

Placement Test for *All About Spelling*

General Spelling Placement Instructions

- If your student is in or above fourth grade and had a solid foundation in phonics, use *The Phonetic Zoo*.
- If your student is in the early elementary grades (K–2), begin *All About Spelling* at Level 1.
- If your student is older but needs remedial spelling practice, he should begin *All About Spelling* at Level 1.

Through multisensory demonstrations, *All About Spelling* teaches students *why* words are spelled the way they are. Each level builds upon information mastered in the previous level. Thus, it is important that your student demonstrate mastery of the rules and concepts required in this placement test before moving on to Level 2.

If you feel your student might be past Level 1 and ready for Level 2, have him take this test. If your student has mastered the *entire* test, then begin at *All About Spelling* Level 2. If at any point your student does not find the questions in the test easy, then begin with Level 1.

1. Segment words into sounds.

For this part of the test, you will need five tokens (pennies, beans, or plastic discs). Ask your child to segment these words into their individual sounds. Notice that your child is not naming individual letters, but rather saying the sounds.

Place the five tokens on the table. Ask your child to pull down one token for each sound that he hears in the word. He does not need to identify the letter, just the individual sounds. Demonstrate that the word *cat* has three sounds (c-a-t). Pull down one token for each sound: one for the c, one for the a, and one for the t. Also demonstrate with the word *shrimp*: one token for the sh, one for the r, one for the i, one for the m, and one for the p (five sounds).

ten (3)	flip (4)	past (4)	shrimp (5)
fin (3)	plug (4)	land (4)	that (3)
dog (3)	swam (4)	melt (4)	craft (5)
bat (3)	brush (4)	just (4)	spent (5)

If your student can do this easily, move on to the next part of the test. If not, begin with *All About Spelling* Level 1.

2. Identify certain phonograms by their sound.

Point to each of the letters in the chart on the next page; ask your student to say its sound (not the letter name). For the letters with more than one sound, your student should respond as follows:

- For the vowels, your child should be able to say the short and the long sound.
- For the letters c and g, your child need only say the hard sound.

a	g	n	p	c	i	e	j
h	d	z	b	t	qu	u	l
w	r	o	s	k	f	x	m
v	y	ch	ng	th	ck	sh	

If your student easily identified each of the phonograms, continue to the next section of the test. If not, begin with *All About Spelling* Level 1.

3. Print the phonograms from dictation.

Using the same list of phonograms (letters) above, say the sound of the letter(s). Have your student write down the letter(s). Some of the letters will need special treatment:

- For the vowels, dictate their short sound.
- For the letter k say, "Print the letter that always says |k|."
- For the letter c say, "Print the letter that says |k| when it is followed by the letter a or the letter o."
- For the letter y, use its consonant sound.
- For ch, use the sound it makes in the word *chimp*.
- For ck say, "What two letters say |k| after a short vowel?"

h	d	z	b	t	qu	u	l
a	g	n	p	c	i	e	j

w	r	o	s	k	f	x	m
v	y	ch	ng	th	ck	sh	

Again, if your student found this easy, move on to the next question. If not, begin with *All About Spelling* Level 1.

4. Spell short vowel words easily.

Dictate the following words to your student, and have your student print them. If they are easy for your student to spell, move on to the next question. If not, begin with *All About Spelling* Level 1.

ask	dresses	six	clamshell
stiff	pink	camp	shrunk
me	trucks	she	quick
neck	left	milkman	crisp

5. Know and apply the basic spelling rules.

Ask your student the following questions. See if he or she knows the answers. He needs to have mastered all of these rules and must know how to apply them to begin *All About Spelling* Level 2.

Spelling Rule Question	Answer
Name the vowels.	a, e, i, o, u, and sometimes y
A consonant is ...	any letter that is not a vowel
Say the short sounds of the vowels.	(short sounds of a, e, i, o, and u)
Every word has at least one ...	vowel
Names start with a ...	capital letter
How many syllables are in each of the following words? leaf, coat, sister, poster, shirt, computer, road, playground	leaf (1), coat (1), sister (2), poster (2), shirt (1), computer (3), road (1), playground (2)
c says s before what three letters?	e, i, and y
What are two ways to spell the sound of k at the beginning of a word? Which letter do we try first?	c, k Use c first.

Which letters are often doubled after a single vowel at the end of a one-syllable word?	f, l, and s
ck is used only after _____ .	a short vowel
“Plural” means _____ .	more than one
Two common ways to make a word plural are by adding _____ or _____ .	s or es
Ask your student to find the base words of hugs, lunches, rocks, glasses.	hugs (hug), lunches (lunch), rocks (rock), glasses (glass)
Say the long vowel sounds.	(the longs sounds of a, e, i, o, and u)
A vowel in a closed syllable is usually (long or short).	short
A vowel in an open syllable is usually (long or short).	long

6. Write from dictation with proper capitalization and punctuation.

Dictate the following sentences to your student; have him or her print them.

- The map can help us.
- Hand me the red backpack.
- Stick a stamp on the box.
- Fill six cups with milk.

Was your student able to write these sentences from dictation without spelling errors and successfully complete Parts 1-5 of this placement test?

- Yes: Begin with All About Spelling Level 2.
(You may also wish to purchase the All About Spelling Level 1 Student Packet so you can review the phonograms, sounds, and spelling rules that are taught in Level 1.)
- No: Begin with All About Spelling Level 1.