



GRADED WORDS SPELLING TASK Score Sheet

Administrator: Date:

| | | | | | |
|---------------------|--|------|--|-----------------------|--|
| Child's ID: (code) | | Sex: | | Age (years & months): | |
| School Name: (code) | | | | Year Group/Grade: | |

- Read the Administrator's script from the Graded Words Spelling Task *Instructions for Administration and Scoring* form.
- For each item, in the ✓ / ✗ column, write ✓ or 1 beside correct spellings and ✗ or 0 beside incorrect spellings.
- If the child refuses to respond to an item, write a / on the score sheet, and score this ✗ or 0 points.
- Score 1 point for each correct spelling, and 0 for incorrect spellings. Transcribe the child's incorrect spelling in the *Copy Error* column.
- Accept productions in upper or lower case, and in cursive or printed script.
- The **maximum score is 35 (excluding item 1, the child's name)**.
- In **group administration**, encourage the children to attempt all items. If a child hesitates on an item, encourage him/her to keep going, but do not give corrective feedback.
- In **individual administration**, **discontinue** the test after **ten consecutive errors**.

Notes for interpreting the ensuing Table:

* = This column indicates the type of orthographic feature that is contained in the word. Children's accuracy on these features may be used for qualitative analysis, and this in addition to their accuracy on the phonological structure of words, including spelling of polysyllabic words, and words with syllable-internal consonant clusters.

a = **N/A**: specific orthographic features not analysed.

b = **LEX**: pattern requires knowledge of the specific word's spelling (i.e., lexical knowledge)


c = **GT**: pattern can be deduced from knowledge of graphotactic (i.e., letter sequencing) regularities

d = **M-PH**: pattern can be deduced from knowledge of morpho-phonological regularities (e.g., the R in STAR /sta:/ can be derived by inflecting the word to STARRY)

e = **M**: pattern can be deduced from knowledge of morphological constancy (e.g., the ED in BAKED /beikt/ can be derived by identifying the past tense inflection grapheme ED).

f = **2-syll/3-syll**: 2- or 3-syllable word

g = **CC**: syllable-internal consonant cluster



GRADED WORDS SPELLING TASK

Score Sheet

| Item Number | Word | ✓ / ✕ | Copy Error | Type of Orthographic Feature* |
|--|--------------------|------------|------------|-------------------------------|
| 1 | CHILD’S FIRST NAME | Not scored | | N/A ^a |
| 2 | MUM | | | N/A |
| 3 | SUN | | | N/A |
| 4 | DOG | | | N/A |
| 5 | A | | | N/A |
| 6 | IN | | | N/A |
| 7 | TO | | | LEX ^b |
| 8 | AND | | | N/A |
| 9 | INTO | | | N/A |
| 10 | BU·NNY | | | GT ^c |
| | | | | 2-syll ^f |
| STARTING POINT FOR YEAR 2 (AND OLDER): | | | | |
| GRADED WORD SET | | | | |
| 11 | BUS | | | PH |
| 12 | STAR | | | M-PH ^d |
| | | | | CC ^g |
| 13 | LOCK | | | GT |
| 14 | JAR | | | M-PH |
| 15 | CO·MIC | | | GT |
| | | | | 2-syll |
| 16 | FORK | | | LEX |
| 17 | MID·NIGHT | | | LEX |
| | | | | 2-syll |
| 18 | MASK | | | GT |

| | | | | CC |
|----|---|--------------|------------|--------------------------|
| | Word | ✓ / ✕ | Copy Error | |
| 19 | TAL <u>K</u> ING | | | LEX |
| | | | | 2-syll |
| 20 | BAK <u>E</u> D | | | M ^e |
| 21 | CAR <u>T</u> ON | | | LEX |
| | | | | 2-syll |
| 22 | <u>K</u> NEE | | | LEX |
| 23 | PLAN <u>E</u> S | | | M |
| | | | | CC |
| 24 | HEEL <u>L</u> | | | GT |
| 25 | SLE <u>E</u> P·WAL·K <u>I</u> NG | | | LEX |
| | | | | 3-syll ^f , CC |
| 26 | <u>K</u> E·TT <u>L</u> E | | | GT |
| | | | | 2-syll, CC |
| 27 | PRO·M <u>I</u> S <u>E</u> D | | | M |
| | | | | 2-syll, CC |
| 28 | SEA·G <u>U</u> LL | | | LEX/GT |
| | | | | 2-syll |
| 29 | AC·T <u>O</u> R | | | M-PH |
| | | | | 2-syll |
| 30 | PO·N <u>I</u> ES | | | M |
| | | | | 2-syll |
| 31 | BR <u>I</u> DES·MA <u>I</u> D | | | LEX |
| | | | | CC |
| 32 | <u>W</u> RIST | | | LEX |
| | | | | CC |
| 33 | PO·L <u>A</u> R | | | M-PH |
| | | | | 2-syll |
| 34 | VI·NE·G <u>A</u> R | | | M-PH |
| | | | | 3-syll |
| 35 | LO· <u>L</u> LI·POP | | | GT |
| | | | | 3-syll |
| 36 | IN·T <u>R</u> O·D <u>U</u> C <u>E</u> D | | | M |
| | | | | 3-syll, CC |
| | | Total Score: | | |
| | | /35 | | |



GRADED WORDS SPELLING TASK Results Summary

Record the sum of attempted, correct, incorrect, skipped and refused items.

Summary of Main Scores

| | |
|---------------------------------|--|
| Items Attempted | |
| Items Incorrect/Skipped/Refused | |
| Items Correct | |

| | Raw Score | Standard Score | Confidence Intervals | Percentile |
|--|-----------|----------------|----------------------|------------|
| Total Graded Word Spelling Score (sum of items correct) | | | | |

Summary of Error Types

| Phonological Structure | Sum of Errors by Phonological Pattern | |
|----------------------------|---------------------------------------|--|
| Word Length | Sum of Errors by Word Length | Sum of Consonant Cluster Errors by Word Length |
| 1-Syllable | | |
| 2-Syllable | | |
| 3-Syllable | | |
| Orthographic Patterns | Sum of Errors by Orthographic Pattern | |
| Graphotactic (GT) | | |
| Morpho-phonological (M-PH) | | |
| Morphological (M) | | |
| Lexical (LEX) | | |