

Spelling for Writers
Program Effectiveness:
Orinda, CA



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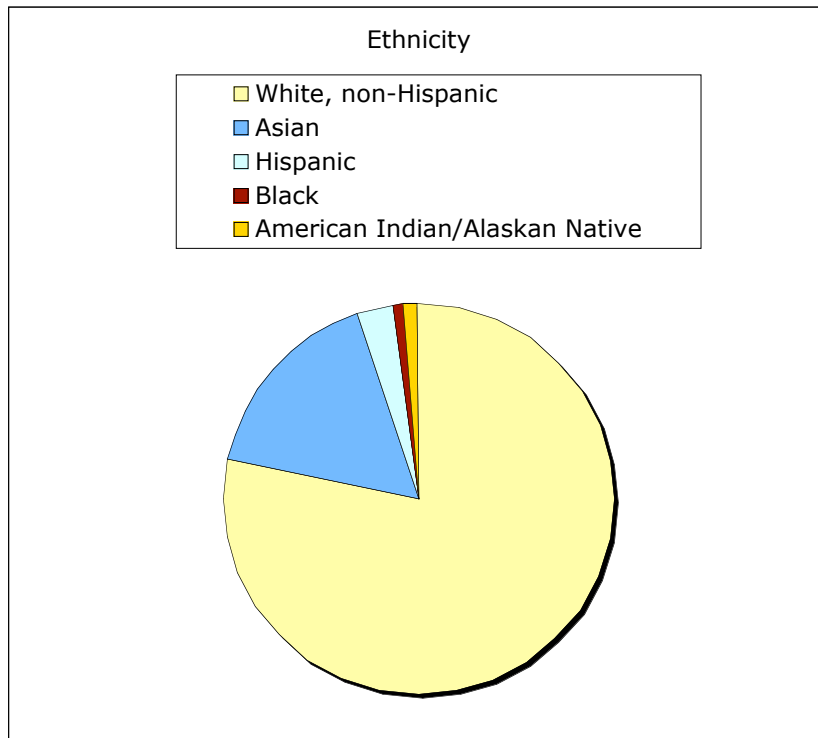
Spelling for Writers Effectiveness Evaluation Study Del Rey Elementary School, Orinda, CA

Del Rey Elementary School used the *Spelling for Writers* program in a 25-student 4th grade classroom during the 2005-2006 school year. *Spelling for Writers* provides three formal assessment opportunities throughout the school year. Student growth, including how an individual's strategies are changing and improving, is evidenced through these benchmark assessments. The results of the program benchmark assessments are used in this evaluation to examine the effectiveness of the *Spelling for Writers*.

Del Rey Elementary Demographics

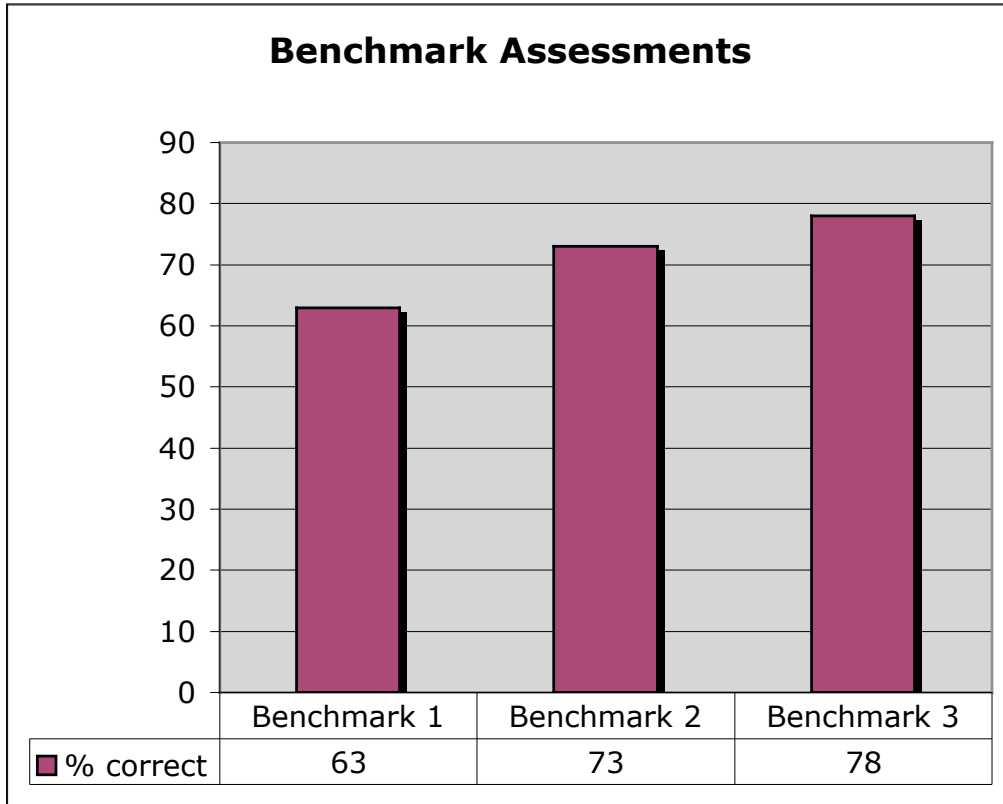
Del Rey Elementary School is located in Orinda, California with 2% English language learners.

Ethnicity: White, not Hispanic 78%, Asian 17%, Hispanic 3%, Black 1%, and American Indian/Alaskan Native 1%



Assessments

Del Rey Elementary results show significant growth in students' proficiency with spelling. From the first to the third benchmark there was an average of a 15 percentage point increase.



Individual student progress is also evident; 84 percent of students increased their scores from the first to the third benchmark.

Teacher Comments

The 4th grade teacher who participated in the *Spelling for Writers* evaluation at Del Rey Elementary commented on the following strengths in the *Spelling for Writers* program:

- Enabled students to incorporate “lessons” into daily spelling thus increasing accuracy in daily projects and written essays;
- Allowed for differentiation among students with out making any student feel left out;
- Weekly homework actively involved parents/caretakers in their child’s education;
- Students seemed more actively engaged in their spelling.

Conclusion

The results from this study show strong patterns of spelling improvement which can be linked to each student's active role in his or her own education, a focus on word origin and patterns, and an atmosphere that values students and teachers while embracing their reciprocal need for flexibility in both teaching and learning.

Results indicate that the *Spelling for Writers* program contributed to improvement of student spelling at Del Rey because it empowered students to take charge of their own learning while allowing the teacher to observe the application of such knowledge through daily activities and benchmark tests.