

# SPELL-2

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



Spelling Performance Evaluation for Language and Literacy<sup>TM</sup>

Student: Ethan West  
 School: Poplar Creek ISD  
 Grade: 5  
 Level of SPELL-2 Administered: 1

Date of Birth: 7/3/2005  
 Date of Test: 11/29/2016  
 Age: 11 years, 4 months  
 Examiner: Ms. Nunez

## RECOMMENDATIONS, WITH DETAILED RESULTS:

1. To improve spelling of Short Vowel: e / E /

(SPELL-Links Lesson #21)

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

Detailed results of spelling of Short Vowel: e / E /

Spelling Pattern	# Syllables	Raw Score	Percent Correct
e / E /	single	3/5	60%
	multiple	0/0	--
Words misspelled by student: haed (head), tean (then)			

2. To improve spelling of Short Vowel: o / a /

(SPELL-Links Lesson #23)

- By developing knowledge of letter patterns and spelling rules

Detailed results of spelling of Short Vowel: o / a /

Spelling Pattern	# Syllables	Raw Score	Percent Correct
o / a / spelled 'o'	single	2/6	33%
	multiple	0/0	--
Words misspelled by student: jode (jog), saoke (shock), sope (shop), soke (sock)			
o / a / spelled 'a'	single	0/0	--
	multiple	0/0	--
Words misspelled by student:			

## 3. To improve spelling of Short Vowel: u / ^ /

**(SPELL-Links Lesson #24)**

- By developing knowledge of letter-sound relationships for this spelling pattern
- By developing knowledge of letter patterns and spelling rules
- 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	3/6	50%
	multiple	1/1	100%
Words misspelled by student: longe (lung), sout (shut), tooch (touch)			

## 4. To improve spelling of Consonant Digraph(s) &amp; Trigraph(s): 'sh'

**(SPELL-Links Lesson #15)**

- By developing knowledge of letter patterns and spelling rules

Detailed results of spelling of Consonant Digraph(s) &amp; Trigraph(s): 'sh'

Spelling Pattern	# Syllables	Raw Score	Percent Correct
'sh'	single	3/6	50%
	multiple	0/0	--
Words misspelled by student: saoke (shock), sope (shop), sout (shut)			

## 5. To improve spelling of Consonant Digraph(s) &amp; Trigraph(s): 'ck'

**(SPELL-Links Lesson #16)**

- By developing knowledge of letter patterns and spelling rules

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

Spelling Pattern	# Syllables	Raw Score	Percent Correct
'ck'	single	0/4	0%
	multiple	0/1	0%
Words misspelled by student: kike (kick), saoke (shock), soke (sock), thake (thick), wakie (wacky)			

## 6. 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	0/5	0%
	multiple	0/0	--
Words misspelled by student: quar (cure), quat (cute), roued (rude), rull (rule), toine (tune)			

## 7. To improve spelling of Long Vowel: a - Vowel digraphs and other spellings

**(SPELL-Links Lesson #30)**

- 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: a - Vowel digraphs and other spellings

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

## 8. 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: weal (wheel)			

<b>e spelled 'ea'</b>	<b>single</b>	<b>0/4</b>	<b>0%</b>
	multiple	0/0	--
Words misspelled by student: heaer (ear), lives (leaf), rech (reach), seail (seal)			
<b>e spelled 'y'</b>	single	0/0	--
	<b>multiple</b>	<b>0/1</b>	<b>0%</b>
Words misspelled by student: wakie (wacky)			
<b>e spelled 'ey'</b>	single	1/1	100%
	<b>multiple</b>	<b>0/1</b>	<b>0%</b>
Words misspelled by student: honny (honey)			
e spelled 'i'	single	0/0	--
	multiple	0/0	--
Words misspelled by student:			
<b>e spelled 'ie'</b>	<b>single</b>	<b>0/2</b>	<b>0%</b>
	multiple	0/0	--
Words misspelled by student: cheef (chief), thife (thief)			

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

- 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: o - Vowel digraphs and other spellings

<b>Spelling Pattern</b>	<b># Syllables</b>	<b>Raw Score</b>	<b>Percent Correct</b>
<b>o spelled 'oa'</b>	<b>single</b>	<b>0/5</b>	<b>0%</b>
	multiple	0/0	--
Words misspelled by student: boot (boat), cool (coal), coot (coat), goil (goal), soope (soap)			
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:			

## 10. To improve spelling of Consonant Digraph(s) &amp; Trigraph(s): Initial 'ch'

**(SPELL-Links Lesson #17)**

- By developing knowledge of letter-sound relationships for this spelling pattern

Detailed results of spelling of Consonant Digraph(s) &amp; Trigraph(s): Initial 'ch'

<b>Spelling Pattern</b>	<b># Syllables</b>	<b>Raw Score</b>	<b>Percent Correct</b>
<b>Initial 'ch'</b>	<b>single</b>	<b>3/6</b>	<b>50%</b>
	multiple	0/0	--
Words misspelled by student: shire (chair), shach (chase), shook (choke)			

## 11. To improve spelling of Consonant Digraph(s) &amp; 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) &amp; Trigraph(s): Final 'ch, tch'

<b>Spelling Pattern</b>	<b># Syllables</b>	<b>Raw Score</b>	<b>Percent Correct</b>
Final 'ch'	single	3/3	100%
	multiple	0/0	--
Words misspelled by student:			
<b>Final 'tch'</b>	<b>single</b>	<b>0/2</b>	<b>0%</b>
	multiple	0/0	--
Words misspelled by student: cach (catch), mach (match)			