

ELEMENTARY SPELLING INVENTORY (ESI) DIRECTIONS

The Elementary Spelling Inventory (ESI) covers more features than the PSI and can be used as early as first grade if a school system wants to use the same inventory across the elementary grades. The 25 words are ordered by difficulty to sample features of the letter name-alphabetic to derivational relations stages. Call out enough words so that you have at least five or six misspelled words to analyze. If any students spell more than 20 words correctly, use the Upper Level Spelling Inventory.

Instructions for Administering the Inventory

Students should not study these words in advance of testing. Assure the students that this is not for a grade but to help you plan for their needs.

Possible script: “I am going to ask you to spell some words. Spell them the best you can. Some of the words will be easy to spell; some may be difficult. When you do not know how to spell a word, spell it the best you can.

Ask students to number their paper and administer the inventory the same way you would a spelling test. Call each word aloud and repeat it. Use it in a sentence, if necessary, to be sure students know the exact word. Sample sentences are listed below along with the words. After administering the inventory use the **Feature Guide** and **Class Composite Forms** to complete your assessment, or use the Assessment Application to record errors and calculate scores automatically. An error guide analysis is also available for those who prefer using it.

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Elementary Spelling Inventory Words and Sentences

1. bed I hopped out of bed this morning. *bed*

2. ship The ship sailed around the island. *ship*
3. when When will you come back? *when*
4. lump He had a lump on his head after he fell. *lump*
5. float I can float on the water with my new raft. *float*
6. train I rode the train to the next town. *train*
7. place I found a new place to put my books. *place*
- 8 . drive I learned to drive a car. *drive*
9. bright The light is very bright. *bright*
10. shopping She went shopping for new shoes. *shopping*
- 11.spoil The food will spoil if it is not kept cool. *spoil*
12. serving The restaurant is serving dinner tonight. *serving*
13. chewed The dog chewed up my favorite sweater yesterday. *chewed*
14. carries She carries apples in her basket. *carries*
15. marched We marched in the parade. *marched*
16. shower The shower in the bathroom was very hot. *shower*
17. bottle The bottle broke into pieces on the tile floor. *bottle*
18. favor He did his brother a favor by taking out the trash. *favor*
19. ripen The fruit will ripen over the next few days. *ripen*
20. cellar I went down to the cellar for the can of paint. *cellar*
21. pleasure It was a pleasure to listen to the choir sing. *pleasure*
22. fortunate It was fortunate that the driver had snow tires. *fortunate*
23. confident I am confident that we can win the game. *confident*
24. civilize They wanted to civilize the forest people. *civilize*
25. opposition The coach said the opposition would be tough. *opposition*

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Scoring the Inventory Using the Feature Guide

1. Make a copy of the **ESI Feature Guide** for each student or follow the directions to

set up a classroom database using the Assessment Application, which can be downloaded to your computer.

2. Analyze the words by checking off the features spelled correctly that are listed in the cells to the left of each word. For example, if a student spells train as 'TRANE they get a check in the initial tr cell, and the final n cell, but not for the long vowel pattern. Write in the vowel pattern used (A-E in this case) but do not give any points for it. Put a check in the “correct” column if the word is spelled correctly. Do not count reversed letters as errors but note them in the cells. If unnecessary letters are added, give the speller credit for what is correct (e.g., If *bed* is spelled BEDE, the student still gets credit for representing the short vowel).

3. Add the number of points under each feature and across each word, allowing you to double-check the total score recorded in the last cell. Adjust the ratios in the last row, depending on the number of words called aloud.

Interpreting the Results of the Spelling Inventory

4. Look down each feature column to determine instructional needs. For example, a student who misses only one long vowel can go on to other features. A student who misses two needs some review work, but students who miss more than three need careful instruction on this feature. If a student did not get any points for a feature, then earlier features need to be studied first.

5. To determine a stage of development note where students first make two or more errors under the stages listed in the shaded box at the top of the Feature Guide. Circle this stage.

Using the Class Composite and Spelling By Stage Forms Staple each feature guide to the student's spelling paper and arrange the papers in order from highest total points to lowest total points. The Assessment Application will do this automatically for you but keep students' paper for reference.

6. List students' names in this rank order in the left column of the **USI Class Composite** and transfer each student's feature scores from the bottom row of the individual Feature Guides to the Classroom Composite Form. The Assessment Application will do this for you. If you call out less than the total list, *adjust the totals* on the Classroom Composite.
7. Highlight cells where students make *two or more errors* on a particular feature to get a sense of your groups' needs and to form groups for instruction.
8. Many teachers find it easier to form groups using the **Spelling By Stage Classroom Organization Chart**. List each student under the appropriate spelling stage (the stage circled on the student's feature guide) and look for instructional groups.

NOTE: See Chapter 2 for more detailed directions for choosing, administering, scoring, interpreting and using the inventories to form instructional groups.

Directions for Using the Error Guide.

Make a copy of the Error Guide for the ESI. Circle each error or write in the student's spelling by the error that is most similar. When a word is spelled correctly, check the spelling at the end of the string of errors. After all words have been scored, determine where most circled words lie and look at the top row of the table for the developmental spelling level for this student. Total the words spelled correctly and note where the student is within the stage: *early* in the stage, in the *middle*, or *late* in the stage. Use the Spelling by Stage Classroom Organization Chart to organize word study groups.