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South Australian Spelling Test

**INSTRUCTIONS FOR ADMINISTRATION**

1.

Students should be seated in a position where copying from others

is not possible.

2.

Each student requires a sheet of paper and pen or pencil.

3.

If not using the formatted sheets, students should number each item before

writing the response.

4.

The method of administration is to say the number of the item. Then say the word clearly. Embed

the word in a sentence. Then repeat the word, saying for example: “Number 19: COST. How much will the ticket COST? Write COST.”

5.

If any of the sentences suggested here appear inappropriate for the age or ability level being tested

they can be changed by the tester provided that the sense of the word is retained.

6.

Students should be encouraged to attempt as many items as possible; but with young children, or

students with learning difficulties, **do not prolong the test unnecessarily.**

7.

It is usual to stop testing after a student has **failed a block of ten consecutive items.** (Note: Not a

total of ten errors anywhere in the test, but a block of ten words coming together.)

8.

When marking do not give credit for any words beyond the tenth **consecutive** error.

9.

When marking do not penalise for reversals, eg., *b* and *d*.

10. No part-marks are to be given. A word is either correct or incorrect.

11. Ensure that the correct table of norms is consulted when determining students’ spelling ages and

interpreting scores (Tables 1 and 2 for Form A and Tables 3 and 4 for Form B).

**SCORE INTERPRETATION**

The student’s raw score is obtained by counting the number of items correct on his or her test sheet**. No**

**credit should be given for correct responses occurring after a *block of ten consecutive errors.***

Table 1 (for Form A) and Table 3 (for Form B) allow the teacher to compare a student’s raw score with the

average score obtained by other students of the same age. It is also possible to determine whether the student is performing within the ‘normal’ range of scores for his or her age level, or whether the score is critically low. ‘Normal’ range indicates the spread of scores within which 50% of the students of that age score. The critically low score represents the score below which only 10% of the age group would be scoring. Students in the critically low group almost certainly need additional support from the teacher in order to

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Alternatively, use the formatted sheet and photocopy as required.

**SOUTH AUSTRALIAN SPELLING TEST Spelling:**

**Approaches to Teaching and Assessment**

**(Westwood, Peter, 2005)**

develop more effective spelling strategies.

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Examples:



Student X: a girl aged 10 years 0 months scores 42 on the SAST Form A. This places her within the

‘normal range’ of performance for students of that age. See Table 1. Her score is slightly above the average for her age group (average score would be 37).

Student Y: Her friend, also aged 10 years 0 months, scores only 24 on the SAST Form A. This places her in the bottom 10% of students of that age. It would be advisable to carry out further assessments with this student in order to determine where special assistance can best be directed.



Referring to Table 2, the spelling age for each of the two students just described is approximately 11 years 2

months (Student X) and 7 years 1 month (Student Y).

When using Table 2 and Table 4 it is important to apply the known Standard Error of Measurement of SST

(plus/minus 2 points). Using Table 2, it would be more accurate and cautious to describe the spelling ages of the two students referred to above as follows:



Student X: 42-2=40 and 42+2=44

Spelling ages for scores of 40 and 44 are 10 years 8 months and 11 years 10 months respectively. The spelling age for Student X is therefore within the range 10 years 8 months to 11 years 10 months.



Student Y: 24-4=22 and 24+2=26

Reading from table 2, the spelling age for Student Y is between 6 years 10 months and 7 years 4 months.

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***Table 2 – Form A***

**APPROXIMATE SPELLING AGES**

***Using Table 2***

Apply the Standard Error of Measurement +2 and -2 on the raw score.

Example: Child spells 22 words correctly.









Subtract 2 from 22 = 20

Add 2 to 22 = 24

Enter Table 2 at raw score 20 and at 24

Child’s spelling age is thus within the range 6 years 7 months and 7 years 1 month.

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**Raw Score**

**Approximate Spelling Age**

**Years, Months**

**Raw Score**

**Approximate Spelling Age**

**Years, Months**

**12**

Below 6 yrs

**33**

8.10

**13**

6.0

**34**

9.1

**14**

6.1

**35**

9.4

**15**

6.2

**36**

9.6

**16**

6.3

**37**

9.11

**17**

6.4

**38**

10.2

**18**

6.5

**39**

10.5

**19**

6.6

**40**

10.8

**20**

6.7

**41**

10.11

**21**

6.8

**42**

11.2

**22**

6.10

**43**

11.5

**23**

6.11

**44**

11.10

**24**

7.1

**45**

12.2

**25**

7.2

**46**

12.5

**26**

7.4

**47**

12.8

**27**

7.6

**48**

13.0

**28**

7.8

**49**

13.5

**29**

7.11

**50**

13.10

**30**

8.1

**51**

14.4

**31**

8.4

**52**

14.11

**32**

8.7

**53**

15.7

**54**

16+

***Table 2 – Form B***

**APPROXIMATE SPELLING AGES**

***Using Table 4***

Apply the Standard Error of Measurement + 2 and – 2 points on raw score.

Example: Child spells 28 words correctly.









Subtract 2 from 28 = 26

Add 2 to 28 = 30

Enter Table 2 at raw score 26 and at 30

Child’s spelling age is thus within the range 7 years 6 months to 8 years 2 months.

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**Raw Score**

**Approximate Spelling Age**

**Years, Months**

**Raw Score**

**Approximate Spelling Age**

**Years, Months**

**12**

6.0

**35**

9.1

**13**

6.1

**36**

9.3

**14**

6.2

**37**

9.5

**15**

6.3

**38**

9.6

**16**

6.4

**39**

9.9

**17**

6.6

**40**

10.0

**18**

6.7

**41**

10.3

**19**

6.9

**42**

10.5

**20**

6.10

**43**

10.8

**21**

7.0

**44**

10.10

**22**

7.1

**45**

11.0

**23**

7.2

**46**

11.2

**24**

7.4

**47**

11.4

**25**

7.5

**48**

11.7

**26**

7.6

**49**

11.11

**27**

7.8

**50**

12.3

**28**

7.10

**51**

12.6

**29**

8.1

**52**

12.10

**30**

8.2

**53**

13.2

**31**

8.4

**54**

13.8

**32**

8.6

**55**

14.5

**33**

8.8

**56**

15.2

**34**

8.11

**57**

15.9

**58**

16.0

59

1.

on

Please put your shoe ON. Write ON.

2.

hot

The water in the bath is HOT. Write HOT.

3.

cup

I drink from a CUP. Write CUP.

4.

van

The lady can drive the VAN. Write VAN.

5.

jam

I like jam on my bread. Write JAM.

6.

mud

I got MUD on my shoes when it rained. Write MUD.

7.

sit

Please SIT on this chair. Write SIT.

8.

beg

I taught my dog to BEG for a biscuit. Write BEG.

9.

me

This present is not for ME. Write ME.

10.

go

I will GO to the shops after school. Write GO.

11.

do

What will you DO next? Write DO.

12.

of

I am not sure OF your name. Write OF.

13.

the

Is this THE toy you want? Write THE.

14.

so

You did that job SO quickly. Write SO.

15.

plan

I used a PLAN to make this model. Write PLAN.

16.

ship

A SHIP is on the sea. Write SHIP.

17.

chop

The butcher will CHOP the meat. Write CHOP.

18.

from

Our new teacher comes FROM Sydney. Write FROM.

19.

thin

The THIN cat squeezed under the fence. Write THIN.

20.

lost

I LOST my key. Write LOST.

21.

dart

I threw a DART at the dartboard. Write DART.

22.

seem

The shop did not SEEM to be open. Write SEEM.

23.

food

We must take FOOD to the picnic. Write FOOD.

24.

for

Is this letter FOR me? Write FOR.

25.

are

Animals ARE in the field. Write ARE.

26.

who

WHO was that knocking at the door? Write WHO.

27.

here

Put the box over HERE. Write HERE.

28.

fire

We need dry sticks to start the FIRE. Write FIRE.

29.

date

What is the DATE today? Write DATE.

30.

loud

Your voice is too LOUD. Write LOUD.

31.

eye

Please shut one EYE and look at this. Write EYE.

32.

fight

I saw two dogs FIGHT in the park. Write FIGHT.

33.

friend

She is my best FRIEND. Write FRIEND.

34.

done

What have you DONE with your book? Write DONE.

35.

any

Are there ANY cakes left? Write ANY.

**SOUTH AUSTRALIAN SPELLING TEST (SAST) – Form A**

**Teacher Reading Copy**

(Westwood, P., *Spelling Approaches to teaching and assessment*, ACER, 2005)

60

36.

great

I was chased by a GREAT big dog. Write GREAT.

37.

sure

I am not SURE how to spell this. Write SURE.

38.

women

Two WOMEN went for a swim. Write WOMEN.

39.

answer

Please ANSWER my question. Write ANSWER.

40.

beautiful

The flowers in the garden look BEAUTIFUL.

41.

orchestra

I play the piano in the ORCHESTRA.

42.

equally

They shared the money EQUALLY.

43.

appreciate

Thank you. I APPRECIATE your help.

44

familiar

His face seemed FAMILIAR. Had we met before?

45.

enthusiastic

The student was an ENTHUSIASTIC player.

46.

signature

She wrote her SIGNATURE on the paper.

47.

breathe

Fresh air is good to BREATHE.

48.

permanent

Will that sign be taken away or is it PERMANENT?

49.

sufficient

We have SUFFICIENT food to L&ST for the weekend.

50.

surplus

We will sell the SURPLUS apples. We have too many.

51.

customary

It is CUSTOMARY to shake hands.

52.

especially

This gift is ESPECIALLY for you.

53.

materially

This story is not MATERIALLY different from the one in your book.

54.

cemetery

The funeral took place at the CEMETERY.

55.

leisure

She spent her LEISURE time in the garden.

56.

fraternally

FRATERNALLY means the same as brotherly.

57.

successful

The fund-raising was very SUCCESSFUL.

58.

definite

I agreed on a DEFINITE time to meet her.

59.

exhibition

There is an art EXHIBITION at the gallery.

60.

apparatus

We use this APPARATUS in the science lab.

61.

mortgage

I bought the house by taking a MORTGAGE.

62.

equipped

The campers were EQUIPPED with new tents.

63.

subterranean

SUBTERRANEAN means under the ground.

64.

politician

Did you vote for that POLITICIAN?

65.

miscellaneous

Mixing different items together makes a MISCELLANEOUS set.

66.

exaggerate

The fish wasn’t that big! Don’t EXAGGERATE.

67.

guarantee

My washing machine has a two-year GUARANTEE.

68.

embarrassing

I find it EMBARRASSING to give a speech.

69.

conscientious

Students who work hard are said to be CONSCIENTIOUS.

70.

seismograph

A SEISMOGRAPH is an instrument to measure the strength of earthquakes.

61

1.

in

Come IN to the classroom. Write IN.

2.

top

Touch the TOP of your head. Write TOP.

3.

can

CAN you help me, please? Write CAN.

4.

pet

This dog is my PET. Write PET.

5.

bus

I come on the BUS to school. Write BUS.

6.

dig

I can DIG a hole in the sand. Write DIG.

7.

fed

We FED the animals at the zoo. Write FED.

8.

men

The MEN are painting the house. Write MEN.

9.

be

You can BE the next leader. Write BE.

10.

to

I must send this letter TO my friend. Write TO.

11.

by

Please come home BY five o’clock. Write BY.

12.

no

NO, you may not stay out late. Write NO.

13.

was

I WAS home early today. Write WAS.

14.

son

This mother gave her SON a present. Write SON.

15.

flag

The FLAG was blowing in the wind. Write FLAG.

16.

trip

Don’t TRIP over the books on the floor. Write TRIP.

17.

stop

The car must STOP at the red light. Write STOP.

18.

skin

Our bodies are covered by SKIN. Write SKIN.

19.

cost

How much will the ticket COST? Write COST.

20.

thank

THANK you. That was a good answer. Write THANK.

21.

need

I NEED more time to finish this work. Write NEED.

22.

hook

My fishing line has a new HOOK. Write HOOK.

23.

part

I will walk with you PART of the way home. Write PART.

24.

four

We will catch the bus at FOUR o’clock. Write FOUR.

25.

our

This will be OUR L&ST chance to win. Write OUR.

26.

they

THEY are not going to beat us. Write THEY.

27.

hear

Can you HEAR the noise of the traffic? Write HEAR.

28.

fare

How much is the bus FARE to your home? Write FARE.

29.

gate

Please close the GATE when you go out. Write GATE.

30.

cloud

There is a dark CLOUD in the sky. Write CLOUD.

31.

air

Let us go outside and get some fresh AIR. Write AIR.

32.

tight

I can’t put on this belt; it is too TIGHT. Write TIGHT.

33.

cried

The film was so sad, I almost CRIED. Write CRIED.

34.

none

NONE of you are likely to fail any tests. Write NONE.

35.

ask

We must ASK permission to do this. Write ASK.

**SOUTH AUSTRALIAN SPELLING TEST (SAST) – Form B**

**Teacher Reading Copy**

Peter Westwood and Kerry Bissaker (2005)

62

36.

treat

The party was arranged as a special TREAT. Write TREAT.

37

surf

There is no SURF today; the sea is calm. Write SURF.

38.

world

There is a map of the WORLD. Write WORLD.

39.

dancer

My sister is a good ballet DANCER. DANCER.

40.

unusual

Your shoes are an UNUSUAL colour. UNUSUAL.

41.

quality

The photocopier needs high QUALITY paper. QUALITY.

42.

furniture

I don’t like modern style FURNITURE. FURNITURE.

43.

reliable

You can trust her, she is very RELIABLE. RELIABLE.

44

fashion

The model wore a dress of the latest FASHION. FASHION.

45.

laughter

The sound of LAUGHTER makes me happy. LAUGHTER.

46.

thoughtful

It was THOUGHTFUL of you to help. THOUGHTFUL.

47.

encourage

Good marks will ENCOURAGE you. ENCOURAGE.

48.

efficient

The cleaner is hardworking and EFFICIENT.

49.

purpose

What is the PURPOSE of the visit?

50.

curious

I was CURIOUS to know the reason.

51.

acceptable

Your gift is very ACCEPTABLE.

52.

equipment

The builders moved their EQUIPMENT.

53.

choir

I was chosen to sing in the school CHOIR.

54.

chemically

The two substances were analysed CHEMICALLY.

55.

neighbour

I often smile and speak to my NEIGHBOUR.

56.

nocturnal

A NOCTURNAL animal comes out at night.

57.

assessment

We use examinations as one form of ASSESSMENT.

58.

adolescence

ADOLESCENCE is the period between 13 to adulthood.

59.

casualty

The driver of the wrecked car was the only CASUALTY.

60.

catalogue

You can check the price and details in the CATALOGUE.

61.

boulder

A large BOULDER and some smaller rocks blocked their path.

62.

exemplary

She gave an EXEMPLARY performance in the debate.

63.

magnificent

The queen looked MAGNIFICENT in her robes.

64.

substitute

The team decided to use the SUBSTITUTE player.

65.

maintenance

A motorcycle needs regular MAINTENANCE.

66.

disguise

He did not want to be recognised so he put on a DISGUISE.

67.

proprietor.

The owner of the business is called the PROPRIETOR.

68.

vaccination

To prevent catching this disease you need a VACCINATION.

69.

excruciating

The injury to her knee caused EXCRUCIATING pain.

70.

kaleidoscope

A KALEIDOSCOPE is an instrument or toy that makes patterns of light with coloured glass.

63

1

16

2

17

3

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29

15

30

**Student’s Name:**

Today’s date:

Date of Birth: Year Level:

Raw

Your age: years months

Score:

**SOUTH AUSTRALIAN SPELLING TEST (SAST) – Form A or Form B**

**Student Recording Copy**

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