

## ***PRIMARY SPELLING INVENTORY (PSI) DIRECTIONS***

The Primary Spelling Inventory (PSI) is generally used in kindergarten through third grade. The 26 words are ordered by difficulty to sample features of the letter name-alphabetic to within word pattern stages. Call out enough words so that you have at least five or six misspelled words to analyze. For kindergarten or other emergent readers you may only need to call out the first five words. In late kindergarten and early first-grade classrooms, call out at least 15 words so that you sample digraphs and blends; and use the entire list for late first, second and third grades. If any students spell more than 20 words correctly, use the Elementary Spelling Inventory.

### ***Instructions for Administering the Inventory***

Students should not study these words in advance of testing. Assure the students that this is not for a grade but to help you plan for their needs.

*Possible script:* “I am going to ask you to spell some words. Spell them the best you can. Some of the words will be easy to spell; some may be difficult. When you do not know how to spell a word, spell it the best you can; write down all the sounds you hear.”

Ask students to number their paper (or prepare a numbered paper for Kindergarten or early first grade). Call each word aloud and repeat it. Use it in a sentence, if necessary, to be sure students know the exact word. Sample sentences are listed below along with the words. After administering the inventory use the **Feature Guide** and **Class Composite Forms** to complete your assessment. The Assessment Application provides an electronic version of the feature guides to score the results of the inventory and will automatically generate a Class Composite for you.

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### ***Words and Sentences for the Primary Spelling Inventory***

1. fan            I could use a fan on a hot day. *fan*

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|--------------|--|
| 2. pet       | I have a pet cat who likes to play. <i>pet</i>               |
| 3. dig       | He will dig a hole in the sand. <i>dig</i>                   |
| 4. rob       | A raccoon will rob a bird's nest for eggs. <i>rob</i>        |
| 5. hope      | I hope you will do well on this test. <i>hope</i>            |
| 6. wait      | You will need to wait for the letter. <i>wait</i>            |
| 7. gum       | I stepped on some bubble gum. <i>gum</i>                     |
| 8. sled      | The dog sled was pulled by huskies. <i>sled</i>              |
| 9. stick     | I used a stick to poke in the hole. <i>stick</i>             |
| 10. shine    | He rubbed the coin to make it shine. <i>shine</i>            |
| 11. dream    | I had a funny dream last night. <i>dream</i>                 |
| 12. blade    | The blade of the knife was very sharp. <i>blade</i>          |
| 13. coach    | The coach called the team off the field. <i>coach</i>        |
| 14. fright   | She was a fright in her Halloween costume. <i>fright</i>     |
| 15. chewed   | The dog chewed on the bone until it was gone. <i>chewed</i>  |
| 16. crawl    | You will get dirty if you crawl under the bed. <i>crawl</i>  |
| 17. wishes   | In fairy tales wishes often come true. <i>wishes</i>         |
| 18. thorn    | The thorn from the rosebush stuck me. <i>thorn</i>           |
| 19. shouted  | They shouted at the barking dog. <i>shouted</i>              |
| 20. spoil    | The food will spoil if it sits out too long. <i>spoil</i>    |
| 21. growl    | The dog will growl if you bother him. <i>growl</i>           |
| 22. third    | I was the third person in line. <i>third</i>                 |
| 23. camped   | We camped down by the river last weekend. <i>camped</i>      |
| 24. tries    | He tries hard every day to finish his work. <i>tries</i>     |
| 25. clapping | The audience was clapping after the program. <i>clapping</i> |
| 26. riding   | They are riding their bikes to the park today. <i>riding</i> |

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### ***Scoring the PSI Inventory Using the Feature Guide***

1. Make a copy of the **Primary Spelling Inventory Feature Guide** for each student or follow the directions to set up a classroom database using the Assessment

Application, can be downloaded to your computer.

2. Analyze the words by checking off the features spelled correctly that are listed in the cells to the left of each word. For example, If a student spells *pet* as PAT they get a check in the initial P cell, and the final T cell, but not for the short vowel. Write in the vowel used (A in this case) but do not give any points for it. Put a check in the “correct” column if the word is spelled correctly. Do not count reversed letters as errors but note them in the cells. If unnecessary letters are added, give the speller credit for what is correct (e.g., If *fan* is spelled FANE, the student still gets credit for representing the short vowel).
3. Add the number of points under each feature and across each word, allowing you to double-check the total score recorded in the last cell. The Assessment Application will do this for you. Adjust the ratios in the last row, depending on the number of words called aloud.

### ***Interpreting the Results of the Spelling Inventory***

4. Look down each feature column to determine instructional needs. For example, a student who misses only one short vowel can go on to other features. A student who misses two needs some review work, but students who miss more than three need careful instruction on this feature. If a student did not get any points for a feature, then earlier features need to be studied first.
5. To determine a stage of development note where students first make two or more errors under the stages listed in the shaded box at the top of the Feature Guide. Circle this stage.

### ***Using the PSI Class Composite and Spelling-By-Stage Form***

6. Staple each feature guide to the student’s spelling paper and arrange the papers in order from highest total points to lowest total points. If you use the Assessment Application you may or may not want to print out the feature guide for each student but keep the original papers for reference.

7. List students' names in this rank order in the left column of the PSI Class Composite and transfer each student's feature scores from the bottom row of the individual Feature Guides to the **PSI Classroom Composite Form**. The Assessment Application will do this for you. If you call out less than the total list, *adjust the totals* on the Classroom Composite.
8. Highlight cells where students make *two or more errors* on a particular feature to get a sense of your groups' needs and to form groups for instruction.
9. Many teachers find it easier to form groups using the **Spelling By Stage Classroom Organization Chart**. List each student under the appropriate spelling stage (the stage circled on the feature guide) and look for instructional groups.

***Directions for Using the Error Guide.***

Make a copy of the Error Guide for the PSI. Circle each error or write in the student's spelling by the error that is most similar. When a word is spelled correctly, check the spelling at the end of the string of errors. After all words have been scored, determine where most circled words lie and look at the top row of the table for the developmental spelling level for this student. Total the words spelled correctly and note where the student is within the stage: *early* in the stage, in the *middle*, or *late* in the stage. Use the Spelling by Stage Classroom Organization Chart to organize word study groups.

NOTE: See Chapter 2 for more detailed directions for choosing, administering, scoring, interpreting and using the inventories to form instructional groups.