


FIGURE 3.3. Spelling error analysis score sheet.

Spelling Analysis Score Sheet

These spellings will help you decide how to assign points to the spelling efforts your child makes. There are other possibilities, but these should guide your scoring in most cases. Some spelling substitutions (such as cd for sad) are logical and therefore deserve points. Remember, the main thing you are looking for here is the child's awareness of sounds in words, so a point is awarded for each sound that is represented logically. Points are also awarded for a silent vowel marker that accompanies a long vowel (such as the a in float or the a in treat). An extra point is awarded if a word is spelled correctly.

Word	First Sound	Final Sound	Vowel Sound	Blends & Digraphs	Silent Vowel Marker
van	v f <u>vn</u>	<u>vn</u> <u>fn</u>	<u>van</u> <u>ven</u> <u>vin</u>		
pet	p b <u>pt</u> pd <u>pet</u>	<u>pt</u> <u>bt</u>	<u>pet</u> <u>pat</u> <u>pait</u> <u>bat</u>		
rug	r w y <u>rg</u> <u>rug</u>	<u>rg</u> <u>rk</u> <u>wg</u> <u>yg</u> <u>wk</u>	<u>rug</u> <u>rog</u> <u>rok</u> <u>roug</u> <u>wug</u>		
sad	s c <u>sad</u>	<u>sd</u> <u>cd</u> <u>st</u> <u>ct</u>	<u>sad</u> <u>sid</u> <u>sed</u> <u>cad</u> <u>cid</u> <u>cet</u>		
plum	p b <u>pum</u> <u>plm</u>	<u>pm</u> <u>bm</u>	<u>plum</u> <u>pum</u> <u>poum</u> <u>polm</u>	<u>plum</u> <u>plom</u> <u>polm</u> <u>pulm</u>	
chip	c h s <u>jp</u> <u>gip</u> <u>chp</u>	<u>cp</u> <u>chp</u> <u>jep</u> <u>gp</u> <u>hp</u> <u>shp</u> <u>sip</u>	<u>chip</u> <u>chep</u> <u>cep</u> <u>cip</u> <u>hip</u> <u>jip</u>	<u>chip</u> <u>chep</u>	
shine	s h c <u>shin</u>	<u>sn</u> <u>shn</u> <u>cn</u> <u>chn</u> <u>cin</u> <u>hn</u>	<u>sin</u> <u>shin</u> <u>chin</u> <u>han</u> <u>shan</u> <u>shyn</u>	<u>shin</u> <u>shine</u>	<u>sine</u> <u>shine</u> <u>shien</u> <u>shyne</u>
skate	s c <u>st</u> <u>sta</u> <u>skt</u> <u>ct</u>	<u>st</u> <u>ct</u> <u>sg</u> <u>cst</u> <u>sgt</u>	<u>sat</u> <u>skat</u> <u>scat</u> <u>skay</u> <u>skaet</u>	<u>skat</u> <u>skate</u> <u>scate</u> <u>scat</u>	<u>skate</u> <u>skait</u> <u>scate</u> <u>skaet</u> <u>skayt</u>
float	f v <u>ft</u> <u>fot</u> <u>vt</u>	<u>ft</u> <u>vt</u> <u>fd</u> <u>vd</u> <u>fot</u>	<u>fot</u> <u>flot</u> <u>fowt</u> <u>float</u>	<u>flot</u> <u>float</u> <u>flote</u> <u>fulot</u>	<u>floate</u> <u>float</u> <u>fowt</u>
treat	t g j ch <u>trt</u> <u>tet</u> h	<u>tt</u> <u>gt</u> <u>jt</u> <u>cht</u> <u>tret</u> <u>het</u>	<u>tet</u> <u>tree</u> <u>tret</u> <u>jret</u> <u>jet</u> <u>gret</u>	<u>treet</u> <u>treat</u> <u>tree</u>	<u>trete</u> <u>treat</u> <u>treet</u> <u>teet</u>

FORM C.1. Spelling Assessment

Date _____

Child _____

Sample	First Sound	Final Sound	Vowel Sound	Blends and Digraphs	Silent Vowel Marker	Correct Spelling	Total Points
1						van	
2						pet	
3						rug	
4						sad	
5						plum	
6						chip	
7						shine	
8						skate	
9						float	
10						treat	

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