Introduction
Research indicates that difficulties with spelling are linked to dyslexia (Lohvansuu et al., 2021; O’Brien et al., 2021). Further, according to UNESCO (2015), when a student learns to spell words, it is a crucial step in the development of reading fluency. Reading fluency involves oral reading fluency (ORF), phoneme segmentation fluency (PSF), and nonsense word fluency (NWF). These measures provide an index of the student's understanding and ability to process written language and provide information on reading and reading-related tasks (Chunara et al., 2012).

Purpose and Research Questions
The purpose of this study was to evaluate the utility of spelling assessment, Acadience® Spelling, for identifying students at risk and for grades. Research questions were as follows:

1. What are the descriptive statistics and distribution of Acadience Spelling Correct Spelling Sequences (CSS) and Correctly Spelled Words (CSW) scores at each grade level and year?
2. What is the relationship between performance on Acadience Spelling and Acadience Reading measures?
3. What preliminary cut points for risk for Acadience Spelling may be useful for identifying students who may require additional instructional support?

Participants
Data used for this research consisted of Acadience Spelling and Acadience Reading scores for students in grades K-2 enrolled into an Acadience Data Management System from 2015-2016 through 2018-2019 and grades 1-3, inclusive. Participants were 50% male, 50% female, and 80% White, 16% Black, and 4% other/mixed race learners. Only data from students in grades K-3 across all three years were included in the analyses. The sample was compensated for participating in the study. Data were obtained from a record analysis which included students who completed all three years of the Acadience program. Sample sizes for each cut point were as follows: Kindergarten students at middle of year (N=173); Kindergarten students at beginning of year (N=126); Grade 1 students at middle of year (N=266); Grade 1 students at beginning of year (N=120); Grade 2 students at middle of year (N=162); Grade 2 students at beginning of year (N=100); and Grade 3 students at middle of year (N=107). Overall, the highest correlations are between the Acadience Spelling scores and the RCS and are in the strong range.