

I'm Steve Ciullo. I will show you how I analyze spelling errors from the Texas Primary Reading Inventory's spelling assessment. In this section, I will use one of my students as an example. His name is Dustin. I will need Dustin's sample spelling test, the handout titled "Grade 2: How Word Parts and Word Types Relate to Spelling Development," and the handout titled "Grade 2: Mapping Student Spelling Errors."

Direct your attention to "Grade 2: How Word Parts and Word Types Relate to Spelling Development," which I will refer to as the spelling patterns sheet, for short. If you look at the left side of the page, you will see that all of the spelling words on this test are listed and are spelled correctly. Now, look across the page at the spelling patterns, and you will see all of the different types of errors that could be made. I will review those later.

Let's take a look at Dustin's spelling test. For number one, the word was supposed to be *leg*, but Dustin spelled it incorrectly. He wrote *l-i-g* instead of *l-e-g*. I want to know what type of mistake he made. I will look at the spelling patterns sheet to find what type of mistake that was. He put an *i* instead of an *e*—that is a short vowel sound mistake. To keep track of Dustin's spelling errors, I will use the "Grade 2: Mapping Student Spelling Errors" handout. I know that Dustin made a short vowel mistake, so I will find the short vowel section. I see it here, and I make a mark.

Before moving on, I want to talk a little more about the "Grade 2: Mapping Student Spelling Errors" handout. If you look along the top, it reads, "Number of Instances." That refers to how many words use that particular spelling pattern. Let me give you an example. Look at short vowel sounds. There is a six underneath it. That means that six words that use the short vowel spelling pattern are on the TPRI spelling test. These words are *leg*, *dust*, *city*, *wishes*, *thick*, and *stop*.

Let's move on to number two for Dustin. On number two, the word was supposed to be *brave*, but Dustin spelled it incorrectly as *b-r-a-v*. I want to know what type of mistake Dustin made on that particular question. I now look at the spelling patterns sheet. For that question, he left off the *e* at the end. Now, I look at the top of that column, and I see that it is a CVC-*e* mistake. I want to remember that, so I go to my "Grade 2: Mapping Student Spelling Errors" handout and find where it reads, "CVC-*e*." I see it, and I make a mark under that column. I see there are two instances of CVC-*e*, so, once again, that means two words on this spelling test use the CVC-*e* pattern. Let's do two more together before practicing it on your own.

On number three, the word was *farm*, and Dustin spelled it correctly. Because he spelled it correctly, I don't need to fill out anything on my "Mapping Student Spelling Errors" handout. On number four, the word was *dust*, and Dustin spelled it incorrectly. He spelled it *d-o-s-t* instead of *d-u-s-t*. As I look at my cheat sheet here, the spelling patterns sheet, I see that he made a short vowel mistake. Now, I go back to my "Mapping Student Spelling Errors" handout, and I make another mark under the short vowel sounds. So, thus far, Dustin has made two mistakes in the short vowel category.

I did those as an example. I would like you to finish scoring Dustin's spelling assessment. When you have finished, compare your results to the form I've completed, which is in the "Podcast Spelling Handouts" folder on our Web site.

In preparation for the next podcast, during which we will review how to complete the grouping mats, please take a few moments to analyze the spelling errors for your own class.