

## SPELLING ASSESSMENTS: MULTIPLE ACTIVITY ANSWER KEYS (WITH TEACHER COMMENTS)

<p style="text-align: center;"><b>Student 1</b></p> <ol style="list-style-type: none"><li>sad</li><li>big</li><li>rakce</li><li>cote</li><li>flower</li></ol>	<p style="text-align: center;"><b>Reflections</b></p> <p>This student is above level. He has a good grasp of initial, medial, and final sound spellings. He has mastered short vowels and is beginning to understand final e, which he is over-applying. He has strong phonemic awareness skills (showing more letters for more sounds).</p>
<p style="text-align: center;"><b>Student 2</b></p> <ol style="list-style-type: none"><li>sad</li><li>bag</li><li>rak</li><li>kot</li><li>flar</li></ol>	<p style="text-align: center;"><b>Reflections</b></p> <p>This student is on level. She has a good understanding of initial, medial, and final sounds. She has mastered short vowels and has strong phonemic awareness skills (showing more letters for more sounds). She is ready to learn short vowel words with blends and digraphs.</p>
<p style="text-align: center;"><b>Student 3</b></p> <ol style="list-style-type: none"><li>sd</li><li>bg</li><li>lk</li><li>kt</li><li>fw</li></ol>	<p style="text-align: center;"><b>Reflections</b></p> <p>This student is slightly below level. She has a good understanding of initial and final sounds, but is what we call a "vowel avoider." This student needs more work segmenting sounds and attaching letters to sounds and loads of minimal contrast work to progress quickly and get on level.</p>
<p style="text-align: center;"><b>Student 4</b></p> <ol style="list-style-type: none"><li>Seivrne</li><li>Bog</li><li>Rigvet</li><li>Tetvai</li><li>Levneia</li></ol>	<p style="text-align: center;"><b>Reflections</b></p> <p>This student is below level. He has some awareness of beginning sounds, but not much more. He also has weak phonemic awareness skills, showing no connection between the number of sounds in words and the number of letters shown. This student wrote one of the initial letter-sounds he heard, then wrote random letters knowing that words are comprised of multiple letters</p>
<p style="text-align: center;"><b>Student 5 (Student Name: Stephanie)</b></p> <ol style="list-style-type: none"><li>ePraH</li><li>PEBL</li><li>eHPLn</li><li>sieHgt</li><li>cSeph</li></ol>	<p style="text-align: center;"><b>Reflections</b></p> <p>This student is way below level. She has no awareness of beginning sounds and limited phonemic awareness skills. She does understand that words are comprised of letters and is using primarily the letters in her name (Stephanie) to create words.</p>