

Assessments for Trunks

These assessments are scattered through The Spel-Lang Tree: Trunks manual to measure progress as children progress in spelling mastery. They are offered here as a quick means of discovering where a student may need to begin instruction.

In order to match the student's work to the Assessment Record Sheet, the child's paper needs to be folded vertically into four columns. Dictate the words to the student(s) and they need to write the words ACROSS the page. Do NOT give immediate feedback on these words.

When assessing the student's paper, make notes on the record sheet, writing misspellings above the appropriate words. Each of the elements assessed is noted at the bottom of the page. Write the number of correct responses on the line next to the total number for that element.

These assessment record sheets will be invaluable, both for your personal use and for conferencing with parents.

Unit 1: (Short a words)

Assessment 1

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it in half, then in half again, to create four vertical sections. Reopen paper. Children are to write words in the grids created by the guidelines and fold lines. If children work ACROSS the page, the words on their papers will match exactly the configuration of words on the portfolio record sheet (next page), making grading and recording much easier. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work ACROSS the page.

van	Mother drives our <i>van</i> to the store.
wax	We can <i>wax</i> the car to keep it shiny.
flag	Our <i>flag</i> has thirteen stripes.
class	There are twenty-two children in our <i>class</i> .
grand	We had a <i>grand</i> time at the party.
path	There is a <i>path</i> through the woods behind my house.
act	Picking up trash is an <i>act</i> of kindness.
black	I have a <i>black</i> dog.
sang	We <i>sang</i> a funny song in music class.
branch	We hung a swing on a tree <i>branch</i> .
strap	My bookbag has a <i>strap</i> on it.
stand	You might buy a hot dog at the concession <i>stand</i> .
drag	I saw the children <i>drag</i> the huge box across the floor.
stamp	We need to put a <i>stamp</i> on a letter before we mail it.
track	A train moves along a <i>track</i> .
match	The man used a <i>match</i> to light the fire.
crash	Two cars were involved in a <i>crash</i> .
scratch	When you have an itch, you may want to <i>scratch</i> it.
thank	Be sure to <i>thank</i> people who do nice things for you.
blast	A <i>blast</i> of cold air came through the open door.
glass	John gave the thirsty man a <i>glass</i> of cold water.
tap	I will <i>tap</i> you on the back when it is your turn to play.
trash	Please put your <i>trash</i> in the waste basket.
fact	It is a <i>fact</i> that $2 + 2 = 4$.

Duplicate portfolio record sheet (See next page) so that there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 1:

Word list:

van	wax	flag	class
grand	path	act	black
sang	branch	strap	stand
drag	stamp	track	match
crash	scratch	thank	blast
glass	tap	trash	fact

Number of words spelled correctly (24) _____

Used appropriate vowel *a* (24) _____

Used correct beginning blends and digraphs: *bl* (2) _____ *br* (1) _____ *cl* (1) _____

cr (1) _____ *dr* (1) _____ *fl* (1) _____ *gl* (1) _____ *gr* (1) _____ *scr* (1) _____

st (2) _____ *str* (1) _____ *th* (1) _____ *tr* (2) _____

Used correct ending blends and digraphs: *ck* (2) _____ *ct* (2) _____ *mp* (1) _____

nch (1) _____ *nd* (2) _____ *ng* (1) _____ *nk* (1) _____ *sh* (2) _____ *ss* (2) _____

st (1) _____ *tch* (2) _____ *th* (1) _____ *x* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d f g h j k l m n p r s t v w x

Paper guideline use: Excellent Good Fair Poor

Unit 2: (Short e words)

Day 1: Assessment 2: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work ACROSS the page.

web	A spider spins a <i>web</i> .
hen	A mother chicken is a <i>hen</i> .
felt	The little boy <i>felt</i> sad when he was left alone.
edge	The ball rolled off the <i>edge</i> of the table.
stamp	We need to put a <i>stamp</i> on a letter before we mail it.
check	Please <i>check</i> to make sure you have all of your books.
dress	You need to <i>dress</i> warmly on cold days.
spent	I <i>spent</i> all of my allowance on books.
shelf	Be sure to put your hat on the <i>shelf</i> .
left	Mary <i>left</i> home at seven o'clock this morning.
bench	You may sit on the <i>bench</i> on the playground.
blast	I jumped when I heard the <i>blast</i> of the horn.
them	I saw <i>them</i> at school yesterday.
fetch	I threw a stick and my dog went to <i>fetch</i> it.
spell	It is good to be able to <i>spell</i> words correctly.
when	I will tell you <i>when</i> it is time for lunch.
rest	In warm climates, people <i>rest</i> during the hottest part of the day.
track	A train moves along a <i>track</i> .
held	The child <i>held</i> a toy in his hands.
next	We will repeat this test <i>next</i> week.
blend	When we have two consonants at the beginning of a word, we have to <i>blend</i> them together.
help	It is always good to <i>help</i> a friend.
scratch	If you have an itch, you may want to <i>scratch</i> it.
sled	We went down the snowy hill on a <i>sled</i> .

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 2:

Word list:

web	hen	felt	edge
stamp	check	dress	spent
shelf	left	bench	blast
them	fetch	spell	when
rest	track	held	next
blend	help	scratch	sled

Number of words spelled correctly (24) _____

Used appropriate vowel *a* (4) _____ *e* (20) _____

Used correct beginning blends and digraphs: *bl* (2) _____ *ch* (1) _____ *dr* (1) _____

scr (1) _____ *sh* (1) _____ *sl* (1) _____ *sp* (2) _____ *st* (1) _____ *tr* (1) _____

th (1) _____ *wh* (1) _____

Used correct ending blends and digraphs: *ch* (1) _____ *ck* (2) _____ *dge* (1) _____

ft (1) _____ *ld* (1) _____ *lf* (1) _____ *ll* (1) _____ *lp* (1) _____ *lt* (1) _____

mp (1) _____ *nd* (1) _____ *nt* (1) _____ *ss* (1) _____ *st* (2) _____ *tch* (2) _____

xt (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d e f g h k l m n p r s t w x

Paper guideline use: Excellent Good Fair Poor

Unit 3: (Short i words)

Day 1: Assessment 3: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work ACROSS the page.

thick	There was a <i>thick</i> layer of ice on the ground.
spring	The weather will get warmer in <i>spring</i> .
shift	I felt the wind <i>shift</i> direction.
bridge	Water flows under the <i>bridge</i> .
drink	We will drink <i>milk</i> with our lunch.
skin	Your <i>skin</i> covers your body.
pink	You have a <i>pink</i> crayon.
inch	Sometimes we go forward only an <i>inch</i> at a time.
sniff	A dog will <i>sniff</i> its food before it eats.
fix	We can <i>fix</i> the broken toy.
chill	In fall there is a <i>chill</i> in the air.
swing	We hung a <i>swing</i> from a tree branch.
milk	We will drink <i>milk</i> with our lunch.
wish	I <i>wish</i> I had more time.
quit	We will <i>quit</i> working at three o'clock.
grand	We had a <i>grand</i> time at the party.
bench	You may sit on the <i>bench</i> on the playground
hatch	A chicken will <i>hatch</i> from this egg.
spell	You will soon <i>spell</i> all of these words correctly.
glass	He gave the thirsty man a <i>glass</i> of cold water.
help	May I <i>help</i> you find your coat?.
best	You are the <i>best</i> class ever.
strap	My bookbag has a <i>strap</i> on it.
gift	You often take a <i>gift</i> to a birthday party.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 3:

Word list:

thick	spring	shift	bridge
drink	skin	pink	inch
sniff	fix	chill	swing
milk	wish	quit	grand
bench	hatch	spell	glass
help	best	strap	gift

Number of words spelled correctly (24): _____

Used appropriate vowel: *a* (4) _____ *e* (4) _____ *i* (16) _____

Used correct beginning blends and digraphs: *br* (1) _____ *ch* (1) _____ *dr* (1) _____

gl (1) _____ *gr* (1) _____ *sh* (1) _____ *sk* (1) _____ *sn* (1) _____ *sp* (1) _____

spr (1) _____ *str* (1) _____ *sw* (1) _____ *th* (1) _____

Used correct ending blends and digraphs: *ck* (1) _____ *dge* (1) _____ *ff* (1) _____

ft (2) _____ *lk* (1) _____ *ll* (2) _____ *lp* (1) _____ *nch* (2) _____ *nd* (1) _____

ng (2) _____ *nk* (1) _____ *sh* (1) _____ *ss* (1) _____ *st* (1) _____ *tch* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d e f g h i k l m n p r s t x

Paper guideline use: Excellent Good Fair Poor

Unit 4: (Short o words)

Day 1: Assessment 4: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page.

block	We ran around the <i>block</i> .
dog	I have a <i>dog</i> for a pet.
strong	He is a very <i>strong</i> animal.
drop	A <i>drop</i> of rain fell from a cloud.
grass	In summer the <i>grass</i> is green.
frost	On fall mornings the grass may be covered with <i>frost</i> .
think	You need to <i>think</i> about each word before you write it.
hot	Never touch a <i>hot</i> pan.
job	You are doing a good <i>job</i> .
rod	You fish with a <i>rod</i> and reel.
shell	A turtle has a <i>shell</i> .
rock	The turtle will sun himself on a <i>rock</i> .
off	Please turn <i>off</i> the light.
soft	My pillow is very <i>soft</i> .
pond	Frogs live in the <i>pond</i> .
on	Please turn <i>on</i> the light.
twin	I have a <i>twin</i> sister.
toss	You can <i>toss</i> the ball to me.
catch	I will <i>catch</i> it.
cloth	Your clothes are made from <i>cloth</i> .
box	Put your work in this <i>box</i> .
bench	You can sit on a <i>bench</i> on the playground.
smog	A mixture of smoke and fog is called <i>smog</i> .
song	We will sing a <i>song</i> .

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 4:

Word list:

block	dog	strong	drop
grass	frost	think	hot
job	rod	shell	rock
off	soft	pond	on
twin	toss	catch	cloth
box	bench	smog	song

Number of words spelled correctly (24): _____

Used appropriate vowel *a* (2) _____ *e* (2) _____ *i* (2) _____ *o* (18) _____

Used correct beginning blends and digraphs: *bl* (1) _____ *cl* (1) _____ *dr* (1) _____

fr (1) _____ *gr* (1) _____ *sh* (1) _____ *sm* (1) _____ *str* (1) _____ *th* (1) _____

Used correct ending blends and digraphs: *ck* (2) _____ *ff* (1) _____ *ft* (1) _____

ll (1) _____ *nch* (1) _____ *nd* (1) _____ *ng* (2) _____ *nk* (1) _____ *ss* (2) _____

st (1) _____ *tch* (1) _____ *th* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d e f g h i j k l m n o p r s t x

Paper guideline use: Excellent Good Fair Poor

Unit 5: (Short u words)

Day 1: Assessment 5: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page.

lunch	You may have a sandwich for <i>lunch</i> .
drum	In a band, the beat of the <i>drum</i> keeps the time for the other players.
brand	What <i>brand</i> of toothpaste do you use?
much	We have <i>much</i> work to do.
moth	A <i>moth</i> is an insect.
tusk	The elephant has a long <i>tusk</i> .
edge	Can you make a penny stand on its <i>edge</i> ?
hunt	Cats like to <i>hunt</i> for their food.
bulb	I planted a tulip <i>bulb</i> in the ground.
quick	Mother made a <i>quick</i> stop at the grocery store.
hut	In hot countries a family may live in a mud <i>hut</i> .
skull	Your <i>skull</i> is part of your head.
string	You can put beads on a <i>string</i> .
dust	The wind blew <i>dust</i> onto the window sill.
chest	Your heart is located inside your <i>chest</i> .
thrush	A <i>thrush</i> is a kind of bird.
bug	An insect is sometimes called a <i>bug</i> .
fun	We had <i>fun</i> at the zoo.
wax	We <i>wax</i> the car to keep it shiny.
truck	A gravel <i>truck</i> went down the highway.
just	There are <i>just</i> (two) days until the weekend.
mud	Water and dirt combine to make <i>mud</i> .
clock	You use a <i>clock</i> to tell the time.
cup	The recipe calls for one <i>cup</i> of sugar.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 5:

Word list:

lunch	drum	brand	much
moth	tusk	edge	hunt
bulb	quick	hut	skull
string	dust	chest	thrush
bug	fun	wax	truck
just	mud	clock	cup

Number of words spelled correctly (24): _____

Used appropriate vowel: *a* (2) _____ *e* (2) _____ *i* (2) _____ *o* (2) _____ *u* (16) _____

Used correct beginning blends and digraphs: *br* (1) _____ *ch* (1) _____ *cl* (1) _____
dr (1) _____ *sk* (1) _____ *str* (1) _____ *thr* (1) _____ *tr* (1) _____

Used correct ending blends and digraphs: *ch* (1) _____ *ck* (3) _____ *dge* (1) _____
lb (1) _____ *ll* (1) _____ *nch* (1) _____ *nd* (1) _____ *ng* (1) _____ *nt* (1) _____
sh (1) _____ *sk* (1) _____ *st* (3) _____ *th* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d e f g h i j k l m n o p q r s t u w x

Paper guideline use: Excellent Good Fair Poor

Unit 6: (vccvc & cvccvc words)

Day 1: Assessment 6: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. **Say each word in a normal fashion, then say it again slowly, emphasizing the break in syllables and over-pronouncing the unaccented syllable (i.e., *bot-tom*). Remind the children that some syllables contain what is called the ‘schwa’ sound but that every syllable must contain a vowel. Encourage the children to say the words slowly and quietly, breaking them into syllables before writing them.** Be sure to work across the page.

until	Wail <i>until</i> you have said your word quietly before you write it.
after	We will rest <i>after</i> we work.
better	Your work gets <i>better</i> all the time.
bottom	We found a surprise in the <i>bottom</i> of the box.
dinner	We have <i>dinner</i> in the evening.
forgot	I <i>forgot</i> my gloves in the car.
garden	Flowers grow in a <i>garden</i> .
happen	Good things will <i>happen</i> to you if you work hard.
hornet	A <i>hornet</i> is a stinging insect.
insect	An <i>insect</i> has six legs and three body parts.
jacket	Hang your <i>jacket</i> on the coat hook.
forget	Don't <i>forget</i> to take your book home.
kitten	My <i>kitten</i> likes to play with a string.
letter	You can write a <i>letter</i> to a friend.
morning	In the <i>morning</i> , you get out of bed.
number	The number <i>six</i> comes between five and seven.
order	In <i>order</i> to find words in the dictionary, we need to know alphabetical <i>order</i> .
pencil	You need a sharp <i>pencil</i> to write well.
person	You may write a story about your favorite <i>person</i> .
picnic	In summer we will have a <i>picnic</i> in the park.
rabbit	I saw a <i>rabbit</i> hop across the road.
summer	In <i>summer</i> the weather is warm.
supper	An evening meal is often called <i>supper</i> .
winter	In <i>winter</i> the weather turns cold.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 6:

Word list:

until	after	better	bottom
dinner	forgot	garden	happen
hornet	insect	jacket	forget
kitten	letter	morning	number
order	pencil	person	picnic
rabbit	summer	supper	winter

Number of words spelled correctly (24): _____

Where did the majority of errors occur?

- 1) Doubling of middle consonant (9) _____
- 2) In syllables containing *ar* (1) _____
- 3) In syllables containing *er* (9) _____
- 4) In syllables containing *or* (5) _____
- 5) Vowels in unaccented syllables?

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d e f g h i j k l m n o p r s t u

Paper guideline use: Excellent Good Fair Poor

Unit 7: (Words ending with *_le*)

Day 1: Assessment 7: (Pretest)

Note: This unit, like Unit 6, should be looked upon only as an introduction to a more advanced spelling concept. It is intended to only introduce the students to the *_le* syllable. Mastery of this concept should not be required until fourth grade or above.

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. **Alert the children to the fact that all words will end with *_le*. Say each word in a normal fashion, then say it again slowly, emphasizing the break in syllables.** Encourage the children to say the words slowly and quietly, breaking them into syllables before writing them. Be sure to work across the page.

ankle Your *ankle* connects your foot to your leg.
able You are *able* to do good work.
bottle You can buy water in a *bottle*.
eagle The bald *eagle* is our national bird.
apple I will have an *apple* with my lunch.
candle Abraham Lincoln had to study by *candle* light.
bugle A drum and *bugle* corps marched in the parade.
handle A bottle with a *handle* is called a jug.
needle You sew with a *needle* and thread.
jungle Monkeys live in the *jungle*.
table Put your lunch on the *table*.
simple For most people, walking is a *simple* task.
circle I drew a *circle* and created a smiling face in it.
people Most *people* I know are very friendly.
turtle A *turtle* is a kind of reptile.
little A *little* seed can grow into a mighty tree.
maple There is a *maple* tree in my back yard.
puzzle Sometimes it's fun to work a crossword *puzzle*.
uncle Your father's or your mother's brother is your *uncle*.
saddle You sit in a *saddle* when you ride a horse.
beetle A *beetle* is a member of the insect family.
marble Many statues are made from *marble*.
angle When two lines extend from the same point, they form an *angle*.
rattle The baby played with his *rattle*.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 7:

Word list:

ankle	able	bottle	eagle
apple	candle	bugle	handle
needle	jungle	table	simple
circle	people	turtle	little
maple	puzzle	uncle	saddle
beetle	marble	angle	rattle

Number of words spelled correctly (24): _____

Where did the majority of errors occur?

Substituted *l* or *el* for *le* _____

Misspelled *r*-controlled vowels _____

Long vowel patterns _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d e f g h i j k l m n o p r s t u

Paper guideline use: Excellent Good Fair Poor

Unit 8: (Long vowel a_e patterns)

Day 1: Assessment 8: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Alert the children to the fact that all words will end with *-le*. Encourage the children to say the words slowly and quietly, breaking them into syllables before writing them. Be sure to work across the page.

space	You need to leave a <i>space</i> between each word when you write.
grade	We are in (second) <i>grade</i> .
whale	A <i>whale</i> is a large mammal that lives in the ocean.
square	A <i>square</i> is a shape with four equal sides and four equal angles.
black	Please use a <i>black</i> crayon to outline your picture.
have	You <i>have</i> plenty of time to write these words.
face	Your <i>face</i> is the front part of your head.
are	You <i>are</i> doing a great job.
plate	Please put your sandwich on a <i>plate</i> .
wave	When the wind blows, the flag will <i>wave</i> .
take	Please <i>take</i> a moment to check your words after you have written them.
crash	Two automobiles were involved in the <i>crash</i> .
bang	There was a loud <i>bang</i> as the vehicles collided.
made	Mother <i>made</i> pizza for the party.
page	On what <i>page</i> will we find information about mammals?
cane	The cripple man walked with a <i>cane</i> .
taste	I like the <i>taste</i> of vanilla ice cream.
trade	You can <i>trade</i> your dime for two nickels.
bank	Many people keep their money in a <i>bank</i> .
sale	Our school held a book <i>sale</i> .
game	You may play a <i>game</i> during recess.
hare	Did you read the story about the <i>hare</i> and the tortoise?
past	The hare ran <i>past</i> the tortoise while he slept.
state	We live in the <i>state</i> of (Illinois).

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 8:

Word list:

space	grade	whale	square
black	have	face	are
plate	wave	take	crash
bang	made	page	cane
taste	trade	bank	sale
game	hare	past	state

Number of words spelled correctly (24) _____

Used appropriate vowel *a* (24) _____

Used correct beginning blends and digraphs: *bl* (1) _____ *cr* (1) _____ *gr* (1) _____

pl (1) _____ *sp* (1) _____ *squ* (1) _____ *st* (1) _____ *tr* (1) _____ *wh* (1) _____

Used correct ending blends and digraphs: *ck* (1) _____ *ng* (1) _____ *nk* (1) _____

sh (1) _____ *st* (2) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d e f g h k l m n p q r s t v w x

Paper guideline use: Excellent Good Fair Poor

Unit 9: (ai, ay)

Day 1: Assessment 9: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page.

laid	The mother robin <i>laid</i> three blue eggs in her nest.
said	Do you remember what I <i>said</i> ?
gray	A little <i>gray</i> squirrel scampered up the tree.
hair	All mammals have <i>hair</i> or fur.
face	Your nose is a part of your <i>face</i> .
again	Please read that question <i>again</i> .
safe	You need to put your school supplies in a <i>safe</i> place.
fail	If you <i>fail</i> to put your things away, your pencils will be lost.
brain	Your <i>brain</i> controls your body.
grade	You are now in (second) <i>grade</i> .
paint	There was a blob of red <i>paint</i> on the floor.
whale	A <i>whale</i> is a large mammal that lives in the ocean.
air	There is <i>air</i> all around us.
play	You can <i>play</i> during recess.
taste	Ice cream and chocolate <i>taste</i> good.
shade	We sat in the <i>shade</i> of a huge oak tree.
grain	Rice is a <i>grain</i> ; corn, wheat, and oats are also grains.
quail	A <i>quail</i> is a bird
tray	Mother put the cookies on a <i>tray</i> .
paid	Have you <i>paid</i> for your lunch.
trail	We followed the <i>trail</i> through the woods.
awake	Sometimes it's hard to stay <i>awake</i> when you are tired.
wait	Please <i>wait</i> for me on the playground.
chair	You use a <i>chair</i> when you sit.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 9:

Word list:

laid	said	gray	hair
face	again	safe	fail
brain	grade	paint	whale
air	play	taste	shade
grain	quail	tray	paid
trail	awake	wait	chair

Number of words spelled correctly (24) _____

Used appropriate vowel *a* (24) _____

Used correct beginning blends and digraphs: *br* (1) _____ *ch* (1) _____ *gr* (3) _____

pl (1) _____ *sh* (1) _____ *wh* (1) _____

Used correct ending blends and digraphs: *nt* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d e f g h i k l m n p q r s t u v w y

Paper guideline use: Excellent Good Fair Poor

Unit 10: (\ē\ with e and ee spellings)

Day 1: Assessment 10: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page.

been I have *been* here before.
cheek Your *cheek* is part of your face.
be You can *be* whatever you want.
freeze We need to *freeze* the ice cream.
the Please hand me *the* book.
week A *week* has seven days.
street A car came down the *street*.
she Betty yelled when *she* hurt her toe.
screen We put a *screen* on the window to keep out insects.
bee The dog was stung by a *bee*.
sweet This candy is very *sweet*.
free America is called “the land of the *free*.”
queen The *queen* bee rules the hive.
we What shall *we* have for lunch?
three There were *three* children in the play.
sheep A mother *sheep* is a ewe.
deer A *deer* is a graceful animal.
speed The car traveled at a fast *speed*.
breeze A gentle *breeze* swayed the flowers.
he Joe told me *he* liked playing basketball.
geese A flock of wild *geese* flew overhead.
weed An ugly useless plant is called a *weed*.
knee Your *knee* is part of your leg.
heel Your *heel* is part of your foot.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children’s papers and assess according to portfolio record. Staple assessment record to child’s paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 10:

Word list:

been	cheek	be	freeze
the	week	street	she
screen	bee	sweet	free
queen	we	three	sheep
deer	speed	breeze	he
geese	weed	knee	heel

Number of words spelled correctly (24) _____

Used appropriate vowel *ee* (24) _____

Used correct beginning blends and digraphs: *br* (1) _____ *ch* (1) _____ *fr* (2) _____

kn (1) _____ *scr* (1) _____ *sh* (2) _____ *sp* (1) _____ *str* (1) _____ *sw* (1) _____

thr (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

b c d e f g h k l n p q r s t u w z

Paper guideline use: Excellent Good Fair Poor

Unit 11 (ea patterns)

Assessment 11:

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. For the pretest, alert the children to the fact that almost every word, but not all, in this test will contain the *ea* vowel combination. (This should not be necessary in the posttest.) Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page.

year	Three-hundred-sixty-five days are in a <i>year</i> .
clean	It is good to have a <i>clean</i> desk.
bread	You use <i>bread</i> to make toast.
great	We had a <i>great</i> time at the party.
hear	You <i>hear</i> with your ears.
there	You can play over <i>there</i> .
heard	I <i>heard</i> the airplane fly overhead.
please	You can <i>please</i> me by doing good work.
eagle	An <i>eagle</i> is a large bird.
earth	Ants and worms live in <i>earth</i> .
fear	To <i>fear</i> means to be afraid.
bear	We saw a <i>bear</i> at the zoo.
here	Mother said, "Come <i>here</i> ."
really	You are doing <i>really</i> well with these words.
head	Your <i>head</i> is a part of your body.
wear	Many children <i>wear</i> uniforms to school.
where	You need to know <i>where</i> to find words in a dictionary.
east	John lives on the <i>east</i> side of town.
leave	We will <i>leave</i> for the movie at six o'clock.
ready	We will need to be <i>ready</i> to go by 5:45.
early	We want to arrive <i>early</i> to get good seating.
peanut	I had a <i>peanut</i> butter and jelly sandwich for lunch.
heat	It is cold in here; please turn up the <i>heat</i> .
easy	I know an <i>easy</i> way to get to the store.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 11:

Word list:

year	clean	bread	great
hear	there	heard	please
eagle	earth	fear	bear
here	really	head	wear
where	east	leave	ready
early	peanut	heat	easy

Number of words spelled correctly (24) _____

Used appropriate vowel: ea (22) _____ e_e (2) _____

Used correct beginning blends and digraphs: br (1) _____ cl (1) _____ gr (1) _____

pl (1) _____ th (1) _____ wh (1) _____

Used correct ending blends and digraphs: rd (1) _____ th (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

a b c d f g h l n p r s t v w y

Paper guideline use: Excellent Good Fair Poor

Unit 12: (i_e)

Day 1: Assessment 12: Pretest

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page.

write	Today we will <i>write</i> several words.
tie	Be sure to <i>tie</i> your shoes.
five	You may exchange a nickel for <i>five</i> pennies.
my	This is <i>my</i> book.
pie	Do you like apple <i>pie</i> ?
while	Some people like to listen to music <i>while</i> they work.
fine	I like a pen with a <i>fine</i> point.
give	When you go to a birthday party, you often <i>give</i> a gift.
dime	You may exchange two nickels for a <i>dime</i> .
wise	A <i>wise</i> person knows when not to talk.
fly	Birds <i>fly</i> great distances between their summer and winter homes.
bike	Another name for a bicycle is <i>bike</i> .
try	Please <i>try</i> to do your best work.
I've	<i>I've</i> is a contraction for "I have."
time	It will soon be <i>time</i> for recess.
mile	If we put 5280 rulers end to end, we would measure a <i>mile</i> .
slide	We need to <i>slide</i> this box to the other side of the room.
like	I <i>like</i> the way you are working.
by	The dog stood <i>by</i> his master.
live	You find <i>live</i> animals in a zoo.
white	Snow is <i>white</i> .
nine	There are <i>nine</i> puppies in the box.
cry	A baby may <i>cry</i> when it is hungry.
hide	You can play ' <i>hide</i> and seek' at recess.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 12:

Word list:

write	tie	five	my
pie	while	fine	give
dime	wise	fly	bike
try	I've	time	mile
slide	like	by	five
white	nine	cry	hide

Number of words spelled correctly (24) _____

Used appropriate vowel: *i* (19) _____ *y* (5) _____

Used correct beginning blends and digraphs: *fl* (1) _____ *sl* (1) _____

wh (2) _____ *wr* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

b c d f g h i k l m n p r s t v w y

Paper guideline use: Excellent Good Fair Poor

Unit 13: (o, o_e, oa, and oe)

Day 1: Assessment 13: Pretest

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page.

does Patricia *does* like ice cream.
more We write *more* words each day.
some *Some* days we write more than others.
rode Dan *rode* to school in a bus.
goes He *goes* home the same way.
phone The word telephone comes from ‘*tele*’ which means ‘far’ and ‘*phone*’ which means ‘sound.’
toast Perhaps you had *toast* for breakfast.
do He will *do* his chores cheerfully.
come When will you *come* to my house?
one Each *one* of you is special.
nose Your *nose* is part of your face.
soap You should always use *soap* when you wash your hands.
to Some children walk *to* and from school.
home My *home* is not far from here.
close The park is *close* to our school.
who I wonder *who* will be the first one finished.
whole Sammy ate his *whole* sandwich at lunch.
go One day we will *go* on a field trip.
love Most teachers really *love* children.
no There are *no* cookies in this jar.
gone I wonder where Jim has *gone*.
so We have *so* little time to do our work.
road Cars travel on the *road*.
hole There was a deep *hole* in the middle of the road.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children’s papers and assess according to portfolio record. Staple assessment record to child’s paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 13:

Word list:

does	more	some	rode
goes	phone	toast	do
come	one	nose	soap
to	home	close	who
whole	go	love	no
gone	so	road	hole

Number of words spelled correctly (24) _____

Used appropriate vowel: final *o* (6) _____ *oe* (2) _____ *oa* (3) _____ *o_e* (13) _____

Used correct beginning blends and digraphs: *ph* (1) _____ *wh* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

c d g h l m n o p r s t v w

Paper guideline use: Excellent Good Fair Poor

Unit 14: (u_e, ui, ue)

Day 1: Assessment 14: Pretest

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page.

blue	There is a <i>blue</i> sky overhead
build	The carpenters will <i>build</i> a house.
cube	A <i>cube</i> has six sides.
crude	Gasoline is made from <i>crude</i> oil.
flute	A <i>flute</i> is a wind instrument.
fruit	Apples, oranges, and bananas are different kinds of <i>fruit</i> .
fuel	Gasoline is the <i>fuel</i> used in cars.
glue	You can <i>glue</i> the broken toy back together.
guess	You may have to <i>guess</i> the spelling of this word.
mule	A <i>mule</i> is a farm animal..
mute	A <i>mute</i> person is unable to speak.
prune	A <i>prune</i> is a dried plum.
quit	We will <i>quit</i> writing when we have finished these words.
rude	It is <i>rude</i> to laugh at another person's mistakes.
spruce	We planted a <i>spruce</i> tree in our yard.
suit	The man went to buy a new <i>suit</i> of clothes.
truce	After the fight, the boys decided to call a <i>truce</i> .
true	$2 + 2 = 4$ is a <i>true</i> statement.
tube	Hummingbirds sip nectar through a <i>tube</i> .
tune	You can sing a happy <i>tune</i> .
rule	One <i>rule</i> of this class is to use good manners.
cure	Gargling salt water may <i>cure</i> a sore throat.
pure	To be <i>pure</i> means to be without any flaws.
cute	That baby is very <i>cute</i>

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 14:

Word list:

blue	build	cube	crude
flute	fruit	fuel	glue
guess	mule	mute	prune
quit	rude	spruce	suit
truce	true	tube	tune
rule	cure	pure	cute

Number of words spelled correctly (24) _____

Used appropriate vowel: *u_e* (15) _____ *ue* (5) _____ *ui* (4) _____

Used correct beginning blends: *bl* (1) _____ *cr* (1) _____ *fl* (1) _____

fr (1) _____ *gl* (1) _____ *pr* (1) _____ *spr* (1) _____ *tr* (2) _____

Used correct ending blends: *ld* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

b c d e f g i l m n p q r s t u w

Paper guideline use: Excellent Good Fair Poor

Unit 15: (oo words)

Unit 15: (oo words)

Day 1: Assessment 15: (Pretest)

Separate children so that each works independently. Give each child a sheet of manuscript paper. Have them fold it to create four vertical sections. Dictate the following words, making sure that each child places words in the proper grids. Encourage the children to say the words quietly and slowly before writing them. Be sure to work across the page. For the pretest, alert the children to the fact that all of these words will contain an *oo* spelling. This should not be necessary in the posttest.

loose I have a *loose* tooth.
good I just read a *good* book.
school We are now in *school*.
noon We have lunch at *noon*.
too There is always *too* much (little) to eat.
cook Who will *cook* dinner today?
food We will eat the *food* that is prepared for us.
door This room has a *door*.
stood The people *stood* while the flag passed by.
flood When there is a heavy rain, the streets may *flood*.
moon The *moon* gives light at night.
book This *book* has many pages.
blood Your *blood* carries nutrients throughout your body.
brook A *brook* is a small stream.
floor Please keep your feet on the *floor*.
room At lunch, please leave *room* for dessert.
zoo We can see wild animals at the *zoo*.
broom We can use a broom to sweep the *floor*.
root There is an old saying that goes, "The love of money is the *root* of all evil."
foot Touch your left *foot*.
cool The hot traveler wanted a drink of *cool* water.
look Please *look* your words over carefully after you print them.
hood The hood on your jacket will help keep you warm.
took I *took* good care of my pet.

Duplicate portfolio record sheet (See next page) so there is a sheet for each child. Collect children's papers and assess according to portfolio record. Staple assessment record to child's paper and insert into portfolio.

Name _____ Date _____

Portfolio record for Spelling Assessment 15:

Word list:

loose	good	school	noon
too	cook	food	door
stood	flood	moon	book
blood	brook	floor	room
zoo	broom	root	foot
cool	look	hood	took

Number of words spelled correctly (24) _____

Used appropriate vowel: *oo* (24) _____

Used correct beginning blends: *bl* (1) _____ *br* (2) _____ *fl* (2) _____ *sch* (1) _____

Used correct ending blends: *ld* (1) _____

Printed correct letter forms for (*Circle letters where problems occurred.*):

b c d f g h k l m n o p r s t z

Paper guideline use: Excellent Good Fair Poor