



Acadience® Spelling Administration Directions, Word Lists, and Scoring Keys

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Materials:

1. Word List and Scoring Key
2. Timer or stopwatch
3. Administration Directions
4. Response Booklet for students to record their responses
5. Pencils for student use

Administration Directions:

- This measure may be group or individually administered.
 - Provide each student with a pencil and the Response Form Booklet.
 - Say these specific directions to the student(s):
- **We are going to spell some words. Please write your name at the top of your paper, then put your pencil down and listen.** (Pause for 10 seconds for children to write their name. Scan the room to make sure students have written their names on their paper.)
- **I am going to say a word, and then I am going to use that word in a sentence. I want you to write the word that I say. Watch and listen first. If I say, cat (pause) the cat is fluffy (pause) cat, you would write the word cat on your paper, like this.** (Write the word cat on the whiteboard.)
- **Your turn. Point to the letter A on your paper. I am going to say a word, and then I am going to use that word in a sentence. Write the word that I say next to the letter A. If you cannot write the whole word, write any letters in the word that you know. When you are done writing, put your pencil down and look at me.**
- **Rug. Sit on the rug. Rug.** (Pause for 10 seconds or until all students have put their pencils down.) **Put your pencils down and look at me.**
- **You should have written the word rug next to the letter A.** (Circulate among the students and scan papers to be sure all students have written something next to the Letter A.)
- **Let's try another word. Write the word that I say next to the letter B. Zip. Zip up your coat. Zip.** (Pause for 10 seconds.) **Put your pencils down. You should have written the word zip next to the letter B.** (Circulate among the students and scan papers to be sure all students have written something next to the letter B.)
- **Now, I am going to say more words. Write the first word next to the number one, the second word next to the number two, and so on. For each word, be sure to write any letters you know. When I say the next word, write it down, even if you have not finished writing the last word I said.** (pause) **Here is your first word.**
- Start the timer/stopwatch and say the first item.
 - Say the number before each word. Then, say the word, the sentence, and the word again. Place emphasis on the target word.
 - For example, **Number one. Sun. The sun shines in the sky. Sun.**
 - The total time allowed is 2 minutes. After 2 minutes say, **Stop. Put your pencils down.** Collect Response Form Booklets from students.
 - At a later time, score the Response Forms for Correctly Spelled Words (CSW) and Correct Spelling Sequences (CSS) following the scoring rules in the Assessment Manual.

Timing	Say a new word every 12 seconds for kindergarten and every 10 seconds for grade 1. Provide all words on the list within the 2-minute time limit.
Reminders	<p><i>These reminders may be used only once:</i> Monitor students to ensure they are writing each word on the designated line. If students are trying to write the sentences, say, Remember, just write the word.</p> <p>If a student is not responding, say, Remember to write any letters you know.</p> <p><i>This reminder may given as often as needed:</i> Respond to student questions, such as, “What word was that?” or “You are going too fast, please slow down,” by saying, Just do your best.</p>

Acadience® Spelling
Word Lists and Scoring Keys
Kindergarten

**Acadience® Spelling
Word List and Scoring Key
Grade K Middle-of-Year
Form 1**

Number	Time	Word and Sentence	Scoring	CSS [cumulative]
1	(start)	Nap. Time for a nap . Nap.	^n^a^p^	4 [4]
2	0:12	Man. The man had a beard. Man.	^m^a^n^	4 [8]
3	0:24	Make. I will make dinner. Make.	^m^a^k^e^	5 [13]
4	0:36	Cup. We put milk in a cup . Cup.	^c^u^p^	4 [17]
5	0:48	Down. She sat down . Down.	^d^o^w^n^	5 [22]
6	1:00	Dog. The dog barked. Dog.	^d^o^g^	4 [26]
7	1:12	Met. We met yesterday. Met.	^m^e^t^	4 [30]
8	1:24	Tin. He used a tin cup. Tin.	^t^i^n^	4 [34]
9	1:36	Fit. The shoe doesn't fit . Fit.	^f^i^t^	4 [38]
10	1:48	Go. Let's go outside. Go.	^g^o^	3 [41]
	2:00	Stop. <i>Put your pencils down.</i>		
Total CSW Possible				10
Total CSS Possible				41

**Acadience® Spelling
Word List and Scoring Key
Grade K End-of-Year
Form 2**

Number	Time	Word and Sentence	Scoring	CSS [cumulative]
1	(start)	Me. Walk with me. Me.	^m^e^	3 [3]
2	0:12	Log. She put a log on the fire. Log.	^l^o^g^	4 [7]
3	0:24	Got. They got a new car. Got.	^g^o^t^	4 [11]
4	0:36	Is. It is raining. Is.	^i^s^	3 [14]
5	0:48	Up. The sun is up. Up.	^u^p^	3 [17]
6	1:00	Vet. Take the cat to the vet. Vet.	^v^e^t^	4 [21]
7	1:12	Pan. The pan is on the stove. Pan.	^p^a^n^	4 [25]
8	1:24	Nut. The squirrel ate the nut. Nut.	^n^u^t^	4 [29]
9	1:36	Get. Let's get going. Get.	^g^e^t^	4 [33]
10	1:48	Away. Put your books away. Away.	^a^w^a^y^	5 [38]
	2:00	Stop. <i>Put your pencils down.</i>		
Total CSW Possible				10
Total CSS Possible				38

Acadience® Spelling
Word Lists and Scoring Keys
Grade 1

**Acadience® Spelling
Word List and Scoring Key
Grade 1 Beginning-of-Year
Form 1**

Number	Time	Word and Sentence	Scoring	CSS [cumulative]
1	(start)	Do. We do our best. Do.	^d^o^	3 [3]
2	0:10	Nests. Birds build nests. Nests.	^n^e^s^t^s^	6 [9]
3	0:20	Ate. I ate lunch. Ate.	^a^t^e^	4 [13]
4	0:30	Plus. One plus one is two. Plus.	^p^l^u^s^	5 [18]
5	0:40	Sled. They sled on the snow. Sled.	^s^l^e^d^	5 [23]
6	0:50	We. We had fun at camp. We.	^w^e^	3 [26]
7	1:00	Fly. Birds fly in the sky. Fly.	^f^l^y^	4 [30]
8	1:10	Shops. My dad shops for food. Shops.	^s^h^o^p^s^	6 [36]
9	1:20	Pass. I can pass the test. Pass.	^p^a^s^s^	5 [41]
10	1:30	Pond. Fish are in the pond. Pond.	^p^o^n^d^	5 [46]
11	1:40	Mask. The clown wore a mask. Mask.	^m^a^s^k^	5 [51]
12	1:50	Path. Follow the path home. Path.	^p^a^t^h^	5 [56]
	2:00	Stop. <i>Put your pencils down.</i>		
Total CSW Possible				12
Total CSS Possible				56

**Acadience® Spelling
Word List and Scoring Key
Grade 1 Middle-of-Year
Form 2**

Number	Time	Word and Sentence	Scoring	CSS [cumulative]
1	(start)	Song. Sing me a song . Song.	^s^o^n^g^	5 [5]
2	0:10	Flags. The flags were waving. Flags.	^f^l^a^g^s^	6 [11]
3	0:20	Buzz. The sound was a buzz . Buzz.	^b^u^z^z^	5 [16]
4	0:30	Baths. Kids like bubble baths . Baths.	^b^a^t^h^s^	6 [22]
5	0:40	Romp. The puppies like to romp outside. Romp.	^r^o^m^p^	5 [27]
6	0:50	Crib. The baby is in the crib . Crib.	^c^r^i^b^	5 [32]
7	1:00	What. What is for lunch? What.	^w^h^a^t^	5 [37]
8	1:10	My. It's my job. My.	^m^y^	3 [40]
9	1:20	So. I am so happy. So.	^s^o^	3 [43]
10	1:30	Our. We see with our eyes. Our.	^o^u^r^	4 [47]
11	1:40	Spot. This was his parking spot . Spot.	^s^p^o^t^	5 [52]
12	1:50	Milk. Many people drink milk . Milk.	^m^i^l^k^	5 [57]
	2:00	Stop. <i>Put your pencils down.</i>		
Total CSW Possible				12
Total CSS Possible				57

**Acadience® Spelling
Word List and Scoring Key
Grade 1 End-of-Year
Form 3**

Number	Time	Word and Sentence	Scoring	CSS [cumulative]
1	(start)	Hi. I said “ hi ” to my friends. Hi.	^h^i^	3 [3]
2	0:10	Chest. The treasure was in the chest. Chest.	^c^h^e^s^t^	6 [9]
3	0:20	Rocks. There were rocks on the beach. Rocks.	^r^o^c^k^s^	6 [15]
4	0:30	They. They turned in their homework. They.	^t^h^e^y^	5 [20]
5	0:40	He. He played outside. He.	^h^e^	3 [23]
6	0:50	Want. I want some ice cream. Want.	^w^a^n^t^	5 [28]
7	1:00	Belt. The belt goes with the pants. Belt.	^b^e^l^t^	5 [33]
8	1:10	Glad. I am glad I could help. Glad.	^g^l^a^d^	5 [38]
9	1:20	Dogs. The dogs barked. Dogs.	^d^o^g^s^	4 [42]
10	1:30	Frog. The frog jumped. Frog.	^f^r^o^g^	5 [47]
11	1:40	Hint. Would you give me a hint? Hint.	^h^i^n^t^	5 [52]
12	1:50	Kiss. She gave her baby a kiss. Kiss.	^k^i^s^s^	5 [58]
	2:00	Stop. <i>Put your pencils down.</i>		
Total CSW Possible				12
Total CSS Possible				58