

SPELL-2

U.S. Patent No. 6,676,412



Spelling Performance Evaluation for Language and Literacy™

Student: Jennifer Morrisson
 School: Westchester Ridge
 Grade: 3
 Level of SPELL-2 Administered: 1

Date of Birth: 8/3/1995
 Date of Test: 5/6/2005
 Age: 9 years, 9 months
 Examiner: Betsey G. Davids

Dear Parent,

I used SPELL-2: Spelling Performance Evaluation for Language and Literacy to measure Jennifer's spelling ability and underlying language knowledge and skills. SPELL-2 is a computer software program that assesses spelling and related skills and helps determine what type of spelling instruction is needed to improve literacy skills.

Spelling is a complex written language skill that draws upon on a number of different types of language abilities and knowledge. These include:

- **Awareness of components of spoken language (Phonological Awareness)** - the ability to think about spoken words, and the ability to think and talk about the syllables, rhymes, individual speech sounds, and syllabic stress of words in spoken language.
- **Knowledge of English phonics and spelling rules or patterns (Orthographic Knowledge)** - the knowledge of and ability to use specific letter-sound relationships and common letter patterns and spelling rules (for example, a long vowel sound in a one-syllable word that ends with a consonant sound is almost always spelled with two vowel letters) to spell words that follow English spelling conventions.
- **Knowledge of word parts and related words (Morphological Knowledge and Semantic Relationships)** - the knowledge of and ability to use meaning to spell certain word suffixes such as "walks, walking, walked", and certain word prefixes, such as "discontinue" and "illegal"; the knowledge of and ability to use familiar, related words to spell more complex words, for example, using "magic" to help spell "magician".
- **Memory for word images (Mental Orthographic Images)** - the ability to store and recall clear and complete visual images of known words.

All of these factors are important for spelling and each affects how well a student spells. When a student struggles with how to spell words correctly, other aspects of his or her writing, such as grammar, organization and clarity, may be compromised. Language-based spelling instruction leads to significant improvement not only in spelling and writing, but also leads to significant improvement in reading skills.

SPELL-2 required Jennifer to spell a set of words and possibly to complete a series of additional tasks that provided further information about her underlying language knowledge and skills. SPELL-2 indicates that Jennifer needs to do the following to improve her spelling skills:

1. Awareness of components of spoken language (Phonological Awareness)

- Jennifer needs phonology-based spelling instruction to improve spelling of:
 - Short Vowel: u / ^ /
 - Long Vowel: i - Vowel digraphs and other spellings
 - Long Vowel: u spelled 'u_e'
 - Long Vowel: u - Vowel digraphs and other spellings

2. Knowledge of English phonics and spelling rules or patterns (Orthographic Knowledge)

- Jennifer needs phonics-based spelling instruction to improve spelling of:
 - Consonant(s): Hard 'c'
 - Consonant Digraph(s) & Trigraph(s): 'ck'
- Jennifer needs pattern and rule-based spelling instruction to improve spelling of:
 - Consonant(s): Hard 'c'
 - Consonant Digraph(s) & Trigraph(s): 'wh'
 - Consonant Digraph(s) & Trigraph(s): Final 'ch, tch'
 - Short Vowel: o / a /

3. Knowledge of word parts and related words (Morphological Knowledge and Semantic Relationships)

Jennifer does not require semantics and morphology-based spelling instruction at this time.

4. Memory for word images (Mental Orthographic Images)

- Jennifer needs to develop clear and complete word images to improve spelling of:
 - Consonant Digraph(s) & Trigraph(s): 'wh'
 - Long Vowel: a - Vowel digraphs and other spellings
 - Long Vowel: e - Vowel digraphs and other spellings
 - Long Vowel: o - Vowel digraphs and other spellings

I can provide you and Jennifer's classroom teacher with suggestions to help Jennifer improve her spelling ability and related language knowledge and skills. Please let me know if you have any questions about the information in this report.

Thank you,

Betsey G. Davids