



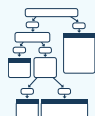
Spelling Placement Test

For All About® Spelling

by Marie Rippel

Important: Please Read!

This Placement Test will help you determine which level of *All About Spelling* is the best match for your student.



Begin with the placement flow chart on the next page. This flow chart is all that most people will need in order to determine placement.

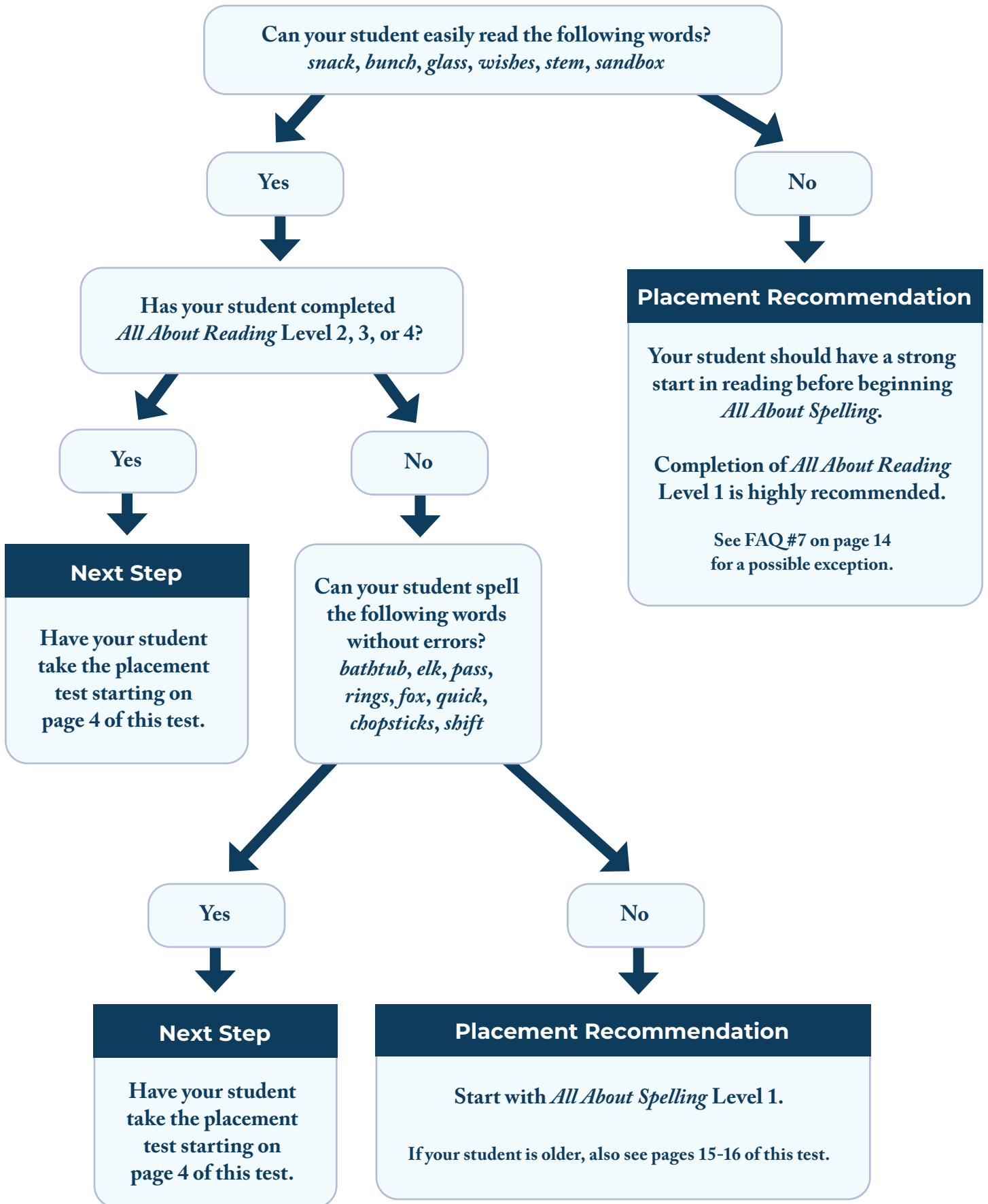


In some cases, the flow chart will advise you to have your student take the placement test. The placement test begins on page 4.



After completing the flow chart and placement test, please be sure to see our Frequently Asked Questions on page 13. And if you have additional questions about placement, please contact us at support@allaboutlearningpress.com or 715-477-1976. We're here to help!

Placement Flow Chart



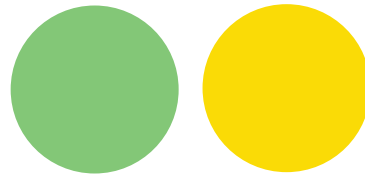
Placement Test - Part 1

Determine If Your Student Can Segment Words

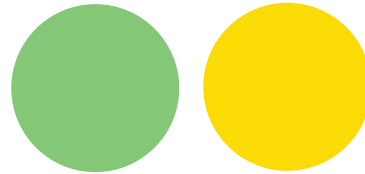
First we will test your student's ability to segment words into sounds. In segmenting, we take the individual sounds apart and say each one separately. For example, there are three separate sounds in the word *cat*: /c/-/ă/-/t/.

Follow the script below to guide your student through the segmenting test.

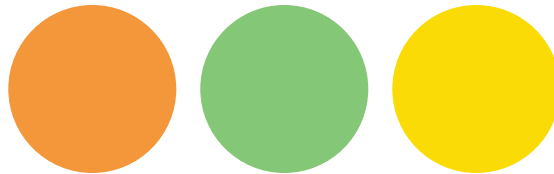
"This is a pie. Watch as I break up the word *pie*: /p/-/ī/. *Pie*." Working from left to right, touch a circle for each sound as you say it.



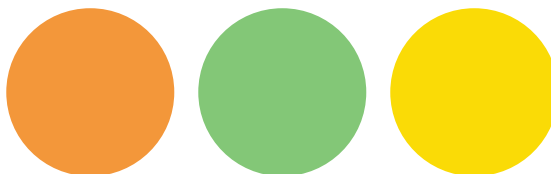
"Now it's your turn. This is a knee. Break the word *knee* into its sounds and touch a circle for each sound." *Student says /n/-/ē/.*



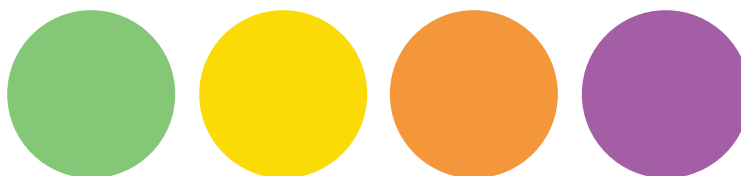
"The next word is *pig*." *Student says /p/-/ī/-/g/.*



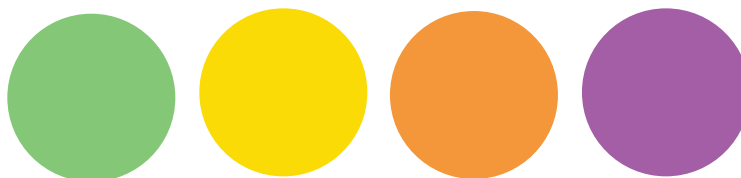
“The next word is *map*.” Student says /m/-/ā/-/p/.



“The next word is *tent*.” Student says /t/-/ē/-/n/-/t/.



“The last word is *flip*.” Student says /f/-/l/-/ī/-/p/.



Was your student able to easily segment these words into sounds?

Yes: Move on to Part 2 on the next page.

No: Begin with *All About Spelling* Level 1. Your student will learn segmenting, a crucial skill in the *All About Spelling* program.

Placement Test - Part 2

Determine Which Phonograms Your Student Knows

Follow the script below to determine if your student knows the sounds of the first 32 phonograms taught in *All About Spelling*.

Point to the letter j. “*The letter j says /j/.*”



“Some letters say two or more sounds. For example, s says /s/-/z/.”



“Now it’s your turn. Let’s see if you know the sounds of any of these letters or letter combinations.”
Point to each box. If your student knows the sounds, place a checkmark in the box.

Check your student’s answers against the answer key on page 7.

a ☐	g ☐	n ☐	p ☐	c ☐	i ☐	e ☐	h ☐
d ☐	z ☐	b ☐	t ☐	qu ☐	u ☐	l ☐	w ☐
r ☐	o ☐	k ☐	f ☐	x ☐	m ☐	v ☐	y ☐
ch ☐	ng ☐	th ☐	ck ☐	sh ☐	nk ☐		

Note: If needed, go to blog.allaboutlearningpress.com/phonograms#app to hear the sounds of the phonograms shown in the answer key below.

Answer Key

a /ă/-/ā/-/ah/	g /g/-/j/	n /n/	p /p/	c /k/-/s/	i /ī/-/ī/-/ē/	e /ě/-/ē/	h /h/
d /d/	z /z/	b /b/	t /t/	qu /kw/	u /ŭ/-/ū/-/ō/	l /l/	w /w/
r /r/	o /ō/-/ō/-/ō/-/ŭ/	k /k/	f /f/	x /ks/	m /m/	v /v/	y /y/-/ī/-/ī/-/ē/
ch /ch/-/k/-/sh/	ng /ng/	th /th/-/th/	ck /k/	sh /sh/	nk /nk/		

Was your student able to easily identify the phonograms by their sound(s)?

Yes: Move on to Part 3 on the next page.

No: Begin with *All About Spelling* Level 1. Your student will learn the sounds of the phonograms, which is a foundational skill in the *All About Spelling* program.

Placement Test - Part 3

Determine If Your Student Can Write Phonograms from Dictation

Follow the script below to determine if your student knows how to write the phonograms from dictation. You will find a worksheet on the next page for your student to fill out as you dictate the phonograms.

Note: If needed, go to blog.allaboutlearningpress.com/phonograms#app to hear the sounds of the phonograms.

“I am going to dictate a sound and you will write the letter that makes that sound. You can write the letter on any circle on your worksheet.”

Dictate the following sounds:

/m/ *Student writes m.*

/p/ *Student writes p.*

/w/ *Student writes w.*

/b/ *Student writes b.*

“Some letters have two or more sounds. I’ll dictate the sounds and you write the letter or letter combination.”

/ī/-/ī/-/ē/ *Student writes i.*

/s/-/z/ *Student writes s.*

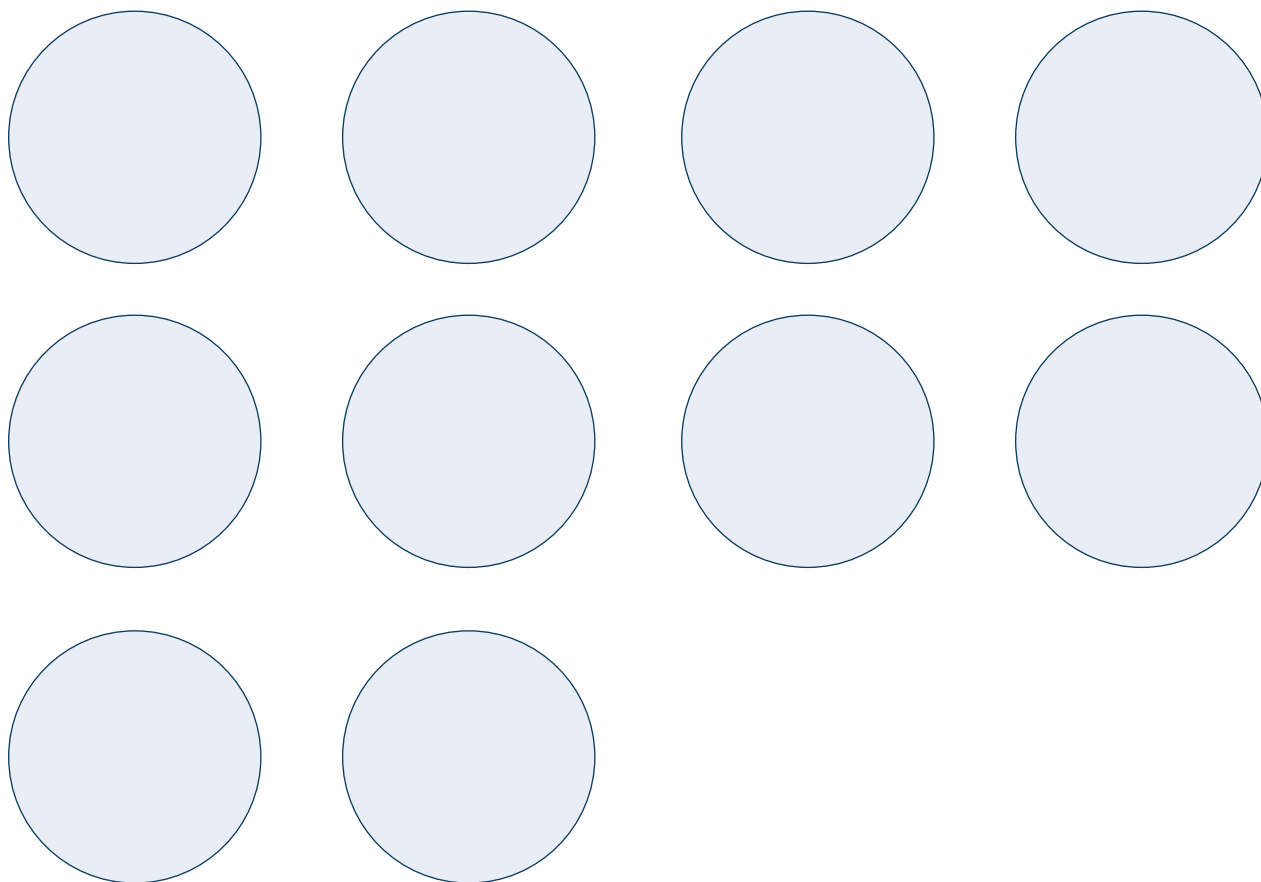
/y/-/ī/-/ī/-/ē/ *Student writes y.*

/ch/-/k/-/sh/ *Student writes ch.*

/c/-/s/ *Student writes c.*

/ō/-/ō/-/ō/-/ū/ *Student writes o.*

Write the phonograms in the circles below.



Was your student able to easily identify the phonograms by their sound(s) and write them in the circles?

Yes: Move on to Part 4 on the next page.
No: Begin with *All About Spelling* Level 1.

Placement Test - Part 4

Test Ability to Spell Short Vowel Words

Dictate the following words and have your student write them.

ask	dresses	six	clamshell
stiff	pink	camp	shrunk
trucks	quick	neck	left
milkman	crisp		

Was your student able to easily spell these words?

Yes: Move on to Part 5 on the next page.

No: Begin with *All About Spelling* Level 1.

Placement Test - Part 5

Test Student's Knowledge of Basic Spelling Rules

Ask your student the following spelling rule questions.

Spelling Rule Question	Answer
Name the vowels.	<u>a</u> , <u>e</u> , <u>i</u> , <u>o</u> , <u>u</u> , and sometimes <u>y</u>
A consonant is _____.	any letter that is not a vowel
Say the short sounds of the vowels.	/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/
Every word has at least one _____.	vowel
Names start with a _____.	capital letter
How many syllables are in each of the following words? <i>leaf, coat, sister, poster, shirt, computer, road, playground</i>	leaf (1), coat (1), sister (2), poster (2), shirt (1), computer (3), road (1), playground (2)
<u>C</u> says /s/ before what three letters?	<u>e</u> , <u>i</u> , and <u>y</u>
1. What are two ways to spell the sound of /k/ at the beginning of a word? 2. Which letter do we try first?	1. <u>c</u> and <u>k</u> 2. <u>c</u>
Which letters are often doubled after a single vowel at the end of a one-syllable word?	<u>f</u> , <u>l</u> , and <u>s</u>
<u>CK</u> is used only after _____.	a short vowel
“Plural” means _____.	more than one
Two common ways to make a word plural are by adding _____ or _____.	<u>s</u> or <u>es</u>
Ask your student to find the base words of <i>hugs, lunches, rocks, glasses</i> .	hug, lunch, rock, glass
Say the long vowel sounds.	/ā/, /ē/, /ī/, /ō/, /ū/
A vowel in a closed syllable is usually (long or short).	short
A vowel in an open syllable is usually (long or short).	long

Was your student able to answer at least 12 of the questions above?

Yes: Move on to Part 6 on the next page.

No: Begin with *All About Spelling* Level 1. Your student will learn these spelling rules through demonstrations and hands-on activities.

Placement Test - Part 6

Test Ability to Write Sentences from Dictation

Dictate the following sentences and have your student write them.

1. The map can help us.
2. Hand me the red backpack.
3. Stick a stamp on the box.
4. Fill six cups with milk.

Was your student able to write these sentences from dictation without spelling errors *and* successfully complete Parts 1-5 of this placement test?

Yes: Begin with *All About Spelling* Level 2.

(You may also wish to purchase the *All About Spelling* Level 1 Student Packet so you can review the phonograms, sounds, and spelling rules that are taught in Level 1.)

No: Begin with *All About Spelling* Level 1.

Frequently Asked Questions about Placement



FAQ #1: Do level numbers correspond to grade levels?

Since *All About Spelling* is mastery-based, the level numbers do not correspond to grade levels. For example, Level 1 doesn't have to be completed in first grade. Placement for spelling is based on the student's knowledge of spelling rules and concepts rather than grade level, reading level, or the words a student has memorized.



FAQ #2: Why do most students start in Level 1?

All About Spelling is a building block program—each level builds upon the previous one. The rules and concepts learned in Level 1 are applied in Level 2, and then those are applied in Level 3, and so on. To prevent any gaps in knowledge, we suggest that most students start with Level 1.



FAQ #3: What if my student needs remedial spelling?

Struggling spellers of any age should begin in *All About Spelling* Level 1. This ensures that there will be no gaps in your student's learning. You can move as quickly or as slowly as your student needs. If you are working with an older student, he probably understands some of the concepts but not others. In this case, very quickly skim the parts that he already knows and slow down on the parts that he needs to learn.



FAQ #4: How can I use Level 1 with an older student?

All About Spelling can easily be adapted for use with older students. See page 15 for useful tips on using Level 1 with older students.



FAQ #5: Can I start higher than Level 2?

All About Spelling Level 2 focuses on learning the syllable types, when they are used, and how they affect spelling. This information is foundational for higher levels of spelling. Three syllable rules are introduced in Level 2, and then more in Level 3 and up. For this reason, we generally don't recommend starting higher than Level 2.

If you think your student might be able to start at a higher level, please visit our [Scope and Sequence](http://bitly.com/SpellingScopeSequence) webpage (<http://bitly.com/SpellingScopeSequence>) to review the concepts taught at each level. Your student must know all the rules and strategies from each previous level to start in a higher level. If you decide to begin with a higher level, you would need to purchase the Student Packets from all previous levels if you want to have those cards for review purposes.

You can also try [sample lessons](http://bit.ly/SpellingSampleLessons) from each level (<http://bit.ly/SpellingSampleLessons>).



FAQ #6: Why should I wait until my student can read?

There are three main reasons to delay spelling instruction until after your student has begun reading.

1. While learning to read, students pick up basic skills that will enable them to spell more easily.
2. It is easier to decode words than it is to encode words.
3. Reading helps a student establish a visual memory of many words, which makes spelling much easier.

On the other hand, it is important not to wait too long to begin spelling instruction. You want to teach spelling before your student needs it for other subjects so he has skills and confidence as early in his school career as possible.



FAQ #7: What if my student can't read yet, in spite of instruction? Can we start spelling instruction?

Some students are actually able to wrap their minds around spelling more easily than reading. These students are usually very analytical, and some of them have tried to learn to read so many times that they are frustrated with the whole process. Most often, their previous reading programs have let them down and they feel like they've hit a wall. In these cases, begin with *All About Spelling* Level 1 even though the student can't read yet. Then add in reading instruction when your student is ready to try again. Learning to spell through this unique approach can be the key for learning to spell *and* read.

Using *All About Spelling* Level 1 with Older Students

Step 1

Adjust the First Few Levels to Your Student's Needs

Most older students should begin *All About Spelling* with Level 1. The words in Level 1 are easy to spell, but many students have not learned the concepts behind them, and these concepts are crucial for success throughout the program. For example, most struggling students will know how to spell *cat*, but they don't know **why cat is spelled with a c instead of a k**. They obviously don't need to practice spelling the word *cat*, but they may need to learn the concept so they can apply it to words like *emergency* and *concentrate*. The beginning levels fill in important gaps like this.

Here are some other Level 1 concepts that older learners may not be familiar with but that will be a huge help when they get to higher-level words:

- The **sounds of the vowels**, including the letter *y*. (Does your student know all four sounds of the letter *o*?)
- How to **segment words**
- How to **make words plural**
- The difference between an **open syllable** and a **closed syllable**

Step 2

Consider How You Present the Program

To help older kids understand why it's important to start with Level 1, try comparing the program to something they can relate to, like video games or swimming lessons. Your student may understand that even though the first level of a game (or of swimming lessons) may seem easy, that doesn't mean he should jump ahead to the fifth level. But it does mean that he can go quickly through the earlier levels, learning what he needs to know so that when he does get to the higher levels, he isn't overwhelmed by **having to learn too much at once**.

Anna Gillingham, co-founder of the **Orton-Gillingham approach**, put it this way: "Go as fast as you can, but as slow as you must."

With older learners, you will probably go much faster than you would with a younger student, but be prepared to slow down if you reach a concept that your student doesn't understand. Your goal is to achieve **mastery**.

Step 3

Have Your Student Teach a Concept Back to You Using Letter Tiles

When your student can teach a spelling concept back to you, it's a good sign that he or she has mastered a concept or group of words and is ready to move on. But if your student has to stop and think it through or seems challenged, spend more time on that particular lesson.

**Step
4**

Customize the Lessons for Your Student

Older students will need to have the program customized to meet their needs, with specific customizations determined by a student's prior spelling knowledge. [Download this PDF](#) for ideas on how to customize the first sixteen lessons of *All About Spelling* Level 1 (<http://bit.ly/First-Sixteen>). Of course, you may need to use different customizations for your students, but this PDF will give you some ideas to get started.

Still have questions?

Please contact us! We'd be happy to help with placement. Call us at 715-477-1976 or email us at support@allaboutlearningpress.com.