

PHONOLOGY

CORE

PHONETIC SPELLING INVENTORY

WHAT?

The Developmental Spelling Inventory is a screening instrument designed to measure the child's:

- Application of the alphabetic principle to spelling words
- Utilization of conventional spelling
- Developmental stage

WHY?

In order to be an effective reader and writer, the child needs to understand how to use the alphabetic code and apply this knowledge to spelling. The child's writing samples are another indication of spelling development. By identifying a student's developmental stage, teachers are able to provide word study at an appropriate level.

HOW?

Teacher administers to whole class.

| <u>Inventory Level</u> | <u>Development Stage</u> | <u>Grade Level Appropriate Level</u> |
|------------------------|--------------------------|--------------------------------------|
| Level I | Letter name | Core Grade 1 |
| Level II | Within Word pattern | Core Grade 2-3 |
| Level III | Syllables and Affixes | Core Grade 3-5 |
| Level IV | Derivational Constancy | 6 and above |

Scoring and Analysis

Place a √ next to each correct feature and circle each incorrect feature. Figure totals as needed.

Spelling Stages

A. **Preliterate:** The child has incomplete knowledge of the alphabet. Characteristics are:

- marks on the page
- scribbling in conventional direction
- symbols or known letters represented in "pretend writing"

1. **Letter Name:**

At the beginning of this stage students use the actual names of the letters of the alphabet to spell. The use of consonants dominates the beginning of this stage. Characteristics of beginning letter name stage spellers:

- syllabic writing - key sounds are spelling (*p* for *stop*)
- letters are recorded that represent the beginnings of words; may begin to use letters to stand for ending sounds as well.

Further characteristics within this stage are:

- child relies on how sounds are made in the mouth (jrv for drive)
- a vowel in each word
- consonant blends and digraphs used
- short vowels used
- subtle, embedded consonants are recorded (i.e., the *m* in *bump* is recorded correctly and not omitted)

2. **Within Word Pattern:** Students begin to examine long vowel patterns of single syllable words in detail and begin to understand the infrequent vowel patterns and complex consonant patterns. Characteristics are:
 - long vowels (*trane* for *train*/*bote* for *boat*) used and confused
 - many single syllable long vowels spelled correctly (*drive*, *train*, *chase*)
 - consonant blends and digraphs integrated correctly in words
 - low frequency consonant blends and digraphs spelling correctly (*caught*)
3. **Syllables & Affixes:** Children begin to apply the knowledge they have for single-syllable patterns in multi-syllable words. Characteristics are:
 - consonant doubling when short vowel is present (*popping*)
 - using plurals and other endings correctly (*-es*; *-ing*)
 - using less frequent affixes (*pre-*; *con-*; *op-*) and suffixes (*-ure*; *-ar*; *-ent*)
4. **Derivational Relations:** Children explore the spelling/meaning relationships of words and discover that words related in meaning are often related in spelling as well, despite changes in sounds. Characteristics are:
 - knowledge of derived spelling (*pleasure*, *confide*, *opposition*)

Phonetic Spelling Inventory

Student Response Form

Level _____

Total
Score

Student: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL I

Instructions: Let the 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 be a better teacher by doing their best. **Students are not to study these words.** That would invalidate the purpose of this inventory, which is to find out what they truly know.

Call the words as you would for any test. Use the words in a sentence to be sure the students know the exact word.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

Set One

1. fan I am a baseball fan. *fan*
2. pet I have a pet cat. *pet*
3. dig He will dig a hole. *dig*
4. mop He said he will use a mop to clean up the mess. *mop*
5. rope The rope was used to tie the box to the top of the car. *rope*

Set Two

6. wait You will need to wait for a letter. *wait*
7. chunk A chunk of ice fell off the roof. *chunk*
8. sled The dog sled was pulled by huskies. *sled*
9. stick I used a stick to pole in the hole. *stick*
10. shine He rubbed to coin to make it shine. *shine*

Set Three

11. dream Do you ever dream of being an astronaut? *dream*
12. blade He bought a new blade for his skates. *blade*
13. coach The coach called the team over to the bench. *coach*
14. fright She was a fright in her Halloween costume. *fright*
15. snowing It would be snowing if it were a little colder. *snowing*

Set Four

16. talked They talked all day about their trip. *talked*
17. camping Shirley said that her family went camping. *camping*
18. thorn The thorn from the rose bush stuck in his finger. *thorn*
19. shouted They shouted at the driver as he ran through a red light. *shouted*
20. spoil The food will spoil if it sits out too long. *spoil*

Set Five

21. grow The plant will grow six inches in the summer. *grow*
22. chirp The baby birds will chirp when they are hungry. *chirp*
23. clapped The magician clapped her hands twice and the alligator vanished. *clapped*
24. tries In basketball, the center tries to block the shot. *tries*
25. hiking They started hiking up the mountain this morning. *hiking*

Adapted from Words Their Way 2000

LOWER CORE

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL II

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the 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 be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

Set One

1. bed I hopped out of bed this morning. *bed*
2. ship The ship sailed around the island. *ship*
3. when When will you come back? *when*
4. lump He had a lump on his head after he fell. *lump*
5. float I can float on the water with my new raft. *float*

Set Two

6. train I rode the train to the next town. *train*
7. place I found a new place to put my books. *place*
8. drive I learned to drive a car. *drive*
9. bright The light is very bright. *bright*
10. shopping Mother went shopping at the grocery store. *shopping*

Set Three

11. spoil The food will spoil if it is not kept cool. *spoil*
12. serving The restaurant is serving dinner tonight. *serving*
13. chewed The dog chewed up my favorite sweater yesterday. *chewed*
14. carries She carries apples in her basket. *carries*
15. marched We marched in the parade. *marched*

Set Four

16. shower The shower in the bathroom was very hot. *shower*
17. cattle The cowboy rounded up the cattle. *cattle*
18. favor He did his brother a favor by taking out the trash. *favor*
19. ripen The fruit will ripen over the next few days. *ripen*
20. cellar I went down to the cellar for the can of paint. *cellar*

Set Five

21. pleasure It was a pleasure to listen to the choir sing. *pleasure*
22. fortunate It was fortunate that the driver had snow tires during the snowstorm. *fortunate*
23. confident I am confident that we can win the game. *confident*
24. civilize They had the idea that they could civilize the forest people. *civilize*
25. opposition The coach said the opposition would give us a tough game. *opposition*

Adapted from Words Their Way 2000

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL III

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the 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 be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can.

Have students check their papers for their names and the date.

Set One

1. speck There was a speck of mud on his windshield. *speck*
2. switch The light switch was turned on. *switch*
3. throat The doctor said the baby had a sore throat. *throat*
4. nurse The nurse told the patient that her fever was high. *nurse*
5. scrape The carpenter will scrape the paint off of the desk. *scrape*

Set Two

6. charge What will you charge for this coat? *charge*
7. phone Please use the phone to call home. *phone*
8. smudge You could see the smudge of chocolate on the paper. *smudge*
9. point The point of the knife was sharp. *point*
10. squirt The clown had a flower to squirt water. *squirt*

Set Three

11. drawing The drawing of the horse was done in charcoal. *drawing*
12. trapped The miners were trapped in the tunnel for two days. *trapped*
13. waving The crowd was waving to the senator as the train left the station. *waving*
14. powerful The jaws were powerful for chewing food. *powerful*
15. battle They won the battle but lost the war. *battle*

Set Four

16. fever A high fever can be dangerous. *fever*
17. lesson The music lesson was last Tuesday. *lesson*
18. pennies They danced for pennies at the fair. *pennies*
19. fraction One-half is a fraction. *fraction*
20. sailor To be a sailor on the high seas was his dream. *sailor*

Set Five

21. distance What is the distance from her to there? *distance*
22. confusion There was some confusion about who would drive to the movie. *confusion*
23. discovery The scientist made a discovery after many hours in the lab. *discovery*
24. resident How long have you been a resident of this state? *resident*
25. visible The star was visible with a telescope. *visible*

PHONETIC SPELLING INVENTORY WORD LIST - LEVEL IV

This is a short spelling inventory to help you learn about your students' orthographic knowledge. The results of the spelling inventories will have implications for reading, writing, vocabulary, and spelling instruction. **Students are not to study these words.** That would invalidate the purpose of this inventory which is to find out what they truly know.

Instructions: Let the 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 be a better teacher by doing their best.

Possible script: "I am going to ask you to spell some words. Try to spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can."

Have students check their papers for their names and the date.

1. confusion There was confusion when there was a power failure. *confusion*
2. pleasure It was our pleasure to have you come over. *pleasure*
3. resident Mr. Squires has been a resident of this town for over forth years. *resident*
4. confidence I have confidence in Donna. *confidence*
5. fortunate We were fortunate to have gotten back safely. *fortunate*
6. opposition The coach said the opposition would give us a touch game. *opposition*
7. prosperity During this period of prosperity, our income increased dramatically. *prosperity*
8. succession He fired several shots in rapid succession. *succession*

If you wish, stop here, check papers, discontinue, or go to Spelling Inventory - Level III if a student misspells five out of the first eight words.

9. emphasize In conclusion, I want to emphasize the most important points. *emphasize*
10. correspond The president must correspond with many people each day. *correspond*
11. commotion The audience heard the commotion backstage. *commotion*
12. propellant The booster rocket is fueled by a liquid propellant. *propellant*
13. hilarious John thought the comedian was absolutely hilarious. *hilarious*
14. criticize The boss will criticize you for your work. *criticize*
15. reversible Terry wears a reversible coat in the winter. *reversible*
16. category I will put the bottles in one category and the can in another. *category*
17. adjourn The meeting will adjourn at five o'clock. *adjourn*
18. excerpt I am going to read one excerpt from this chapter. *excerpt*
19. indictment The attorney general made the indictment based on the grand jury's findings.
indictment
20. camouflage The soldier wore camouflage to avoid detection. *camouflage*

Adapted from Words Their Way 2000



No Excuses Words

WHAT are No Excuses words?

No Excuses words are words that are most often used in writing. The attached word lists are sequenced in order from most (#1) to least (#100) commonly used. Many of these words are among the oldest words in our language and therefore have archaic etymologies.

WHERE did the words come from?

Numerous studies have identified these words. (See references.) The list of PUSD No Excuses words is derived from looking at word frequency in the contexts of children's writing, content area books and children's literature.

WHY teach No Excuses words?

The 100 most frequently used words in writing comprise 50% of all words used in adult writing! Knowing these words quickly, effortlessly and automatically gives students opportunities to think about the content of their writing rather than struggle over the spelling of a word.

Spelling is used as a "literacy yardstick" and we want our students to "measure up" as literate communicators. A word spelled incorrectly in a written piece sends a message that the writer is illiterate or careless, and the message being conveyed is compromised.

HOW are No Excuses (high frequency) words different from the words I teach in Houghton Mifflin?

All of the No Excuses words appear SOMEWHERE in the Houghton Mifflin program, though they do not appear in order of frequency. Rather, they appear whenever they happen to fit in with the linguistic element being featured. No Excuses words also appear as "Words for Writing" or "blue elephant" words. Since the focus of the Houghton Mifflin program is teaching children linguistic features and patterns, memorization, as a learning /teaching strategy, is not emphasized. In other words,

**Houghton Mifflin words, features, and patterns are GENERALIZED,
whereas "No Excuses" words are MEMORIZED!**

If you think of the No Excuses words like you think of math facts you will have a clear understanding of how these words fit into the overall spelling competence of our students. We expect children to simply know these words automatically, regardless of their developmental stage. Even a very poor speller should have at least the first 100 (grades 3-8) words memorized and used correctly in all of their written work all of the time!

No Excuses Words Grade Level Expectations (by end of the year)

| Grade Level | Words to be Learned from the No Excuses List |
|----------------|--|
| Kindergarten | Words # 1 – 10 |
| First | Words # 1 – 50 (#11-50 instructional) |
| Second | Words # 1 – 100 (#51-100 instructional) |
| Third – Eighth | Words # 1 – 100 Reinforce Only |

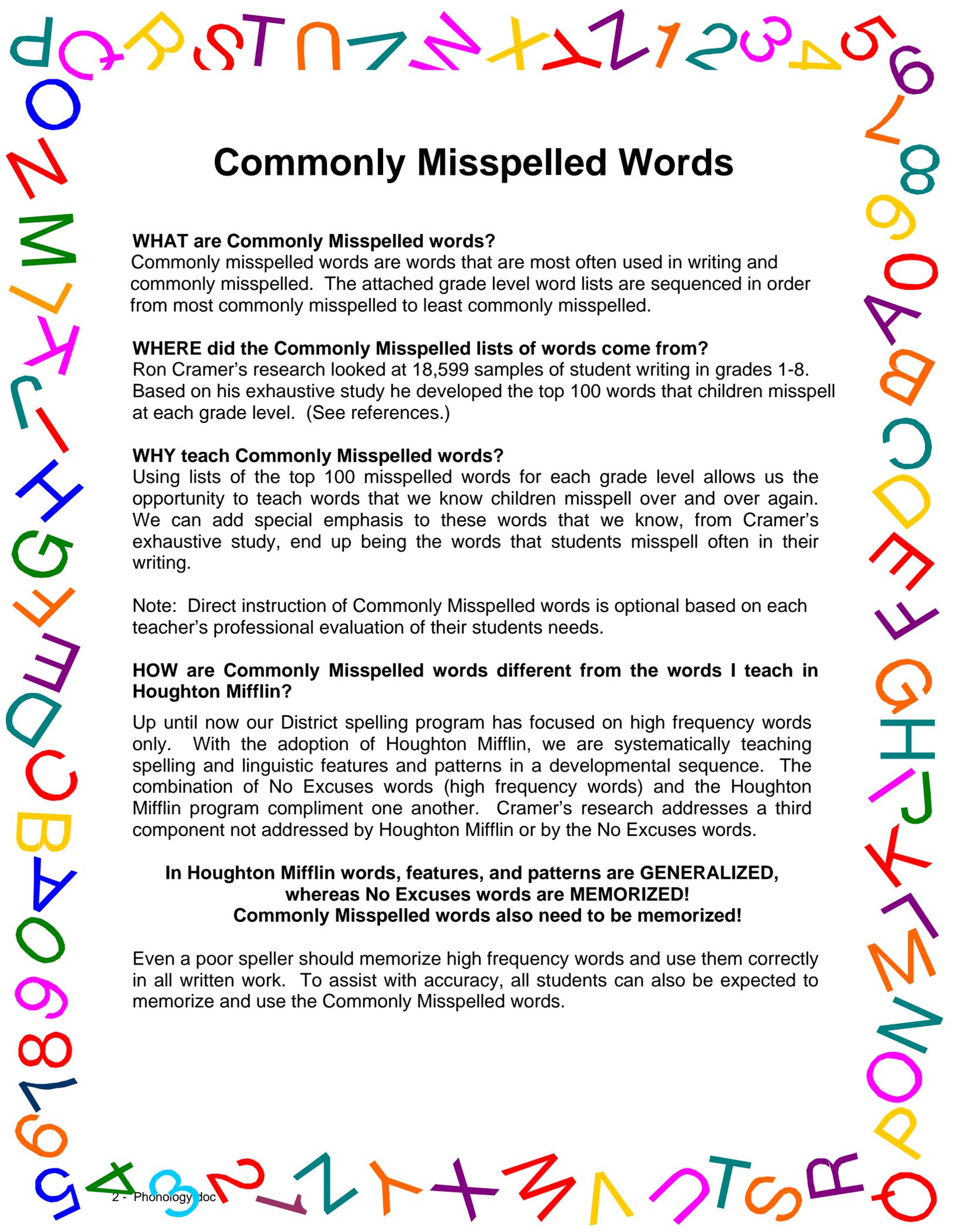
The words are found on the attached list of No Excuses Words.

NO EXCUSES WORDS

FIFTH GRADE



| | | | |
|--------|--------|--------|-------|
| a | has | my | these |
| about | have | no | they |
| after | he | not | this |
| all | her | now | time |
| an | him | of | to |
| and | his | on | two |
| are | how | one | up |
| as | I | only | use |
| at | if | or | very |
| be | in | other | was |
| been | into | out | water |
| but | is | over | way |
| by | it | people | we |
| called | its | said | were |
| can | just | see | what |
| could | know | she | when |
| did | like | so | where |
| do | little | some | which |
| down | long | than | who |
| each | made | that | will |
| find | make | the | with |
| first | many | their | words |
| for | may | them | would |
| from | more | then | you |
| had | most | there | your |



Commonly Misspelled Words

WHAT are Commonly Misspelled words?

Commonly misspelled words are words that are most often used in writing and commonly misspelled. The attached grade level word lists are sequenced in order from most commonly misspelled to least commonly misspelled.

WHERE did the Commonly Misspelled lists of words come from?

Ron Cramer's research looked at 18,599 samples of student writing in grades 1-8. Based on his exhaustive study he developed the top 100 words that children misspell at each grade level. (See references.)

WHY teach Commonly Misspelled words?

Using lists of the top 100 misspelled words for each grade level allows us the opportunity to teach words that we know children misspell over and over again. We can add special emphasis to these words that we know, from Cramer's exhaustive study, end up being the words that students misspell often in their writing.

Note: Direct instruction of Commonly Misspelled words is optional based on each teacher's professional evaluation of their students needs.

HOW are Commonly Misspelled words different from the words I teach in Houghton Mifflin?

Up until now our District spelling program has focused on high frequency words only. With the adoption of Houghton Mifflin, we are systematically teaching spelling and linguistic features and patterns in a developmental sequence. The combination of No Excuses words (high frequency words) and the Houghton Mifflin program compliment one another. Cramer's research addresses a third component not addressed by Houghton Mifflin or by the No Excuses words.

**In Houghton Mifflin words, features, and patterns are GENERALIZED,
whereas No Excuses words are MEMORIZED!
Commonly Misspelled words also need to be memorized!**

Even a poor speller should memorize high frequency words and use them correctly in all written work. To assist with accuracy, all students can also be expected to memorize and use the Commonly Misspelled words.

100 Most Commonly Misspelled Words

GRADE 5

a lot
too
their
there
because
favorite
that's
finally
out
they're
it's
really
different
where
again
until
friend
they
you're
friends
through
were
believe
know
something

probably
Christmas
to
when
didn't
heard
then
we're
everybody
Mom
everyone
one
went
decided
especially
getting
Halloween
off
always
whole
happened
I'm
into
maybe
said

there's
thought
upon
usually
Dad
knew
sometimes
want
which
caught
let's
stopped
TV
beautiful
before
buy
Dad's
doesn't
everything
except
tried
and
another
clothes
don't

excited
outside
piece
school
field
friend's
myself
since
family
grabbed
once
people
right
should
vacation
weird
what's
already
college
exciting
first
himself
surprised
threw
aren't

Teaching No Excuses and Commonly Misspelled Words

The Focus is on Memorization.

Word Sorting activities are ineffective for memorizing words. Sorts are for learning to generalize!

Teach students to MEMORIZE by using:

Flashcards
Partner Checks
Dry Erase Boards
Rainbow Writing
Magnetic Letters

Dictate and Write (timed)
“Mad Minute”
Writing in the Air
Ghost Writing on the Board
Copy-cover-write and check

Assessment and Accountability for No Excuses and Commonly Misspelled Words:

1. Check accuracy in student writing, not just on a spelling test. With these words in particular students very often will spell them correctly in isolation on a spelling test. However, in the context of writing they misspell the “No Excuses” words. Check these words in the context of their writing by counting down the first 10 lines of a piece of student writing. Check for accuracy of No Excuses Words and Commonly Misspelled Words.
2. Option Pre-Test at the beginning of the year.
3. Random inclusion of these words on other spelling tests.
4. Issue “Spelling Tickets” for spelling “violations” of the No Excuses and Commonly Misspelled Words.
5. Have students “sign-in” in a spelling log every time they miss one of the No Excuses or Frequently Misspelled Words. Set up the spelling log in alphabetical order with one page for each of the words. Students sign in on the page of the word they missed.

THE REWARDS TEST

WHAT?

The Rewards Test is an assessment that measures decoding ability. It focuses on multi-syllabic words, and prefixes and suffixes.

WHY?

Proficient readers have many strategies for decoding unfamiliar in-print words. The Rewards Test allows students to demonstrate their ability to read multi-syllabic words.

HOW?

Administration

Ask the student to read the words from the student list. Teacher places check above each syllable that is read correctly. If a word is read incorrectly record the student's response as closely as possible in the Words Correct column. If the word is read correctly record a + (plus sign) in the Words Correct column.

Scoring and Analysis

Each word receives two scores:

- 1) One point is given for each word read correctly for a total score of 20.
- 2) Each syllable within each word read correctly is given one point for a total correct of 78.

A percentage score can be tabulated for each column.

STUDENT SHEET FOR REWARDS

| |
|--------------------|
| 1. consider |
| 2. distasteful |
| 3. promotion |
| 4. abnormal |
| 5. continent |
| 6. argument |
| 7. disturbance |
| 8. comprehensive |
| 9. expressionless |
| 10. meaningfulness |

| |
|---------------------|
| 11. entertainment |
| 12. unavoidable |
| 13. circumstantial |
| 14. glamorously |
| 15. confederate |
| 16. astonishingly |
| 17. instrumentalist |
| 18. fundamentally |
| 19. impracticality |
| 20. communication |

REWARDS - PRE/POST Teacher Recording Form

| Word | Word Parts Correct (Cross out correct word parts) | Words Correct (+)/ Words Incorrect (-) |
|---------------------|--|---|
| 1. consider | 1. con sid er 3 | |
| 2. distasteful | 2. dis taste ful 3 | |
| 3. promotion | 3. pro mo tion 3 | |
| 4. abnormal | 4. ab norm al 3 | |
| 5. contingent | 5. con tin ent 3 | |
| 6. argument | 6. ar gu ment 3 | |
| 7. disturbance | 7. dis turb ance 3 | |
| 8. comprehensive | 8. com pre hen sive 4 | |
| 9. expressionless | 9. ex pres sion less 4 | |
| 10. meaningfulness | 10. mean ing ful ness 4 | |
| 11. entertainment | 11. en ter tain ment 4 | |
| 12. unavoidable | 12. un a void able 4 | |
| 13. circumstantial | 13. cir cum stan tial 4 | |
| 14. glamorously | 14. glam or ous ly 4 | |
| 15. confederate | 15. con fed er ate 4 | |
| 16. astonishingly | 16. as ton ish ing ly 5 | |
| 17. instrumentalist | 17. in stru ment al ist 5 | |
| 18. fundamentally | 18. fun da ment al ly 5 | |
| 19. impracticality | 19. im pract ic al ity 5 | |
| 20. communication | 20. com mun i ca tion 5 | |
| | Total number of correct word parts _____/78 Percentage correct _____% | Total correct Words _____/20 _____% |

THE NAMES TEST

WHAT?

The Names Test is an assessment that measure decoding ability. The names listed in the Names Test contain all the major phonetic elements.

WHY?

Proficient readers have many strategies for decoding unfamiliar-in-print words. The Names Test allows students to demonstrate their ability to apply their decoding strategies.

HOW?

Administration

Ask the student to look at the student names sheet. Read the directions to the student: *“Pretend you are the teacher who is taking attendance on the first day of school. Please read your new students’ names form the list.”* Record student responses on score sheet

Using the Teacher Score sheet, place a check above each name that the student read correctly. If a name is misread, record the student’s response as closely as possible above the name on the scoring sheet.

Scoring and Analysis

Tally up the errors for each phonics category. Using the scoring matrix, look for categories in which the student has multiple errors. Multiple miscues in a category indicate the need for further instruction in this area.

Names

Student Sheet

Directions: Pretend you are a teacher who is taking attendance on the first day of school. Please read your students' names from this list.

Jay Conway

Grace Brewster

Tim Cornell

Ned Westmoreland

Chuck Hoke

Ron Smitherman

Yolanda Clark

Troy Whitlock

Kimberly Blake

Vance Middleton

Roberta Slade

Zane Anderson

Homer Preston

Bernard Pendergraph

Gus Quincy

Shane Fletcher

Cindy Sampson

Floyd Sheldon

Chester Wright

Dean Bateman

Ginger Yale

Austin Shepherd

Patrick Tweed

Bertha Dale

Stanley Shaw

Neal Wade

Wendy Swain

Jake Murphy

Glen Spencer

Joan Brooks

Fred Sherwood

Gene Loomis

Flo Thornton

Thelma Rinehart

Dee Skidmore

From Cunningham, Pat. (1990, October). The names Test: A quick assessment of decoding ability *The Reading Teacher*, 44 (2), 124-129

Decoding Ability Assessment: The Names Test

Developed by Dr. Patricia Cunningham

Teacher Score Sheet

Name: _____ Grade: _____ Date of Birth: _____ Teacher: _____

| | | | |
|---------------------|----------------|-----------------|------------------|
| Jay Conway | Tim Cornell | Chuck Hoke | Yoland Clark |
| Kimberly Blake | Roberta Slade | Homer Preston | Gus Quincy |
| Cindy Sampson | Chester Wright | Ginger Yale | Patrick Tweed |
| Stanley Shaw | Wendy Swain | Glen Spencer | Fred Sherwood |
| Flo Thornton | Dee Skidmore | Grace Brewster | Ned Westmoreland |
| Ron Smitherman | Troy Whitlock | Vance Middleton | Zane Anderson |
| Bernard Pendergraph | Shane Fletcher | Floyd Sheldon | Dean Bateman |
| Austin Shepherd | Bertha Dale | Neal Wade | Jake Murphy |
| Joan Brooks | Gene Loomis | Thelma Rinehart | |

| Phonics Category | Errors |
|--------------------------|----------|
| Initial consonants | _____/37 |
| Initial consonant blends | _____/19 |
| Consonant Digraphs | _____/15 |
| Short vowels | _____/36 |
| Long vowel/VC-final e | _____/23 |
| Vowel digraphs | _____/15 |
| Controlled vowels | _____/25 |
| Schwa | _____/15 |

From Cunningham, Pat (1990, October). The Names Test: A quick assessment of decoding ability *The Reading Teacher*, 44 (2), 124-129

Scoring Matrix for The Names Test

Developed by Dr. Patricia Cunningham

| Name | Initial Conson. | Initial Conson. Blends | Conso. Diagraph | Short Vowels | Long Vowels/ VC-e | Vowel Digraph | R Control Vowels | Schwa |
|-----------|-----------------|------------------------|-----------------|--------------|-------------------|---------------|------------------|-------|
| Anderson | | | | A | | | er | o |
| Austin | | | | | | Au | | i |
| Bateman | B | | | | ate | | | a |
| Bernard | B | | | | | | er, ar | |
| Bertha | B | | th | | | | er | a |
| Blake | | Bl | | | ake | | | |
| Brewster | | Br | | | | | ew, er | |
| Brooks | | Br | | | | oo | | |
| Chester | | | Ch | e | | | er | |
| Chuck | | | Ch | u | | | | |
| Cindy | C | | | i | v | | | |
| Clark | | Cl | | | | | ar | |
| Conway | C | | | o | | av | | |
| Cornell | C | | | e | | | or | |
| Dale | D | | | | ale | | | |
| Dean | D | | | | | ea | | |
| Dee | D | | | | | ee | | |
| Fletcher | | Fl | ch | e | | | er | |
| Flo | | Fl | | | o | | | |
| Floyd | | Fl | | | | oy | | |
| Fred | | Fr | | e | | | | |
| Gene | G | | | | ene | | | |
| Ginger | G | | | i | | | er | |
| Glen | | Gl | | e | | | | |
| Grace | | Gr | | | ace | | | |
| Gus | G | | | u | | | | |
| Hoke | H | | | | oke | | | |
| Homer | H | | | | o | | er | |
| Jake | J | | | | ake | | | |
| Jay | J | | | | | ay | | |
| Joan | J | | | | | oa | | |
| Kimberly | K | | | i | y | | er | |
| Loomis | L | | | | | oo | | i |
| Middleton | M | | | i | | | | o |
| Murphy | M | | ph | | y | | ur | |

(continued on next page)

From Cunningham, Pat (1990, October). The Names Test: A quick assessment of decoding ability *The Reading Teacher*, 44 (2), 124-129

Scoring Matrix (continued)

for The Names Test

Developed by Dr. Patricia Cunningham

| Name | Initial Conson. | Initial Conson. Blends | Conso. Diagraph | Short Vowels | Long Vowels/ VC-e | Vowel Digraph | R Control Vowels | Schwa |
|--------------|-----------------|------------------------|-----------------|--------------|-------------------|---------------|------------------|-------|
| Neal | N | | | | | ea | | |
| Ned | N | | | e | | | | |
| Patrick | P | | | a, i | | | | |
| Pendergraph | P | | ph | e,a | | | er | |
| Preston | | Pr | | e | | | | o |
| Quincy | Qu | | | i | y | | | |
| Rinehart | R | | | | ine | | ar | |
| Roberta | R | | | | o | | er | a |
| Ron | R | | | o | | | | |
| Sampson | S | | | a | | | | o |
| Shane | | | Sh | | ane | | | |
| Shaw | | | Sh | | | | aw | |
| Sheldon | | | Sh | e | | | | |
| Sheperd | | | Sh | e | | | er | |
| Sherwood | | | Sh | | | oo | er | |
| Skidmore | | Sk | | i | | | oe | |
| Slade | | Sl | | | ade | | | |
| Smitherman | | Sm | th | i | | | er | a |
| Spencer | | Sp | | e | | | er | |
| Stanley | | St | | a | | ey | | |
| Swain | | Sw | | | | ai | | |
| Thelma | | | Th | e | | | | a |
| Thornton | | | Th | | | | or | o |
| Tim | T | | | i | | | | |
| Troy | | Tr | | | | oy | | |
| Tweed | | Tw | | | | ee | | |
| Vance | V | | | a | | | | |
| Wade | W | | | | ade | | | |
| Wendy | W | | | e | y | | | |
| Westmoreland | W | | | e | | | or | a |
| Whitlock | | | Wh | i, o | | | | |
| Wright | | | | | i | | | |
| Yale | Y | | | | ale | | | |
| Yolanda | Y | | | a | o | | | a |
| Zane | Z | | | | ane | | | |

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