

DIAGNOSTIC SPELLING TEST # _____

Name _____ Age _____ Grade _____ Date _____

Total Right ____ Grade Equivalent ____ First Missed ____ Tension of Learning Level ____ Section Placement ____

- 1 _____ 26 _____
- 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 _____

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 benchmark 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, administered 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 attacks 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 probably 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.

How is the test scored?

Any mistake, including uncrossed T's or incorrectly capitalized words, makes a word incorrect. 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

WORDS CORRECT	GRADE STATUS*	SPELLING SECTION	WORDS CORRECT	GRADE STATUS*	SPELLING SECTION
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.

Diagnostic Test 1

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