

CHAPTER 2

◆
Assessing Word Knowledge
The Developmental Spelling Analysis



Independent reading during DEAR time.

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In order to tailor instruction appropriately for children, it is important for teachers to learn about their students' orthographic understandings. As previously discussed, ongoing monitoring of students' writing is one part of the information-gathering process (see Laminack & Wood, 1996, for a discussion of evaluating spelling in context); periodic assessment with a dictated word inventory, such as the Developmental Spelling Analysis (DSA), is another.

I devised the DSA with teachers in mind. Teachers typically have classes of 20 to 30 students and many curricular demands to meet. The often difficult and time-consuming process of analyzing and interpreting children's spellings for instructional purposes needs to be quick and easy. The DSA enables teachers to readily and confidently identify children's stages of spelling development, highlight specific strengths and weaknesses in featural knowledge so instruction can be timely and appropriate, and monitor progress over time. The DSA includes a Screening Inventory and two different, but parallel, Feature Inventories. The Screening Inventory identifies the developmental spelling stage of students. The Feature Inventories provide more specific information and are used to determine the particular instructional needs of students. Both components may be used with individuals, small groups, or an entire class. This chapter describes how the inventories are used. A summary of the key steps appears at the end of the chapter for future reference.

THE SCREENING INVENTORY



The main purpose of the Screening Inventory (Figure 2-1) is to determine a child's stage of development so that the appropriate portion of the Feature Inventory can be dictated. The screening device consists of 20 words that become progressively more difficult. The words are grouped into sets of five, with each set focusing on a different stage of word knowledge, beginning with letter name. Although the Screening Inventory has been found to accurately identify a child's stage of development over 90% of the time (Ganske, 1999), it is not intended for repeated use with the same students. Once a child's stage of spelling development is initially established and the Feature Inventory is used, the Screening Inventory is no longer necessary.

Dictation

Consider the following guidelines before starting:

1. Be familiar with the inventory.
2. Minimize distractions, and encourage a relaxed atmosphere. I let students know that I will not be grading their papers but will instead use the information to understand how to help them learn more about words.

Directions: I am going to say some words that I want you to spell for me. Some of the words will be easy to spell, and some will be more difficult. When you don't know how to spell a word, just do the best you can. Each time, I will say the word, then use it in a sentence, and then I will say the word again.

- | | |
|-----------------|--|
| 1. hen | The <u>hen</u> sat on her eggs. |
| 2. wish | The boy made a <u>wish</u> and blew out the candles. |
| 3. trap | A spider web is a <u>trap</u> for flies. |
| 4. jump | A kangaroo can <u>jump</u> high. |
| 5. brave | A <u>brave</u> dog scared the robbers. |
| | * * * |
| 6. smile | A <u>smile</u> shows that you're happy. |
| 7. grain | One kind of <u>grain</u> is called wheat. |
| 8. crawl | The baby can <u>crawl</u> but not walk. |
| 9. clerk | The <u>clerk</u> sold some shoes to me. |
| 10. clutch | The <u>clutch</u> in the car needed fixing. |
| | * * * |
| 11. palace | The king and queen live in a <u>palace</u> . |
| 12. observe | I like to <u>observe</u> birds at the feeder. |
| 13. shuffle | Please <u>shuffle</u> the cards before you deal. |
| 14. exciting | The adventure-story I'm reading is very <u>exciting</u> . |
| 15. treason | The man was found guilty of <u>treason</u> . |
| | * * * |
| 16. column | His picture was in the first <u>column</u> of the newspaper. |
| 17. variety | A grocery store has a wide <u>variety</u> of foods. |
| 18. extension | The workers need an <u>extension</u> ladder to reach the roof. |
| 19. competition | There was much <u>competition</u> between the two businesses. |
| 20. illiterate | An <u>illiterate</u> person is one who cannot read. |

Stop when a child has spelled 0 or 1 word correctly out of any set of 5.

FIGURE 2-1. The DSA Screening Inventory.

3. Instruct students to print their responses on the reproducible answer sheet found in Appendix 2 so that scoring will be easier. Sharpened pencils also help.
4. Speak clearly and distinctly when reading the items, but avoid over-emphasizing parts of the target word.
5. Dictate the number of the item, say the word, read the sentence, and then repeat the word before moving on to the next item. (Primary grade teachers may omit the sentence if the children find it distracting.)
6. Allow sufficient time for students to respond, but move along quickly.
7. Encourage reluctant spellers to write what they can.

Begin by dictating the first set of five words. Continue dictating succeeding sets as long as students are able to spell at least two of the words within the set. *As soon as someone spells only one or none of the words correctly, that child may stop.* In a small-group or individual setting, it is easy to monitor who should stop when. However, when a whole class is being assessed, use one of the following alternative approaches. Dictate the entire list to all students, watching for anyone who may be frustrated by words beyond the stopping point, so that you can quietly tell them they may stop if they wish. In classrooms where children's efforts at representing "big words" are routinely encouraged and respected, even the very young are usually willing to try. The dictation may also be spread out over more than one day, enabling you to review the results and determine which students need to stop. Regardless of which alternative you choose, be sure to observe the above criterion for stopping when scoring the papers.

Scoring

Score the Screening Inventory by awarding one point for each correctly spelled word. *If a child completed any sets of words beyond the stopping point, these words receive scores of zero, regardless of their spelling accuracy.* Record the number of correctly spelled items at the top of each child's paper. To identify the likely stage of development, locate the child's score on the chart in Figure 2-2.

As the chart reveals, a few scores suggest two possible stages instead of one. Students in transition from one stage to another tend to achieve scores at the upper end of one set or at the lower end of the following set—namely, scores of 5 or 6, 10 or 11, 15 or 16. These individuals often vary in their actual stage of development. For example, some students with scores of 10 or 11 are within word pattern spellers, while others are at the syllable juncture stage of development. Because of this variation, both stages are listed as possibilities. Performance on the Feature Inventory is used to determine which stage is more appropriate.

Students with scores of 1 or 0 on the Screening Inventory also tend to vary in their stage of development. Those with scores of 1 may or may not be at the letter name stage. Sometimes children achieve this score due to familiarity with a specific word on the list, and yet on the whole, they may not exhibit spelling knowledge characteristic of this stage. By contrast, a child who is unable to spell any of the first five words correctly may nonetheless exhibit considerable knowledge of individual spelling features. A close look at the

Inventory score	Predicted stage(s)
20	DC
19	DC
18	DC
17	DC
16	SJ/DC
15	SJ/DC
14	SJ
13	SJ
12	SJ
11	WW/SJ
10	WW/SJ
9	WW
8	WW
7	WW
6	LN/WW
5	LN/WW
4	LN
3	LN
2	LN
1	LN*
0	LN*

*Children who achieve scores of 1 or 0 may or may not be letter name stage spellers.

FIGURE 2-2. The Screening Inventory prediction chart: Identifying students' stage(s) of development from the Screening Inventory.

spellings of these children can determine the value of progressing with the Feature Inventory. In general, if the spellings indicate attention to initial and final sounds, and especially if a vowel has been included, dictation of the letter name portion of the Feature Inventory is recommended.

After you have identified a child's likely stage(s) of development on the chart, note the result on the answer sheet by circling the appropriate letter at the top: *L* for letter name, *W* for within word pattern, *S* for syllable juncture, or *D* for derivational constancy. When this process is complete, information can be gathered from the Feature Inventory. The Screening Inventory snapshots of Chris and Tracy in Figure 2-3 illustrate how this process works.

THE FEATURE INVENTORIES



Two different Feature Inventories, Forms A and B, were developed for the DSA so that children would not become overly familiar with certain words as a result of repeated use. Each inventory has separate lists for the letter name, within word pattern, syllable juncture, and derivational constancy stages of word knowledge. The individual lists contain 25 words that focus on five different spelling features. Although the words are different for the two inventories, the orthographic features are the same.

The Feature Inventories are designed for flexible use and enable teachers to choose between a brief assessment option and a more comprehensive one. The procedures for the two are similar. The primary differences are that the brief approach provides teachers with less information and takes less time to administer than the more comprehensive approach.

With the brief option, information is gathered about a child's stage of development only. This provides useful instructional information and entails minimal dictation of words. Students with LN predicted as their stage complete the letter name list; those with WW complete the within word pattern list; those with LN and WW complete both; and so on. This option enables teachers to determine which features are areas of strength, which seem to be relatively weak, and how well the child can accurately spell words at this stage, thereby making it easy to plan appropriate instruction.

The comprehensive option provides the same instructional information as the brief approach. However, because it is more extensive, it enables teachers to assess the full range of a child's word knowledge, not just stage of development performance. While this makes the process somewhat more time-consuming, it insures that students begin responding to words that are relatively easy to spell, thereby building their confidence. The information that results from this approach leads to a *total inventory score*, which is useful for following children's progress from year to year as well as for comparing the progress of students.

One method is not better than another. The choice is a matter of the teacher's purpose, which may differ over the course of a school year. Most teachers prefer to gather comprehensive data once or twice a year to document overall progress, but rely on stage

Screening Answer Sheet

Name Chris L.

Date Sept. 9

+6 (L) (W) S D

1. hen
2. wish
3. trap
4. Jump
5. Brave
6. smile
- X Grane
- X cral
- X Clerk
- X cloach (Stop)
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

+5

+1

Screening Answer Sheet

Name Tracy H

Date Sept. 10

+12 L W (S) D

1. hen
2. wish
3. trap
4. jump
5. brave
6. smile
7. grain
8. crawl
- X clirk
10. clutch
11. palace
- X obsurve
13. shuffle
- X exciteing
15. treason
- X colum
- X veriaty
- X extinchin
- X compotifion
- X iliderat

+5

+4

+3

+0

Chris spelled the first set of words correctly. But since he was able to spell only one of the second set, he did not attempt any more words. His score is 6. According to the chart in Figure 2-2, Chris is either a letter name or a within word pattern speller. Because both stages are possibilities, the L and the W are circled at the top of Chris's answer sheet.

Tracy completed all 20 words. She spelled 9 of the first 10 words accurately, plus *palace*, *shuffle*, and *treason* in the third set, before missing the entire last set. Tracy's score of 12 corresponds to the syllable juncture stage on the prediction chart, so S has been circled at the top of her paper.

FIGURE 2-3. Screening Inventory snapshots: Chris and Tracy.

of development information from the brief option at other times to keep them abreast of instructional needs. By supplementing the assessment results with regular observations of children's writing, teachers will be well prepared to make sound instructional decisions.

Whether to use Feature Inventory A or B at a given time is also a matter of choice. However, if an entire school or school division is using the DSA, it is best to come to agreement about when to use which form. This adds consistency to the process. Many schools base the decision on how the assessment is being used—one form for the brief option and the other for the comprehensive. Others specify that a certain form be used for a given reporting period—for example, Form A for the first and fourth quarters, and Form B all other times. At any rate, *dictating one inventory form more than twice to a child during a year is strongly discouraged*. It should not be necessary and could reduce the measure's reliability.

A detailed description of the comprehensive assessment option is presented below. Because the same general directions apply to the brief approach, it is not explained separately. The main procedural difference is that dictation for the brief option is done at the child's indicated stage(s) of development only, unless resulting performance on this list is stronger or weaker than expected. Such instances are few, but when the predicted stage proves not to be the actual stage of development, the previous or following list will also have to be dictated. An additional difference associated with the brief option is fewer scores to record, including no total inventory score.

Dictation and Scoring

Starting the Dictation

Make a list of which students will start at which stage. When determining these starting points, be sure to drop back one stage from that indicated by the Screening Inventory. For students with two suggested stages, go back one from the earliest stage predicted. For example, students who have within word pattern as their likely stage will begin with the letter name list. Those with predicted stages of within word pattern and syllable juncture will begin with the letter name list also. Because you cannot drop back a stage for predicted letter name spellers, they too will begin with the letter name list. Although dropping back is beneficial to most students, it is especially advantageous for children who have just moved into a new stage, because starting at their stage of development is likely to mean responses with many errors.

Once the list is compiled, begin dictation with the earliest stage needed. In most cases, this will be the letter name list. Oral directions are included at the beginning of each Feature Inventory form. The same general guidelines that were described for dictating the Screening Inventory should be kept in mind.

Scoring

Score all answer sheets for the first dictated list before dictating the next. The Feature Inventories are scored qualitatively so that children's knowledge of specific orthographic

features can be determined as well as their ability to correctly spell entire words. The following point system is used:

- 2 = entire word is correctly spelled
- 1 = targeted feature is correct; entire word is not
- 0 = targeted feature is incorrect

Answer cards facilitate the scoring process. The cards have the targeted feature underlined and can be aligned with a student's answer sheet (see Figure 2-4). By placing the student's paper next to the corresponding answer card, it is easy to determine the amount of credit to award each word. The appropriate 2, 1, or 0 value is recorded beside each item. Letter reversals, such as *b* for *d*, are not considered errors.

ANSWER SHEET: FORM A		DSA Form A: Letter Name Answer Card	
Stage	LN		
1	1. <u>j</u> at	1. j <u>e</u> t	D
0	2. <u>ch</u> ip	2. sh <u>i</u> p	B
0	3. <u>B</u> at	3. b <u>e</u> t	C
2	4. <u>g</u> ot	4. g <u>o</u> t	A
2	5. <u>c</u> ap	5. c <u>a</u> p	C
1	6. <u>dr</u> um	6. dr <u>u</u> m	D
0	7. <u>B</u> op	7. bu <u>m</u> p	E
1	8. <u>M</u> och	8. mu <u>ch</u>	D
2	9. <u>wi</u> th	9. wi <u>th</u>	E
2	10. <u>M</u> ap	10. ma <u>p</u>	A
2	11. <u>h</u> op	11. h <u>o</u> p	C
2	12. <u>pl</u> an	12. pl <u>a</u> n	B
0	13. <u>T</u> at	13. th <u>a</u> t	B
2	14. <u>sl</u> id	14. sl <u>i</u> d	B
0	15. <u>m</u> ad	15. m <u>u</u> d	C
		16. <u>gr</u> ab	B
		17. <u>ch</u> op	D
		18. fa <u>s</u> t	E
		19. di <u>sh</u>	E
		20. we <u>nt</u>	E
		21. wi <u>n</u>	A
		22. f <u>e</u> d	A
		23. tr <u>i</u> p	D
		24. r <u>u</u> b	A
		25. f <u>j</u> t	C

FIGURE 2-4. An answer card scoring example.

Determining Stage Scores

Once the items are scored, *tally* the number of *correctly spelled* words (those with a score of 2), and note the result at the top of the paper. Keep in mind that tally means to count, not add. The tallied result is the overall score for that stage. *Stage scores cannot exceed 25*, since there are only 25 words.

Dropping back a stage means that the first list should be one where most students exhibit strong understandings. In most cases, the stage scores on a student's initial list will fall in the range of 22 to 25. Those who are novice spellers at the letter name stage of development obviously are not starting out at a stage earlier than their predicted stage of development, and therefore they are not likely to perform as well. If a student does not achieve a score demonstrating confidence (22 to 25) on the first list and if that list was not the letter name list, it will be necessary at some point to drop back yet one more stage for this student.

Dictating the Next Feature List

The second feature list may be dictated the same day or on a subsequent day. Students responding to the words should include (1) those with the following stage as their predicted stage (the new "drop-back" group) and (2) all students who achieved stage scores of 12 or greater on the list just completed. Students with stage scores in the range of 0 to 11 do not need to proceed further. After the dictation, score the responses as described above.

Continuing the Process

Repeat the above steps until all students have a set of stage scores that demonstrate the full range of their word knowledge. In general, this means scores that extend from a level of confidence (22–25) down to relative weakness (0–11). However, novice spellers may not be able to achieve a score of 22 or greater, and advanced spellers may never attain scores as weak as 11.

Stage scores between 12 and 21 are indicative of a child's stage of development. Such scores reflect spelling features that are within the learner's zone of proximal development. In other words, the child shows some understanding of the features presented but not a complete grasp of them. It is here that instruction should be directed. By contrast, scores above 21 reveal few errors and little need for instructional support. Those below 12 suggest much confusion on the part of the speller and too many new issues to negotiate.

Occasionally, a score in the 0 to 11 range is used as the basis for determining a student's stage of development. This occurs when a child demonstrates confidence at one stage but falls short of reaching the stage of development range on the next. These children are in transition and are most often moving from the letter name stage to within word pattern. Spellers of this type are referred to as *early* (such as early within word pattern spellers). Figure 2-5 presents a summary of how to interpret stage scores.

Stage score (correctly spelled words)	Observations
22–25	<p>Secure Understandings The speller is competent and confident at this stage and demonstrates firmly developed understandings.</p>
12–21	<p>Stage of Development The student is confronted with new spelling issues that challenge existing understandings about how the orthographic system works. As the student revises and refines previous notions in light of new information, features are likely to be used correctly at times but confused at others.</p>
Below 12 (but with strong scores, 22–25, on the previous stage)	<p>Early Stage of Development (WW, SJ, DC) Although there is much at this stage that the speller hasn't yet figured out about the spelling system, the student has a solid base of understandings from which to progress.</p>
Below 12*	<p>Too Much Is Unknown Without a firm understanding at the previous stage, scores below 12 reflect an overload of new issues. The logic behind the child's spelling is likely to deteriorate; even random spelling may occur.</p>

*Note. Because there is no prior list at the letter name stage, spellers with feature knowledge that indicates letter-sound association, such as B or BT for *bet*, may be considered *early letter name* spellers.

FIGURE 2-5. Interpreting stage scores on the Feature Inventory.

Analyzing Feature Performance

After the dictation and scoring are finished, each child's feature performance needs to be analyzed. For most students, this means determining spelling strengths and weaknesses on one list—their stage of development list. Occasionally a student may have two stage scores that fall within the 12 to 21 range; if so, analyze both. In most cases, these are students who are in transition from one stage to another. Teachers also sometimes analyze two different lists for early spellers—the stage of development list and the previous one.

To learn how well students performed on a specific feature, tally the words that have this feature correctly represented. First, you will need to locate the five words that address the feature. This is easily done by referring to either the feature letters listed at the end of each line on the answer cards, or by using the words by feature chart found at the end of each Feature Inventory (see Figure 2-6). Once you have identified the five words,

DSA Form A: Syllable Juncture Answer Card				Words by Feature, Form A				
1. <u>f</u> <u>ur</u> nace	N	16. <u>b</u> <u>ur</u> den	N	<u>LN Stage</u>				
2. <u>ma</u> <u>king</u> **	K	17. <u>ba</u> <u>gg</u> age*	L	A	B	C	D	E
3. <u>s</u> <u>ob</u> er*	L	18. fount <u>ai</u> n	O	4	2	3	1	7
4. <u>compl</u> <u>ai</u> nt	M	19. <u>expl</u> <u>o</u> d e	M	10	12	5	6	9
5. <u>p</u> <u>il</u> ot	L	20. <u>may</u> <u>or</u>	O	21	13	11	8	18
6. <u>t</u> <u>er</u> mite	N	21. <u>s</u> <u>g</u> lute	O	22	14	15	17	19
7. <u>pol</u> <u>or</u>	O	22. <u>mi</u> <u>nn</u> ow*	L	24	16	25	23	20
8. <u>pi</u> <u>ling</u> **	K	23. <u>tro</u> <u>tted</u> **	K	<u>WW Stage</u>				
9. <u>cla</u> <u>pped</u> **	K	24. <u>te</u> <u>nn</u> is*	L	F	G	H	I	J
10. <u>esc</u> <u>a</u> p e	M	25. <u>comp</u> <u>e</u> t e	M	4	6	3	1	2
11. <u>dist</u> <u>ur</u> b	N			11	9	8	5	10
12. <u>tramp</u> <u>le</u>	O			17	15	14	7	13
13. <u>c</u> <u>ir</u> cus	N			19	21	20	12	18
14. <u>surv</u> <u>i</u> v e	M			23	24	25	16	22
15. <u>swi</u> <u>mming</u> **	K			<u>SJ Stage</u>				
				K	L	M	N	O
				2	3	4	1	7
				8	5	10	6	12
				9	17	14	11	18
				15	22	19	13	20
				23	24	25	16	21
				<u>DC Stage</u>				
				P	Q	R	S	T
				5	1	10	4	3
				8	2	21	7	6
				13	9	23	11	12
				18	17	24	15	14
				19	20	25	16	22

*A vowel must follow the underlined letters. One must also precede the underlined letters in words 17, 22, 24.

**A single vowel must precede the underlined letters.

FIGURE 2-6. Ways of identifying features.

count those with a score of 1 or 2. Record the results at the bottom of the answer sheet. Carry out the process for all five features. Scores will range from 0 to 5. It is usually easiest to complete the analysis for all students at one stage before moving on to another. Labels for the identifying feature letters are listed on the class record found in Appendix 2. For example, at the letter name stage, *A* represents *initial and final single consonants*, *B* stands for *initial consonant blends and digraphs*, *C* is used for *short vowels*, and so on. Figures 2-7 and 2-8 trace the Feature Inventory assessments of Chris, an early within word pattern speller, and Tracy, a syllable juncture speller (see Figure 2-3 for the screening results for Chris and Tracy). To practice scoring and tallying feature performance, see the student samples included in Appendix 2. Answers are included in Figure 8-2 at the end of Chapter 8.

Chris's Screening Inventory score of 6 suggested two possible stages of spelling development—letter name and within word pattern.

The tally of Chris's correct spellings on the letter name feature list reveals a stage score of 22, indicating that this stage is one of confidence for Chris. Not only did he miss just 3 of the words, but as the absence of any 0 scores shows, Chris accurately represented the feature in all 25 words. Two of Chris's misspellings, CAPE for *cap* and PLANE for *plan*, resulted from the addition of an e-marker. This type of overgeneralization of the silent e is common among children who are within word pattern spellers and strongly suggests that the within word pattern stage is Chris's actual stage of spelling development.

On the within word pattern list, Chris achieved a stage score of just 10, making this the last feature list he completed. Although Chris's score falls below the expected 12–21 stage of development range, within word pattern is nonetheless the stage at which Chris is ready for instruction. Because of his strong score on the letter name feature list and his relatively weak stage score on this list, Chris is considered an early within word pattern speller. Contrary to his

Stage	LN	Name	Chris L.
		Date	Sept. 14
2 1.	Jet	2 16.	Grab
2 2.	ship	2 17.	Chop
2 3.	Bet	2 18.	fast
2 4.	Got	2 19.	Dish
1 5.	cape	2 20.	went
2 6.	Drum	2 21.	win
2 7.	Bump	2 22.	fed
2 8.	much	2 23.	trip
2 9.	With	1 24.	rob
2 10.	Map	2 25.	fit
2 11.	hop		
1 12.	Plane		
2 13.	that		
2 14.	Slid		
2 15.	mud		

FIGURE 2-7. Feature Inventory snapshot of an early within word pattern speller: Chris.

performance on the letter name list, his achievement on the within word pattern list is characterized by many words with incorrect features. Clearly, Chris still has much to learn about the use of patterns in English spelling.

Feature analysis results for Chris's stage of development are noted at the bottom of his within word pattern answer sheet. As his strong performance on feature F shows, Chris is using a final e to mark long vowels. He spelled this feature correctly in all five of the targeted words (CUTE, SMOCE, GRAPE, DRIVE, and RIPE). However, Chris also used the final e to mark the long vowels in *steep*/STEPE, *might*/MITE, and *least*/LESTE. These spellings and his 0 score for this feature (H) indicate that Chris has not yet learned other common ways to mark the long vowel. His knowledge of *r-controlled* vowel patterns, feature G, is considerably stronger. As his correct spellings for *girl*, *short*, *fear*, and *hurt* demonstrate, Chris is beginning to use this feature with consistency. Although experimentation with *complex consonant units* and *abstract vowels* is apparent (*flock*/FLOCK, *stood*/STOUD, and *point*/POEINT), Chris's understanding of these features (I and J) is minimal. ■

Stage	WW	Name	Chris L.
	+10	Date	Sept. 15
0 1.	<u>pach</u>	0 16.	<u>quite</u>
2 2.	<u>couch</u>	2 17.	<u>grape</u>
0 3.	<u>stepe</u>	0 18.	<u>yone</u>
2 4.	<u>cute</u>	2 19.	<u>Drive</u>
0 5.	<u>bridj</u>	0 20.	<u>kost</u>
0 6.	<u>glair</u>	2 21.	<u>hurt</u>
0 7.	<u>strap</u>	0 22.	<u>poeint</u>
0 8.	<u>mite</u>	2 23.	<u>ripe</u>
2 9.	<u>girl</u>	2 24.	<u>fear</u>
0 10.	<u>frowne</u>	0 25.	<u>part</u>
1 11.	<u>snoce</u>		
2 12.	<u>flock</u>		
0 13.	<u>stoud</u>	F	G H I J
0 14.	<u>leste</u>	5	4 0 1 1
2 15.	<u>short</u>		

FIGURE 2-7. (cont.)

Tracy's Screening Inventory score of 13 predicted the syllable juncture stage of spelling development. However, before dictating this list of the Feature Inventory, Tracy's teacher dropped back to the within word pattern stage. These words were expected to be relatively easy for Tracy, and indeed they were. She spelled 22 of them correctly. Strong feature performance is also noted at this stage. The only word with a 0 score is *glare*, which Tracy recorded as GLAIR.

Tracy's word knowledge at the syllable juncture stage is less secure. Her performance, typical of stage of development spelling, is characterized by the use and misuse of various spelling features. She correctly spelled 14 of the words but misrepresented the targeted feature in numerous other words. Tracy's spellings reveal that she is beginning to sort out the spelling issues at this stage. Appropriate activities that support her experimentation will make this process easier.

Because Tracy's stage score was in the 12 or greater range on the syllable juncture list, she also responded to words at the derivational constancy stage. However, her stage score on this list is minimal. The issues confronting her were just too many and too complicated.

The results of the feature analysis completed at Tracy's stage of development are shown at the bottom of her syllable juncture answer sheet. In order to

Stage	WW	Name	Tracy H.	Stage	DC	Name	Tracy H.
		Date	Sept. 14			Date	Sept. 17
2	1. patch	1	16. quiet	0	1. elecrtion	0	16. hostillady
2	2. couch	2	17. grape	0	2. impresion	2	17. eruption
2	3. steep	2	18. yawn	0	3. inmachure	0	18. veicile
2	4. cute	2	19. drive	1	4. permissive	0	19. condem
2	5. bridge	2	20. coast	2	5. hymn	0	20. pervision
0	6. glair	2	21. hurt	0	6. comend	0	21. admeration
2	7. scrap	2	22. point	0	7. grevinse	0	22. eresestabile
2	8. might	2	23. ripe	0	8. moisen	1	23. composistion
2	9. qirt	2	24. fear	0	9. asumtion	1	24. majoraty
1	10. frowne	2	25. paint	0	10. exspination	0	25. confadent
2	11. smoke			0	11. dependend		
2	12. flock			0	12. acomadate		
2	13. stood			0	13. resignn		
2	14. least			0	14. safice		
2	15. short			0	15. encriidibile		

(cont.)

FIGURE 2-8. Feature Inventory snapshot of a syllable juncture speller: Tracy.

determine the number of words with a correct feature, Tracy's teacher notes the identifying letter after each word with a correct feature and then simply counts the number of times a particular letter is recorded.

Two areas of strength are apparent in Tracy's use of the polysyllabic words that are the basis of syllable juncture spelling—her use of *long vowels* and *r-controlled patterns* (features M and N, respectively). Tracy accurately employed each of these features in four of the five words. COMPLETE and FERNACE are the two exceptions. The other three features indicate weaker understandings. Tracy shows a beginning awareness of the *e-drop* and *doubling principles* (feature K). She recorded *making* and *trotted* correctly but failed to apply the principles in *piling*, *swimming*, and *clapped*. Her understanding of *other syllable juncture doubling* (feature L) is also developing, as is her knowledge of *unstressed syllable patterns* (feature O).

Appropriate instruction in the features at the syllable juncture stage will enable Tracy to progress in her orthographic knowledge so that she will soon be able to handle the difficult challenges associated with spelling words at the next stage—derivational constancy.

Stage	SJ	Name	Tracy H.
		Date	Sept. 16
0 1.	<i>fernace</i>	2 16.	<i>burden</i> N
2 2.	<i>making</i> K	0 17.	<i>bagage</i>
2 3.	<i>sober</i> L	0 18.	<i>fountin</i>
2 4.	<i>complaint</i> M	2 19.	<i>explode</i> M
2 5.	<i>pilot</i> L	2 20.	<i>mayor</i> O
2 6.	<i>termite</i> N	2 21.	<i>salute</i> O
2 7.	<i>polar</i> O	0 22.	<i>mino</i>
0 8.	<i>piling</i>	2 23.	<i>trotted</i> K
0 9.	<i>claped</i>	2 24.	<i>tennis</i> L
2 10.	<i>escape</i> M	0 25.	<i>complete</i>
1 11.	<i>desturb</i> N		
0 12.	<i>trampel</i>		K L M N O
2 13.	<i>circus</i> N		2 3 4 4 3
1 14.	<i>sirvive</i> M		
0 15.	<i>swiming</i>		

FIGURE 2-8. (cont.)