



## PSEUDOWORD SPELLING TASK

### Instructions for Administration and Scoring

#### About the Test

<b>What is Measured</b>	This task measures the child's ability to generate phonologically plausible spellings for novel words. A plausible spelling can be produced using knowledge of basic phoneme-grapheme correspondences alone. However, the carrier sentences are created to elicit specific letter patterns according to graphotactic and/or morphological spelling conventions, such as plural <s>, past tense <ed>, word-final <r>, consonant doubling after lax vowels. While any phonologically plausible spelling production is credited, the scoresheet also allows for an evaluation of the child's ability to use contextually-appropriate spelling conventions.
<b>Age Range</b>	This test is appropriate for pupils in Years 1 and 2. However it may be used with older primary-school-aged pupils, in particular to examine their ability to apply orthographic conventions to novel words.
<b>Scoring (accuracy)</b>	Binary scoring is used to generate two scores. First, 1 point is awarded for any spelling that leads to a plausible pronunciation of the target pseudoword, and 0 points otherwise. Second, 1 point is awarded for any conventionally correct spelling of a targeted grapheme. Current norms are based on these scoring methods.  For a more refined assessment, partial accuracy scoring is recommended using the Ponto tool ( <a href="http://spell.psychology.wustl.edu/ponto/">http://spell.psychology.wustl.edu/ponto/</a> ) created by Prof. Brett Kessler. Norms of older pupils and for partial accuracy are forthcoming.
<b>Norms</b>	Current norms are available for Year 2.
<b>Materials for Administration</b>	Participant Sheet and pencil or pen (as is typical in the child's classroom) for participant  Nonword Spelling Task Score Sheet

#### Test Procedure

##### 1. Test Introduction

###### Administrator says:

"Now, I'm going to say some pretend words and I want you to write them down. The words don't mean anything, but I want you to try and write them as best you can. I'm going to say the word, then I'll use it in a sentence, and then I'll say it again. I want you to try to write *each pretend* word, even if you're not sure how to."



NB: The Administrator should read the **pseudoword** first, then the **carrier sentence**, pausing before reading the target **pseudoword again**, to give emphasis.

-Clues to the pseudoword pronunciations are provided for the Administrator (not for the child) for each item in the table below.

-The Administrator should speak at a **comfortable rate**.

-The child should be encouraged to try all items. They should also be encouraged to write one pseudoword per line.

**-All 15 items should be administered. The test should NOT be discontinued.**

## 2. Conducting the test

The Administrator should follow (read aloud) the script specified for each item in the table below:

Item Number	Pseudoword	Clue to pronunciation	Script
1	<b>LONIES</b> (pronounced like PONIES)	/ləʊnɪz/, as in “ponies”	<b>LONIES</b> . ‘My sister has a lony and I have a lony, too. We’ve got two <b>LONIES</b> ’. Write <b>LONIES</b> .
2	<b>VAR</b> (pronounced like JAR)	/vɑ:/, as in “jar”	<b>VAR</b> . ‘She has the varest book of all. Her book is very <b>VAR</b> ’. Write <b>VAR</b> .
3	<b>APTERISK</b> (pronounced like ASTERISK)	/æptərɪsk/, as in “asterisk”	<b>APTERISK</b> . ‘John plays with his <b>APTERISK</b> ’. Write <b>APTERISK</b> .
4	<b>TREMISED</b> (pronounced like PROMISED)	/tremɪst/, as in “promised”	<b>TREMISED</b> . ‘The teacher asked the children to tremise at play time. At play time the children <b>TREMISED</b> ’. Write <b>TREMISED</b> .
5	<b>LINEGAR</b> (pronounced like VINEGAR)	/lɪnɪgə/, as in “vinegar”	<b>LINEGAR</b> . ‘The garden is very linegary. It is full of <b>LINEGAR</b> ’. Write <b>LINEGAR</b> .
6	<b>BOCK</b> (pronounced like LOCK)	/bɒk/, as in “lock”	<b>BOCK</b> . ‘I want to <b>BOCK</b> the apple’. Write <b>BOCK</b> .
7	<b>INCROBUCED</b> (pronounced like INTRODUCED)	/ɪnkrəˈbju:st/, as in “introduced”	<b>INCROBUCED</b> . ‘The teacher asked the child to incrobuce. Then the child <b>INCROBUCED</b> ’. Write <b>INCROBUCED</b> .
8	<b>APTOR</b> (pronounced like ACTOR)	/æptə/, as in “actor”	<b>APTOR</b> . ‘It is very aptory today. There is a lot of <b>APTOR</b> ’. Write <b>APTOR</b> .

9	<b>CHAKED</b> (pronounced like BAKED)	/tʃeɪkt/, as in “baked”	<b>CHAKED</b> . ‘The teacher asked the child to chake. Then, the child <b>CHAKED</b> ’. Write <b>CHAKED</b> .
10	<b>MEAGULL</b> (pronounced like SEAGULL)	/mi:gəl/, as in “seagull”	<b>MEAGULL</b> . ‘I buy a large <b>MEAGULL</b> on Saturdays’. Write <b>MEAGULL</b> .
11	<b>PALENDAR</b> (pronounced like CALENDAR)	/pælɪndə/, as in “calendar”	<b>PALENDER</b> . ‘I like palendaring at school. My favourite hobby is to <b>PALENDER</b> ’. Write <b>PALENDER</b> .
12	<b>COLLIPOP</b> (pronounced like LOLLIPOP)	/kɒlɪpɒp/, as in “lollipop”	<b>COLLIPOP</b> . ‘I saw a <b>COLLIPOP</b> hanging on a tree’. Write <b>COLLIPOP</b> .
13	<b>POLONIES</b> (pronounced like COLONIES)	/pɒləni:z/, as in “colonies”	<b>POLONIES</b> . ‘Billy has one polony at home, but we have two <b>POLONIES</b> ’. Write <b>POLONIES</b> .
14	<b>KEFFLE</b> (pronounced like KETTLE)	/kefəl/, as in “kettle”	<b>KEFFLE</b> . ‘In Georges’s town, there’s a <b>KEFFLE</b> at every corner’. Write <b>KEFFLE</b> .
15	<b>TOLAR</b> (pronounced like POLAR)	/təʊlə/, as in “polar”	<b>TOLAR</b> . ‘I like tolerating with my friends. My favourite hobby is to <b>TOLAR</b> ’. Write <b>TOLAR</b> .

### 3. Scoring

- The Administrator should refer to the **Pseudoword Spelling Task Score Sheet** to score the items.
- For each item in the ✓ / ✗ column the Administrator should:
  - write ✓ beside each **plausible** spelling
  - write ✗ beside each **implausible** spelling, and transcribe the child’s implausible spelling in the **Implausible Spellings** column.
  - write ✓ beside each correct **conventional target grapheme** spelling (penultimate column)
  - write ✗ beside each incorrect **conventional target grapheme** spelling, and transcribe the child’s incorrect spelling in the final column.
- **One point** should be awarded for each **plausible** spelling, and **zero points** for each **implausible** spelling.