

SPELL-2

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

**Spelling Performance Evaluation for Language and Literacy™**

Student: Matthew Harding
 School: Greenwood
 Grade: 1
 Level of SPELL-2 Administered: 1

Date of Birth: 4/1/1999
 Date of Test: 3/27/2006
 Age: 6 years, 11 months
 Examiner: Lyndel Christou

RECOMMENDATIONS, WITH DETAILED RESULTS:

1. To improve spelling of Short Vowel: u / ^ /

(SPELL-Links Lesson #24)

- By developing knowledge of letter-sound relationships for this spelling pattern
- By developing clear and complete mental images of words containing this spelling pattern

Detailed results of spelling of Short Vowel: u / ^ /

Spelling Pattern	# Syllables	Raw Score	Percent Correct
u / ^ /	single	4/6	67%
	multiple	0/1	0%
Words misspelled by student: hunny (honey), shout (shut), toth (touch)			

2. To improve spelling of Consonant Digraph(s) & Trigraph(s): 'ck'

(SPELL-Links Lesson #16)

- By developing knowledge of letter patterns and spelling rules

Detailed results of spelling of Consonant Digraph(s) & Trigraph(s): 'ck'

Spelling Pattern	# Syllables	Raw Score	Percent Correct
'ck'	single	3/4	75%
	multiple	0/1	0%
Words misspelled by student: shoke (shock), wakey (wacky)			

3. To improve spelling of Long Vowel: u spelled 'u_e'
(SPELL-Links Lesson #29)

- By developing ability to discriminate between vowel sounds and map letters to sounds in words containing this spelling pattern

Detailed results of spelling of Long Vowel: u spelled 'u_e'

Spelling Pattern	# Syllables	Raw Score	Percent Correct
u spelled 'u_e'	single	3/5	60%
	multiple	0/0	--
Words misspelled by student: rode (rude), toon (tune)			

4. To improve spelling of Long Vowel: a - Vowel digraphs and other spellings
(SPELL-Links Lesson #30)

- By developing clear and complete mental images of words containing this spelling pattern

Detailed results of spelling of Long Vowel: a - Vowel digraphs and other spellings

Spelling Pattern	# Syllables	Raw Score	Percent Correct
a spelled 'ey, ay'	single	1/1	100%
	multiple	0/0	--
Words misspelled by student:			
a spelled 'ai'	single	2/4	50%
	multiple	0/0	--
Words misspelled by student: chane (chain), char (chair)			

5. To improve spelling of Long Vowel: e - Vowel digraphs and other spellings
(SPELL-Links Lesson #31)

- By developing clear and complete mental images of words containing this spelling pattern

Detailed results of spelling of Long Vowel: e - Vowel digraphs and other spellings

Spelling Pattern	# Syllables	Raw Score	Percent Correct
e spelled 'ee'	single	0/1	0%
	multiple	0/0	--
Words misspelled by student: wheele (wheel)			

e spelled 'ea'	single	4/4	100%
	multiple	0/0	--
Words misspelled by student:			
e spelled 'y'	single	0/0	--
	multiple	0/1	0%
Words misspelled by student: wakey (wacky)			
e spelled 'ey'	single	1/1	100%
	multiple	0/1	0%
Words misspelled by student: hunny (honey)			
e spelled 'i'	single	0/0	--
	multiple	0/0	--
Words misspelled by student:			
e spelled 'ie'	single	0/2	0%
	multiple	0/0	--
Words misspelled by student: ceaf (chief), thefe (thief)			

6. To improve spelling of Long Vowel: o - Vowel digraphs and other spellings
(SPELL-Links Lesson #33)

- By developing clear and complete mental images of words containing this spelling pattern

Detailed results of spelling of Long Vowel: o - Vowel digraphs and other spellings

Spelling Pattern	# Syllables	Raw Score	Percent Correct
o spelled 'oa'	single	1/5	20%
	multiple	0/0	--
Words misspelled by student: bouat (boat), cole (coal), cote (coat), gole (goal)			
o spelled 'ough'	single	0/0	--
	multiple	0/0	--
Words misspelled by student:			
o spelled 'ow'	single	0/0	--
	multiple	0/0	--
Words misspelled by student:			

7. To improve spelling of Consonant Digraph(s) & Trigraph(s): Final 'ch, tch'
 (SPELL-Links Lesson #17)

- By developing knowledge of letter patterns and spelling rules

Detailed results of spelling of Consonant Digraph(s) & Trigraph(s): Final 'ch, tch'

Spelling Pattern	# Syllables	Raw Score	Percent Correct
Final 'ch'	single	2/3	67%
	multiple	0/0	--
Words misspelled by student: toth (touch)			
Final 'tch'	single	0/2	0%
	multiple	0/0	--
Words misspelled by student: ceach (catch), mach (match)			