

# Spanish Spelling Inventory

## *Inventario ortográfico en español*

This is a short spelling inventory to help you learn about students' orthographic knowledge. The results of the spelling inventories have implications for reading, writing, vocabulary, and spelling instruction.

### **Directions**

Let students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you teach them by doing their best. Students should not study this inventory beforehand.

### **Possible Script**

*Say: Voy a pedir que deletreen algunas palabras. Escribanlas lo mejor que puedan. Algunas de las palabras tal vez sean fáciles; otras serán difíciles. Si no saben deletrear una palabra, hagan lo mejor que puedan; escriban todos los sonidos que oigan.*

Say the word once, read the sentence if the meaning is unclear, and then say the word again. Work with groups of five words. You may want to stop testing when students miss three out of five words in a row. Have students check their papers for their names and the date. See Chapter 2 for further instructions on administration and interpretation.

### **Analyze Students' Papers**

Copy a feature guide for each student. Do not count reversed letters as errors. Staple the student's paper to the feature guide.

### **Directions for Using the Feature Guide**

For each word, check the features that are noted in the columns at the top of the feature guide on page 16. Add an additional point in the "words

spelled correctly" column if the word is correct. Note that not all orthographic features are scored for all words, and the number of feature points varies.

Total the number of points under each feature and across each word; this is a way to check your addition. The total score can be compared over time but the most useful information will be the feature analysis. Look down each feature column to determine the needs of individual students. For example, a student who spells 9 of the 10 *representación de sonidos* correctly is knowledgeable about these features although some review work might be in order. A student who spells 7 or 8 of the 10 *representación de sonidos* needs to be involved in word study around this feature. If a student did not get any points for a feature, then the feature is beyond the student's instructional range and earlier features need to be studied first.

Arrange students' papers in order from highest total points to lowest total points before transferring the numbers across the bottom row of each student's feature guide to the class composite on page 17. For a sense of your groups' needs and to form groups for instruction, *highlight* students who make *more than one error* on a particular feature. If you call out less than the total list, *adjust the totals* on the class composite accordingly.

Total the words spelled correctly and note where the student is within the stage: early, middle, or late. Create a Spelling-by-Stage Classroom Organization Chart such as the example on page 12 to organize word study groups and to find the developmental levels and types of features for students to study.

# Sentences to Use with Spanish Spelling Inventory

1. el	Me gusta el café. <i>el</i>
2. suma	Ana hace bien la suma. <i>suma</i>
3. pan	Quiero queso con mi pan. <i>pan</i>
4. red	Uso una red para pescar. <i>red</i>
5. campos	Los campos están listos para plantar. <i>campos</i>
6. plancha	Ten cuidado con la plancha. <i>plancha</i>
7. brincar	Vamos a brincar sobre el charco. <i>brincar</i>
8. fresa	La fresa es roja y dulce. <i>fresa</i>
9. aprieto	Yo aprieto la mano de mi hermanito. <i>aprieto</i>
10. guisante	El guisante crece bien en el jardín. <i>guisante</i>
11. quisiera	Yo quisiera viajar a la luna algún día. <i>quisiera</i>
12. gigante	Había un gigante feroz en el cuento. <i>gigante</i>
13. actrices	La película tenía buenas actrices. <i>actrices</i>
14. voy	Ya me voy a la casa. <i>voy</i>
15. hierro	Es fuerte porque está hecho de hierro. <i>hierro</i>
16. bilingüe	Cuando sabes dos idiomas, eres bilingüe. <i>bilingüe</i>
17. lápices	Todos mis lápices están rotos. <i>lápices</i>
18. extraño	Es muy extraño que los invitados no hayan llegado. <i>extraño</i>
19. autobús	El autobús nos lleva al parque. <i>autobús</i>
20. haya	Espero que haya tiempo para jugar. <i>haya</i>
21. geometría	La geometría es parte de las matemáticas. <i>geometría</i>
22. caimán	El caimán tiene muchos dientes. <i>caimán</i>
23. intangible	No puedes conseguir lo que es intangible. <i>intangibile</i>
24. herbívoro	El toro no come carne, es herbívoro. <i>herbívoro</i>
25. psicólogo	El psicólogo viene a la clase a ayudarnos. <i>psicólogo</i>