

As a subject and as a psychological process, spelling has been radically re-conceptualized over the past quarter century. Spelling knowledge is now understood as being central to learning to read and to write and to the processes of reading and writing. Our understanding of the logic of the English spelling system has been similarly re-conceptualized. We understand that the spelling of words represents information not only at the level of sound but at the level of meaning as well. This coalescence of developmental/psychological research with linguistic analyses of the nature of the spelling system affords some of the most exciting possibilities in contemporary literacy and language assessment and instruction.

Simply put, looking closely at how students spell words offers powerful insight into the nature of their word knowledge and thus the types of information they use when they read and write words. This insight, in turn, guides appropriate planning and engaging instruction. Until recently, however, there have been few resources that offer guidance to educators and clinicians in applying this strong research base in spelling assessment and instruction. *SPELL-2: Spelling Performance Evaluation for Language and Literacy* provides this guidance in a focused and effective format. Such a resource is critically important at a time when literacy assessment and instruction are being considered in light of the degree to which they reflect solid research. Perhaps most important, *SPELL-2* helps educators and clinicians meet the critical challenge of providing effective and appropriate literacy instruction for all learners.

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