

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 “boof”—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.

TLS Diagnostic Spelling Assessment (Teacher Copy)

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	Short Vowels
6.	dreadful	A dreadful sound came out of the trumpet.	dreadful	___/6
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	Silent Final e
15.	submarine	A submarine can be very long.	submarine	___/9
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	Consonant
19.	cartwheel	I could never do a proper cartwheel.	cartwheel	Digraphs
20.	telegraph	The telegraph was invented in the 1800s.	telegraph	___/5
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	Long /a/
24.	neighbor	My neighbor wakes up early each morning.	neighbor	___/4
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	Long /e/
30.	radius	The radius of the circle was six inches.	radius	___/6
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	Long /i/
34.	untie	It took me a long time to untie the knot.	untie	___/4
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	Long /o/
38.	fellowship	The hobbit joined the secret fellowship.	fellowship	___/4
39.	musician	Our friend is an excellent musician.	musician	
40.	fewer	There are fewer choices than I had thought.	fewer	Long /u/
41.	rescued	The dog rescued the child from the river.	rescued	___/3

TLS Diagnostic Spelling Assessment (Teacher Copy)

42.	poodle	The black poodle loved to eat ice cream.	poodle	
43.	overdue	Your library book is overdue.	overdue	
44.	duty	Do your duty to your country.	duty	Long /oo/
45.	brewing	The coffee is always brewing at her house.	brewing	___/4
46.	looked	He looked older than he really was.	looked	Short /oo/
47.	butcher	The local butcher was very skilled.	butcher	___/2
48.	crowded	This school is very crowded.	crowded	/ow/ (cow)
49.	counting	She began counting on her fingers.	counting	___/2
50.	poisoned	The chemical poisoned the water.	poisoned	/oi/
51.	destroy	He had to destroy the work of art.	destroy	___/2
52.	awful	The engine made an awful sound.	awful	
53.	auditorium	The band played in the auditorium.	auditorium	
54.	already	My teacher already knows the answer.	already	/aw/
55.	falling	The child kept falling down the stairs.	falling	___/4
56.	curling	She liked curling her hair with her fingers.	curling	
57.	winter	This winter I want to visit the beach.	winter	
58.	firmly	The student held the handle firmly.	firmly	
59.	alarm	A man set off the car alarm.	alarm	r-controlled
60.	boring	The television show was very boring.	boring	___/5
61.	cucumber	He likes cucumber in his salad.	cucumber	
62.	procedure	The guard followed the procedure.	procedure	Hard/Soft
63.	agony	His face showed the agony of defeat.	agony	c and
64.	strangely	Her cousin behaved very strangely.	strangely	___/4

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. _____

21. _____

2. _____

22. _____

3. _____

23. _____

4. _____

24. _____

5. _____

25. _____

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30. _____

11. _____

31. _____

12. _____

32. _____

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33. _____

14. _____

34. _____

15. _____

35. _____

16. _____

36. _____

17. _____

37. _____

18. _____

38. _____

19. _____

39. _____

20. _____

40. _____

41. _____

TLS Diagnostic Spelling Assessment (Student Copy)

42. _____

61. _____

43. _____

62. _____

44. _____

63. _____

45. _____

64. _____

46. _____

47. _____

48. _____

49. _____

50. _____

51. _____

52. _____

53. _____

54. _____

55. _____

56. _____

57. _____

58. _____

59. _____

60. _____

TLS Diagnostic Spelling Assessment Mastery Matrix

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

Sound-Spellings:	Short Vowels						Silent Final <i>e</i>						Consonant Digraphs							
Spelling Pattern Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Teacher _____																				
Class _____																				
Student Names	u	o	i	e	a	ea as in bread	i_e Long i Sound	a_e Long a Sound	u_e Long u Sound	o_e Long o Sound	u_e oo as in rooster	_se z as in ease	_le l as in lion	_ve v as in vulture	i_e Long e	sh	ch and _tch	th	wh	ph
Totals →																				

TLS Diagnostic Spelling Assessment Mastery Matrix

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

Sound-Spellings:	Long a Sound				Long e Sound				Long i Sound				Long o Sound				Long u Sound				
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	[c]ei	_y	ea	i-Vowel	i	_igh	_y	_ie	o	_oe	oa_	ow	u	_ew	_ue
Totals →																					

TLS Diagnostic Spelling Assessment Mastery Matrix

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

Sound-Spellings: as in the word: *oo* Sound *rooster* *oo* Sound *woodpecker* *ow* Sound *cow* *oi* Sound *koi* *aw* Sound *hawk* *r*-controlled Vowels *ermine* *arm* *orca* *cut* *juicy* *get* *gem*

Spelling Pattern Worksheet #s	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
Teacher _____																							
Class _____																							
Student Names	oo	_ue	u	_ew	oo	_u_	_ow	ou_	oi_	_oy	aw	au	al	all	ur	er	ir	ar	or	Hard c	Soft c	Hard g	Soft g
Totals →																							