|  |
| --- |
| **DIAGNOSTIC SPELLING TEST #**  |
| *Name Age Grade Date* *Total Right Grade Equivalent First Missed Tension of Learning Level Section Placement* |
|  |  |

**1 26**

Appendix B: Diagnostic Spelling Scale Spell to Write and Read

**Diagnostic Spelling Test**

**2 27**

**3 28**

**4 29**

**5 30**

**6 31**

**7 32**

**8 33**

**9 34**

**10 35**

**11 36**

**12 37**

**13 38**

**14 39**

**15 40**

**16 41**

**17 42**

**18 43**

**19 44**

**20 45**

**21 46**

**22 47**

**23 48**

**24 49**

**25 50**

© 2009 Wanda Sanseri

**For teacher use permission is granted to photocopy this form and the graph on SWR page 229.**

**APPENDIX B:**

**Diagnostic Spelling Scale**

These eight interchangeable standardized tests contain 50 words arduously arranged by

increasing difficulty by Leonard P. Ayres. All words are also included in *Wise Guide*.

**Who Should Take this Test?**

STUDENTS WHO CAN READ take the test immediately at the beginning of a new school year. Use the results to determine skill-level placement in the Wise List, and to establish a bench- mark for measuring improvement throughout the year. Results are often dramatic.

BEGINNING NON-READERS take this test after covering the first 140 spelling words in

*Wise Guide* (about two months into the program).

## ALL STUDENTS should be tested periodically throughout the year. Subsequent tests, ad- ministered every month or so, can confirm progress and identify places needing extra attention.

**What is the Purpose of this Test?**

MONITOR PROGRESS. We can determine spelling mastery from 1.0 (beginning first grade) to 13.0 (post-college). This objectively records the pace of development. Do NOT show student the corrected test. To do so would invalidate this tool for future use.

EVALUATE ACHIEVEMENT. The diagnostic tests sample the section levels in the Wise List. See the degree to which previously covered words are retained. Observe how a student at- tacks a word not yet taught. If long term mastery is weak, increase reinforcement activity.

**How Should We Give this Test?**

TEST MULTIPLE LEVELS AT ONCE. Since the words are progressively difficult you can test many levels together, if need be. Younger students may stop after ten or fifteen words, second graders after twenty-five to thirty-five words, while third graders and above may attempt all fifty words. Assure students before you begin that they will probably not spell all the words correctly yet. Someday they will be that proficient, if you continue in this program.

ROTATE THE TESTS. With eight interchangeable tests, you could give a new test each month for a year. The following year start back over with test one.

ADMINISTER THE TEST. Read these instructions word for word: *I will dictate each spelling word, read a sentence containing that word, and then say the word again. You will prob- ably not spell all the words correctly, but do your best. I cannot give you any hints. We are testing for what you already know, not teaching you at this time. Dot your I's and cross your T's.*

## Enunciate each word clearly, as in normal speech. Collect the student's paper as soon as he is finished. Do NOT show him this paper again.

© 2009 Wanda Sanseri

197

# How is the test scored?

## Any mistake, including uncrossed T's or incorrectly capitalized words, makes a word incor- rect. Write the proper spelling beside words missed. See Step 11, especially page 65 for placement ideas.

DETERMINE GRADE LEVEL. Find the number right on the chart below and follow across to the column titled "Grade Status" to determine grade equivalent. A student with ten correct words is spelling at 2.4 (second grade, fourth month). Record this information on the test form.

IDENTIFY *TENSION-OF-LEARNING* LEVEL. Find the first word missed. Look in the third column for the corresponding Spelling Section. The letter shows the tension-of-learning level or a place where the student can comfortably work and still be challenged. If a student missed any of the first ten words, in most cases you should begin a new year in Section A. If a student misses only one word such as "led" (number 8 in test one) but does not miss again until number 18, you may place him in M. All of the A-I words will be reviewed in Sections M-N.

**EVALUATION TABLE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| WORDSCORRECT | GRADESTATUS\* | SPELLINGSECTION | WORDSCORRECT | GRADESTATUS\* | SPELLINGSECTION |
| 0 | 1.0 |  | 26 | 4.9 | Q |
| 1 | 1.3 | A | 27 | 5.1 | Q |
| 2 | 1.5 | A | 28 | 5.2 | R |
| 3 | 1.7 | A | 29 | 5.4 | R |
| 4 | 1.8 | A | 30 | 5.6 | R |
| 5 | 1.9 | A | 31 | 5.8 | S |
| 6 | 2.0 | A | 32 | 6.0 | S |
| 7 | 2.1 | H | 33 | 6.2 | T |
| 8 | 2.2 | H | 34 | 6.4 | T |
| 9 | 2.3 | I | 35 | 6.6 | T |
| 10 | 2.4 | I | 36 | 6.8 | U |
| 11 | 2.5 | J | 37 | 7.0 | U |
| 12 | 2.6 | J | 38 | 7.3 | V |
| 13 | 2.7 | K | 39 | 7.5 | V |
| 14 | 2.9 | K | 40 | 7.7 | V |
| 15 | 3.1 | L | 41 | 8.0 | W |
| 16 | 3.3 | L | 42 | 8.4 | W |
| 17 | 3.4 | M | 43 | 8.8 | W |
| 18 | 3.5 | M | 44 | 9.3 | X |
| 19 | 3.7 | N | 45 | 9.8 | X |
| 20 | 3.9 | N | 46 | 10.5 | X |
| 21 | 4.1 | O | 47 | 11.2 | Y |
| 22 | 4.2 | O | 48 | 11.7 | Y |
| 23 | 4.3 | O | 49 | 12.5 | Y |
| 24 | 4.5 | P | 50 | 13.0 | Z |
| 25 | 4.7 | P |  |  |  |

\*Grade 1.0 means beginning first grade. Grade 1.3 means first grade, third month.

## 198

© 2009 Wanda Sanseri

# Diagnostic Test 1

1. go I will *go* to the store. go
2. last The *last* person in line will shut the door last
3. will *Will* you help me, please?. will
4. all I want *all* of you to join me in the circle. all
5. over When the concert is *over* we will go home. over
6. hot The *hot* desert sands burned my feet. hot
7. his Tell Mike *his* papers are ready his
8. led He *led* the way to the prayer meeting. led
9. spent She *spent* all her money foolishly, and now she’s sad. spent
10. spring *Spring* blossoms decorate the trees and bushes. spring
11. card Write your memory verses on a 3X5 *card* card
12. blue The sky is painted a peaceful *blue* color blue
13. mail We eagerly wait for each day’s *mail* delivery mail
14. stamp Do you have a *stamp* from Germany in your collection?. stamp
15. within I will finish reading the book *within* the time allotted. within
16. body My *body* ached all over after that exercise session. body
17. provide Parents *provide* for their children. provide
18. born I was *born* on Columbus Day born
19. suffer We often *suffer* for wrong choices. suffer
20. rule I know a spelling *rule* that helps explain that word. rule
21. elect The people did not *elect* a ruler with integrity elect
22. request May I please *request* a favor?. request
23. address My mailing *address* will be changing next month. address
24. nearly I *nearly* dropped the flower vase but caught it just in time. nearly
25. carried I watched as waves *carried* the bottle out to sea. carried
26. employ Dad’s boss wanted to *employ* my brother, too. employ
27. connection Is there a *connection* between the season and my allergy?. connection
28. entertain Jan will *entertain* our guest while I finish cooking supper entertain
29. publication I read the Sunday *publication* of the newspaper publication
30. treasure Dan tried to dig for Blackbeard’s hidden *treasure.* treasure
31. piece He looks ragged with a *piece* torn from his pants. piece
32. therefore Debt creates bondage; *therefore*, I will not be in debt. therefore
33. official The report with the *official* statement arrived today official
34. concern A compassionate person shows *concern* for others. concern
35. various I enjoy cooking, gardening, and *various* other activities. various
36. relief The rain came as a *relief* after the long drought. relief
37. foreign A *foreign* student from Japan visited our family foreign
38. association A wise man avoids deep *association* with fools. association
39. discussion The *discussion* stimulated my thinking. discussion
40. career The teaching profession is a satisfying *career* career
41. athletic *Athletic* training is useful in sports. athletic
42. disease Louis Pasteur discovered that germs cause *disease* disease
43. convenient The store on the corner is *convenient* convenient
44. familiar The girl looked *familiar,* but I could not remember her name. familiar
45. accommodate How many people can this room *accommodate?.* accommodate
46. parliament *Parliament* was formed to restrain the king. parliament
47. acquaintance Paul was not a close friend, only an *acquaintance* acquaintance
48. physician He went to the *physician* when he was ill. physician
49. appropriate That song was not *appropriate* for the wedding. appropriate
50. occurrence A comet is an unusual *occurrence* occurrence

© 2009 Wanda Sanseri

199