 (all words spelled incorrectly) to 16 (all words spelled correctly). Additionally, scaled scores and their conditional standard errors of measurement (*CSEMs*) are reported. The scaled score and *CSEM* for each possible raw score are reported in Table 3 (kindergarten) and Table 4 (Grades 1 and 2).

Score Development

Scaled scores are centered around a mean of 200 and standard deviation of 15. The *CSEM* is the standard deviation of a student's observed scaled score that would be expected over repeated parallel measurements with a fixed, unchanging true score. The scaled scores are generated by a two-parameter item response model, with all item difficulties fixed to 0 and all item discrimination parameters fixed to 1. This parameterization results in a scaled score that is a linear transformation of the raw score.

Table 3 Raw Score to Scaled Score Conversion, Kindergarten

Raw score	Scaled score	<i>CSEM</i>
0	148	21
1	169	14
2	180	11
3	188	10
4	195	9
5	200	8
6	206	9
7	212	10
8	220	11
9	232	14
10	253	21

Table 4 Raw Score to Scaled Score Conversion, Grades 1 and 2

Raw score	Scaled score	<i>CSEM</i>
0	142	20
1	161	14
2	172	11
3	178	9
4	184	8
5	189	8
6	193	8
7	197	7
8	200	7
9	204	7
10	207	8
11	212	8
12	216	8
13	222	10
14	229	11
15	239	14
16	258	20

Note that for Grades 1 and 2 (see Table 4), the *CSEMs* are smallest when students spell between 7 and 9 words correctly. This is because the test is most informative for students who spell an approximately equal number of words correctly and incorrectly. Conversely, the test provides less information about a student's true spelling skills when they spell all or nearly all words correctly or incorrectly. As such, the *CSEM* is largest at the bounds of the scaled scores. The following section discusses how to compare student performance using the raw scores, scaled scores, and *CSEMs* reported in aimswebPlus.

Comparing Student Performance

Table 5 reports the raw and scaled scores earned by two pairs of hypothetical students as well as the differences between earned raw and scaled scores for those same students. For the first pair of students, Student 1 spelled 13 words correctly, earning a scaled score of 222, and Student 2 spelled 14 words correctly, earning a scaled score of 229. The Pair 1 students differ by 1 raw score point and by 7 scaled score points. For the second pair of students, Student 1 spelled 8 words correctly, earning a scaled score of 200, while Student 2 spelled 9 words correctly, earning a scaled score of 204. The Pair 2 students differ by 1 raw score point and by 4 scaled score points.

Table 5 Raw and Scaled Scores and Their Differences for Two Pairs of Students

Pair	Student 1 scores			Student 2 scores			Score difference	
	Raw	Scaled	<i>CSEM</i>	Raw	Scaled	<i>CSEM</i>	Raw	Scaled
1	13	222	10	14	229	11	1	7
2	8	200	7	9	204	7	1	4

Based on the raw scores, one may infer that the difference in spelling ability between Student 1 and Student 2 is the same in Pair 1 and Pair 2 because both pairs of students differ by 1 raw score point. However, this inference does not account for the error inherent in all tests because the raw scores do not convey the score-level standard error of measurement.

Based on the scaled scores, one may come to a different conclusion and infer that the students in Pair 2 are more alike with regard to spelling ability because they differed by 4 scaled score points while the students in Pair 1 differed by 7 scaled score points. This inference does not account for the precision of an earned scaled score, which is presented in the *CSEM*.

To make the most valid comparisons between two students' scores, their scaled scores should be interpreted as the best estimates of their abilities, with *CSEM* values estimating a score distribution around that estimate. Measurement is more precise for examinees with smaller *CSEMs*. In this case, the students in Pair 2 have smaller *CSEMs* than the students in Pair 1, so the Pair 2 students have more precise scaled scores. Combined with the fact that their scaled scores are closer together (smaller difference), the students in Pair 2 have more similar performance than the students in Pair 1.

Using the scaled scores along with the *CSEM*, one may infer that the students in Pair 1 are less alike in their spelling abilities because their score distributions have less overlap than the students in Pair 2. Specifically, score distributions follow a normal distribution with a mean equal to the scaled score and standard deviation equal to the *CSEM*. In this case, 72% of the score distributions for Pair 1 are overlapping compared to 76% of Pair 2. With a smaller overlap, the students belonging to Pair 1 are less likely to have the same true Spelling score.

Thus, while raw scores help contextualize student performance by reporting the number of items correct, this metric should not be used to draw inferences about a student's level of spelling ability in general. Together, the scaled score and *CSEM* provide a richer description of a student's spelling ability with respect to the design of this assessment.

Grade 3 Spelling Forms

Content Development

The Grade 3 word lists were originally created for the *Wechsler Fundamentals: Academic Skills* (2008). First, content analysis was conducted on graded word lists (Harris & Jacobson, 1982; Taylor et al., 1989) to identify words at appropriate levels of complexity that assessed a progression of spelling skills. Two equivalent lists of words were drafted by placing paired words on each list with emphasis on matching similar primary, medial, and final sounds. An expert in language development examined the lists for consistency, difficulty, and theoretical equivalency before final word selections were made. An equating study was also conducted to test the equivalency of the two spelling lists. The results of the equating study confirmed the two forms were parallel in terms of reliability, score consistency, and decision consistency. Each list contains 33 words, which allows for a wider range of spelling abilities to be assessed with Grade 3 students relative to the shorter lists for kindergarten through Grade 2.

This Spelling measure was designed for students to write down their responses rather than say the letter sequences aloud. When students provide written responses, errors can be further evaluated after the test session to help identify or confirm opportunities to improve spelling instruction.

Test Forms

Three benchmark screening forms are available to administer Grade 3 Spelling in the Fall, Winter, and Spring. The forms were created by alternating the two 33-word lists: Fall and Spring forms use the same word list, and the Winter form uses the other equivalent list. By administering equivalent Spelling forms across the school year, changes in performance across testing points can be used to track growth in spelling abilities. Furthermore, comparisons between Fall and Spring performance allow customers to see how student skills have improved from the beginning to the end of the school year on exactly the same spelling words.

Grade 3 Administration Directions

Materials Needed

To administer the test, you will need:

- Administration directions with the word list (available in Appendix B or on the aimswebPlus Platform).

For students to write responses, you will need:

- A printed copy of the Student Response Sheets for each student (available in Appendix C of this guide or via the aimswebPlus platform).
- Pencils (1 per student plus extras).

What You Need to Know

Familiarize yourself with the administration guidelines, test materials, and item content described in this guide prior to administering Spelling to students. You may want to enlist the help of a qualified teacher's assistant or other education professional to help monitor students when testing an entire class. Be sure to train anyone assisting with or conducting test sessions

so that they do not provide inappropriate assistance to students. *Note* that while educational assistants may administer Spelling, only qualified professionals should interpret the scores.

Each guideline below should be followed to obtain the best results. Straying from these guidelines, such as paraphrasing directions or coaching for a correct answer, will skew the student's results and will not accurately reflect your students' spelling skills.

Before you begin:

- Students should be tested in a well-lit, quiet room that is free from distractions and interruptions.
- Try to administer the test when students are rested and able to pay attention so they can give their best effort.
- Students must have a flat solid surface to write responses.
- Groups of students administered the measure in the same room should be positioned to minimize distractions and avoid students seeing each other's responses.
- When administering to an individual student, you should sit at the same table or desk, with the administration directions and word list documents out of the view of the student.

During testing, please keep in mind:

- Be consistent and adhere to the administration procedures outlined in this guide.
- Read all spoken directions exactly as they are written, slowly and clearly. Words you are to speak out loud are printed in **bold** type.
- As you administer the items, monitor the room to ensure that students are doing the following:
 - Writing each response on the correct line.
 - Keeping their eyes on their own work.
 - Attempting each item.
- If students appear distracted, you may prompt by saying, **Listen carefully.**
- Be supportive and encourage students to give their best effort on each word.
 - If a student asks for help, say, **Just make your best guess.**
 - Do not coach for a correct response. Providing guidance such as "sound it out" is not permitted.
- Do not give students feedback on their responses.

Timing

Because Spelling is an untimed measure (i.e., it is not a measure of automaticity), students should be given enough time to attempt each word. If you notice any student spending too much time on a word, encourage them to take their best guess. Move on to the next item when everyone has finished their response. In group administration settings, a good rule of thumb is to allow approximately five to seven seconds between ending an item and beginning another item. If any students are actively writing, allow them to finish their responses before proceeding to the next item.

Repetition

If a student asks for a word to be repeated or it seems necessary based on observation (e.g., a student appears distracted and is not writing a response), you may repeat the item. Rather than just repeating the word, always repeat the full item, including the word, the corresponding sentence, and then the word again. Do not read an item more than two times.

Discontinue Rule

All students should be encouraged to attempt all spelling items. However, in some cases, it may be appropriate to discontinue before attempting all items. Follow these steps to help students achieve the highest score they can before identifying if it is necessary to discontinue the test.

- If it becomes clear that the remaining items are too difficult for a student, the administrator should first encourage the student by saying, **Remember, students are not expected to know how to spell all the words, and it is OK to guess.**
- If the student still finds it too difficult to give a guess, then let the student know, **It is OK to write “Don’t Know” for this word, let’s try the next one.**
- If the administrator is concerned the student cannot continue currently but *is not sure* whether the student could spell the remaining words correctly, complete the remaining items after a break or at another time.
- However, if the administrator becomes reasonably certain that the remaining items are much too difficult for the student to spell correctly, discontinue the test and score the remaining items as zero.

Identifying if and when it is necessary to discontinue a test can be difficult when administering Spelling to a large group. Use any knowledge of the students taking the test and your professional judgment before test administration to determine if individual administration is the best option to closely monitor student performance throughout the test.

Administration Steps

The following administration steps are worded to describe group administration of the spelling measure to multiple students at the same time. However, the measure can be administered in private individual sessions using the same instructions.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

Now I am going to ask you to write some words. First I will say the number of the word so you will know where to write it on the page. Then I will say a word, use it in a sentence, and say the word again. Listen carefully to the sentence so you know which word to write. Put your finger on the number when I say it.

If you’re not sure, take your best guess. Ready?

For each item on the word list, state the item number followed by the word, the corresponding sentence, and then the word again. For example, “Number 1. At. She met us at the restaurant. At.” Wait until all students have finished writing their responses, then state the next item number, and so on. Continue in this manner until all items have been administered. Review the Discontinue Rule for instructions on when a test may be allowed to end before all items are administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the appropriate word list in Appendix B. Turn to Appendix A for steps to score student forms using the aimswebPlus platform.

Grade 3 Scoring and Interpretation

The original development of the Grade 3 word lists and scoring was completed for the *Wechsler Fundamentals: Academic Skills* (2008) but has been adapted to be consistent with aimswebPlus Spelling scoring procedures used for kindergarten through Grade 2. Specifically, raw scores are converted to scale scores via the same process as younger grades. National percentile scores are based on the performance of normative samples (described in Appendix D). Additionally, specific spelling errors within each Grade 3 student response can be analyzed further using the SPELL-Links Pattern Inventory & Analysis Tool worksheets provided in Appendix F.

Score Development

A student's raw score is equal to the total number of words spelled correctly. On Grade 3 forms, raw scores range from 0 (all words spelled incorrectly) to 33 (all words spelled correctly).

Scaled scores and their conditional standard errors of measurement (*CSEMs*) are also reported. The scale score and *CSEM* for each possible raw score are reported in Appendix E. Scale scores are grade specific, providing a metric to compare students within the same grade and also to compare the performance of students across the school year.

Scaled scores are centered around a mean of 200 and standard deviation of 15. The *CSEM* is the standard deviation of a student's observed scaled score that would be expected over repeated parallel measurements with a fixed, unchanging true score. The scaled scores and *CSEMs* are generated by a two-parameter item response model, with all item difficulties fixed to 0 and all item discrimination parameters fixed to 1. This parameterization results in a scaled score that is a linear transformation of the raw score.

National percentile scores are based on normative data samples described in Appendix D. National percentile scores offer a way to understand how well a student's score relates to peers in the same grade level. For example, a scale score at the 50th percentile on a Fall spelling form indicates the student's score is the same or better than how peers in the same grade and season would be expected to perform.

The SPELL-Links Pattern Inventory & Analysis Tool provides an additional layer of analysis that can be used to identify if a student shows specific patterns in their errors. The purpose of the tool is to guide individual instruction and grouping of students through identification of specific patterns of strengths and weaknesses students are demonstrating at the lexical and sub-lexical level. Careful analysis of student responses is required to glean the most useful information.

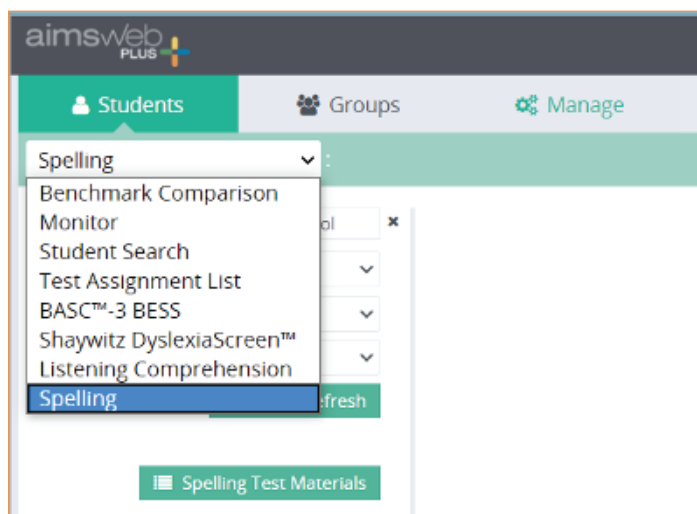
Scoring Student Response Sheets

In Appendix B, each season's form includes the full word list after the administration instructions. Use the word list for each form to score students' responses. Then, in the aimswebPlus platform, select the items each student answered incorrectly (see Appendix A).

Entering Data in the aimswebPlus Platform

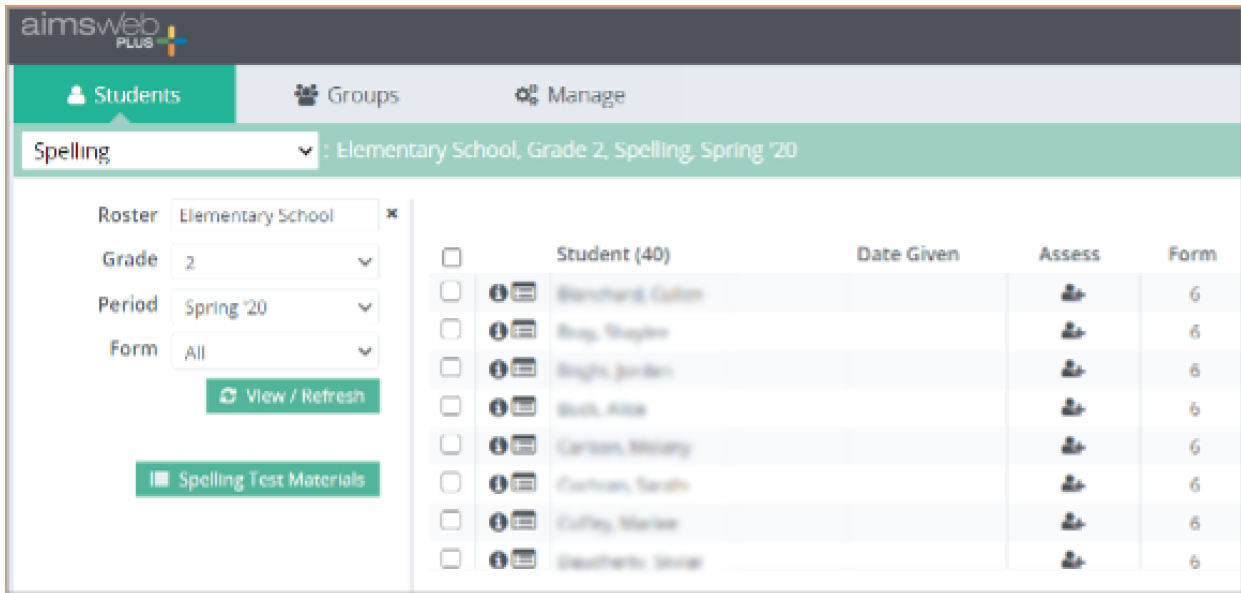
In the aimswebPlus platform, select Spelling from the dropdown menu on the Students screen, as shown in Figure A.1.

Figure A.1 Students Screen Dropdown Menu



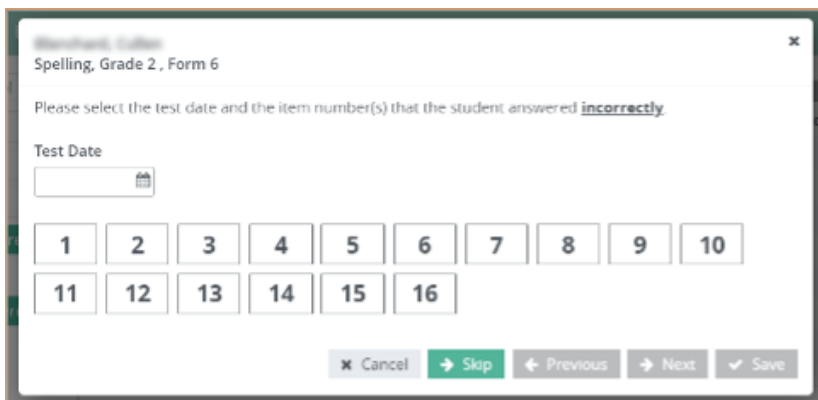
Then select the appropriate Roster, Grade, Measure (Spelling), and Period from the dropdown menus on the left side of the screen, as shown in Figure A.2, and click the **View/Refresh** button. Leave the Form dropdown menu set to All (the default). For kindergarten through Grade 2, the platform will automatically assign a given class to one of the two Tracks, and the forms associated with this track will be assigned to the student each season. For example, the students shown in Figure A.2 were assigned to Track 2 (Forms 2, 4, and 6 for Fall, Winter, and Spring, respectively), so Form 6 appears in the Form column for Spring testing. For Grade 3, there is only one form for each season.

Figure A.2 Selecting Roster Information



Next, click on the icon in the Assess column to enter test data for a given student, as shown in Figure A.2. When the pop-up window appears, enter the date of test administration in the Test Date box and click on the item numbers to indicate incorrect responses, as shown in Figure A.3.

Figure A.3 Test Date and Data Entry Window



The items you select as incorrectly answered will turn red, as shown in Figure A.4. After you have marked all incorrect responses, click the **Save** button in the lower right corner of the pop-up window to save the data entered for that student. Repeat this process for each student as needed.

Figure A.4 Test Date Entered and Incorrect Responses Marked

The screenshot shows a pop-up window titled "Spelling, Grade 2, Form 6". Below the title, there is a text prompt: "Please select the test date and the item number(s) that the student answered **incorrectly**". Underneath, there is a "Test Date" field with a calendar icon and the date "05/13/2020" entered. Below the date field is a grid of 16 numbered buttons, arranged in two rows of eight. The buttons are numbered 1 through 16. Buttons 4, 7, and 15 are highlighted with a red border, indicating they are selected as incorrect responses. At the bottom of the window, there are five buttons: "Cancel" (with an 'x' icon), "Skip" (with a right arrow icon), "Previous" (with a left arrow icon), "Next" (with a right arrow icon), and "Save" (with a checkmark icon).

Individual Test Forms

Each grade and season (e.g., Kindergarten Fall Form) has its own self-contained set of instructions and word list. Test Forms may be printed out as needed to facilitate administration. Use the word list to score each student’s responses. Then, enter the students’ scores into the aimswebPlus platform (see Appendix A for steps to enter student test data).

Spelling Administration: Kindergarten Form 1, Fall . . . . .	.18
Spelling Administration: Kindergarten Form 2, Fall . . . . .	.19
Spelling Administration: Kindergarten Form 3, Winter . . . . .	.20
Spelling Administration: Kindergarten Form 4, Winter . . . . .	.21
Spelling Administration: Kindergarten Form 5, Spring . . . . .	.22
Spelling Administration: Kindergarten Form 6, Spring . . . . .	.23
Spelling Administration: Grade 1 Form 1, Fall . . . . .	.24
Spelling Administration: Grade 1 Form 2, Fall . . . . .	.25
Spelling Administration: Grade 1 Form 3, Winter. . . . .	.26
Spelling Administration: Grade 1 Form 4, Winter. . . . .	.27
Spelling Administration: Grade 1 Form 5, Spring. . . . .	.28
Spelling Administration: Grade 1 Form 6, Spring. . . . .	.29
Spelling Administration: Grade 2 Form 1, Fall . . . . .	.30
Spelling Administration: Grade 2 Form 2, Fall . . . . .	.31
Spelling Administration: Grade 2 Form 3, Winter. . . . .	.32
Spelling Administration: Grade 2 Form 4, Winter. . . . .	.33
Spelling Administration: Grade 2 Form 5, Spring. . . . .	.34
Spelling Administration: Grade 2 Form 6, Spring. . . . .	.35
Spelling Administration: Grade 3 Fall Form. . . . .	.36
Spelling Administration: Grade 3 Winter Form . . . . .	.38
Spelling Administration: Grade 3 Spring Form . . . . .	.40

Spelling Administration: Kindergarten Form 1, Fall

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Bag. My books are in the bag. Bag." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Kindergarten Form 1 Word List

Item	Stimulus
1.	Bag. My books are in the bag. Bag.
2.	Nut. The squirrel ate the nut. Nut.
3.	Big. We sat under a big tree. Big.
4.	Pot. I used a pot to boil water. Pot.
5.	Den. We played a game in the den. Den.
6.	Tap. I tap my fingers to the music. Tap.
7.	Up. I looked up at the stars. Up.
8.	At. At noon, we have lunch. At.
9.	Me. Follow me. Me.
10.	Go. The students go to school. Go.

Spelling Administration: Kindergarten Form 2, Fall

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Pin. This pin is used for sewing. Pin." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Kindergarten Form 2 Word List

Item	Stimulus
1.	Pin. This pin is used for sewing. Pin.
2.	Did. We did our homework. Did.
3.	Bat. We saw a bat in a cave. Bat.
4.	Top. At the top of the mountain, there is snow. Top.
5.	Peg. Hang your coat on the peg. Peg.
6.	Bud. The flower bud is opening. Bud.
7.	If. If it rains, we will use the umbrella. If.
8.	Am. I am glad to meet you. Am.
9.	He. He is my brother. He.
10.	My. I read my book. My.

Spelling Administration: Kindergarten Form 3, Winter Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

**I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess.
Ready?**

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Dig. My dog likes to dig holes. Dig." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Kindergarten Form 3 Word List

Item	Stimulus
1.	Dig. My dog likes to dig holes. Dig.
2.	Pen. The student used a pen to write. Pen.
3.	Bat. I saw a bat in a cave. Bat.
4.	Tub. We bought a tub of ice cream. Tub.
5.	It. It is getting late. It.
6.	On. I tried on the shirt. On.
7.	Be. Be careful. Be.
8.	So. The flowers are so colorful. So.
9.	This. This is my favorite book. This.
10.	Hang. I hang up my clothes in the closet. Hang.

Spelling Administration: Kindergarten Form 4, Winter Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

**I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess.
Ready?**

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Pet. I have a cat as a pet. Pet." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Kindergarten Form 4 Word List

Item	Stimulus
1.	Pet. I have a cat as a pet. Pet.
2.	Bag. My books are in the bag. Bag.
3.	Dip. You can dip your toes in the water. Dip.
4.	Tag. Check the price tag to see the cost. Tag.
5.	Up. I looked up at the stars. Up.
6.	In. There are fish in the lake. In.
7.	Me. Follow me. Me.
8.	By. The school is by the park. By.
9.	Them. We walked the dogs after feeding them. Them.
10.	Long. We took a long walk. Long.

Spelling Administration: Kindergarten Form 5, Spring *Test Environment and Materials*

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Bed. I sleep in my bed. Bed." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Kindergarten Form 5 Word List

Item	Stimulus
1.	Bed. I sleep in my bed. Bed.
2.	Dot. The dot on the map shows where we are. Dot.
3.	Tag. Check the price tag to see the cost. Tag.
4.	Pop. We can blow bubbles and watch them pop. Pop.
5.	Us. The teacher gave us time to read. Us.
6.	If. If it rains, we will use the umbrella. If.
7.	We. We enjoyed the story. We.
8.	No. The sign says, No running. No.
9.	Them. We walked the dogs after feeding them. Them.
10.	Must. I must leave on time or I will be late. Must.

Spelling Administration: Kindergarten Form 6, Spring *Test Environment and Materials*

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Dog. The dog wagged its tail. Dog." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Kindergarten Form 6 Word List

Item	Stimulus
1.	Dog. The dog wagged its tail. Dog.
2.	Pen. The student used a pen to write. Pen.
3.	Bad. The food did not go bad. Bad.
4.	Tug. Tug gently on the leash to stop the dog. Tug.
5.	It. It is getting late. It.
6.	On. I tried on the shirt. On.
7.	Be. Be careful. Be.
8.	My. I read my book. My.
9.	Then. First we eat, and then we play games. Then.
10.	Last. The rain did not last long. Last.

Spelling Administration: Grade 1 Form 1, Fall

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Bit. I bit into my sandwich. Bit." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 1 Form 1 Word List

Item	Stimulus	Item	Stimulus
1.	Bit. I bit into my sandwich. Bit.	10.	Came. My friend came over. Came.
2.	Man. The man is tall. Man.	11.	Time. It was time to go home. Time.
3.	Fed. I fed my cat this morning. Fed.	12.	Tube. I need another tube of toothpaste. Tube.
4.	Log. We stayed in a log cabin. Log.	13.	End. I wonder how the story will end. End.
5.	He. He is my brother. He.	14.	Shy. The new student was shy at first. Shy.
6.	My. I read my book. My.	15.	Tar. Tar is used to make roads. Tar.
7.	Sing. We like to sing. Sing.	16.	Her. She found her keys. Her.
8.	Just. I just finished eating. Just.		
9.	That. That is fine with me. That.		

Spelling Administration: Grade 1 Form 2, Fall

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Bus. I take the bus to school. Bus." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 1 Form 2 Word List

Item	Stimulus	Item	Stimulus
1.	Bus. I take the bus to school. Bus.	10.	Home. I went home after school. Home.
2.	Mop. We can mop the floor. Mop.	11.	Like. I like playing games. Like.
3.	Pit. The boy dug a small pit in the yard. Pit.	12.	Ate. We ate dinner at six. Ate.
4.	Fog. The fog is beginning to clear. Fog.	13.	And. The dog and cat are friends. And.
5.	Be. Be careful. Be.	14.	Dry. I will hang the towel to dry. Dry.
6.	Go. We go to school. Go.	15.	Car. A car is parked in the driveway. Car.
7.	Sang. The students sang a song. Sang.	16.	Or. They played the game two or three times. Or.
8.	Went. We went to the library. Went.		
9.	Thin. The plant had thin leaves. Thin.		

Spelling Administration: Grade 1 Form 3, Winter Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

**I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess.
Ready?**

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Pit. The boy dug a small pit in the yard. Pit." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 1 Form 3 Word List

Item	Stimulus	Item	Stimulus
1.	Pit. The boy dug a small pit in the yard. Pit.	9.	Ask. Feel free to ask a question. Ask.
2.	Can. I will do what I can. Can.	10.	Cry. The baby began to cry. Cry.
3.	We. We enjoyed the story. We.	11.	Car. A car is parked in the driveway. Car.
4.	No. The sign says, No running. No.	12.	Bird. A bird flew by my window. Bird.
5.	Shed. The tools are in the shed. Shed.	13.	Dogs. My family has two dogs. Dogs.
6.	Much. Thank you very much. Much.	14.	Fishes. The girl fishes with her grandpa. Fishes.
7.	Like. I like playing games. Like.	15.	Hay. The horse ate the hay. Hay.
8.	Those. We took those books home. Those.	16.	See. We can see the stars at night. See.

Spelling Administration: Grade 1 Form 4, Winter Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Pot. I used a pot to boil water. Pot." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 1 Form 4 Word List

Item	Stimulus	Item	Stimulus
1.	Pot. I used a pot to boil water. Pot.	9.	End. I wonder how the story will end. End.
2.	Fin. The fish uses a tail fin for swimming. Fin.	10.	Why. Tell me the reason why. Why.
3.	He. He is my brother. He.	11.	Far. I live far from school. Far.
4.	By. The school is by the park. By.	12.	Hurt. Luckily no one was hurt. Hurt.
5.	That. That is fine with me. That.	13.	Pens. The teacher handed out pens to the students. Pens.
6.	Such. This is such an interesting book. Such.	14.	Dishes. I helped put away the dishes. Dishes.
7.	Game. The game was fun to play. Game.	15.	Way. That is the way home. Way.
8.	Shape. A circle is a round shape. Shape.	16.	Need. I need to use a pencil. Need.

Spelling Administration: Grade 1 Form 5, Spring Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Dug. We dug holes to plant the trees. Dug." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 1 Form 5 Word List

Item	Stimulus	Item	Stimulus
1.	Dug. We dug holes to plant the trees. Dug.	9.	Ant. An ant is a type of insect. Ant.
2.	Fin. The fish uses a fin tail for swimming. Fin.	10.	Fly. Some birds can fly. Fly.
3.	He. He is my brother. He.	11.	Bar. We bought a bar of chocolate. Bar.
4.	My. Now it's my turn. My.	12.	Hurt. Luckily no one was hurt. Hurt.
5.	This. This is the library. This.	13.	Pens. The teacher handed out pens to the students. Pens.
6.	Land. Some animals only live on land. Land.	14.	Boxes. The pencil boxes are on the table. Boxes.
7.	Take. Let's take a walk. Take.	15.	Say. I have something to say. Say.
8.	Shape. A circle is a round shape. Shape.	16.	Cook. We cook dinner every night. Cook.

Spelling Administration: Grade 1 Form 6, Spring Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Ten. My sister is ten years old. Ten." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 1 Form 6 Word List

Item	Stimulus	Item	Stimulus
1.	Ten. My sister is ten years old. Ten.	9.	Ink. My pen ran out of ink. Ink.
2.	Sad. Only one part of the movie was sad. Sad.	10.	Cry. The baby began to cry. Cry.
3.	Be. Be careful. Be.	11.	Star. I got a sticker with a gold star. Star.
4.	No. The sign says, No running. No.	12.	Fur. The dog's fur is brown. Fur.
5.	Shed. The tools are in the shed. Shed.	13.	Bugs. We learn about bugs on our nature walk. Bugs.
6.	With. Everyone agreed with me. With.	14.	Foxes. Foxes are wild animals. Foxes.
7.	Mine. Your answer is different from mine. Mine.	15.	Hay. The horse ate the hay. Hay.
8.	These. These are my friends. These.	16.	Look. Look at this picture I found. Look.

Spelling Administration: Grade 2 Form 1, Fall

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

**I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess.
Ready?**

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Beg. My dog will beg for a treat. Beg." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 2 Form 1 Word List

Item	Stimulus	Item	Stimulus
1.	Beg. My dog will beg for a treat. Beg.	10.	Storm. There was a storm yesterday. Storm.
2.	Lap. I sat with my hands in my lap. Lap.	11.	Tubs. We bought two tubs of butter. Tubs.
3.	Spot. We found a good spot for a picnic. Spot.	12.	Rashes. I used to get heat rashes in the summer. Rashes.
4.	Thing. It was the right thing to do. Thing.	13.	Fixes. My family fixes dinner together. Fixes.
5.	Cake. The cake was decorated with sprinkles. Cake.	14.	Sobbed. The baby sobbed anytime the mother left the room. Sobbed.
6.	Stone. The statue was carved out of stone. Stone.	15.	Weed. I pulled a weed out of the garden. Weed.
7.	Ripe. A ripe fruit is ready to eat. Ripe.	16.	Nail. I hammered the nail into the wood. Nail.
8.	Car. A car is parked in the driveway. Car.		
9.	Shirt. I put on a short-sleeved shirt. Shirt.		

Spelling Administration: Grade 2 Form 2, Fall

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Pan. The pan is heating on the stove. Pan." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 2 Form 2 Word List

Item	Stimulus	Item	Stimulus
1.	Pan. The pan is heating on the stove. Pan.	10.	Smart. Smart devices help people do things. Smart.
2.	Rot. Some food can rot quickly. Rot.	11.	Dips. My friend dips carrots in ranch dressing. Dips.
3.	Left. Turn left at the corner. Left.	12.	Wishes. My wishes have come true. Wishes.
4.	Shut. The door shut slowly. Shut.	13.	Waxes. Some waxes come from plants. Waxes.
5.	Make. I will make a grocery list. Make.	14.	Nodded. I nodded my head to answer yes. Nodded.
6.	Spoke. We spoke to each other on the phone. Spoke.	15.	Goat. I saw a goat at the farm. Goat.
7.	Bite. I took a bite of the apple. Bite.	16.	Heat. The sun gives off heat. Heat.
8.	Tar. Tar is used to make roads. Tar.		
9.	Third. The party is on January the third. Third.		

Spelling Administration: Grade 2 Form 3, Winter Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Sag. My backpack will sag if it gets too heavy. Sag." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 2 Form 3 Word List

Item	Stimulus	Item	Stimulus
1.	Sag. My backpack will sag if it gets too heavy. Sag.	9.	Thorn. The plant's thorn was very sharp. Thorn.
2.	Rot. Some foods can rot quickly. Rot.	10.	Stir. I used a spoon to stir my drink. Stir.
3.	Hunt. We will hunt for seashells at the beach. Hunt.	11.	Fans. It feels cooler when the fans are on. Fans.
4.	When. When I called your name, you answered. When.	12.	Wishes. My wishes have come true. Wishes.
5.	Make. I will make a grocery list. Make.	13.	Boxes. The pencil boxes are on the table. Boxes.
6.	Drive. I want to learn how to drive a car. Drive.	14.	Fitted. We put the fitted sheet on the bed. Fitted.
7.	Choke. Chew your food well, so you do not choke. Choke.	15.	Goat. I saw a goat at the farm. Goat.
8.	Tar. Tar is used to make roads. Tar.	16.	Leaf. A single leaf fell from the tree. Leaf.

Spelling Administration: Grade 2 Form 4, Winter

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Hot. The plate was too hot to touch. Hot." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 2 Form 4 Word List

Item	Stimulus	Item	Stimulus
1.	Hot. The plate was too hot to touch. Hot.	10.	Born. My friend and I were born one week apart. Born.
2.	Lap. I sat with my hands in my lap. Lap.	11.	Nets. The nets were perfect for catching insects. Nets.
3.	Club. We belong to a club at school. Club.	12.	Hushes. The mother hushes the crying baby. Hushes.
4.	Thing. It was the right thing to do. Thing.	13.	Fixes. My family fixes dinner together. Fixes.
5.	Code. Students must follow the school dress code. Code.	14.	Rubbed. The cat rubbed against my legs. Rubbed.
6.	Spine. A shiver ran down my spine. Spine.	15.	Keep. Keep doing your best. Keep.
7.	Chase. Our dog likes to chase toys. Chase.	16.	Pain. I scraped my knee, but the pain went away. Pain.
8.	Bar. We bought a bar of chocolate. Bar.		
9.	Shirt. I put on a short-sleeved shirt. Shirt.		

Spelling Administration: Grade 2 Form 5, Spring

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Rip. I will rip open the package. Rip." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 2 Form 5 Word List

Item	Stimulus	Item	Stimulus
1.	Rip. I will rip open the package. Rip.	10.	After. After school I am going to the library. After.
2.	Gum. There is one piece of gum left. Gum.	11.	Robs. The bear robs the bees of their honey. Robs.
3.	Next. It will be your turn next. Next.	12.	Hushes. The mother hushes the crying baby. Hushes.
4.	Than. My brother is younger than I am. Than.	13.	Mixes. The painter mixes the colors together. Mixes.
5.	Fake. The character wore a fake mustache. Fake.	14.	Hugged. I hugged my knees to my chest. Hugged.
6.	Spine. A shiver ran down my spine. Spine.	15.	Keep. My friend gave me a book to keep. Keep.
7.	Shape. A circle is a round shape. Shape.	16.	Tail. The playful kitten chases its tail. Tail.
8.	Bar. We bought a bar of chocolate. Bar.		
9.	Chirp. I hear the loud chirp of a bird. Chirp.		

Spelling Administration: Grade 2 Form 6, Spring

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (see below).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to say some words that I want you to spell. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write on your paper. If you're not sure, take your best guess. Ready?

For each item on the word list below, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Hip. I stood with my hand on my hip. Hip." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 2 Form 6 Word List

Item	Stimulus	Item	Stimulus
1.	Hip. I stood with my hand on my hip. Hip.	10.	Skirt. My friend is the one in the blue skirt. Skirt.
2.	Rot. Some foods can rot quickly. Rot.	11.	Nuts. Some people are allergic to nuts. Nuts.
3.	Lamp. The light from the lamp was dim. Lamp.	12.	Rushes. My dog rushes inside when it starts to rain. Rushes.
4.	When. When I called your name, you answered. When.	13.	Boxes. The pencil boxes are on the table. Boxes.
5.	Fine. That's fine with me. Fine.	14.	Patted. My cat likes to be patted on the head. Patted.
6.	Plate. I washed my plate in the sink. Plate.	15.	Coat. I put on my winter coat. Coat.
7.	Shine. The stars shine at night. Shine.	16.	Meat. Not everyone eats meat. Meat.
8.	Jar. The cookie jar is empty. Jar.		
9.	Thorn. The plant's thorn was sharp. Thorn.		

Spelling Administration: Grade 3 Fall Form

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (page X).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

Now I am going to ask you to write some words. First I will say the number of the word so you will know where to write it on the page. Then I will say a word, use it in a sentence, and say the word again. Listen carefully to the sentences so you know which word to write. Put your finger on the number when I say it.

If you're not sure, take your best guess. Ready?

For each item on the word list that follows, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. At. She met us at the restaurant. At." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered. If administering the test to an individual student, see the administration and scoring guide for rules around the optional discontinue rule.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 3 Fall Form Word List

Item	Stimulus
1.	At. She met us at the restaurant. At.
2.	We. We went to the zoo. We.
3.	Fox. I saw a fox in the woods. Fox.
4.	Hand. Raise your hand. Hand.
5.	Call. I used the phone to call my friend. Call.
6.	Came. I went to the store and my friend came with me. Came.
7.	Other. Juan liked the other book better than this new one. Other.
8.	Light. Turn on the light. Light.
9.	Can't. I can't find my new shoes. Can't.
10.	Sandy. We walked barefoot across the sandy beach. Sandy.
11.	Hiding. I found my cat hiding under the bed. Hiding.
12.	Jumped. The dog jumped over the puddle. Jumped.
13.	Large. The clown wore large shoes. Large.
14.	Knew. The teacher knew how many were going. Knew.
15.	Divide. We had to divide the pie into six slices. Divide.
16.	Elective. Music is an elective class in school. Elective.
17.	Guest. The dinner guest arrived fifteen minutes late. Guest.
18.	Easily. She solved the math problem easily. Easily.
19.	Length. She swam the length of the pool. Length.
20.	Biography. The biography of Albert Einstein's life is interesting. Biography.
21.	Excited. Chris was excited when he won the prize. Excited.
22.	Principal. The school principal visited the classroom. Principal.
23.	Casual. My neighbor and I have casual conversations about the weather. Casual.
24.	Examine. Our class will examine the fossils in the museum. Examine.
25.	Assign. The teacher will assign the grades. Assign.
26.	Assistance. Kris thanked Oliver for his assistance in washing the dishes. Assistance.
27.	Absence. His absence was noticed immediately. Absence.
28.	Patients. The doctor's patients are sitting in the waiting room. Patients.
29.	Accept. Kurt is unable to accept Carmen's invitation. Accept.
30.	Foreign. Isabel is from a foreign country. Foreign.
31.	Subsidize. Jill's new employer was willing to subsidize her daycare expenses. Subsidize.
32.	Seizing. Seizing the opportunity, Mary accepted the assignment. Seizing.
33.	Deceived. They were deceived by the magician. Deceived.

Spelling Administration: Grade 3 Winter Form

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (page X).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to ask you to write some words. First I will say the number of the word so you will know where to write it on the page. Then I will say a word, use it in a sentence, and say the word again. Listen carefully to the sentences so you know which word to write. Put your finger on the number when I say it.

If you're not sure, take your best guess. Ready?

For each item on the word list that follows, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. Am. I am nine years old. Am." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered. If administering the test to an individual student, see the administration and scoring guide for rules around the optional discontinue rule.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 3 Winter Form Word List

Item	Stimulus
1.	Am. I am nine years old. Am.
2.	He. He sits near me. He.
3.	Box. Imelda's father put the box in the attic. Box.
4.	Land. The farmer owned a lot of land. Land.
5.	Fall. The rain will fall from the clouds. Fall.
6.	Same. The two dogs were the same size. Same.
7.	Under. The gloves were under his coat. Under.
8.	Right. Turn to the right at the next corner. Right.
9.	Don't. Please don't step on the flowers. Don't.
10.	Candy. The candy store was closed. Candy.
11.	Riding. They were riding their new bikes. Riding.
12.	Bumped. I got a bruise when I bumped into the table. Bumped.
13.	Charge. How much did she charge for the book? Charge.
14.	New. The car is new. New.
15.	Provide. The examinees were expected to provide their own lunches. Provide.
16.	Active. Soccer is a very active sport. Active.
17.	Guess. Can you guess how old he is? Guess.
18.	Easier. It was easier to push than to pull the cart. Easier.
19.	Strength. It took considerable strength to move the boxes. Strength.
20.	Geography. The geography of this country is mountainous. Geography.
21.	Excitement. The crowd roared with excitement. Excitement.
22.	Principle. Because of his humanitarian acts, Jose was considered a man of principle. Principle.
23.	Visual. This painting is a visual masterpiece. Visual.
24.	Example. The teacher wrote an example on the board. Example.
25.	Design. Luis won an award for his cover design. Design.
26.	Assistants. Teaching assistants were in great demand. Assistants.
27.	Absorb. A big sponge can absorb a lot of liquid. Absorb.
28.	Patience. It took a lot of patience to wait for the test results. Patience.
29.	Except. I would have bought the game except it was too expensive. Except.
30.	Sovereign. Elizabeth II was a sovereign queen of England. Sovereign.
31.	Jeopardize. He did not want to jeopardize his chances. Jeopardize.
32.	Ceiling. Both boys helped paint the ceiling. Ceiling.
33.	Received. He received your letter today. Received.

Spelling Administration: Grade 3 Spring Form

Test Environment and Materials

Students should be tested in a well-lit, quiet room that is free from distractions and interruptions. Try to administer the test when students are rested and able to pay attention so they can give their best effort. Each student will need a pencil and a Student Response Sheet for the test session. You will need the appropriate word list for the students being tested (page X).

Administration Directions

Be consistent and adhere to all administration procedures. When reading each item from the word list, allow enough time for all students to spell the word before moving on to the next item. If any students are actively writing, allow them to finish their responses before proceeding to the next item. You may repeat an item once if asked or it seems necessary. During testing, walk around the room and ensure that students are writing each word on the correct line on the Student Response Sheet.

Make sure each student has a response sheet and a pencil, and have the students write their names on their response sheets. When they are ready to begin, say:

I am going to ask you to write some words. First, I will say the number of the word so you will know where to write it on the page. Then I will say a word, use it in a sentence, and say the word again. Listen carefully to the sentences so you know which word to write. Put your finger on the number when I say it.

If you're not sure, take your best guess. Ready?

For each item on the word list that follows, state the item number followed by the word, the corresponding sentence, and then the word again. For example, "Number 1. At. She met us at the restaurant. At." Wait until all students have finished writing their responses, then state the next item number and so on. Continue in this manner until all items have been administered. If administering the test to an individual student, see the administration and scoring guide for rules around the optional discontinue rule.

When all students have finished writing their responses to the last item, say:

Put your pencils down.

Collect all Student Response Sheets. To score student responses, use the word list below. Turn to Appendix A for steps to enter scores into the aimswebPlus platform.

Grade 3 Spring Form Word List

Item	Stimulus
1.	At. She met us at the restaurant. At.
2.	We. We went to the zoo. We.
3.	Fox. I saw a fox in the woods. Fox.
4.	Hand. Raise your hand. Hand.
5.	Call. I used the phone to call my friend. Call.
6.	Came. I went to the store and my friend came with me. Came.
7.	Other. Juan liked the other book better than this new one. Other.
8.	Light. Turn on the light. Light.
9.	Can't. I can't find my new shoes. Can't.
10.	Sandy. We walked barefoot across the sandy beach. Sandy.
11.	Hiding. I found my cat hiding under the bed. Hiding.
12.	Jumped. The dog jumped over the puddle. Jumped.
13.	Large. The clown wore large shoes. Large.
14.	Knew. The teacher knew how many were going. Knew.
15.	Divide. We had to divide the pie into six slices. Divide.
16.	Elective. Music is an elective class in school. Elective.
17.	Guest. The dinner guest arrived fifteen minutes late. Guest.
18.	Easily. She solved the math problem easily. Easily.
19.	Length. She swam the length of the pool. Length.
20.	Biography. The biography of Albert Einstein's life is interesting. Biography.
21.	Excited. Chris was excited when he won the prize. Excited.
22.	Principal. The school principal visited the classroom. Principal.
23.	Casual. My neighbor and I have casual conversations about the weather. Casual.
24.	Examine. Our class will examine the fossils in the museum. Examine.
25.	Assign. The teacher will assign the grades. Assign.
26.	Assistance. Kris thanked Oliver for his assistance in washing the dishes. Assistance.
27.	Absence. His absence was noticed immediately. Absence.
28.	Patients. The doctor's patients are sitting in the waiting room. Patients.
29.	Accept. Kurt is unable to accept Carmen's invitation. Accept.
30.	Foreign. Isabel is from a foreign country. Foreign.
31.	Subsidize. Jill's new employer was willing to subsidize her daycare expenses. Subsidize.
32.	Seizing. Seizing the opportunity, Mary accepted the assignment. Seizing.
33.	Deceived. They were deceived by the magician. Deceived.

Student Response Sheets

The selected Student Response Sheet should be printed out before a test administration session for each student that will be tested. Print the cards in black and white on standard 8.5" x 11" paper. Each grade level has its own test length and the corresponding response sheets.

There are two versions of the Student Response Sheets: a primary version (with headlines, midlines, and baselines) and a standard version (with single lines). Either option can be used for kindergarten through Grade 2, depending on the needs and/or preferences of the students being assessed. Grade 3 response sheets are only offered in the standard version.

See Table C.1 for the Response Sheets needed and the available versions.

Table C.1 Grade-Specific Response Sheets

Grade level	Response sheet(s) needed	Response line version
Kindergarten	10-word Response Sheet*	Primary or standard
Grade 1	16-word Response Sheet	Primary or standard
Grade 2	16-word Response Sheet	Primary or standard
Grade 3	16-word & 17-word Response Sheets	Standard

* When using the standard response sheets for Kindergarten, only the first 10 lines of the 16-word response sheet will be used.

Name _____

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

11. _____

14. _____

12. _____

15. _____

13. _____

16. _____

Name _____

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

16. _____

Name _____

17. _____

26. _____

18. _____

27. _____

19. _____

28. _____

20. _____

29. _____

21. _____

30. _____

22. _____

31. _____

23. _____

32. _____

24. _____

33. _____

25. _____

Technical Information

Grades K–2 Norms Development

Over 15,000 students who participated in benchmark testing during the 2020–21 school year were included in the standardization study. A stratified sampling plan ensured that the norm sample included representative proportions of examinees according to selected demographic variables. An analysis of data gathered in 2019 by the National Center for Education Statistics (NCES) provided the basis for stratification using the following demographic variables:

- Sex: female, male
- Race/ethnicity: African American, Asian, Hispanic, White, and Other racial/ethnic groups
- School socioeconomic status: measured by the percentage of students receiving free or reduced-price lunches (FRPL) and grouped into the following four levels:
 1. Low poverty schools: 25.0% or less of the students are eligible for FRPL
 2. Mid-low poverty schools: 25.1%–50.0% of the students are eligible for FRPL
 3. Mid-high poverty schools: 50.1%–75.0% of the students are eligible for FRPL
 4. High poverty schools: more than 75.0% of the students are eligible for FRPL

Table D.1 reports the percentage of demographic characteristics of the NCES population estimate.

The stratification and resampling procedures were as follows:

1. List the target number of cases based on NCES percentages needed to match the combination of the sampling variables for each grade.
2. Stratify the data sample to match the NCES target list.
3. Apply a resampling method to generate a closer match to the NCES target list. The total target sample size for each grade was identified such that it did not exceed more than twice the original sample and no student would be resampled more than eight times.

After generating the final norm samples, the national percentiles were calculated for each grade and benchmark period (Fall, Winter, Spring) using an algorithm developed by Hill (1976), which is based on systems of frequency curves described by Johnson (1949). The mean, standard deviation, skewness, and kurtosis of the scaled score and one of three possible Johnson curves were used to generate the theoretical distribution of the measure, yielding the smoothed mid-interval percentile rank norms. This method preserves the real underlying distribution of the population and provides a more accurate base for score interpretation.

Table D.1 Demographic Characteristics of the Norm Sample for Spelling, Kindergarten Through Grade 2

Stratification variables	NCES target	Kindergarten		Grade 1		Grade 2	
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex							
Female	51	795	52	412	51	753	51
Male	49	739	48	397	49	723	49
Race							
African American	16	227	15	105	13	152	10
Asian	6	79	5	40	5	47	3
Hispanic	28	513	33	264	33	525	36
White	45	634	41	376	46	672	46
Other	5	81	5	24	3	80	5
English language learner							
Yes	16	155	10	77	10	0	0
No	84	1,379	90	732	90	1,476	100
School socioeconomic status							
Low poverty	30	309	20	207	26	276	19
Mid-low poverty	27	423	28	220	27	408	28
Mid-high poverty	25	473	31	227	28	459	31
High poverty	18	329	21	155	19	333	23
Total	100	1,534	100	809	100	1,476	100

Grade 3 Norms Development

The normative samples were originally collected for the *Wechsler Fundamentals: Academic Skills* test in 2006–2007 and were based on national samples representative of the U.S. population. The stratification process ensured that the norm sample included representative proportions of examinees according to selected demographic variables. Survey data gathered in October 2004 by the U.S. Bureau of the Census provided the basis for stratification along the following variables:

- Sex: female, male
- Race/ethnicity: African American, Asians, Hispanic, White, and Other racial groups
- Parent education level: categorized by how many years of school were completed
 - 0–11 years (no high school degree)
 - 12 years (high school degree or equivalent)
 - 13–15 years (some college or associate degree)
 - 16 or more years (college or graduate degree)
- Geographical Location: Northeast, South, Midwest, and West

Table D.2 reports the percentage of demographic characteristics of the Grade 3 normative sample.

Table D.2 Demographic Characteristics of the Norm Sample for Spelling, Grade 3

Stratification variables	Grade 3		Total sample	
	<i>n</i>	%	<i>n</i>	%
Sex				
Female	100	50%	1285	50
Male	100	50%	1285	50
Race/ethnicity				
African American	27	14%	368	14%
Asian	6	3%	86	3%
Hispanic	38	19%	472	18%
White	123	62%	1562	61%
Other	6	3%	82	3%
Parental education level				
No HS degree	23.00	12%	297.99	12%
HS degree or equiv.	53.00	27%	688.93	27%
Some college/associate degree	67.00	34%	856.06	33%
College/graduate degree	57.00	29%	727.02	28%
Geography				
Northeast	36	18%	513	20%
South	83	42%	1002	39%
Midwest	43	22%	537	21%
West	38	19%	548	21%
Total	200	100	2570	100

Grade 3 normative data results used in aimswebPlus scoring of Spelling were extracted from the norming analysis completed for the *Wechsler Fundamentals: Academic Skills* (2008). The full normative sample used to calculate grade-based normative information included 2,570 participants kindergarten through Grade 12. Norms for all grade levels were calculated using a method called inferential norming, (Wilkins, Rolfhus, Weiss, & Zhu, 2005; Zhu & Chen, 2011). In the sample, each grade had 200 cases (except Grade 12). Although the sample size of Grade 3 students is relatively small compared to the norming process for other grades of aimswebPlus spelling, the inferential norming method uses data from older and younger students to develop norms when group sample sizes as small as 50 (Zhu & Chen, 2011).

The grade-based normative sample was divided into two collection groups with half of the sample collected during the fall semester and half of the sample gathered during the spring semester. The data collection group was composed of equal numbers of male and female students. For students living with one parent or guardian, that individual's education level was used. For students with two parents, a parent and a guardian, or two guardians, the average level of education was calculated and rounded up to the next highest level when necessary. Students' race and ethnicity were reported by their parents/guardians. The full normative sample included examinees from diverse racial/ethnic groups living in various geographical origins in the U.S., consistent with U.S. census data at the time.

The collection of standardization data was achieved through the use of qualified examiners, including school and clinical psychologists, and their access to examinees. The grade-based sample contained examinees who were enrolled in kindergarten through Grade 12 in public or private school settings. Examinees who had received or were currently receiving special education services in school settings were not excluded from participation. A representative proportion of examinees with specific clinical diagnoses from special group studies was added to the normative sample (approximately 5.25%) to accurately represent the U.S. population of school-age examinees. In addition, approximately 1% of the sample at each grade level consisted of students in academically gifted and talented programs.

The final standardization sample met the following criteria. All individuals spoke or understood English. No individuals had uncorrected visual impairment or uncorrected hearing loss. Individuals had not been previously diagnosed with severe neurological disorders, were not currently admitted to a hospital or mental facility, and were not taking any medications that may severely alter performance.

Grade 3 Scoring Table

Table E.1 Raw Score to Scaled Score Conversion, Grade 3

Raw score	Scaled score	CSEM	National percentile		
			Fall	Winter	Spring
0	84	25	1	1	1
1	87	17	1	1	1
2	104	15	1	1	1
3	117	14	1	1	1
4	129	13	2	1	1
5	140	12	3	2	2
6	149	11	7	4	4
7	155	10	9	5	5
8	162	10	13	8	7
9	170	10	19	13	12
10	176	10	25	16	14
11	182	9	30	23	19
12	188	9	37	30	25
13	192	9	42	34	30
14	198	9	50	39	37
15	203	9	58	47	42
16	207	8	63	53	50
17	212	8	68	58	55
18	216	8	75	66	63
19	221	8	81	73	70
20	225	8	86	79	77
21	229	8	90	84	82
22	234	8	93	88	87
23	238	8	95	92	91
24	244	9	97	95	95
25	249	9	98	97	96
26	253	9	99	98	98
27	259	9	99	99	99
28	265	10	99	99	99
29	271	10	99	99	99
30	279	11	99	99	99
31	288	12	99	99	99
32	301	16	99	99	99
33	318	22	99	99	99

SPELL-Links Pattern Inventory & Analysis Tool

Purpose

The SPELL-Links Pattern Inventory & Analysis tool (2023) is included to support the evaluation of Grade 3 spelling performance. Specifically, the purpose of this tool is to help categorize errors made by students when spelling words and identify patterns of strengths and weaknesses at the lexical and sub-lexical level. Relative to a student's overall score, results of the analysis tool provide more specific knowledge about student' gaps, which may then be used to create student groups and to guide individual or class-wide instruction. The goal is to help make classroom time spent on spelling more effective.

Materials Needed

For each student, you will need:

- The completed and scored Spelling Student Response Sheet to be analyzed.
- A printout of the appropriate SPELL-Links Worksheet (by grade and season, included in this appendix).

How to Use the SPELL-Links Worksheets

SPELL-Links Worksheets are designed to be used after Spelling benchmark screening test sessions are complete.

Follow these steps to analyze student responses:

Step 1. Copy any words misspelled by the student into the Student's Spelling column. Indicate correctly spelled words with simply a plus sign (+) in the Accuracy +/- column.

Step 2. For each misspelled word, mark each phoneme that a mistake was made on in the corresponding box on the right side of the worksheet. Add any notes about the nature of the error (such as if the student made a substitution or omitted the phoneme) in the notes section, especially notes that would inform scoring.

Step 3. For each word, circle the corresponding Word Score based on the criteria shown in Table F.1. There are 4 possible word score values from 0–3, with 3 being the score for a word that is spelled completely correct and scores 0–2 represent different ways a student may make a spelling mistake.

Table F.1 SPELL-Links Word Score Criteria

Score label	Description	Error example	Score
Omitted	one or more phonemes not represented by a letter or in proper sequence	sp for soap visble for visible sept for step	0
Illegal	orthographically or morphologically unallowable	sop for soap visibol for visible	1
Legal	orthographically and morphologically allowable but incorrect for the target word	sope for soap visable for visible	2
Correct	the word is spelled correctly		3

Questions to ask to assist with scoring:

1. Is every phoneme (sound) in the word represented by AT LEAST ONE letter even if the letters are not possible spellings for the corresponding phonemes? And are the letters written in the same order as the corresponding sounds in the word?
 - a. If no, score 0 for Omitted.
2. For each phoneme (sound), can the corresponding letters in the misspelled word represent that same phoneme in that same context in another word? And, for each morpheme (unit of meaning), can the corresponding letters in the misspelled word represent that same meaning in another word?
 - a. If no, score 1 for Illegal.
 - b. If yes, score 2 for Legal.

Step 4. Total the columns, calculate percentages, and evaluate the errors made by a student or across all students to inform future instruction. For example, columns for each part of the word may help identify if one or more students could use specific instruction on how to spell certain parts of words (e.g., consonants, blends, short vowels, etc.). The word score column may be used to better understand a student's total raw score, such as whether a student's errors reflect phonological difficulties including segmenting phonemes (indicated by omissions) and attending to the sequence of phonemes (such as reversals in letter sequences), misunderstandings of spelling rules and letter-meaning relationships (illegal errors), or deficits in orthographic representations of words and word parts indicated by errors consistent with the orthographic and morphological rules of spelling (legal errors).

Grade 3 Fall Form - SPELL-Links Pattern Inventory & Analysis Tool

Accuracy +/-	Item Number	Target Word	Spelling Analysis										Word Score*	Notes				
			Student's Spelling	Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes							
	1	at		t		a								0	1	2	3	
	2	we		w		e								0	1	2	3	
	3	fox		f x		o								0	1	2	3	
	4	hand		h	nd	a								0	1	2	3	
	5	call		c ll				a						0	1	2	3	
	6	came		c m		a_e								0	1	2	3	
	7	other		th		o			er					0	1	2	3	
	8	light		l t		igh								0	1	2	3	
	9	can't		c n		a								t	0	1	2	3
	10	sandy		s	nd	a								-y	0	1	2	3
	11	hiding		h d		i_e								-ing	0	1	2	3
	12	jumped		j	mp	u								-ed	0	1	2	3
	13	large		l	rge	a									0	1	2	3
	14	knew		kn		ew									0	1	2	3
	15	divide		d v d		i_e				i					0	1	2	3
	16	elective		l	ct	e				e				-ive	0	1	2	3
	17	guest		gu	st	e									0	1	2	3
	18	easily		s		ea				y-l				-ly	0	1	2	3
		Total/ Possible		26	6	10	7	1	1	3					0s	1s	2s	3s

*Word Score: 0 = omission, 1 = illegal, 2 = legal, 3 = correct

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Grade 3 Fall Form - SPELL-Links Pattern Inventory & Analysis Tool

Accuracy +/-	Item Number	Target Word	Spelling Analysis										Notes								
			Student's Spelling	Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes	Word Score*									
	19	length		l	ngth	e								0	1	2	3				
	20	biography												bio-	graph	-y	0	1	2	3	
	21	excited		t	xc		i						e	-ed		0	1	2	3		
	22	principal		p	pr nc	i					al		i			0	1	2	3		
	23	casual		c s		a					al		u			0	1	2	3		
	24	examine		x m n		a					e i_e					0	1	2	3		
	25	assign		s gn			i							as-		0	1	2	3		
	26	assistance		ss	st	i						a		-ance		0	1	2	3		
	27	absence			bs nce	a						e				0	1	2	3		
	28	patients		p ti	nt	e	a					e		-s		0	1	2	3		
	29	accept			cc pt	e						a				0	1	2	3		
	30	foreign		f r gn			o					ei				0	1	2	3		
	31	subsidize		s d	bs	u						i		-ize		0	1	2	3		
	32	seizing		s z_e			ei							-ing		0	1	2	3		
	33	deceived		d c V_e			ei					e		-ed		0	1	2	3		
		Total/ Possible		23	11	8	6	—	2	12	10	0s	1s	2s	3s						

*Word Score: 0 = omission, 1 = illegal, 2 = legal, 3 = correct

Total Scoring Chart

Accuracy +/-	Totals	Spelling Analysis										Notes								
		Student's Spelling	Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes	Word Score*									
/18	Page 1 Totals		/26	/6	/10	/7	/1	/1	/3	/6										
/15	Page 2 Totals		/23	/11	/8	/6	—	/2	/12	/10										
/33	Total Score		/49	/17	/18	/13	/1	/3	/15	/16										
%	Percentages		%	%	%	%	%	%	%	%	%	0s	1s	2s	3s					
			Consonants	/66	%	Vowels	/50 =	%	%											

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Grade 3 Winter Form - SPELL-Links Pattern Inventory & Analysis Tool

Accuracy +/-	Item Number	Target Word	Student's Spelling	Spelling Analysis										Word Score*	Notes			
				Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes							
	1	am		m		a									0	1	2	3
	2	he		h		e									0	1	2	3
	3	box		b x		o									0	1	2	3
	4	land		l	nd	a									0	1	2	3
	5	fall		f ll				a							0	1	2	3
	6	same		s m			a_e								0	1	2	3
	7	under			nd	u			er						0	1	2	3
	8	right		r t			igh								0	1	2	3
	9	don't		d			o						n't		0	1	2	3
	10	candy		c	nd	a	y								0	1	2	3
	11	riding		r d			i_e							-ing	0	1	2	3
	12	bumped		b	mp	u								-ed	0	1	2	3
	13	charge		ch	rge	a									0	1	2	3
	14	new		n			ew								0	1	2	3
	15	provide		v d	pr		i_e			o					0	1	2	3
	16	active			ct	a								-ive	0	1	2	3
	17	guess		gu ss		e									0	1	2	3
	18	easier		s			ea_yr_i							-er	0	1	2	3
		Total/Possible		23	7	9	10	1	1	1			5		0s	1s	2s	3s

*Word Score: 0 = omission, 1 = illegal, 2 = legal, 3 = correct

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Grade 3 Winter Form - SPELL-Links Pattern Inventory & Analysis Tool

Accuracy +/-	Item Number	Target Word	Spelling Analysis										Notes				
			Student's Spelling	Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes	Word Score*					
	19	strength			str ngth	e									0 1 2 3		
	20	geography												geo- graph -y	0 1 2 3		
	21	excitement		t	xc		i_e				e			-ment	0 1 2 3		
	22	principle		p	pr nc	i					le i				0 1 2 3		
	23	visual		v s		i					al u				0 1 2 3		
	24	example		x	mp	a					le e				0 1 2 3		
	25	design		s gn			i						de-		0 1 2 3		
	26	assistants		ss	st	i					a		-ant -s	0 1 2 3			
	27	absorb			bs rb		o				a				0 1 2 3		
	28	patience		p ti	nce		a				e				0 1 2 3		
	29	except			xc pt	e					e				0 1 2 3		
	30	sovereign		s v r gn		o					e ei				0 1 2 3		
	31	jeopardize		j p d		eo					ar		-ize	0 1 2 3			
	32	ceiling		c l ng		i ei									0 1 2 3		
	33	received		r c v_e			ei				e		-ed	0 1 2 3			
		Total/ Possible		23	12	9	6	4	11	9							
15															0s 1s 2s 3s		

*Word Score: 0 = omission, 1 = illegal, 2 = legal, 3 = correct

Total Scoring Chart

Accuracy +/-	Totals	Spelling Analysis										Notes					
		Student's Spelling	Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes	Word Score*						
/18	Page 1 Totals		/23	/7	/9	/10	/1	/1	/1	/5							
/15	Page 2 Totals		/23	/12	/9	/6	—	/4	/11	/9							
/33	Total Score		/46	/19	/18	/16	/1	/5	/12	/14							
%	Percentages		%	%	%	%	%	%	%	%	%	%	%	%	0s 1s 2s 3s		
			Consonants / 65	%	Vowels / 52 =	%											

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Grade 3 Spring Form - SPELL-Links Pattern Inventory & Analysis Tool

Accuracy +/-	Item Number	Target Word	Student's Spelling	Spelling Analysis										Word Score*	Notes				
				Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes								
	1	at		t		a									0	1	2	3	
	2	we		w		e									0	1	2	3	
	3	fox		f x		o									0	1	2	3	
	4	hand		h	nd	a									0	1	2	3	
	5	call		c ll			a								0	1	2	3	
	6	came		c m		a_e									0	1	2	3	
	7	other		th		o		er							0	1	2	3	
	8	light		l t			igh								0	1	2	3	
	9	can't		c n		a								't	0	1	2	3	
	10	sandy		s	nd	a								-y	0	1	2	3	
	11	hiding		h d			i_e							-ing	0	1	2	3	
	12	jumped		j	mp	u								-ed	0	1	2	3	
	13	large		l	rge	a									0	1	2	3	
	14	knew		kn			ew								0	1	2	3	
	15	divide		d v d			i_e				i				0	1	2	3	
	16	elective		l	ct	e					e			-ive	0	1	2	3	
	17	guest		gu	st	e									0	1	2	3	
	18	easily		s			ea				y>i			-ly	0	1	2	3	
		Total/ Possible		26	6	10	7	1	1	3				6	0s	1s	2s	3s	

*Word Score: 0 = omission, 1 = illegal, 2 = legal, 3 = correct

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Grade 3 Spring Form - SPELL-Links Pattern Inventory & Analysis Tool

Accuracy +/-	Item Number	Target Word	Spelling Analysis										Notes								
			Student's Spelling	Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes	Word Score*									
	19	length		l	ngth	e								0	1	2	3				
	20	biography												bio-	graph	-y	0	1	2	3	
	21	excited		t	xc		i						e		-ed	0	1	2	3		
	22	principal		p	pr nc	i					al		i			0	1	2	3		
	23	casual		c s		a					al		u			0	1	2	3		
	24	examine		x m n		a					e	i_e				0	1	2	3		
	25	assign		s gn			i							as-		0	1	2	3		
	26	assistance		ss	st	i						a		-ance		0	1	2	3		
	27	absence			bs nce	a						e				0	1	2	3		
	28	patients		p ti	nt	e	a					e		-s		0	1	2	3		
	29	accept			cc pt							a				0	1	2	3		
	30	foreign		f r gn			o					ei				0	1	2	3		
	31	subsidize		s d	bs	u						i		-ize		0	1	2	3		
	32	seizing		s z_e			ei							-ing		0	1	2	3		
	33	deceived		d c V_e			ei					e		-ed		0	1	2	3		
		Total/ Possible		23	11	8	6	—	—	2	12	10	0s	1s	2s	3s					

*Word Score: 0 = omission, 1 = illegal, 2 = legal, 3 = correct

Total Scoring Chart

Accuracy +/-	Totals	Spelling Analysis										Notes									
		Student's Spelling	Consonants	Abutting Cons. & Clusters	Short Vowels	Long Vowels	Other Vowels	Syllabic Vowels	Schwa	Morphemes	Word Score*										
/18	Page 1 Totals		/26	/6	/10	/7	/1	/1	/3	/6											
/15	Page 2 Totals		/23	/11	/8	/6	—	/2	/12	/10											
/33	Total Score		/49	/17	/18	/13	/1	/3	/15	/16											
%	Percentages		%	%	%	%	%	%	%	%	%	%	%	%	%	0s	1s	2s	3s		
			Consonants	/66	%	Vowels	/50 =	%	%												

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