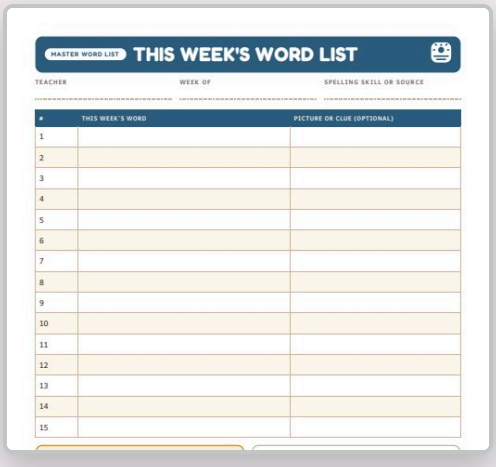
K–2ND · SPELLING, YOUR OWN LIST

EDITABLE

# SPELLING TEST TEMPLATE 15 WORDS, EDITABLE

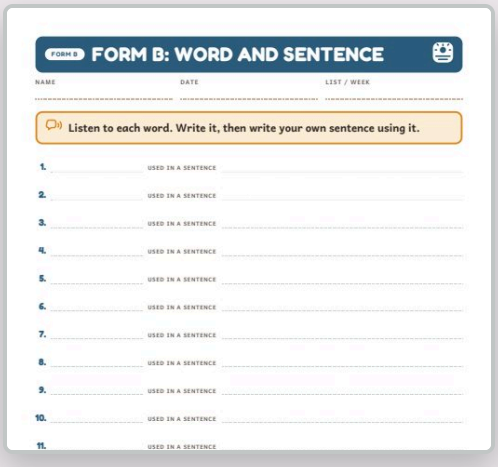
Write your own weekly word list, then give it on three different forms: word-list-only, word plus the student's own sentence, or a pretest and posttest on the same sheet. A tracker, a family note and a filled example included. Print, or type every line. PDF.



MASTER WORD LIST THIS WEEK'S WORD LIST

TEACHER | WEEK OF | SPELLING SKILL OR SOURCE

| # | THIS WEEK'S WORD | PICTURE OR CLUE (OPTIONAL) |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |



FORM B FORM B: WORD AND SENTENCE

NAME | DATE | LIST / WEEK

Listen to each word. Write it, then write your own sentence using it.

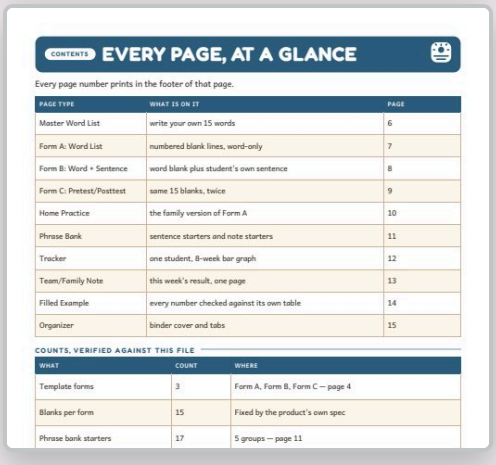
1. ____ USED IN A SENTENCE ____
2. ____ USED IN A SENTENCE ____
3. ____ USED IN A SENTENCE ____
4. ____ USED IN A SENTENCE ____
5. ____ USED IN A SENTENCE ____
6. ____ USED IN A SENTENCE ____
7. ____ USED IN A SENTENCE ____
8. ____ USED IN A SENTENCE ____
9. ____ USED IN A SENTENCE ____
10. ____ USED IN A SENTENCE ____
11. ____ USED IN A SENTENCE ____

FORM C FORM C: PRETEST AND POSTTEST

NAME | PRETEST DATE | POSTTEST DATE | LIST / WEEK

Listen to each word. Write it under Pretest. Later in the week, write it again under Posttest.

| # | PRETEST — WRITE THE WORD | POSTTEST — WRITE THE WORD |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |



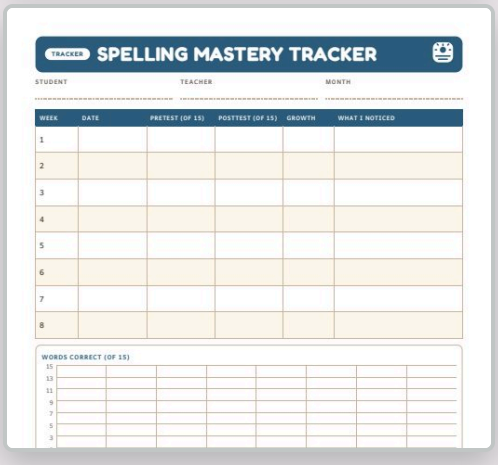
CONTENTS EVERY PAGE, AT A GLANCE

Every page number prints in the footer of that page.

| PAGE TYPE | WHAT IS ON IT | PAGE |
|---|---|---|
| Master Word List | write your own 15 words | 6 |
| Form A: Word List | numbered blank lines, word-only | 7 |
| Form B: Word + Sentence | word blank plus student's own sentence | 8 |
| Form C: Pretest/Posttest | same 15 blanks, twice | 9 |
| Home Practice | the family version of Form A | 10 |
| Phrase Bank | sentence starters and note starters | 11 |
| Tracker | one student, 8-week bar graph | 12 |
| Team/Family Note | this week's result, one page | 13 |
| Filled Example | every number checked against its own table | 14 |
| Organizer | binder cover and tabs | 15 |

COUNTS, VERIFIED AGAINST THIS FILE

| WHAT | COUNT | WHERE |
|---|---|---|
| Template forms | 3 | Form A, Form B, Form C — page 4 |
| Blanks per form | 15 | Fixed by the product's own spec |
| Phrase bank starters | 17 | 5 groups — page 11 |

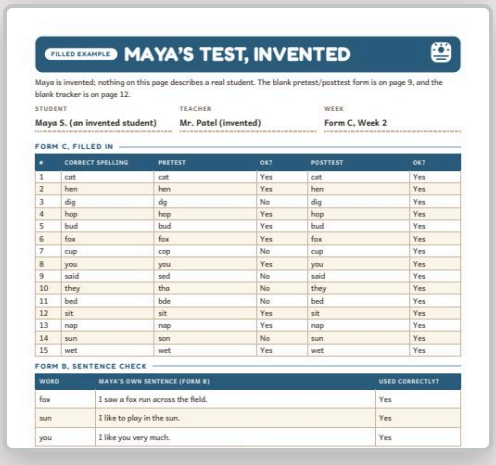


TRACKER SPELLING MASTERY TRACKER

STUDENT | TEACHER | MONTH

| WEEK | DATE | PRETEST (OF 15) | POSTTEST (OF 15) | GROWTH | WHAT I NOTICED |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

WORDS CORRECT (OF 15)



FILLED EXAMPLE MAYA'S TEST, INVENTED

Maya is invented; nothing on this page describes a real student. The blank pretest/posttest form is on page 9, and the blank tracker is on page 12.

STUDENT: Maya S. (an invented student) | TEACHER: Mr. Patel (invented) | WEEK: Form C, Week 2

FORM C, FILLED IN

| # | CORRECT SPELLING | PRETEST | OK? | POSTTEST | OK? |
|---|---|---|---|---|---|
| 1 | cat | cat | Yes | cat | Yes |
| 2 | hen | hen | Yes | hen | Yes |
| 3 | dig | dg | No | dig | Yes |
| 4 | hop | hop | Yes | hop | Yes |
| 5 | bud | bud | Yes | bud | Yes |
| 6 | fox | fox | Yes | fox | Yes |
| 7 | cup | cop | No | cup | Yes |
| 8 | you | you | Yes | you | Yes |
| 9 | said | sed | No | said | Yes |
| 10 | they | tha | No | they | Yes |
| 11 | bed | bde | No | bed | Yes |
| 12 | sit | sit | Yes | sit | Yes |
| 13 | nap | nap | Yes | nap | Yes |
| 14 | sun | son | No | sun | Yes |
| 15 | wet | wet | Yes | wet | Yes |

FORM B, SENTENCE CHECK

| WORD | MAYA'S OWN SENTENCE (FORM B) | USED CORRECTLY? |
|---|---|---|
| fox | I saw a fox run across the field. | Yes |
| sun | I like to play in the sun. | Yes |
| you | I like you very much. | Yes |

16 Pages | 15-Word Lists | 3 Forms | Fillable

BRIGHT PATH SPED

# START HERE QUICK START

One complete kit for a weekly spelling test built entirely around YOUR own word list: a page to write it, three ways to test it, and the record-keeping around it.

## THREE STEPS

1. **Write this week's own list**
   Type your 15 words onto the master word list, page 6. Nothing in this file is pre-printed — you choose every word.

2. **Pick a form and read from the list, not the student page**
   Three forms, page 5 gives every page number. The student page never prints the word, so it stays a real test.

3. **Record it, send it home**
   Log the score on the tracker (page 12) and send a note home or to the team (page 13). A filled example is on page 14.

## WHICH PAGE, WHEN

| WHEN... | USE... |
|---|---|
| Writing this week's own 15 words before any test | Master Word List, page 6 |
| Giving a plain word-list test | Form A, page 7 |
| Having students write their own sentence with each word | Form B, page 8 |
| Giving the same list twice in one week to compare | Form C (Pretest/Posttest), page 9 |
| Sending the list home for family practice | Home Practice, page 10 |
| Writing a progress note, a sentence starter, or a note home | Phrase Bank, page 11 |

### Everything inside (16 pages)

- **1 master word list** — type your own 15 words, nothing pre-printed
- **3 template forms**: word-list-only, word + your own sentence, and a pretest/posttest form with the same 15 blanks twice
- **17 phrase bank starters** for the sentence column, a stuck student, a progress note, or a family note
- **1 home-practice version** for families, **1 tracker** with an 8-week bar graph
- **1 team/family note page**, **1 filled example**, **1 binder cover with tabs**

### Every blank is a real fillable field

Every numbered line, every table cell, and every box in this file is a working type-in field, not just the name and date — type your word list once and every form reads from the same blank page shape. See page 4.

HOW IT WORKS

# HOW TO USE THIS TEMPLATE

## THE THREE FORMS

### Form A: Word List

Numbered blank lines, nothing else. Use it when the test is spelling words alone.

### Form B: Word + Sentence

The same 15 words, plus a second blank per word for the student's own sentence using it. Use it when writing, not just spelling, is the goal.

### Form C: Pretest / Posttest

The same 15 blanks, printed twice side by side. Give the list once early in the week and again at the end to see what changed.

### Why no word is ever printed on a student page

A spelling word that is printed for the student to copy is not a test of spelling or listening — it is a test of copying. Write your own list on the master word list page (page 6), which only you read from. Every student page stays blank, numbered lines.

### Printing and the type-in fields

Every page prints clean in black and white for pencil work. In any PDF reader, click a name line, the master word list, a numbered line, a table cell, or a note box to type into it instead, then save. This is a PDF, not a slideshow or a word-processor file.

### What this is not

Not a spelling curriculum, a scope and sequence, or a list of required words. This file carries no pre-printed word list at all — the master word list on page 6 starts completely blank; you write every word yourself.

## SCORING OPTIONS

### Whole-word scoring

Count a word correct only if every letter is right. Simple to total for a quick weekly grade, and what the tracker on page 12 assumes by default.

### Did they use it correctly?

For Form B, check whether the sentence uses the word the way it is meant (the right part of speech, makes sense) rather than scoring spelling twice. Use the phrase bank on page 11 to write it up.

## READING IT ALOUD, THE SAME WAY EVERY TIME

1. **Say the word once, at a normal pace**
   Do not spell it or break it into sounds unless that is the accommodation you are giving.

2. **Use it in a sentence, then repeat the word alone**
   Helpful for a word test. For Form B, let the student build their own sentence instead of hearing yours.

3. **Give the same wait time to every student**
   Write your own timing or repeat-count rule on the blank line below so a substitute or a paraprofessional runs it the same way.

YOUR ACCOMMODATIONS FOR THIS TEST (REPEATS ALLOWED, EXTRA TIME, ORAL SPELLING, LARGE PRINT…)

# CONTENTS EVERY PAGE, AT A GLANCE

Every page number prints in the footer of that page.


| PAGE TYPE | WHAT IS ON IT | PAGE |
|---|---|---|
| Master Word List | write your own 15 words | 6 |
| Form A: Word List | numbered blank lines, word-only | 7 |
| Form B: Word + Sentence | word blank plus student's own sentence | 8 |
| Form C: Pretest/Posttest | same 15 blanks, twice | 9 |
| Home Practice | the family version of Form A | 10 |
| Phrase Bank | sentence starters and note starters | 11 |
| Tracker | one student, 8-week bar graph | 12 |
| Team/Family Note | this week's result, one page | 13 |
| Filled Example | every number checked against its own table | 14 |
| Organizer | binder cover and tabs | 15 |


## COUNTS, VERIFIED AGAINST THIS FILE

| WHAT | COUNT | WHERE |
|---|---|---|
| Template forms | 3 | Form A, Form B, Form C — page 4 |
| Blanks per form | 15 | Fixed by the product's own spec |
| Phrase bank starters | 17 | 5 groups — page 11 |
| Weeks on the tracker graph | 8 | Page 12 |

### How this file is organized

- Start Here and How It Works explain the forms and the scoring choices before any test paper.
- The master word list is the one page a student never sees — write your own list there first.
- The three forms run list-only, to word + sentence, to pretest/posttest.
- The last six pages are record-keeping: home practice, phrase bank, tracker, note, example, binder.

MASTER WORD LIST

# THIS WEEK'S WORD LIST

TEACHER

WEEK OF

SPELLING SKILL OR SOURCE

| # | THIS WEEK'S WORD | PICTURE OR CLUE (OPTIONAL) |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |

**The page a student never sees**

Write your own 15 words here, then read them aloud for whichever form you use. Nothing in this file requires any particular word — swap your list every week.

**Where your words come from**

A district spelling program, a phonics pattern you are teaching, a personal word wall, or words a student misspelled in writing last week — write the source above so next week's list can build on it.

# FORM B: WORD AND SENTENCE

NAME _____ DATE _____ LIST / WEEK _____

**Listen to each word. Write it, then write your own sentence using it.**

1. _____ USED IN A SENTENCE _____
2. _____ USED IN A SENTENCE _____
3. _____ USED IN A SENTENCE _____
4. _____ USED IN A SENTENCE _____
5. _____ USED IN A SENTENCE _____
6. _____ USED IN A SENTENCE _____
7. _____ USED IN A SENTENCE _____
8. _____ USED IN A SENTENCE _____
9. _____ USED IN A SENTENCE _____
10. _____ USED IN A SENTENCE _____
11. _____ USED IN A SENTENCE _____
12. _____ USED IN A SENTENCE _____
13. _____ USED IN A SENTENCE _____
14. _____ USED IN A SENTENCE _____
15. _____ USED IN A SENTENCE _____

**Writing the sentence**

After you write the word, use it in your own sentence — not a sentence I give you. Stuck? Page 11 has starters you can finish.

# FORM C: PRETEST AND POSTTEST

NAME ..... PRETEST DATE ..... POSTTEST DATE ..... LIST / WEEK .....

**Listen to each word. Write it under Pretest. Later in the week, write it again under Posttest.**

| # | PRETEST — WRITE THE WORD | POSTTEST — WRITE THE WORD |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |
| 15 | | |

TRACKER

# SPELLING MASTERY TRACKER

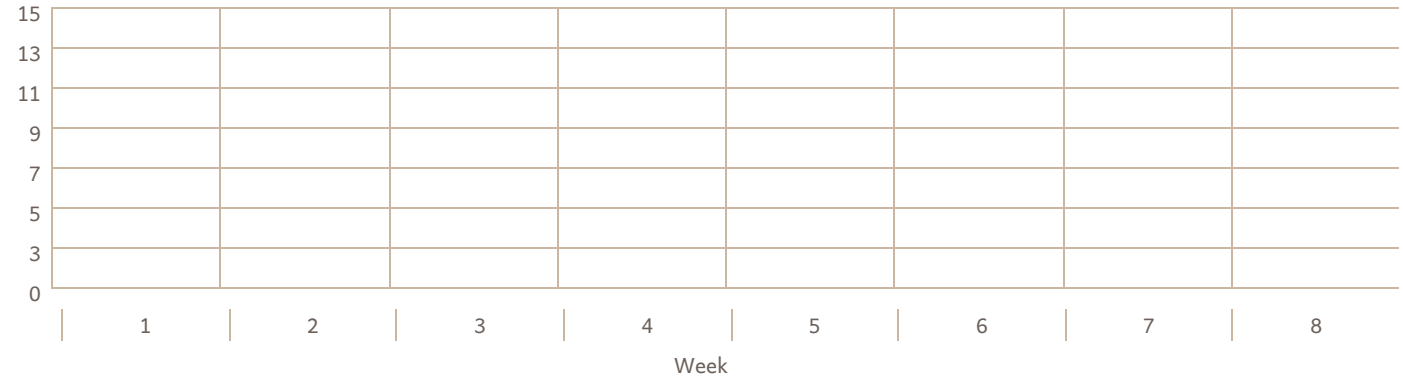
STUDENT

TEACHER

MONTH

| WEEK | DATE | PRETEST (OF 15) | POSTTEST (OF 15) | GROWTH | WHAT I NOTICED |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

WORDS CORRECT (OF 15)




**How to use the graph**

Shade a bar up to that week's posttest score (0–15). One glance across 8 weeks shows whether the list length or the form needs to change. A filled example, read the same way, is on page 14.

**This student's current goal or focus**

Write your own goal wording here, or leave it for the next IEP or intervention meeting to set. This page only records what happened; it never states a goal on its own.

# FILLED EXAMPLE MAYA'S TEST, INVENTED

Maya is invented; nothing on this page describes a real student. The blank pretest/posttest form is on page 9, and the blank tracker is on page 12.

| STUDENT | TEACHER | WEEK |
|---|---|---|
| Maya S. (an invented student) | Mr. Patel (invented) | Form C, Week 2 |

## FORM C, FILLED IN

| # | CORRECT SPELLING | PRETEST | OK? | POSTTEST | OK? |
|---|---|---|---|---|---|
| 1 | cat | cat | Yes | cat | Yes |
| 2 | hen | hen | Yes | hen | Yes |
| 3 | dig | dg | No | dig | Yes |
| 4 | hop | hop | Yes | hop | Yes |
| 5 | bud | bud | Yes | bud | Yes |
| 6 | fox | fox | Yes | fox | Yes |
| 7 | cup | cop | No | cup | Yes |
| 8 | you | you | Yes | you | Yes |
| 9 | said | sed | No | said | Yes |
| 10 | they | tha | No | they | Yes |
| 11 | bed | bde | No | bed | Yes |
| 12 | sit | sit | Yes | sit | Yes |
| 13 | nap | nap | Yes | nap | Yes |
| 14 | sun | son | No | sun | Yes |
| 15 | wet | wet | Yes | wet | Yes |

## FORM B, SENTENCE CHECK

| WORD | MAYA'S OWN SENTENCE (FORM B) | USED CORRECTLY? |
|---|---|---|
| fox | I saw a fox run across the field. | Yes |
| sun | I like to play in the sun. | Yes |
| you | I like you very much. | Yes |

### How to read it

9 of 15 correct on the pretest, 15 of 15 correct on the posttest — a growth of 6 words across the week. The table above is where every one of these numbers comes from.

### What the notes column is for on the tracker

- What you saw: which word needed a repeat, not just the score.
- What you did about it: kept the same list, made it shorter, or moved on. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.
- Maya is invented; nothing on this page describes a real student.

THANK YOU **BEFORE YOU GO**

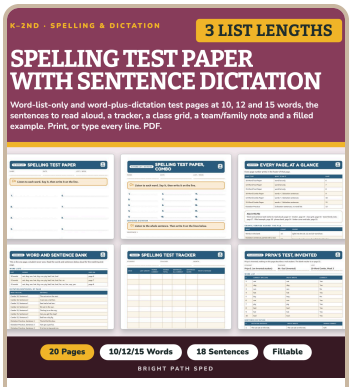
# THANK YOU FOR USING THIS RESOURCE

Everything here was built around your own weekly word list: a page to write it, three ways to test it, and the record after it. If this helped, leaving feedback on TPT helps other teachers find it.

### Leave a review and earn credits

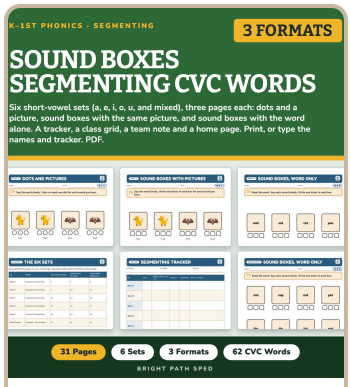
Go to **My Purchases** on TPT and click **Provide Feedback**. You earn credits toward future purchases, and honest feedback tells me exactly what to build next. If something is missing or wrong, please use the **Ask a Question** tab first — I will fix it and send you the update free.

## WHAT'S NEXT FROM THIS STORE




### Spelling Test Paper with Sentence Dictation

The same test-paper shape, pre-filled with a verified 15-word CVC and sight-word bank at three lengths, if you want the words already chosen.

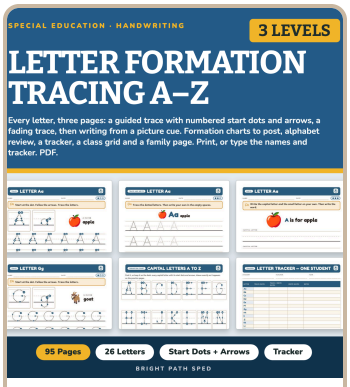



### Sound Boxes Segmenting CVC Words Worksheets

Segment the same short-vowel words into their sounds before spelling them as a whole.

### CVC Words Handwriting Practice, Words and Sentences

Trace and write the same words letter by letter before they show up on a test.




### Letter Formation Handwriting Tracing Practice A-Z

Every letter's formation, traced and written, for a student still forming letters.

Part of the K–2 Phonics and Word Study collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

No pictures are used in this file. Type: Andika, Fredoka and Patrick Hand, SIL Open Font License.
© Bright Path Sped. For single-classroom use by the original purchaser.