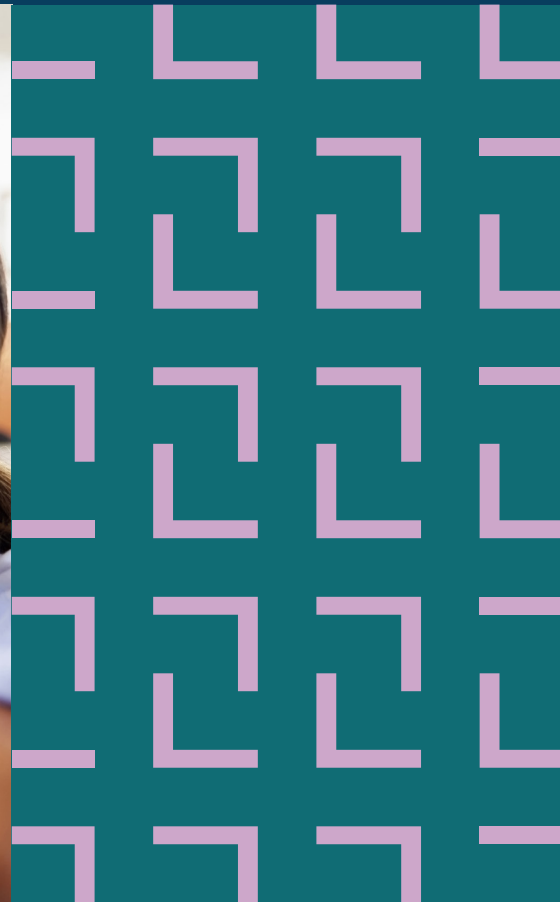


AGES
5–25+

Diagnostic Spelling Tests

Your guide to assessing your learner's spelling ability



About Diagnostic Spelling Tests

Diagnostic Spelling Tests provide a series of easy-to-administer group or individual spelling tests for learners aged 5–25+. Each of the five tests has a parallel form, carefully matched in content and difficulty, making it easy to track pupil progress before and after intervention.

Examining how learners spell the words in any of the *Diagnostic Spelling Tests* provides useful diagnostic information on their learning of English spelling, such as:

- Whether particular aspects of spelling have been covered in their lessons how effectively they have been covered
- Whether individual pupils and/or groups of pupils are finding certain aspects of spelling especially difficult to learn.
- Which kinds of words are being misspelled and which kinds are spelled correctly
- What sorts of errors are being made in the misspelled words

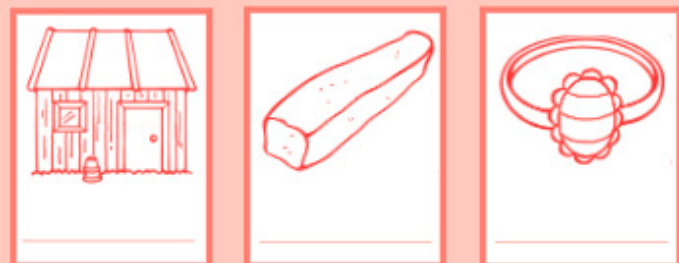
Ages 5–7 (Years 1 and 2)	Diagnostic Spelling Tests: Test 1 Form A Diagnostic Spelling Tests: Test 1 Form B	Diagnostic Spelling Tests: Primary Manual
Ages 7–9 (Years 3 and 4)	Diagnostic Spelling Tests: Test 2 Form A Diagnostic Spelling Tests: Test 2 Form B	
Ages 9–12 (Years 5 and 6)	Diagnostic Spelling Tests: Test 3 Form A Diagnostic Spelling Tests: Test 3 Form B	
Ages 11–14 (Years 7–9) and ages 14–25+ (Years 10–13, and beyond)	Diagnostic Spelling Tests: Secondary/Adult Tests Booklet (Tests 3–5)	Manual and tests come together as one.

Test scores can be converted to:

- Spelling age
- Percentiles
- Standardised scores

How does Diagnostic Spelling Tests work?

Step 1 Learners complete a *Diagnostic Spelling Test*



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On _____, I went to see a
_____ with
my uncle. It was _____
a blue _____. The traffic was
bad but we got _____
in _____.



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Diagnostic Spelling Tests provide a standardised assessment of a learner's spelling ability and the opportunity to analyse those spelling patterns that they can use effectively, and those which may need further teaching and practice.



Some people _____ enjoy buying _____
and yet there are _____ who hate it.
My sister spends an _____ amount of time looking in
shop _____ even if she has no _____.
When we go _____ town _____,
she calls _____ Jasmine or Kerry and sends them
_____ of the latest _____.
It's my _____ mobile, so I make her
_____ me in the _____ too.

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Step 2 Re-test learners to monitor progress

Following an intervention programme, progress can be assessed by re-testing with the alternate Form or by using the follow-up tests provided in the manual.

Each follow-up test focuses on one type of spelling structure e.g. vowel digraphs, suffixes, etc., which can be diagnosed using the photocopyable sheets and overlays provided.

DST 1, Form B: Analysis for

sun	chip	there	head
mum	ring	just	market
tree	mask	time	which
bag	bell	year	vegetables
dog	pond	train	prepare
water	Friday	stayed	grach
boy	good	farm	unhappy
ball	film	gave	arguing
park	about	scare	disagreed
shed	whale	bumped	return

In the boxes to the right of the words, show correct by ✓, incorrect by ✗, and leave blank unattempted questions.
Diagnostic Spelling Tests photocopy master published by Hodder Murray

DST 1, Form B: Analysis for

sun	chip	there	head
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In the boxes to the right of the words, show correct by ✓, incorrect by ✗, and leave blank unattempted questions.
Diagnostic Spelling Tests photocopy master published by Hodder Murray

Step 3 Diagnostic analysis

Once all the tests have been marked, you may wish to analyse some learners' results in more detail.

There is a marking grid and set of marking-overlay masters for each test showing which words in the specific Diagnostic Spelling Tests illustrates particular spelling patterns or need to be learned as 'sight words'.

The Primary manual and Secondary/Adult Test Booklet provides sets of photocopy masters of marking analysis sheets that can be used with all the tests.

DST 1 Form B	High-frequency words	Cvc words	Consonant digraphs	Consonant clusters	Vowel digraph/trigraphs	Prefixes	Suffixes/common word endings	Sight words
sun		✓						
mum	✓	✓						
tree				✓	✓			
bag		✓						
dog	✓	✓						
water	✓				✓		✓	✓
boy	✓				✓			
ball	✓		✓					
park					✓			
shed			✓					
chip			✓					
ring			✓					✓
mask				✓				✓
bell			✓					
pond				✓				
Friday	✓			✓	✓			
good	✓				✓			
film				✓				
about	✓				✓			
whale			✓		✓			✓
there	✓		✓		✓			✓
just	✓			✓				
time	✓				✓			
year					✓			
train				✓	✓			
stayed				✓	✓		✓	
farm					✓			
gave					✓			
scare				✓	✓			
bumped				✓			✓	
head					✓			
market					✓			✓
which			✓					✓



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