III. ASSESSMENT AND REVIEW

Assessment and review go hand-in-hand in Direct Instruction. *Spelling Mastery* lessons review and assess words and skills cumulatively. That is, words and skills are introduced, practiced, assessed, reviewed, expanded on, and continue to be reviewed and assessed throughout the program.

Types of Assessment

Spelling Mastery contains two types of assessment: formal and informal. Formal assessments include the following.

1. Placement Tests determine students' instructional levels.
2. End-of-Level or Criterion Tests may be used as a pretest and posttest to show student achievement.
3. Regular Assessment—Bonus Activities and Optional Weekly Tests in Levels A and B and Spelling Tests in Levels C through F assess the words and skills students have been learning.

In addition, there are informal assessments, such as Spelling Contests and Challenges, built into *Spelling Mastery*.

Placement Tests

Placement Tests help determine which level of *Spelling Mastery* is appropriate for a student. If a student has successfully completed one level of *Spelling Mastery,* it is not necessary to administer the Placement Test. Students should be able to go from one level of the program to the next without testing. Administer Placement Tests if you have doubts about where all your students should be placed in the program. You can find the Placement Tests on the following page.

Level Specific Placement Tests

Placement Tests help determine the appropriate instructional level of *Spelling Mastery* for students.

Students Being Considered For	May Be Given
Level A	Tests A, B
Level B	Tests A, B, C
Level C	Tests B, C, D
Level D	Tests C, D, E
Level E	Tests D, E
Level F	Test E

Administration Procedure The test may be administered individually or to a group.

1. (Introduce the test. Say:) You are going to write some words. Some of the words are hard to spell, so don't worry if you don't know them all. But you should do the best you can.
2. (Present the first word.)
   First word: **many.**
   What word? (Signal.) *Many.*
   Everybody, write **many.**
   TO CORRECT:
   - **a.** The word is (Pause.) **many.**
     There are **many** colours.
   - **b.** What word? (Signal.) *Many.*
     Everybody, write **many.**
3. (Repeat Step 2 for each word. Words are dictated in sentences only if students do not correctly identify the words in isolation.)

Placement Tests				
Test A	**Test B**	**Test C**	**Test D**	**Test E**
1. many	1. tough	1. listening	1. roomiest	1. exploration
2. hands	2. does	2. starred	2. featuring	2. critically
3. come	3. should	3. notable	3. injection	3. disproven
4. going	4. thought	4. lengthen	4. exercise	4. necessary
5. book	5. speak	5. believe	5. worthiness	5. preferred
6. sharp	6. ground	6. helplessness	6. duties	6. adventure
7. they	7. green	7. author	7. fashionable	7. commitment
8. stop	8. plant	8. stretcher	8. provision	8. fascinated
9. give	9. these	9. madness	9. misconception	9. admission
10. friend	10. tonight	10. previewed	10. athletes	10. environment

Scoring and Placement

Placement Tests are an initial guide for placing a student in a particular level of *Spelling Mastery.* A student's actual performance on lessons may indicate that another level is more appropriate for that student. See pages 15–16 for grouping and regrouping students.

The following table indicates placement criteria.

The primary prerequisite skill for students entering Level A is knowledge of letter names. Students who don't know their letter names are not ready for the program. McGraw Hill Phonemic Awareness program is recommended for these students.

Test A	
5–10 errors	Place in Level A
0–4 errors	Give Test B
Test B	
5–10 errors	Place in Level B
0–4 errors	Give Test C
Test C	
5–10 errors	Place in Level C
0–4 errors	Give Test D
Test D	
5–10 errors	Place in Level D
0–4 errors	Give Test E
Test E	
5–10 errors	Place in Level E
0–4 errors	Place in Level F