

## Diagnostic Phonics Assessment Directions

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The purpose of this diagnostic assessment is to determine which vowel sounds students can and cannot accurately read. Consonant sounds-spellings are much more regular and easier for students to learn, so the focus of this diagnostic is on the vowels.

The assessment uses nonsense words to help eliminate the variable of sight word prior knowledge. Nonsense words help students attend to the vowel sounds so that the teacher can accurately assess student decoding ability.

### Directions/Grading/Recording

Print the **Diagnostic Phonics Assessment** and pass out to the student. Play this [audio file](#) (10:42), which includes the following directions and test administration.

If preferred, the teacher may choose to administer the assessment with these directions:

“This is a short test to see if you can identify the nonsense words I say out loud. Listen carefully because I won’t repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word, fill in the capital letter that best matches the spelling of that word I say. Let’s start with Number One. Ready? Number One is hux (repeat twice more).”

Note that the teacher reads only the underlined word in each row. Follow this script for the rest of the test.

Once the assessments have been scored using the teacher copy of the assessment, the errors should be recorded on the Reading Mastery Matrix with a / for each vowel sound component not meeting mastery criteria of 80% for each student. The numerical mastery criteria are listed in the right-hand margins.

### Helpful Hints

- ✓ Do not elongate the vowel sounds.
- ✓ Use the (rhyme) as a key to correct pronunciation.
- ✓ Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming.

## Diagnostic Phonics Assessment (Teacher Pages)

**TEACHER DIRECTIONS:** Read each underlined word three times. Use the (rhyme) as a key to correct pronunciation. Do not elongate the vowel sounds.

|        |                  |                    |                    |                   |
|--------|------------------|--------------------|--------------------|-------------------|
| ___ 1. | hox              | hix                | <u>hux</u> (ducks) | hax               |
| ___ 2. | pem              | pum                | pim                | <u>pom</u> (mom)  |
| ___ 3. | gud              | ged                | <u>gid</u> (bid)   | gad               |
| ___ 4. | <u>meg</u> (peg) | mig                | mog                | mag               |
| ___ 5. | kes              | kus                | kos                | <u>kas</u> (pass) |
| ___ 6. | suef             | <u>seaf</u> (deaf) | saef               | sif               |

### Short Vowels 5/6 Mastery \_\_\_/6

|         |                    |                    |                     |                    |
|---------|--------------------|--------------------|---------------------|--------------------|
| ___ 7.  | bin                | <u>bine</u> (fine) | bian                | byan               |
| ___ 8.  | diak               | dak                | <u>dake</u> (rake)  | diek               |
| ___ 9.  | yut                | yeat               | <u>yute</u> (chute) | yiout              |
| ___ 10. | toup               | <u>tope</u> (rope) | teop                | taop               |
| ___ 11. | buot               | buat               | buit                | <u>bute</u> (mute) |
| ___ 12. | <u>fene</u> (bean) | feun               | fen                 | faen               |

### Consonant-Final e 5/6 Mastery \_\_\_/6

|         |                    |                       |                       |                      |
|---------|--------------------|-----------------------|-----------------------|----------------------|
| ___ 13. | vaudy              | vawdy                 | <u>vady</u> (lady)    | viedy                |
| ___ 14. | <u>fay</u> (bay)   | fiay                  | foay                  | fuay                 |
| ___ 15. | kaek               | keak                  | kik                   | <u>kaik</u> (rake)   |
| ___ 16. | <u>bein</u> (rain) | boan                  | bian                  | baun                 |
| ___ 17. | motfew             | <u>motfe</u> (motley) | motfeu                | motfoa               |
| ___ 18. | jeu                | jiu                   | jeo                   | <u>jee</u> (me)      |
| ___ 19. | cid                | <u>ceid</u> (need)    | cide                  | ceud                 |
| ___ 20. | kybo               | kybi                  | <u>keby</u> (freebie) | keyb                 |
| ___ 21. | <u>deat</u> (meat) | diut                  | dight                 | diegt                |
| ___ 22. | zaen               | zein                  | <u>zien</u> (bean)    | zen                  |
| ___ 23. | pioson             | piason                | piuson                | <u>pison</u> (bison) |
| ___ 24. | beu                | <u>bigh</u> (high)    | bei                   | bia                  |
| ___ 25. | ceter              | caeter                | <u>cyter</u> (writer) | couter               |

## Diagnostic Phonics Assessment (Teacher Pages)

|        |                    |         |                      |                        |
|--------|--------------------|---------|----------------------|------------------------|
| ___26. | mip                | miap    | mippe                | <u>miep</u> (wipe)     |
| ___27. | biuped             | beoped  | <u>boped</u> (hoped) | baoped                 |
| ___28. | <u>koel</u> (goal) | kuol    | kiol                 | kaol                   |
| ___29. | moip               | mup     | moop                 | <u>moap</u> (soap)     |
| ___30. | <u>kow</u> (show)  | kuiw    | keiw                 | kaw                    |
| ___31. | puwtest            | poutest | poitest              | <u>putest</u> (cutest) |
| ___32. | kuo                | kuh     | <u>kew</u> (few)     | kau                    |
| ___33. | bau                | bui     | <u>bue</u> (view)    | beo                    |

### Long Vowels/ Vowel Digraphs 17/21

|        |                    |                    |                    |                      |
|--------|--------------------|--------------------|--------------------|----------------------|
| ___34. | <u>goot</u> (boot) | guite              | giot               | gueth                |
| ___35. | croi               | <u>crue</u> (blue) | crau               | criu                 |
| ___36. | sacyt              | soty               | siuty              | <u>suty</u> (duty)   |
| ___37. | taed               | <u>tewd</u> (food) | tid                | teed                 |
| ___38. | <u>wut</u> (foot)  | waht               | weut               | wat                  |
| ___39. | muek               | mowk               | <u>mook</u> (book) | mauk                 |
| ___40. | mayl               | mawl               | mool               | <u>mowel</u> (towel) |
| ___41. | sud                | soad               | <u>soud</u> (loud) | siud                 |
| ___42. | pown               | poun               | poan               | <u>poin</u> (coin)   |
| ___43. | luy                | <u>loy</u> (boy)   | lowy               | luyh                 |
| ___44. | <u>bawn</u> (dawn) | ban                | boun               | bown                 |
| ___45. | loind              | loond              | lound              | <u>laund</u> (fond)  |
| ___46. | <u>algo</u> (also) | owlgo              | ailgo              | argo                 |
| ___47. | rael               | roul               | <u>rall</u> (tall) | rial                 |

### Diphthongs 11/14

|        |                  |                      |                     |                    |
|--------|------------------|----------------------|---------------------|--------------------|
| ___48. | loirt            | loort                | lawrt               | <u>lort</u> (sort) |
| ___49. | gar              | <u>gur</u> (fur)     | gier                | gor                |
| ___50. | dorb             | dowb                 | <u>derv</u> (serve) | darb               |
| ___51. | <u>tir</u> (sir) | ture                 | teer                | tier               |
| ___52. | morve            | <u>marve</u> (carve) | merve               | mawrv              |

### r-controlled Vowels \_\_\_/5

## Diagnostic Phonics Assessment

Name \_\_\_\_\_

|     |        |        |        |        |
|-----|--------|--------|--------|--------|
| 1.  | hox    | hix    | hux    | hax    |
| 2.  | pem    | pum    | pim    | pom    |
| 3.  | gud    | ged    | gid    | gad    |
| 4.  | meg    | mig    | mog    | mag    |
| 5.  | kes    | kus    | kos    | kas    |
| 6.  | suef   | seaf   | saef   | sif    |
| 7.  | bin    | bine   | bian   | byan   |
| 8.  | diak   | dak    | dake   | diek   |
| 9.  | yut    | yeat   | yute   | yiout  |
| 10. | toup   | tope   | teop   | taop   |
| 11. | buot   | buat   | buit   | bute   |
| 12. | fene   | feun   | fen    | faen   |
| 13. | vaudy  | vawdy  | vady   | viedy  |
| 14. | fay    | fiay   | foay   | fuay   |
| 15. | kaek   | keak   | kik    | kaik   |
| 16. | bein   | boan   | bian   | baun   |
| 17. | motfew | motfe  | motfeu | motfoa |
| 18. | jeu    | jiu    | jeo    | jee    |
| 19. | cid    | ceid   | cide   | ceud   |
| 20. | kybo   | kybi   | keby   | keyb   |
| 21. | deat   | diut   | dight  | diegt  |
| 22. | zaen   | zein   | zien   | zen    |
| 23. | poison | piason | piuson | pison  |
| 24. | beu    | bigh   | bei    | bia    |
| 25. | ceter  | caeter | cyter  | couter |

|     |         |         |         |        |
|-----|---------|---------|---------|--------|
| 26. | mip     | miap    | mippe   | miep   |
| 27. | biuped  | beoped  | boped   | baoped |
| 28. | koel    | kuol    | kiol    | kaol   |
| 29. | moip    | mup     | moop    | moap   |
| 30. | kow     | kuiw    | keiw    | kaw    |
| 31. | puwtest | poutest | poitest | putest |
| 32. | kuo     | kuh     | kew     | kau    |
| 33. | bau     | bui     | bue     | beo    |
| 34. | goot    | guite   | giot    | gueth  |
| 35. | croi    | crue    | crau    | criu   |
| 36. | saeyt   | soty    | siuty   | suty   |
| 37. | taed    | tewd    | tid     | teed   |
| 38. | wut     | waht    | weut    | wat    |
| 39. | muek    | mowk    | mook    | mauk   |
| 40. | mayl    | mawl    | mool    | mowel  |
| 41. | sud     | soad    | soud    | siud   |
| 42. | pown    | poun    | poan    | poin   |
| 43. | luy     | loy     | lowy    | luyh   |
| 44. | bawn    | ban     | boun    | bown   |
| 45. | loind   | loond   | lound   | laund  |
| 46. | algo    | owlgo   | ailgo   | argo   |
| 47. | rael    | roul    | rall    | rial   |
| 48. | loirt   | loort   | lawrt   | lort   |
| 49. | gar     | gur     | gier    | gor    |
| 50. | dorb    | dowb    | derv    | darb   |
| 51. | tir     | ture    | teer    | tier   |
| 52. | morve   | marve   | merve   | mawrv  |

## **“Pets” Fluency Assessment**

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The “Pets’ Fluency Assessment needs to be administered individually. As a critical component of reading diagnosis, teachers need to hear their students read. This assessment allows the teacher to assess reading ability and provides a baseline fluency rate. Additionally, the results will help the teacher narrow down the reading level of students to inform selection of books for independent reading practice.

The “Pets” fluency passage is leveled in a unique pyramid design: the first paragraph is at the first grade (*Fleish-Kincaid*) reading level; the second paragraph is at the second-grade level; the third paragraph is at the third-grade level; the fourth paragraph is at the fourth grade level; the fifth paragraph is at the fifth grade level; the sixth paragraph is at the sixth grade level; and the seventh paragraph is at the seventh grade level. Thus, the reader begins practice at an easier level that builds confidence and then moves to more difficult academic language through successive approximation.

### **Materials, Instructional Setting, Preparation**

Laminate one copy of the “Pets” Fluency Assessment for students. Run off enough copies of the same assessment for each student. Use a stopwatch to ensure that the two-minute timings will be accurate. Set aside a table or two desks in a corner of the room or just outside the door, if practical. Have desks or chairs facing each other.

Announce to the class that you will have students quietly read to you for two-minute reading fluency timings. Say, “Please don’t interrupt the fluency timings, unless there is an emergency. We want to complete these timings quickly, so this is how we will organize things: I will pick one student to read. The first to read will be \_\_\_\_\_. Please sit here. When \_\_\_\_\_ has finished, she will use the stopwatch to time the next reader, who will be \_\_\_\_\_. From now on, the student who does the timing will quietly go get the next reader. Any questions?”

## **“Pets” Fluency Assessment**

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### **Directions, Grading, Recording**

1. Say–“I’m going to have you read out loud for two minutes. Read quickly, but say the words correctly. The title of this article is ‘Pets.’ Point to the first word of the article on the student’s copy and say ‘Ready, begin.’”
2. As the student reads, mark a slash on the teacher’s copy for mispronounced words, omitted words, added words, and words not correctly pronounced within three seconds. Say the word for the student after three seconds and then say “Next,” if the student does not continue to read. Be consistent in test administration regarding marking (or not marking) dialect differences, word repetitions, pre-practice of difficult words, reversals, and self-corrections.
3. Mark a bracket after the last word the student reads correctly when two minutes have elapsed. Say, “Stop.” Record the total number of words read, less errors at the bottom left of the page and the name of the student. Say, “Thank you. Now, you will be the timer. When I say ‘begin,’ push this button. After two minutes, say ‘stop,’ and push the button again. After the timing has been completed, say “Please go tell \_\_\_\_\_ that he or she is ‘on deck.’”

Once the assessments have been completed, record the = Total Number of Words in the Fluency Words Pre-test column on the **Reading Mastery Matrix** for each student.

### **Program Placement Criteria**

For program placement, if a student scores less than the two-minute Pets Fluency Assessment WCPM\*, remediate with modeled readings and repeated reading fluency practice. Assign practice in ability level fluency groups or individual practice with the YouTube modeled readings. Directions follow in the Fluency Remediation section.

### **50<sup>th</sup> Percentile Oral Reading Fluency Grade Level Norms: Words Correct per Minute (WCPM)**

| <b>Grade</b> | <b>Fall</b> | <b>Pets Fluency Assessment*</b> | <b>Winter</b> | <b>Spring</b> |
|--------------|-------------|---------------------------------|---------------|---------------|
| <b>4</b>     | <b>94</b>   | <b>&lt;168 Remediate</b>        | <b>112</b>    | <b>139</b>    |
| <b>5</b>     | <b>121</b>  | <b>&lt;222 Remediate</b>        | <b>127</b>    | <b>150</b>    |
| <b>6</b>     | <b>132</b>  | <b>&lt;244 Remediate</b>        | <b>140</b>    | <b>150</b>    |
| <b>7</b>     | <b>128</b>  | <b>&lt;236 Remediate</b>        | <b>136</b>    | <b>151</b>    |
| <b>8</b>     | <b>133</b>  | <b>&lt;246 Remediate</b>        | <b>146</b>    | <b>123</b>    |

Hasbrouck, J. & Tindal, G. (2017). Jan Hasbrouck suggests fluency remediation if the student scores more than 10 words below the grade-level 50<sup>th</sup> percentile. **\*10 words less than the fall score x 2 = suggested reading fluency remediation when students score below this WCPM.** Note the middle school “slump” at grades 7 and 8 or, perhaps, the influence of increasingly difficult reading levels.

## **“Pets” Fluency Assessment**

Name \_\_\_\_\_

|     |                                                                                                |                              |  |
|-----|------------------------------------------------------------------------------------------------|------------------------------|--|
| 11  | Pets are nice. Pets live with us. They can be good                                             |                              |  |
| 21  | friends. Pets make people happy. They can be very fun.                                         |                              |  |
| 32  | Some pets are very smart. Many can be trained to do                                            |                              |  |
| 44  | what people say. Pets may come to us when we call. Some                                        |                              |  |
| 57  | can do special tricks. Some even seem to talk to us with a                                     |                              |  |
| 63  | “bark,” a “meow,” or a “chirp.”                                                                |                              |  |
| 74  | Many people enjoy life more with pets. Pets can be good                                        |                              |  |
| 86  | company. Pets can help people feel less lonely. Some pets help us                              |                              |  |
| 96  | feel better. Pets can even help us get more exercise.                                          |                              |  |
| 109 | Not all animals make good pets. Most wild animals are afraid of people.                        |                              |  |
| 125 | Others could be dangerous, like large cats or bears. It would be too hard to care              |                              |  |
| 141 | for some animals. They might need a special place to live or special food to eat.              |                              |  |
| 154 | Pets and owners must make a good match. People need to think carefully                         |                              |  |
| 170 | about some things before getting a pet. A pet owner needs to have a good place                 |                              |  |
| 188 | for a pet to live. A small apartment may be perfect for a fish or hamster, but not             |                              |  |
| 205 | for a large dog or cat. Also, some pets cost more to keep than others. Large pets              |                              |  |
| 219 | eat more than small ones, and their cost of medical care can be expensive.                     |                              |  |
| 234 | People need to consider how much time they will be able to spend with their                    |                              |  |
| 244 | pets. Pets need plenty of human attention to stay happy.                                       |                              |  |
| 259 | The most popular pets worldwide are dogs and cats. There are slightly more cats than           |                              |  |
| 275 | dogs. Birds, hamsters, turtles, snakes, lizards, and fish are also the pets of choice for many |                              |  |
| 290 | people. In the last few years pets have become more “exotic.” Many people are now keeping      |                              |  |
| 303 | ferrets and monkeys as pets. Most local governments have laws restricting which pets are       |                              |  |
| 309 | acceptable in their communities.                                                               |                              |  |
| 325 | Pet owners need to be responsible with their pets. Adult pets need to be spayed or             |                              |  |
| 338 | neutered to prevent unplanned litters. According to the Humane Society, over three million     |                              |  |
| 354 | unwanted pets are put to sleep each year. Also, mixed breed cats and dogs can make             |                              |  |
| 371 | wonderful pets. In fact, some of the best pets can be adopted from local animal shelters at    |                              |  |
| 383 | little cost. Pets are valuable friends and need our very best care.                            |                              |  |
|     | Total Number of Words Read                                                                     | Total Number of Words Read   |  |
|     | - Total Number of Mistakes                                                                     | - Total Number of Mistakes   |  |
|     | = Total Number of Words Read                                                                   | = Total Number of Words Read |  |

## **Pets**

Pets are nice. Pets live with us. They can be good friends. Pets make people happy. They can be very fun.

Some pets are very smart. Many can be trained to do what people say. Pets may come to us when we call. Some can do special tricks. Some even seem to talk to us with a “bark,” a “meow,” or a “chirp.”

Many people enjoy life more with pets. Pets can be good company. Pets can help people feel less lonely. Some pets help us feel better. Pets can even help us get more exercise.

Not all animals make good pets. Most wild animals are afraid of people. Others could be dangerous, like large cats or bears. It would be too hard to care for some animals. They might need a special place to live or special food to eat.

Pets and owners must make a good match. People need to think carefully about some things before getting a pet. A pet owner needs to have a good place for a pet to live. A small apartment may be perfect for a fish or hamster, but not for a large dog or cat. Also, some pets cost more to keep than others. Large pets eat more than small ones, and their cost of medical care can be expensive. People need to consider how much time they will be able to spend with their pets. Pets need plenty of human attention to stay happy.

The most popular pets worldwide are dogs and cats. There are slightly more cats than dogs. Birds, hamsters, turtles, snakes, lizards, and fish are also the pets of choice for many people. In the last few years pets have become more “exotic.” Many people are now keeping ferrets and monkeys as pets. Most local governments have laws restricting which pets are acceptable in their communities.

Pet owners need to be responsible with their pets. Adult pets need to be spayed or neutered to prevent unplanned litters. According to the Humane Society, over three million unwanted pets are put to sleep each year. Also, mixed breed cats and dogs can make wonderful pets. In fact, some of the best pets can be adopted from local animal shelters at little cost. Pets are valuable friends and need our very best care.

**Record unmastered components with a  and subsequent mastery with a .**

[illegible]

## Diagnostic Spelling Assessment (American English Version) Preparation, Administration, Correction, and Recording

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

**Administer the Diagnostic Spelling Assessment (American English Version), according to the following grade levels. Spelling Pattern Worksheets correspond to each of the test items.**

- Grade 2 (#s 1–41)
- Grade 3 (#s 1–64)
- Grade 4: (#s 1–79)
- Grade 5: (#s 1–89)
- Grade 6: (#s 1–98)
- Grade 7: (#s 1–98)
- Grade 8: (#s 1–102)

The test items are grouped by spelling patterns e.g., the four long /i/ spellings, to simplify posttest correction and analysis.

### Assessment Formats

Choose the Diagnostic Spelling Assessment format which best suits your needs:

**1. Paper Only:** Teacher dictates the number of test items assigned to the grade levels, according to the following administrative protocol. Students take the test on binder paper. Write the numbering pattern on the board or type and display to facilitate correction. Teacher corrects assessments according to directions and records spelling deficits on the [Diagnostic Spelling Assessment Mastery Matrix](#).

**2. Audio and Paper:** Teacher plays the 22:32 “normal speed” Diagnostic Spelling Assessment [audio file](#) for grades 4, 5, and 6 students or the 17:26 “fast speed” Diagnostic Spelling Assessment [audio file](#) for grades 7 and 8 students up to and including the last spelling pattern word assigned to the grade level. The audio file includes all administrative directions. Students take the test on binder paper. Teacher corrects assessments according to directions and records spelling deficits on the [Diagnostic Spelling Assessment Mastery Matrix](#).

**Cheating:** Note that incorrect spellings will be accompanied by the Google red squiggly line indicating a spelling error. Students may be tempted to right click the word and select the correct spelling; however, if the teacher tells the students the purpose of the test and directs them not to self-correct, students will generally follow instructions. Telling students that they will receive the same amount of credit whether the spelling is accurate or not, and using the “fast speed” audio also helps students avoid the temptation of cheating. Teacher uploads the students’ Google Forms to the Spelling Patterns Assessment Mastery Matrix Google Sheets.

Teacher corrects assessments according to directions and uploads the students’ Google Forms into the [Diagnostic Spelling Assessment Mastery Matrix Google Sheets](#).

## **Administration**

The audio files include the assessment directions. If using the paper format, read the directions, saying—

“This is a 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.”

Now dictate the spelling word, the example sentence, and the word again. Don’t elongate the vowel or consonant 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. Since this is a long test, teachers may elect to take a short stretch break in the middle of the test administration.

## **Correction**

Grade the assessment, marking only the specified sound-spelling pattern for each word. In other words don’t mark the word wrong because of other spelling errors in the word. For example, if the sound-spelling pattern is Long /a/ “\_\_ay” and the word is “payment,” the student spelling of “paiment” would be wrong, but “paymunt” would be right. This selective grading isolates the sound-spelling pattern problem areas for each student. Note that testing with Google Forms does not permit this discrimination, but does provide computer grading.

## **Recording the Data**

Write down the names of your students in alphabetical order (or use Google Sheets) on the Diagnostic Spelling Assessment Mastery Matrix. Record a slash (/) for each sound-spelling error. Leave the box blank for each correctly spelled sound-spelling. Or create a spreadsheet from the document. If using Google Forms, upload the data to the Diagnostic Spelling Assessment Google Sheets. Note that the matrix includes 102 test items as used in the grade 8 program.

## Diagnostic Spelling Assessment

|     |            |                                              |            |                               |
|-----|------------|----------------------------------------------|------------|-------------------------------|
| 1.  | bumper     | The car bumper had a large dent.             | bumper     | <b>Short Vowels</b>           |
| 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    | <b>Consonant–<br/>Final e</b> |
| 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     | <b>Consonant<br/>Digraphs</b> |
| 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   | <b>Consonant<br/>Digraphs</b> |
| 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    | <b>Long /a/</b>               |
| 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      | <b>Long /e/</b>               |
| 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   | <b>Long /e/</b>               |
| 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     | <b>Long /i/</b>               |
| 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    | <b>Long /o/</b>               |
| 38. | fellowship | The hobbit joined the secret fellowship.     | fellowship |                               |
| 39. | humor      | She had a great sense of humor.              | humor      |                               |
| 40. | fewer      | There are fewer choices than I had thought.  | fewer      |                               |
| 41. | rescued    | The dog rescued the child from the river.    | rescued    | <b>Long /u/</b>               |

## Diagnostic Spelling Assessment

|     |             |                                              |             |                        |
|-----|-------------|----------------------------------------------|-------------|------------------------|
| 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        |                        |
| 45. | brewing     | The coffee is always brewing at her house.   | brewing     | <b>Long /oo/</b>       |
| 46. | looked      | He looked older than he really was.          | looked      |                        |
| 47. | butcher     | The local butcher was very skilled.          | butcher     | <b>Short /oo/</b>      |
| 48. | crowded     | This school is very crowded.                 | crowded     |                        |
| 49. | counting    | She began counting on her fingers.           | counting    | <b>/ow/ (cow)</b>      |
| 50. | poisoned    | The chemical poisoned the water.             | poisoned    |                        |
| 51. | destroy     | He had to destroy the work of art.           | destroy     | <b>/oi/</b>            |
| 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     |                        |
| 55. | falling     | The child kept falling down the stairs.      | falling     | <b>/aw/</b>            |
| 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       |                        |
| 60. | boring      | The television show was very boring.         | boring      | <b>r-controlled</b>    |
| 61. | cucumber    | He likes cucumber in his salad.              | cucumber    |                        |
| 62. | procedure   | The guard followed the procedure.            | procedure   |                        |
| 63. | agony       | His face showed the agony of defeat.         | agony       | <b>Hard/Soft</b>       |
| 64. | strangely   | Her cousin behaved very strangely.           | strangely   | <b>c and g</b>         |
| 65. | spicy       | The Mexican food was spicy.                  | spicy       | <b>Soft y Long /e/</b> |
| 66. | identify    | No one could identify the stranger.          | identify    | <b>Soft y Long /i/</b> |
| 67. | forgetting  | I keep forgetting where I placed my glasses. | forgetting  | <b>Consonant</b>       |
| 68. | commitment  | The coach questioned his commitment.         | commitment  | <b>Doubling</b>        |
| 69. | dodgeball   | The children could not play dodgeball.       | dodgeball   |                        |
| 70. | advantage   | We had the advantage of playing at home.     | advantage   | <b>/j/</b>             |
| 71. | believe     | I will believe it when I see it.             | believe     |                        |
| 72. | receive     | Did you receive the letter?                  | receive     | <b>“ie”/“ei”</b>       |
| 73. | radios      | We listened to our radios.                   | radios      |                        |
| 74. | bushes      | They found the child hiding in the bushes.   | bushes      |                        |
| 75. | ladies      | The ladies softball team won their game.     | ladies      |                        |
| 76. | bookshelves | They dusted the bookshelves.                 | bookshelves |                        |
| 77. | women       | The women volunteered for the carnival.      | women       | <b>Plurals</b>         |
| 78. | guide       | Her family trains guide dogs for the blind.  | guide       |                        |
| 79. | designed    | Her mom designed the new school sign.        | designed    | <b>Silent Letters</b>  |

## Diagnostic Spelling Assessment

|      |              |                                              |              |                              |
|------|--------------|----------------------------------------------|--------------|------------------------------|
| 80.  | skating      | I had my birthday party at the skating rink. | skating      | <b>Drop/Keep<br/>Final e</b> |
| 81.  | wisely       | She wisely asked the teacher for help.       | wisely       |                              |
| 82.  | catcher      | The catcher tagged the runner out.           | catcher      | <b>/ch/</b>                  |
| 83.  | touchdown    | Our players scored the winning touchdown.    | touchdown    |                              |
| 84.  | gigantic     | The gigantic boulder blocked the road.       | gigantic     | <b>/k/</b>                   |
| 85.  | sunken       | The pirates searched for sunken treasure.    | sunken       |                              |
| 86.  | denied       | He denied any knowledge of the crime.        | denied       | <b>Drop/Keep<br/>Final y</b> |
| 87.  | carrying     | We got tired of carrying the baskets.        | carrying     |                              |
| 88.  | handcuffs    | The police officer carried handcuffs.        | handcuffs    | <b>l, f, s, z</b>            |
| 89.  | careful      | Please be careful with that glass vase.      | careful      |                              |
| 90.  | rhythm       | He could not clap to the rhythm of the song. | rhythm       | <b>Greek “rh”/<br/>“ch”</b>  |
| 91.  | chorus       | The chorus of the song was repeated.         | chorus       |                              |
| 92.  | explosion    | A loud explosion followed the car crash.     | explosion    | <b>/ion/</b>                 |
| 93.  | musician     | He made his career as a musician.            | musician     |                              |
| 94.  | emotional    | Her poetry triggered an emotional response.  | emotional    | <b>Consonant–<br/>“le”</b>   |
| 95.  | bubble       | She blew a huge bubble with her gum.         | bubble       |                              |
| 96.  | miracle      | It was just a miracle that she finished.     | miracle      | <b>Schwa</b>                 |
| 97.  | cousin       | She invited her cousin to the party.         | cousin       |                              |
| 98.  | sympathy     | We expressed our sympathy for her loss.      | sympathy     | <b>“able”/“ible”</b>         |
| 99.  | laughable    | His clumsy response was laughable.           | laughable    |                              |
| 100. | eligible     | I was now eligible to win the grand prize.   | eligible     | <b>“ance”/<br/>“ence”</b>    |
| 101. | significance | The significance of her research was huge.   | significance |                              |
| 102. | confidence   | The teacher earned our highest confidence.   | confidence   |                              |

## Diagnostic Spelling Assessment (Canadian English Version) Preparation, Administration, Correction, and Recording

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

**Administer part or all of the Diagnostic Spelling Assessment test items, according to grade-level criteria.**

- Grade 2: K-1 spelling patterns (#s 1–41)
- Grade 3: K-3 spelling patterns (#s 1–55)
- Grade 4: K-3 spelling patterns (#s 1–64)
- Grade 5: K-4 spelling patterns (#s 1–82)
- Grade 6: K-5 spelling patterns (#s 1–100)
- Grade 7: K-6 spelling patterns (#s 1–102)
- Grade 8: K-7 spelling patterns (#s 1–106)

The test items are grouped by spelling patterns e.g., the four long /i/ spellings, to simplify posttest correction and analysis.

### Assessment Formats

Choose the Diagnostic Spelling Assessment format which best suits your needs:

**1. Paper Only:** Teacher dictates the number of test items assigned to the grade levels, following the written administrative protocol. Students take the test on binder paper. Display the numbering pattern on the following page to facilitate correction. Teacher corrects assessments according to directions and records spelling deficits on the **Spelling Patterns Assessment Mastery Matrix**.

**2. Audio and Paper:** Teacher plays the 21:12 “normal speed” Diagnostic Spelling Assessment [audio file](#) for grades 4, 5, and 6 students or the 18:53 “quick version” Diagnostic Spelling Assessment [audio file](#) for grades 7 and 8 students up to and including the last spelling pattern word assigned to the grade level. The audio file includes all administrative directions. Students take the test on binder paper. Teacher corrects assessments according to directions and records spelling deficits on the **Spelling Patterns Assessment Mastery Matrix**.

If using binder paper, model the numbering format, according to the grade-level criteria.  
Consistent numbering will facilitate correction and analysis.

### FRONT SIDE

|     |     |
|-----|-----|
| 1.  | 25. |
| 2.  | 26. |
| 3.  | 27. |
| 4.  | 28. |
| 5.  | 29. |
| 6.  | 30. |
| 7.  | 31. |
| 8.  | 32. |
| 9.  | 33. |
| 10. | 34. |
| 11. | 35. |
| 12. | 36. |
| 13. | 37. |
| 14. | 38. |
| 15. | 39. |
| 16. | 40. |
| 17. | 41. |
| 18. |     |
| 19. |     |
| 20. |     |
| 21. |     |
| 22. |     |
| 23. |     |
| 24. |     |

### BACK SIDE

|       |     |       |
|-------|-----|-------|
| 42.   | 65. | 83.   |
| 43.   | 66. | 84.   |
| 44.   | 67. | 85.   |
| 45.   | 68. | 86.   |
| 46.   | 69. | 87.   |
| 47.   | 70. | 88.   |
| 48.   | 71. | 89.   |
| 49.   | 72. | 90.   |
| 50.   | 73. | 91.   |
| 51.   | 74. | 92.   |
| 52.   | 75. | 93.   |
| 53.   | 76. | 94.   |
| 54.   | 77. | 95.   |
| 55.   | 78. | 96.   |
| ----- | 79. | 97.   |
| 56.   | 80. | 98.   |
| 57.   | 81. | 99.   |
| 58.   | 82. | 100.  |
| 59.   |     | ----- |
| 60.   |     | 101.  |
| 61.   |     | 102.  |
| 62.   |     | ----- |
| 63.   |     | 103.  |
| 64.   |     | 104.  |
|       |     | 105.  |
|       |     | 106.  |

## Diagnostic Spelling Assessment (Canadian English Version)

|     |            |                                              |            |                           |
|-----|------------|----------------------------------------------|------------|---------------------------|
| 1.  | bumper     | The car bumper had a large dent.             | bumper     | <b>Short Vowels</b>       |
| 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    | <b>Silent Final e</b>     |
| 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     | <b>Consonant Digraphs</b> |
| 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  | <b>Long /a/</b>           |
| 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. | neighbour  | My neighbour wakes up early each morning.    | neighbour  |                           |
| 25. | maybe      | He thought maybe they would agree.           | maybe      | <b>Long /e/</b>           |
| 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    | <b>Long /i/</b>           |
| 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    | <b>Long /o/</b>           |
| 38. | fellowship | The hobbit joined the secret fellowship.     | fellowship |                           |
| 39. | human      | She was a great human being.                 | human      |                           |
| 40. | fewer      | There are fewer choices than I had thought.  | fewer      |                           |
| 41. | rescued    | The dog rescued the child from the river.    | rescued    |                           |

### End of Grade 2 Test Items

## Diagnostic Spelling Assessment (Canadian English Version)

|     |            |                                            |            |                   |
|-----|------------|--------------------------------------------|------------|-------------------|
| 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       |                   |
| 45. | brewing    | The coffee is always brewing at her house. | brewing    | <b>Long /oo/</b>  |
| 46. | looked     | He looked older than he really was.        | looked     |                   |
| 47. | butcher    | The local butcher was very skilled.        | butcher    | <b>Short /oo/</b> |
| 48. | crowded    | This school is very crowded.               | crowded    |                   |
| 49. | counting   | She began counting on her fingers.         | counting   | <b>/ow/ (cow)</b> |
| 50. | poisoned   | The chemical poisoned the water.           | poisoned   |                   |
| 51. | destroy    | He had to destroy the work of art.         | destroy    | <b>/oi/</b>       |
| 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    |                   |
| 55. | falling    | The child kept falling down the stairs.    | falling    | <b>/aw/</b>       |

### End of Grade 3 Test Items

|     |           |                                              |           |                     |
|-----|-----------|----------------------------------------------|-----------|---------------------|
| 56. | curling   | She liked curling her hair with her fingers. | curling   |                     |
| 57. | theatre   | They went to the theatre to see the play.    | theatre   |                     |
| 58. | firmly    | The student held the handle firmly.          | firmly    |                     |
| 59. | alarm     | A man set off the car alarm.                 | alarm     |                     |
| 60. | colour    | He can name each colour in the rainbow.      | colour    | <b>r-controlled</b> |
| 61. | cucumber  | He likes cucumber in his salad.              | cucumber  |                     |
| 62. | procedure | The guard followed the procedure.            | procedure |                     |
| 63. | agony     | His face showed the agony of defeat.         | agony     | <b>Hard/Soft</b>    |
| 64. | strangely | Her cousin behaved very strangely.           | strangely | <b>c and g</b>      |

### End of Grade 4 Test Items

|     |             |                                              |             |                        |
|-----|-------------|----------------------------------------------|-------------|------------------------|
| 65. | spicy       | The Mexican food was spicy.                  | spicy       | <b>Soft y Long /e/</b> |
| 66. | identify    | No one could identify the stranger.          | identify    | <b>Soft y Long /i/</b> |
| 67. | forgetting  | I keep forgetting where I placed my glasses. | forgetting  | <b>Consonant</b>       |
| 68. | commitment  | The coach questioned his commitment.         | commitment  | <b>Doubling</b>        |
| 69. | travelling  | They wanted to join the travelling circus.   | travelling  |                        |
| 70. | dodgeball   | The children could not play dodgeball.       | dodgeball   |                        |
| 71. | advantage   | We had the advantage of playing at home.     | advantage   | <b>/j/</b>             |
| 72. | believe     | I will believe it when I see it.             | believe     |                        |
| 73. | receive     | Did you receive the letter?                  | receive     | <b>“ie”/“ei”</b>       |
| 74. | radios      | We listened to our radios.                   | radios      |                        |
| 75. | bushes      | They found the child hiding in the bushes.   | bushes      |                        |
| 76. | ladies      | The ladies softball team won their game.     | ladies      |                        |
| 77. | bookshelves | They dusted the bookshelves.                 | bookshelves |                        |
| 78. | women       | The women volunteered for the carnival.      | women       | <b>Plurals</b>         |

## Diagnostic Spelling Assessment (Canadian English Version)

|     |          |                                              |          |                                                             |
|-----|----------|----------------------------------------------|----------|-------------------------------------------------------------|
| 79. | guide    | Her family trains guide dogs for the blind.  | guide    | <b>Silent Letters</b><br><b>Drop/Keep</b><br><b>Final e</b> |
| 80. | designed | Her mom designed the new school sign.        | designed |                                                             |
| 81. | skating  | I had my birthday party at the skating rink. | skating  |                                                             |
| 82. | wisely   | She wisely asked the teacher for help.       | wisely   |                                                             |

### End of Grade 5 Test Items

|      |             |                                              |             |                                           |
|------|-------------|----------------------------------------------|-------------|-------------------------------------------|
| 83.  | catcher     | The catcher tagged the runner out.           | catcher     | <b>/ch/</b>                               |
| 84.  | touchdown   | Our players scored the winning touchdown.    | touchdown   |                                           |
| 85.  | gigantic    | The gigantic boulder blocked the road.       | gigantic    | <b>/k/</b>                                |
| 86.  | sunken      | The pirates searched for sunken treasure.    | sunken      |                                           |
| 87.  | denied      | He denied any knowledge of the crime.        | denied      | <b>Drop/Keep</b><br><b>Final y</b>        |
| 88.  | carrying    | We got tired of carrying the baskets.        | carrying    |                                           |
| 89.  | handcuffs   | The police officer carried handcuffs.        | handcuffs   | <b>l, f, s, z</b>                         |
| 90.  | careful     | Please be careful with that glass vase.      | careful     |                                           |
| 91.  | rhythm      | He could not clap to the rhythm of the song. | rhythm      | <b>Greek “rh”/</b><br><b>“ch”/ “ogue”</b> |
| 92.  | chorus      | The chorus of the song was repeated.         | chorus      |                                           |
| 93.  | catalogue   | She browsed the catalogue for sales.         | catalogue   | <b>Latin “ae” /</b><br><b>“oe”</b>        |
| 94.  | anaesthesia | Doctors administered the anaesthesia.        | anaesthesia |                                           |
| 95.  | apnoea      | Mom slept poorly because of her apnoea.      | apnoea      | <b>/ion/</b>                              |
| 96.  | explosion   | A loud explosion followed the car crash.     | explosion   |                                           |
| 97.  | musician    | He made his career as a musician.            | musician    | <b>Consonant–</b><br><b>“le”</b>          |
| 98.  | emotional   | Her poetry triggered an emotional response.  | emotional   |                                           |
| 99.  | bubble      | She blew a huge bubble with her gum.         | bubble      |                                           |
| 100. | miracle     | It was just a miracle that she finished.     | miracle     |                                           |

### End of Grade 6 Test Items

|      |          |                                         |          |              |
|------|----------|-----------------------------------------|----------|--------------|
| 101. | cousin   | She invited her cousin to the party.    | cousin   | <b>Schwa</b> |
| 102. | sympathy | We expressed our sympathy for her loss. | sympathy |              |

### End of Grade 7 Test Items

|      |              |                                            |              |                                 |
|------|--------------|--------------------------------------------|--------------|---------------------------------|
| 103. | laughable    | His clumsy response was laughable.         | laughable    | <b>“able”/“ible”</b>            |
| 104. | eligible     | I was now eligible to win the grand prize. | eligible     |                                 |
| 105. | significance | The significance of her research was huge. | significance | <b>“ance”/</b><br><b>“ence”</b> |
| 106. | confidence   | The teacher earned our highest confidence. | confidence   |                                 |

### End of Grade 8 Test Items

## Diagnostic Spelling Assessment Mastery Matrix

| Sound-Spellings: | Short Vowels |   |   |   |   | Silent Final e        |                         |                         |                         |                         | Consonant Digraphs          |                         |                         |                            |                   |    |             |    |    |    |
|------------------|--------------|---|---|---|---|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------------|-------------------------|-------------------------|----------------------------|-------------------|----|-------------|----|----|----|
| 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 <i>bread</i> | i_e Long <i>i</i> Sound | a_e Long <i>a</i> Sound | u_e Long <i>u</i> Sound | o_e Long <i>o</i> Sound | u_e oo as in <i>rooster</i> | _se z as in <i>ease</i> | _le l as in <i>lion</i> | _ve v as in <i>vulture</i> | i_e Long <i>e</i> | sh | ch and _tch | th | wh | ph |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
|                  |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |
| Totals           |              |   |   |   |   |                       |                         |                         |                         |                         |                             |                         |                         |                            |                   |    |             |    |    |    |

[illegible]

## Diagnostic Spelling Assessment Mastery Matrix

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| Sound-Spellings: | Final y                       |                               |                   |                                          | l, f, s, z “rh” “ch” “ogue” “ae” “oe” |                |              |            | /ion/      |              |              |              | C.-le                        |                               | Schwa “able” “ible” “ance” “ence” |            |        |        |        |        |
|------------------|-------------------------------|-------------------------------|-------------------|------------------------------------------|---------------------------------------|----------------|--------------|------------|------------|--------------|--------------|--------------|------------------------------|-------------------------------|-----------------------------------|------------|--------|--------|--------|--------|
| Worksheet #s     | 87                            | 88                            | 89                | 90                                       | 91                                    | 92             | 93           | 94         | 95         | 96           | 97           | 98           | 99                           | 100                           | 101                               | 102        | 103    | 104    | 105    | 106    |
| Teacher          |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
| Class            |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
| Student Names    | Drop Final y<br>before Suffix | Keep Final y<br>before Suffix | Double l, f, s, z | Drop l with “all,”<br>“till,” and “full” | Greek /er/ “rh”                       | Greek /k/ “ch” | Greek “ogue” | Latin “ae” | Latin “oe” | /ion/ “sion” | /ion/ “cian” | /ion/ “tion” | Short Vowel-<br>Consonant-le | Other Vowels-<br>Consonant-le | Short Schwa                       | Long Schwa | “able” | “ible” | “ance” | “ence” |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
|                  |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |
| Totals           |                               |                               |                   |                                          |                                       |                |              |            |            |              |              |              |                              |                               |                                   |            |        |        |        |        |