

# DIAGNOSTIC SPELLING ASSESSMENT

# WHY ASSESS?

- ▶ There are two main reasons for the assessment process:
  1. To collect information that allows a teacher to write programs that match the needs of the class student/body
  2. To prepare a remediation program for students who have gaps in their knowledge, or who have mis-learnt information

# THE SPELLING ASSESSMENT TABLE

This table is contained in our Program and Teaching Guide

## Ants in the Apple Spelling Assessment

Kindergarten	Level 1		Level 2		Level 3		Level 4	
1. at	1. quiz	26. call	1. match	24. throw	1. stench	26. pair	1. collision	26. weigh
2. is	2. yes	27. name	2. flinch	25. dream	2. orange	27. sigh	2. investigate	27. laugh
3. up	3. jut	28. hide	3. judge	26. curve	3. never	28. near	3. emphasise	28. though
4. on	4. rag	29. join	4. hinge	27. draw	4. struck	29. roar	4. anecdote	29. taught
5. egg	5. box	30. pray	5. speck	28. shout		30. care	5. prosecute	
6. quiz	6. vet	31. dark	6. strap	29. first	5. million	31. severe	6. Norway	30. trophy
7. yes		32. bring	7. scrub	30. boast	6. confess	32. jeer	7. particle	31. machine
8. jut	7. moth	33. weep			7. stall	33. bought	8. voyage	32. cruise
9. rag	8. wish	34. snail	8. blotch	31. value	8. donate	34. eight	9. marrow	33. spaghetti
10. box	9. much	35. heat	9. sniff	32. author	9. compete		10. portrait	34. souvenir
11. bid	10. when		10. small	33. photo	10. decay	35. reply	11. loose	35. thief
12. hum		36. block	11. blame	34. where	11. shook	36. chemist	12. permit	36. knuckle
13. fan	11. step	37. huff	12. drone	35. many	12. charm	37. race	13. moisture	37. python
14. vet	12. swim	38. gem	13. relay	36. bully	13. enjoy	38. other	14. scowl	38. atmosphere
15. will	13. flash	39. quickly	14. sharp	37. nothing	14. quaint	39. riddle	15. flounder	39. nuisance
	14. glum	40. slipping	15. wood	38. wished	15. power	40. gym	16. hoax	40. design
16. them	15. brag		16. joy	39. mild	16. season	41. gnat	17. automatic	41. rhythm
17. moth	16. drop	41. put	17. sweep		17. shadow	42. honey		42. receipt
18. shut		42. want	18. frown	40. pretty	18. loose	43. human	18. manicure	43. monarch
19. wish	17. dust	43. some	19. storm	41. knot	19. ground	44. glass	19. chair	44. justice
20. chap	18. lift	44. said	20. creek	42. library	20. argue	45. glove	20. might	45. electric
21. much	19. send	45. both	21. point	43. school	21. coach	46. tissue	21. fear	46. design
	20. fact	46. cry	22. droop	44. lamb	22. noisy	47. warm	22. herbivore	47. solemn
22. me	21. gold	47. fast	23. silver	45. chef		48. chief	23. unique	48. sponge
23. saw		48. have		46. door	23. clutch		24. learn	
24. and	22. quilt			47. warm	24. pledge		25. aeroplane	
25. my	23. stump			48. listen	25. sore			
26. put	24. blend							
	25. fresh							

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# THE ASSESSMENT PROCESS

1. Choose the test that best matches the ability level of the student/class. NOTE: The test levels 1-4 indicate **levels of difficulty**, NOT class grades.
2. Give the test. If necessary, put the words into context in a sentence, or give a definition of a word.

# THE ASSESSMENT PROCESS (CONTINUED)

3. Mark the tests. Count the errors and place that score in the top, right-hand corner of each student paper.
4. Arrange the student papers in numerical order **starting at zero errors**, according to the score at the top of each sheet.
5. Select the appropriate analysis sheet.
6. List the student names according to the order of the student papers.
7. Mark the boxes, **indicating an error**, for each student.



# ANALYSIS OF RESULTS

1. Look down the **columns**. If a large percentage of the class has made the same error, it may indicate that a certain concept has not yet been taught.
2. Look across the **rows**. There will generally be three groups of students.
  - a. Those students who have made no, or very few, errors. (e.g., 10 or less errors)
  - b. Those students who have made a large number of errors (e.g., 36 or more errors)
  - c. A middle group (usually the largest group) who have made between 11 and 36 errors

# PROGRAMMING FROM THE ANALYSIS OF RESULTS

1. If the bulk of students are in the middle group (between 13 and 29 errors in 48 words) then this test will represent the spelling level for class programming. The middle group will work on the basic spelling list; the more able group will work on the *extended* words from the basic spelling list; and the less able group may need words at a simpler level, within the same family structure or spelling pattern.



# PROGRAMMING FROM THE ANALYSIS OF RESULTS (CONTINUED)

2. If the bulk of students are in the top group (12 or less errors in 48 words) then the test should be repeated at the next level up, and the analysis repeated.
3. If the bulk of students are in the less able group (30 or more errors in 48 words) then the test should be repeated at the previous level, and the analysis repeated.

# NOTES ON USE

- ▶ **Note 1:** Each spelling list has been constructed to test various concepts: c-v-c words, digraphs, and irregular words. This allows a further analysis of what to include in a class program. Each Class Analysis Sheet indicates the purpose of the inclusion of each word in a group at the bottom of the table.
- ▶ **Note 2:** This assessment procedure is conducted ONCE at the beginning of the school year.
- ▶ **Note 3:** Weekly (Friday) spelling quizzes are used to determine whether students have mastered the words on the current spelling list and to monitor progress.