TLS Diagnostic Spelling Assessment

Directions for Preparation, Administration, Correction, and Recording the Data

The purpose of this assessment is to determine which of the kindergarten-third grade spelling patterns students have and have not been mastered. The multi-syllabic words prevent students from identifying the words by “sight spellings” and require recognition of the sound-spelling patterns within the context of syllables.

Preparation

This two-page assessment should be copied back-to-back for each student. The numbers are formatted to match the corrections and sound-spellings.

Administration

Do not elongate the vowel sounds to emphasize spellings. Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming.

Pass out the TLS Diagnostic Spelling Assessment to students. Say—

“This is a short test to see if you can accurately spell the words I say out loud. I will first say the spelling word; then repeat it; then use it in a sentence; and then repeat the spelling word once more. Listen carefully because I won’t repeat the words after the test is finished. Please print the spelling words.

Number 1 is *bumper*  *bumper* The car bumper had a large dent.  *bumper*

Continue to follow this script for the rest of the test.

Correction

Grade the assessment, marking errors.

Recording the Data

Write down the names of your students in alphabetical order on the recording matrix. Record the spelling deficits for each student in numerical order on the TLS Diagnostic Spelling Assessment Mastery Matrix. Mark a / in the corresponding sound-spelling pattern group if one or more of the spelling words in that group is spelling incorrectly and assign that Spelling Pattern Worksheet for remediation. Correct only the specified sound-spelling pattern for each word. Do not mark other spelling errors wrong. For example if the word is “bouf”—the student spelling of “boof” would be wrong, but “bouff” would be right. This selective grading is done to be able to isolate the sound-spelling pattern problem areas.
1. bumper The car bumper had a large dent. bumper
2. foggy In foggy conditions it is hard to drive. foggy
3. briskly They walked briskly through the park. briskly
4. medical His medical condition worsened. medical
5. defiance The child's defiance created heartache. defiance
6. dreadful A dreadful sound came out of the trumpet. dreadful
7. provide She can provide all of the details. provide
8. lately That happens a lot lately. lately
9. compute To compute numbers he used a calculator. compute
10. hopeful I am hopeful that she will visit soon. hopeful
11. attitude The student had a wonderful attitude. attitude
12. surprise It could not have been a better surprise. surprise
13. muffle The headphones muffle the noise. muffle
14. motive The lawyer found the motive for the crime. motive
15. submarine A submarine can be very long. submarine
16. eyelashes Her eyelashes were very long. eyelashes
17. crutches He had to use crutches because of his ankle. crutches
18. hypothesis The scientist's hypothesis was tested. hypothesis
19. cartwheel I could never do a proper cartwheel. cartwheel
20. telegraph The telegraph was invented in the 1800s. telegraph
21. patriot A patriot is one who supports his country. patriot
22. payment I received his payment last July. payment
23. trained She trained long and hard for the Olympics. trained
24. neighbor My neighbor wakes up early each morning. neighbor
25. maybe He thought maybe they would agree. maybe
26. seeking The captain was seeking buried treasure. seeking
27. ceilings The apartment had very high ceilings. ceilings
28. lobbying Student Council is lobbying for a game day. lobbying
29. creature The iguana is a strange-looking creature. creature
30. radius The radius of the circle was six inches. radius
31. bicycle She got a bicycle for her birthday. bicycle
32. delight The new neighbor is such a delight. delight
33. supply A huge supply came in yesterday. supply
34. untie It took me a long time to untie the knot. untie
35. introduce I would like to introduce my friend. introduce
36. vetoed The president vetoed the proposed law. vetoed
37. soaking When you are soaking in a tub, life is fine. soaking
38. fellowship The hobbit joined the secret fellowship. fellowship
39. musician Our friend is an excellent musician. musician
40. fewer There are fewer choices than I had thought. fewer
41. rescued The dog rescued the child from the river. rescued

Short Vowels __/6

Silent Final e ____/9

Consonant Digraphs ___/5

Long /a/ ___/4

Long /e/ ___/6

Long /i/ ___/4

Long /o/ ___/4

Long /u/ ____/3
### TLS Diagnostic Spelling Assessment (Teacher Copy)

<table>
<thead>
<tr>
<th>Item</th>
<th>Word</th>
<th>Sentence</th>
<th>Corrected Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.</td>
<td>poodle</td>
<td>The black poodle loved to eat ice cream.</td>
<td>poodle</td>
</tr>
<tr>
<td>43.</td>
<td>overdue</td>
<td>Your library book is overdue.</td>
<td>overdue</td>
</tr>
<tr>
<td>44.</td>
<td>duty</td>
<td>Do your duty to your country.</td>
<td>duty</td>
</tr>
<tr>
<td>45.</td>
<td>brewing</td>
<td>The coffee is always brewing at her house.</td>
<td>Long /ool/</td>
</tr>
<tr>
<td>46.</td>
<td>looked</td>
<td>He looked older than he really was.</td>
<td>Short /ool/</td>
</tr>
<tr>
<td>47.</td>
<td>butcher</td>
<td>The local butcher was very skilled.</td>
<td>butcher</td>
</tr>
<tr>
<td>48.</td>
<td>crowded</td>
<td>This school is very crowded.</td>
<td>crowded</td>
</tr>
<tr>
<td>49.</td>
<td>counting</td>
<td>She began counting on her fingers.</td>
<td>counting</td>
</tr>
<tr>
<td>50.</td>
<td>poisoned</td>
<td>The chemical poisoned the water.</td>
<td>poisoned</td>
</tr>
<tr>
<td>51.</td>
<td>destroy</td>
<td>He had to destroy the work of art.</td>
<td>destroy</td>
</tr>
<tr>
<td>52.</td>
<td>awful</td>
<td>The engine made an awful sound.</td>
<td>awful</td>
</tr>
<tr>
<td>53.</td>
<td>auditorium</td>
<td>The band played in the auditorium.</td>
<td>auditorium</td>
</tr>
<tr>
<td>54.</td>
<td>already</td>
<td>My teacher already knows the answer.</td>
<td>already</td>
</tr>
<tr>
<td>55.</td>
<td>falling</td>
<td>The child kept falling down the stairs.</td>
<td>falling</td>
</tr>
<tr>
<td>56.</td>
<td>curling</td>
<td>She liked curling her hair with her fingers.</td>
<td>curling</td>
</tr>
<tr>
<td>57.</td>
<td>winter</td>
<td>This winter I want to visit the beach.</td>
<td>winter</td>
</tr>
<tr>
<td>58.</td>
<td>firmly</td>
<td>The student held the handle firmly.</td>
<td>firmly</td>
</tr>
<tr>
<td>59.</td>
<td>alarm</td>
<td>A man set off the car alarm.</td>
<td>alarm</td>
</tr>
<tr>
<td>60.</td>
<td>boring</td>
<td>The television show was very boring.</td>
<td>boring</td>
</tr>
<tr>
<td>61.</td>
<td>cucumber</td>
<td>He likes cucumber in his salad.</td>
<td>cucumber</td>
</tr>
<tr>
<td>62.</td>
<td>procedure</td>
<td>The guard followed the procedure.</td>
<td>procedure</td>
</tr>
<tr>
<td>63.</td>
<td>agony</td>
<td>His face showed the agony of defeat.</td>
<td>agony</td>
</tr>
<tr>
<td>64.</td>
<td>strangely</td>
<td>Her cousin behaved very strangely.</td>
<td>strangely</td>
</tr>
</tbody>
</table>

For corresponding worksheets to address each of these assessment items, check out *Differentiated Spelling Instruction* and the comprehensive Common Core Language Strand program: *Teaching the Language Strand* at www.penningtonpublishing.com
TLS Diagnostic Spelling Assessment (Student Copy)

Directions: Print the spelling words dictated by your teacher.

1. _____________________  
2. _____________________  
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37. _____________________  
38. _____________________  
39. _____________________  
40. _____________________  
41. _____________________
TLS Diagnostic Spelling Assessment (Student Copy)

42. ___________________ 61. ___________________
43. ___________________ 62. ___________________
44. ___________________ 63. ___________________
45. ___________________ 64. ___________________
46. ___________________
47. ___________________
48. ___________________
49. ___________________
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53. ___________________
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57. ___________________
58. ___________________
59. ___________________
60. ___________________
### Diagnostic Spelling Assessment Mastery Matrix

**Directions:** Record any un-mastered spelling patterns with a / in the appropriate column for each student.

<table>
<thead>
<tr>
<th>Sound-Spellings:</th>
<th>Short Vowels</th>
<th>Silent Final e</th>
<th>Consonant Digraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling Pattern Worksheet #s</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Teacher ________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class ________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Names</strong></td>
<td>u</td>
<td>o</td>
<td>i</td>
</tr>
</tbody>
</table>

**Totals**

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## Diagnostic Spelling Assessment Mastery Matrix

**Directions:** Record any un-mastered spelling patterns with a / in the appropriate column for each student.

| Sound-Spellings: Spelling Pattern Worksheet #s | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 |
|-----------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Teacher ___________________ |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Class ______________________ |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Student Names | a | ay | ai | ei | e | ee | [e] | i | y | ea | i-Vowel | i | igh | y | ie | o | oe | oo | ow | u | ew | ue |
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| Totals |             |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
**Diagnostic Spelling Assessment Mastery Matrix**

**Directions:** Record any un-mastered spelling patterns with a / in the appropriate column for each student.

<table>
<thead>
<tr>
<th>Sound-Spellings: as in the word:</th>
<th>oo Sound</th>
<th>oo Sound</th>
<th>ow Sound</th>
<th>oi Sound</th>
<th>aw Sound</th>
<th>r-controlled Vowels</th>
<th>Hard/Soft c and g</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rooster</td>
<td>woodpecker</td>
<td>cow</td>
<td>koi</td>
<td>hawk</td>
<td>ermine</td>
<td>arm</td>
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<td>cut</td>
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<td>juicy</td>
<td>get</td>
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<td>gem</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling Pattern Worksheet #s</th>
<th>42</th>
<th>43</th>
<th>44</th>
<th>45</th>
<th>46</th>
<th>47</th>
<th>48</th>
<th>49</th>
<th>50</th>
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<th>60</th>
<th>61</th>
<th>62</th>
<th>63</th>
<th>64</th>
</tr>
</thead>
</table>

**Teacher ___________________**

**Class ___________________**

**Student Names**

<table>
<thead>
<tr>
<th>oo</th>
<th>_ue</th>
<th>u</th>
<th>_ew</th>
<th>oo</th>
<th>_i</th>
<th>ow</th>
<th>ou_</th>
<th>o_oy</th>
<th>aw</th>
<th>au</th>
<th>al</th>
<th>all</th>
<th>ur</th>
<th>er</th>
<th>ir</th>
<th>ar</th>
<th>or</th>
<th>Hard c</th>
<th>Soft c</th>
<th>Hard g</th>
<th>Soft g</th>
</tr>
</thead>
</table>

**Totals** ——