Primary Spelling Inventory

(adapted from Francine Johnston, 7/98)

Purpose of Primary Spelling Inventory:

- To assess the word knowledge students have to bring to the tasks of reading and spelling.

Students are not to study these words. Studying the words would invalidate the purpose of the inventory, which is to find out what they truly know about how words work.

Setting:

- This assessment can be administered to small groups (recommended in K-1) or the whole class.

Materials:

- Sentences for words
- Individual Score Sheet
- Class Composite Sheet
- Blank paper for students

Guidelines for Administration:

- Call out the word and use it in a sentence (just as you would for any spelling test).
- Score each student's assessment and record results on the Individual Score Sheet.
- Record class results on the Class Composite.

The words are ordered in terms of their relative difficulty for children in grades K-5. For this reason you only need to administer the words which sample features your students are likely to master during the year. Below you will find the recommended word count per grade level:

- Kindergarten: the first 5-8 words
- First grade: at least the first 15 words
- Second and Third grade: the entire list.

For those students who are spelling most words correctly in kindergarten and first grade, you may call out additional words.

Scoring:

- Check off or highlight the features for each word which are spelled according to the descriptors at the top.
- Assign 1 point for each feature (some words are scored for some features and not others).
- Add an additional point in the "Word Correct" column for entire words that are spelled correctly.
- Total the number of points **across each word and under each feature**.
- Review the feature columns in order to determine the individual needs of your students.

  **If a student does not receive any points for a particular feature, that feature is beyond their instructional level, and the earlier features should be addressed first.*

Sentences for Administration

Word	Sentence	Word
1. fan	I could use a **fan** on a hot day.	fan
2. pet	I have a **pet** cat who likes to play.	pet
3. dig	He will **dig** a hole in the sand.	dig
4. rob	A raccoon will **rob** a bird's nest for eggs.	rob
5. hope	I **hope** you will do well on the test.	hope
6. wait	You will need to **wait** for the letter.	wait
7. gum	I stepped in some bubble **gum**.	gum
8. sled	The dog **sled** was pulled by huskies.	sled
You may stop here in kindergarten unless a student has spelled 5 words correct.		
9. stick	I used a **stick** to poke in the hole.	stick
10. shine	He rubbed the coin to make it **shine**.	shine
11. dream	I had a funny **dream** last night.	dream
12. blade	The **blade** of the knife was very sharp.	blade
13. coach	The **coach** called the team off the field.	coach
14. fright	She was a **fright** in her costume.	fright
15. chewing	Don't talk until you finish **chewing** your food.	chewing
You may stop here in first grade unless a student has spelled 10 words correctly.		
16. crawl	You will get dirty if you **crawl** under the bed.	crawl
17. wishes	In fairy tales, **wishes** often come true.	wishes
18. thorn	The **thorn** from the rose bush stuck me.	thorn
19. shouted	They **shouted** at the barking dog.	shouted
20. spoil	The food will **spoil** if it sits out too long.	spoil
21. growl	The dog will **growl** if you bother him.	growl
22. third	I was the **third** person in line.	third
23. camped	We **camped** down by the river last weekend.	camped
24. tries	He **tries** hard every day to finish his work.	tries
25. clapping	The audience was **clapping** after the program.	clapping
26. riding	They are **riding** their bikes to the park today.	riding

Primary Spelling Inventory
Individual Score Sheet

Student Name_____ **Date**_____

Word	Initial Consonants	Final Consonants	Short Vowels	Digraphs	Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Correct Spelling	Total Points
fan	f	n	a							
pet	p	t	e							
dig	d	g	i							
rob	r	b	o							
hope	h	p				o-e				
wait	w	t				ai				
gum	g	m	u							
sled			e		sl					
stick			i		st					
shine				sh		i-e				
dream					dr	ea				
blade					bl	a-e				
coach				-ch		oa				
fright					fr	igh				
chewing				ch			ew	-ing		
crawl					cr		aw			
wishes				-sh				-es		
thorn				th			or			
shouted				sh			ou	-ed		
spoil					sp		oi			
growl					gr		ow			
third				th			ir			
camped					-mp			-ed		
tries					tr			-ies		
clapping					cl			-pping		
riding								-ding		
TOTAL	/7	/7	/7	/7	/11	/7	/7	/7		

Primary Spelling Inventory

Class Composite Sheet

Teacher:_____ **Date**_____

Student	Initial Consonants	Final Consonants	Short Vowels	Digraphs	Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	Correct Spelling	Total Points