

Recording Results

The Class Record

Sometimes it is helpful to view the results of an entire class at a glance. By highlighting everyone's strengths and weaknesses, you can identify children with common needs and group them for explicit instruction. The chart shown in Figure 2-9 and included in Appendix 2 serves this purpose. It provides space for recording students' names, the number of words spelled correctly at each stage (stage score), performance on particular features, and a total inventory score. Steps for recording results from the comprehensive assessment option follow. Recording procedures for the brief option are basically the same; there are just fewer stage scores to record and no total inventory score.

1. *Arranging the papers.* Spend a few minutes organizing the student papers. The investment is well worth it. It will speed up the recording process and result in a clearer and easier-to-interpret class profile. Begin by compiling each student's answer sheets into a set. Putting the stage of development list on the top is helpful. Next, organize the sets according to the students' stage of development. Papers belonging to the letter name spellers will be in one stack, those of the within word pattern spellers in another, and so forth. Finally, order each of the stacks from strongest stage of development score to the weakest.

2. *Entering the names.* Start with any derivational constancy spellers, and enter their names down the left side of the class record. Continue in like manner with students at the other stages of development, ending with the letter name spellers.

3. *Recording the stage scores.* Transfer each student's stage scores to the appropriate columns of the chart. Some of the student's stage score space will be blank at this time.

4. *Recording the feature results.* Next, record the feature scores for each child's stage of development. Students in transition to a new stage and early spellers may have two sets of feature scores. Figure 2-10 shows part of a class record completed to this point.

5. *Determining a total inventory score.* Stage scores are needed for all four stages in order to ascertain the total inventory score. After scores from the assessment have been recorded, the blank stage scores may be extrapolated from the recorded information. To obtain the additional scores: (a) assume a stage score of 25 for all stages preceding one with an achieved score of 20 or greater, and (b) assume a stage score of 0 for all stages following one with an achieved score of 11 or less. Once the new scores are recorded, add up the four stage scores to arrive at the total inventory score (see Figure 2-11). Total inventory scores will range from 0 to 100. As noted earlier, this score enables you to compare a student's progress across time as well as to compare the progress of different students. However, a total inventory score is not necessary for planning appropriate instruction.

The Student Profile

The student profile, included in Appendix 2, may be used as a long-term record of individual student performance. It can easily be placed in a student's portfolio. As revealed by the completed form in Figure 2-12, the profile highlights word knowledge at three

													DSA Class Record		
													A	Initial & Final Consonants	LN STAGE
													B	Initial Consonant Blends & Digraphs	
													C	Short Vowels	
													D	Affricate	
													E	Final Consonant Blends & Digraphs	
													STAGE SCORE		
													F	Long Vowels (VCe)	WW STAGE
													G	R-Controlled Vowels	
													H	Other Common Long Vowels	
													I	Complex Consonants	
													J	Abstract Vowels	
													STAGE SCORE		
													K	Doubling & e-Drop with <i>ed</i> & <i>ing</i>	SJ STAGE
													L	Other Syllable Juncture Doubling	
													M	Long Vowel Patterns (Stressed Syllable)	
													N	R-Controlled Vowels (Stressed Syllable)	
													O	Unstressed Syllable Vowel Patterns	
													STAGE SCORE		
													P	Silent & Sounded Consonants	DC STAGE
													Q	Consonant Changes	
													R	Vowel Changes	
													S	Latin-Derived Suffixes	
													T	Assimilated Prefixes	
													STAGE SCORE		
													TOTAL INVENTORY SCORE		

FIGURE 2-9. Part of a blank class record.

**DSA
Class Record**

	LN STAGE					STAGE SCORE	WM STAGE					STAGE SCORE	SJ STAGE					STAGE SCORE	DC STAGE					STAGE SCORE	TOTAL INVENTORY SCORE
	A	B	C	D	E		F	G	H	I	J		K	L	M	N	O		P	Q	R	S	T		
William E.											5	4	5	5	4	22	3	2	3	2	1	7			
Natalie A.											25	3	4	5	4	19						4			
Drew C.											25	2	4	4	4	14						3			
Tracy H.											22	2	3	4	3	14						2			
Jessie S.											23	5	3	4	3	13						2			
Lindsay M.						5	5	4	4	4	21	2	3	4	2	12						3			
Spencer J.						24	5	4	4	4	18					8									

FIGURE 2-10. Part of a class record showing recorded scores for stages that were assessed and analyzed.

**DSA
Class Record**

	LN STAGE					STAGE SCORE	WW STAGE					STAGE SCORE	SJ STAGE					STAGE SCORE	DC STAGE					STAGE SCORE	TOTAL INVENTORY SCORE		
	A	B	C	D	E		F	G	H	I	J		K	L	M	N	O		P	Q	R	S	T				
William E.						25						25	5	4	5	5	4	4	2	3	3	2	3	2	1	7	79
Natalie A.						25					25	3	4	5	4	4	4	4	3	4						4	73
Drew C.						25					25	2	4	4	4	4	3	3	3	4						3	67
Tracy H.						25					22	2	3	4	4	4	3	3	3	4						2	63
Jessie S.						25					23	5	3	4	4	3	3	3	3	4						2	63
Lindsay M.						25	5	5	4	4	4	21	2	3	4	2	3	3	3	4						3	61
Spencer J.						24	5	4	4	4	2	18														8	50
Steven W.						25	5	3	3	4	3	18														5	48
Hannah D.						23	4	4	3	2	2	14														6	43
Elizabeth M.						24	4	4	2	3	1	13														2	39
Susan P.						23	5	4	3	2	3	12														3	38
Miranda S.						25	5	2	4	2	2	12														2	39
Nathan T.	5	5	3	4	3	18						9														0	27
Taylor W.	5	4	4	3	3	16						7														0	23
Dana L.	5	4	3	3	3	16						6														0	22

FIGURE 2-11. A completed class record.

DSA Student Profile

Name: Tracy H.

School: Wordstone Elementary

Grade	2		3		4							
Teacher	Brown		Gardner		Johnson							
Date	9/98	5/99	9/99	5/00	9/00							
Form	A	A	A	A	A							
Total Inventory Knowledge												
Total Inventory Score	32		44		63							
Stage Knowledge												
Derivational Constancy	0		0		2							
Syllable Juncture	0		4		11		14					
Within Word Pattern	8	15	17	23	22							
Letter Name	24		23		25							
Feature Knowledge												
T—Assimilated Prefixes												
S—Latin-Derived Suffixes												
R—Vowel Changes												
Q—Consonant Changes												
P—Silent & Sounded Consonants												
O—Unstressed Syllable Vowel Patterns				2	3							
N—R-Controlled Vowels (Stressed Syllable)				3	4							
M—Long Vowels (Stressed Syllable)				4	4							
L—Other Syllable Juncture Doubling				2	3							
K—Doubling & e-Drop with "ed" & "ing"				1	2							
J—Abstract Vowels	0	2	3	4								
I—Complex Consonants	1	3	3	4								
H—Other Long Vowels	2	3	3	5								
G—R-Controlled Vowels	2	4	5	5								
F—Long Vowels (-VCe)	5	5	5	5								
E—Final Consonant Blends & Digraphs	5											
D—Affricates	5											
C—Short Vowels	4											
B—Initial Consonant Blends & Digraphs	5											
A—Initial & Final Consonants	5											

FIGURE 2-12. A completed student profile.

different levels—the feature, the stage, and the total inventory. A student's progress in acquiring an understanding of the 20 features that comprise the inventories is noted in the *Feature Knowledge* area. This information is especially helpful for documenting the progress of novice spellers, who often make considerable gains in their knowledge of specific orthographic features but are unable to spell many, if any, entire words correctly. The *stage knowledge* portion of the chart reflects a child's ability to correctly spell words at each of the four stages. The *total inventory knowledge* section provides a quick indicator of progress by highlighting changes in a child's overall spelling knowledge from year to year. Space is available for recording name, school, grade, teacher, dates of testing, and form used.

The directions for completing the class record apply to filling out the student profile. In fact, teachers who use the class record typically just transfer the data to the individual student records. There are, however, two key differences in the forms. The class record displays information on many students but for just one assessment, while the student profile summarizes the performance of just one student but across many different testings.

As shown in Figure 2-12, Tracy's progress has been followed since second grade. Form A has been used exclusively for the beginning and end of the year assessments entered on the chart. The results from Form B, which is reserved for any additional mid-year evaluations teachers may wish to do, have not been recorded. Teachers at Tracy's school use the comprehensive option each September in order to gather information on students' word knowledge at their stage of development and to derive an overall score. At other times, they use the brief option. This is why fewer scores are recorded for the end of the year. This type of plan works well; as the example illustrates, progress is clearly visible, and yet assessment time is minimized.

Instructional Implications

Organizing Groups

Because most students in a given classroom vary in their word knowledge, instruction should accommodate different needs. When it is limited to a whole-class format, many students are not engaged in activities at their stage of development. Small-group instruction provides an alternative, enabling students to explore the spelling features they are beginning to use, but are using inconsistently—those within their zone of proximity. The process of determining who needs what in order to organize small groups is made easy with the class record. Because assessment is carried out several times during the year, the groupings that result are not static, but change as students change in their knowledge of how words work. When forming groups, take into consideration the students' stages of development, the strength of their stage of development scores, and their knowledge of specific features. Three groups used with flexibility are manageable and usually sufficient for meeting the needs of a classroom. Often, the groups correspond roughly to particular stages or to features, if everyone is at the same stage.

When stage is used as the basis for grouping, students are still likely to differ somewhat in their knowledge of particular features. This is normally not a problem. Review is

helpful, even for those with a firmer grasp of the features. However, the needs of an early speller may be quite different from those of a more advanced speller at the same stage. Sometimes it is best to group early spellers with the strongest of the previous stage. Teachers occasionally express concern about whether the groups they have set up are the “right ones.” There is little to worry about when you keep in mind that group reorganization can occur at any time and that it needs to if a student is either overly or insufficiently challenged.

Starting Instruction

When planning appropriate activities for a group or an individual, start with an area of strength. *Resist the temptation to target instruction at the weakest features first.* Spelling is a developmental process with new understandings unfolding from previous ones. For instructional strategies to be beneficial, they must move forward from the child’s secure knowledge base. Beginning with what is known allows children to feel confident and in control of their own learning. New issues are confronted as hurdles, not as barriers.

When working with a group, start with a feature that is a strength for everyone. Feature scores of 4 and 5 are indicative of this. The selected feature is usually from the students’ current stage of development, but can be from the previous stage. Once students are familiar with the instructional routine and the various types of activities they’ll be doing, somewhat weaker scores can become the focus.

After a feature has been chosen, compare-and-contrast activities, like word sorts (Morris, 1982; Barnes, 1989), which are described in Chapter 3, may be used to help students gain tacit as well as explicit understandings about words. Through sorting activities, students categorize words by sound, pattern, and meaning. They learn to identify the general characteristics of a particular feature—what it *is* and what it *is not*—and to apply their understandings to other words. As children progress in their knowledge of spelling features, they are still likely to remain at a given stage of spelling development for a year and a half or more. Once their feature knowledge becomes solid, it generally takes time before the spelling of entire words (which have several features that must be dealt with at once) becomes secure. Students need time to work with a given feature, to assimilate their new understandings, and to review old issues.

A Classroom Example

To see how small instructional groups are determined with the class record and how instruction is started, let’s go through the process with the class depicted in Figure 2-11. Although William’s stage scores on the syllable juncture (22) and derivational constancy (7) lists indicate that he is at the latter stage of development, his achievement is that of an early speller. This, coupled with the fact that he is the only student in his class at this stage, makes it likely that his needs will best be met, at least initially, by interaction with the syllable juncture spellers. Natalie, Drew, Tracy, and Jessie are solid syllable juncture spellers, with stage scores ranging from 19 to 13. They will benefit from planned activities at this stage.

Lindsay exhibits scores within *two* stages of development. She is nearly secure in her knowledge at the within word pattern stage (feature scores of 4 and 5 and a stage

score of 21). Her ability to correctly spell words at the syllable juncture stage (12), as well as her feature performance, is similar to that of Jessie, Tracy, and Drew. Lindsay is an eager and hard-working student, and this, too, needs to be taken into account when deciding how to best meet her needs. She will most likely function well in the syllable juncture group.

Spencer, Steven, Hanna, Elizabeth, Susan, and Miranda all demonstrate strong understandings at the letter name stage. As their stage scores on the within word pattern list, which range from 18 to 12, attest, they are ready to clarify and extend their knowledge of pattern-related issues.

Nathan, Taylor, and Dana, the last three students listed on the class record, show considerably less spelling competence than their classmates. Their knowledge of features is just becoming secure at the letter name stage; they will benefit most from instruction focused on features at this stage.

When initially establishing groups, don't overlook clues from the total inventory score column, if these scores are available. A large break between adjacent scores—such as that between Lindsay's total (61) and Spencer's (50), or between Miranda's (39) and Nathan's (27)—signals considerable differences in word knowledge. The needs of these students are not likely to be met by the same instructional strategies.

The initial instructional groups for the classroom example are as follows:

<u>LN</u>	<u>WW</u>	<u>SJ</u>
Nathan	Spencer	William
Taylor	Steven	Natalie
Dana	Hanna	Drew
	Elizabeth	Tracy
	Susan	Jessie
	Miranda	Lindsay

As their feature scores of 4 and 5 suggest, students in the syllable juncture group exhibit a strength in their use of *long vowel patterns in the stressed syllable*—feature M. This is a good starting point for instruction. Polysyllabic words may be used for the instruction, or, if desired, instruction may begin with a very brief review of long vowel patterns in single-syllable words, a within word pattern issue. In either case, categories similar to the following are likely to be compared and contrasted:

<u>Single-syllable words</u>	<u>Polysyllabic words</u>
flap space stain gray	chapter bracelet failure crayon

A good place to begin instruction with the within word pattern group is feature F—long vowels spelled with *vowel-consonant-e*. Here again, all students achieved scores of 4 and 5. Words with a silent-*e* marker may be contrasted with short vowel words (such as *bake, line, joke, plane* and *slam, grin, flop, plan*). *R-controlled patterns* or *other long vowel patterns* are likely features for follow-up. Because the students' understanding of fea-

ture J—*abstract vowels*—is relatively weak, this feature would not receive attention until later.

For Nathan, Taylor, and Dana instruction should begin with a brief review of *initial and final consonants* (feature A) or *initial blends and digraphs* (feature B). Both features are strengths for all three children. Word families that incorporate blends and digraphs may be a good follow-up to turn the focus to short vowels. In time, the word family categories may be collapsed into contrasting short vowel categories. For example:

<u>Word family sort 1</u>	→	<u>Word family sort 2</u>	→	<u>Short vowel sort 3</u>
<i>an ap at</i>		<i>in ip it</i>		short <i>a</i> short <i>i</i>
can clap bat		skin lip bit		bat bit
fan map cat		pin skip hit		can spin
man slap hat		spin rip sit		flat hit
plan tap flat		win snip spit		clap lip
				fan pin
				hat skip

Before moving on to a more in-depth look at instructional considerations in Part II, here is a summary of the assessment steps discussed in this chapter. Word lists and answer cards for Forms A and B of the Feature Inventory follow the summary.

THE ASSESSMENT



Steps in Brief

Step 1: Dictating the Screening Inventory

1. Dictate the list in sets of five.
2. Continue the dictation as long as students get two or more words correct within a given set of five.
3. Stop the dictation when students score only 1 or 0 correct in a set of five.
4. Determine the number of correctly spelled words, and record this number at the top of the students' papers.
5. Refer to the Screening Inventory prediction chart.
6. Circle the predicted stage(s) for each student.

Step 2: Dictating the Feature Inventory, Comprehensive Option, for Forms A and B

1. Drop back one stage from that predicted by the Screening Inventory. (For students with two predicted stages, go back one stage from the earliest stage predicted.)
2. Dictate the feature list for that stage, and score the items with a 2, 1, or 0.

3. Record the number of correctly spelled words (those with a 2) at the top of the student's paper. This is the stage score; it will not exceed 25.
4. If a student's stage score is 12 or more, continue dictating words from the next feature list. Proceed until a stage score of 11 or below is achieved. Then stop the dictation.
5. If the stage score for the *first* dictated feature list does not establish a confidence level (22 or greater), drop back to the previous list. Figure 2-13 shows likely scenarios for dictating the lists.

Step 3: Completing the Feature Analysis

1. Analyze feature performance on a child's stage of development list. This list has
 - a. A stage score of 12–21 or
 - b. A stage score of 0–11 if only the letter name list was dictated or if mastery (22–25) was demonstrated on the previous list.
2. Tally the number of words with a *correct feature* (include items with scores of 1 or 2 in the count). Carry out the process for each of the five features. Note the tally results at the bottom of the student's paper. Individual feature scores will range from 0 to 5.

Step 4: Recording Results on the Class Record

1. Enter the stage scores from the top of each student's papers on the class record. (No stage score will exceed 25.)
2. To obtain stage scores for lists that were not dictated, do the following:
 - a. For any stage score of 20 or greater, assume and enter 25 for all previous lists.
 - b. For any stage score of 11 or less, assume and enter 0 for all more advanced lists.
3. Add up all four of an individual's stage scores to get the total inventory score.
4. Record the feature analysis results in the appropriate spaces.

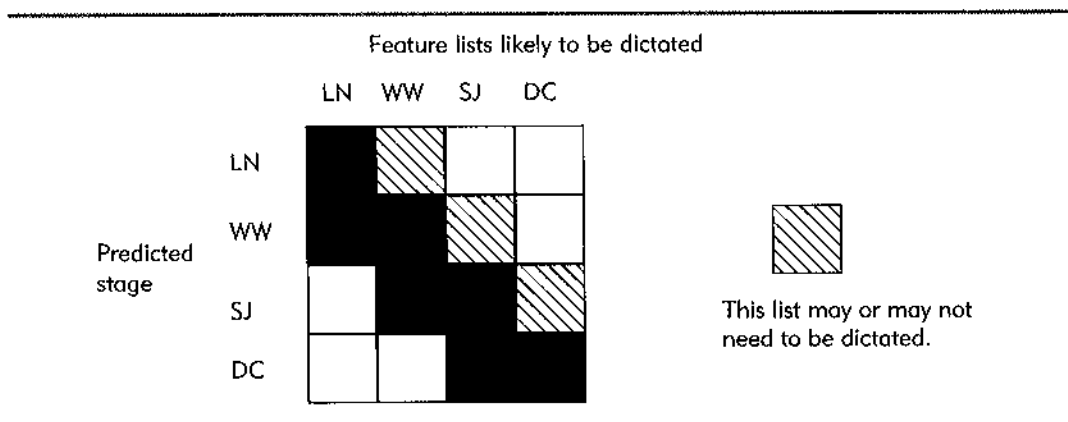


FIGURE 2-13. Likely scenarios for feature list dictation.

DSA Feature Inventory, Form A

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.

DSA Form A: Letter Name Feature List

1. jet The jet made a safe landing.
2. ship The ship sailed across the water.
3. bet I bet you will finish the book today.
4. got The boy got a new dog.
5. cap The new baseball cap was red.
6. drum We could hear the drum beat.
7. bump The bump on his head hurt.
8. much The boy didn't have much homework.
9. with My brother will come with us.
10. map The woman looked at a map of the city.
11. hop A rabbit can hop.
12. plan The class will plan a party.
13. that What is making that noise?
14. slid The player slid into second base.
15. mud There was mud on the floor.
16. grab She had to grab her hat in the wind.
17. chop Please chop the carrots into pieces.
18. fast The girl is a fast runner.
19. dish The dish fell and broke.
20. went The car went past our house.
21. win Let's try to win the game.
22. fed The farmer fed the cow hay.
23. trip The family took a trip to the beach.
24. rub I will rub the penny to make it shine.
25. fit The dress did not fit the girl.

DSA Form A: Within Word Pattern Feature List

1. patch The pirate had a patch over his eye.
2. couch His grandmother sat on the couch reading.
3. steep The hill was very steep.
4. cute Everyone thought the baby was cute.
5. bridge The bridge had to be fixed.
6. glare The glare of the sun made it hard to see.
7. scrap A scrap of paper was found on the floor.
8. might It might rain tomorrow.
9. girl The girl opened the envelope.
10. frown You could tell by her frown that the woman was upset.
11. smoke Smoke came out of the chimney.
12. flock A flock of geese flew overhead.
13. stood The boy stood on his tiptoes to reach the box.
14. least The opposite of *most* is least.
15. short The girl has short hair.
16. quite It is quite sunny outside today.
17. grape The grape juice tasted good.
18. yawn When you're tired, you sometimes yawn.
19. drive They will drive to the grocery store.
20. coast It's fun to coast downhill on a bicycle.
21. hurt The old man fell and hurt his back.
22. point The teacher asked the child to point to the letter *b*.
23. ripe A banana is ripe when it is yellow.
24. fear He has a fear of the dark.
25. paint The men were going to paint the house.

DSA Form A: Syllable Juncture Feature List

1. furnace The furnace was broken, so it was cold in the house.
2. making The children were making paper airplanes.
3. sober The family became very sober when they heard the news.
4. complaint A complaint was made about the restaurant's food.
5. pilot The pilot made a safe landing on the runway.
6. termite A termite is a harmful insect.
7. polar The polar bear lives in cold regions.
8. piling They were piling the books into stacks.
9. clapped Everyone clapped at the end of the play.
10. escape The criminal tried to escape from the police.
11. disturb The sign said: Do Not Disturb.
12. trample Horses will trample the flowers if they walk on them.
13. circus We saw a clown at the circus.
14. survive We need water in order to survive.
15. swimming Many people enjoy swimming in a pool.
16. burden The man carried his burden up the steps.
17. baggage The men loaded the baggage onto the plane.
18. fountain You can drink water at a fountain.
19. explode We could see the firecrackers explode into beautiful colors.
20. mayor The townspeople elected a new mayor.
21. salute The soldiers will salute the flag when it passes.
22. minnow We saw a minnow in the pool of water.
23. trotted The pony trotted up the hill.
24. tennis The tennis ball bounced out of the court.
25. compete The athletes will compete on Saturday.

DSA Form A: Derivational Constancy Feature List

1. electrician The electrician came to fix the light.
2. impression Their impression of the movie was favorable.
3. immature Thumb-sucking is an immature behavior.
4. permissive The permissive parents allowed their children to run around the theater.
5. hymn The congregation sang a hymn during the church service.
6. commend The captain came to commend the officer for his work.
7. grievance The worker filed a grievance against the company.
8. moisten Moisten the envelope flap to make it stick.
9. assumption Because of the dark sky, her assumption was that it would rain.
10. explanation Give an explanation for what happened in the experiment.
11. dependent A baby is dependent upon others.
12. accommodate The hotel will accommodate 200 people.
13. resign His boss is going to resign from his job.
14. suffice Four bottles of ginger ale will suffice for the punch.
15. incredible The story of the 100-pound tomato was incredible.
16. hostility There was hostility between the Indians and the settlers.
17. eruption The volcanic eruption occurred at 6:30 A.M.
18. vehicle An automobile is a vehicle.
19. condemn They will condemn the bridge, since it is unsafe.
20. provision The man's will contained a provision for his grandchildren.
21. admiration The mother looked at her baby with admiration.
22. irresistible The cookies were irresistible to the little boy.
23. composition The composition was five pages long.
24. majority The majority of the people voted in the election.
25. confident He was confident he could solve the riddle.

DSA Form A: Letter Name Answer Card

- | | | | |
|------------------|---|--------------------|---|
| 1. <u>j</u> et | D | 16. <u>gr</u> ab | B |
| 2. <u>sh</u> ip | B | 17. <u>ch</u> op | D |
| 3. b <u>e</u> t | C | 18. • fa <u>st</u> | E |
| 4. <u>g</u> ot | A | 19. di <u>sh</u> | E |
| 5. c <u>a</u> p | C | 20. we <u>nt</u> | E |
| 6. <u>dr</u> um | D | 21. wi <u>n</u> | A |
| 7. bu <u>mp</u> | E | 22. <u>f</u> ed | A |
| 8. mu <u>ch</u> | D | 23. <u>tr</u> ip | D |
| 9. wi <u>th</u> | E | 24. <u>r</u> ub | A |
| 10. ma <u>p</u> | A | 25. f <u>i</u> t | C |
| 11. h <u>o</u> p | C | | |
| 12. <u>pl</u> an | B | | |
| 13. <u>th</u> at | B | | |
| 14. <u>sl</u> id | B | | |
| 15. m <u>u</u> d | C | | |