

## **PRETESTING WITH THE MORRISON-MCCALL SPELLING LIST**

### **Administer the Pretest**

- Have students clear desks. Have each student write name, date, and grade at top of the page (lined paper may be used).
- Give directions distinctly, at moderate speed, paying careful attention to emphasis. Speak loudly enough for all students to hear without difficulty. Insist courteously but firmly upon prompt attention from the start.
- Avoid preliminary coaching and special helps during the test. Use the following standardized introductory remarks.

Say:

“I will now dictate some spelling words. This is not a test; it tells me what I need to teach you. I will pronounce each word, use it in a sentence, and pronounce it again. If you do not know how to spell a word, draw a line in the space, and wait for the next word. Try to spell as many words as you can. Be sure to dot the *i*'s and *j*'s and cross *t*'s.” (If two grades are being assessed, the teacher will add, “Every one will spell the same words.”)

- Collect papers as soon as students have written the last word.

### **Determine the student's instructional level.**

Each student's instructional level is the point at which the student begins missing *many* words.

- Check each misspelled word.

To avoid subjective scoring, the standard of correctness is absolute accuracy. Count American or British spelling as correct depending upon locale. (See Extended Ayres (EA) Word List in the text.) Consider the following as errors:

- letter reversals
- the letters *i* or *j* if they do not have a dot
- the letter *t* if it is not crossed
- words not pronounced e.g. “tops” for the word “top,” or “men” for “man”

If in doubt as to the child's spelling, consider the word wrong. *On the pretest, pay no attention to capitalization. On Lists 2 – 8 and the Post Test count capitalization of the spelling words wrong.*

- Count the number of words spelled *correctly* and record this number beside # correct on the back of each student's Pre/Post Test.
- Use Table 1 below to determine each student's *Grade Status* (GS) and record on

the back of each student's Pre/Post Test. This figure compares the student's achievement with the norms.

EXAMPLE: John has 3 words correct; his *grade status* is 1.7. This means that a score of 3 is the *norm* for first grade at the end of the seventh month of instruction. Marcia has 19 words correct; her *grade status* is 3.7.

- Draw a line on the pre/post test to separate the words that are mostly correct from those that are mostly (or all) incorrect – student's *instructional level*. Use *Table 1* below to identify the EA section where the student began missing many (or all) words and record it on the back of each student's pretest.

EXAMPLE: John began missing every word after *red*. His *instructional level* is Section A-G. Marcia began missing every word after *body*, word 16; her *instructional level* is Section L.

**TABLE 1**

Words Correct	Grade Status	Extended Ayres Section	Words Correct	Grade Status	Extended Ayres Section
0	0.0	-	25	4.7	P
1	1.3	A-G	26	4.9	Q
2	1.3	A-G	27	5.1	Q
3	1.7	A-G	28	5.2	R
4	1.8	A-G	29	5.4	R
5	1.9	A-G	30	5.6	R
6	2.0	A-G	31	5.8	S
7	2.1	H	32	6.0	S
8	2.2	H	33	6.2	T
9	2.3	I	34	6.4	T
10	2.4	I	35	6.6	T
11	2.5	J	36	6.8	U
12	2.6	J	37	7.0	U
13	2.7	K	38	7.3	V
14	2.9	K	39	7.5	V
15	3.1	L	40	7.7	V
16	3.3	L	41	8.0	W
17	3.4	M	42	8.4	W
18	3.5	M	43	8.8	W
19	3.7	N	44	9.3	X
20	3.9	N	45	9.8	X
21	4.1	O	46	10.5	X
22	4.2	O	47	11.2	Y
23	4.3	O	48	11.7	Y
24	4.5	P	49	12.5	Y
25	4.7	P	50	13.0	Z

## Morrison - McCall Spelling Scale List 1

1.	run	The boy can <i>run</i> .	run
2.	top	The <i>top</i> will spin.	top
3.	red	My apple is <i>red</i> .	red
4.	book	I lost my <i>book</i> .	book
5.	sea	The <i>sea</i> is rough.	sea
6.	play	I will <i>play</i> with you.	play
7.	lay	<i>Lay</i> the book down.	lay
8.	led	He <i>led</i> the horse to the barn.	led
9.	add	<i>Add</i> these figures.	add
10.	alike	These books are <i>alike</i> .	alike
11.	mine	That bicycle is <i>mine</i> .	mine
12.	with	Mary will go <i>with</i> you.	with
13.	easy	Our lessons are not <i>easy</i> .	easy
14.	shut	Please <i>shut</i> the door.	shut
15.	done	Has he <i>done</i> the work?	done
16.	body	The chest is a part of the <i>body</i> .	body
17.	anyway	I shall go <i>anyway</i> .	anyway
18.	omit	Please <i>omit</i> the next verse.	omit
19.	fifth	This is my <i>fifth</i> trip.	fifth
20.	reason	Give a <i>reason</i> for being late.	reason
21.	perfect	This is a <i>perfect</i> day.	perfect
22.	friend	She is my <i>friend</i> .	friend
23.	getting	I am <i>getting</i> tired.	getting
24.	nearly	<i>Nearly</i> all of the candy is gone.	nearly
25.	desire	I have no <i>desire</i> to go.	desire
26.	arrange	Please <i>arrange</i> a meeting for me.	arrange
27.	written	I have <i>written</i> four letters.	written
28.	search	<i>Search</i> for your book.	search
29.	popular	He is a <i>popular</i> boy.	popular
30.	interest	Show some <i>interest</i> in your work.	interest
31.	pleasant	She is very <i>pleasant</i> .	pleasant
32.	therefore	<i>Therefore</i> I cannot go.	therefore
33.	folks	My <i>folks</i> have gone away.	folks
34.	celebration	There will be a <i>celebration</i> today.	celebration
35.	minute	Wait a <i>minute</i> .	minute
36.	divide	<i>Divide</i> this number by ten.	divide
37.	necessary	It is <i>necessary</i> for you to study.	necessary
38.	height	What is your <i>height</i> ?	height
39.	reference	He made <i>reference</i> to the lesson.	reference
40.	career	The future holds a bright <i>career</i> for you.	career
41.	character	He has a good <i>character</i> .	character
42.	separate	<i>Separate</i> these papers.	separate
43.	committee	The <i>committee</i> is small.	committee
44.	annual	This is the <i>annual</i> meeting.	annual
45.	principle	The theory is wrong in <i>principle</i> .	principle
46.	immense	The man is carrying an <i>immense</i> load.	immense
47.	judgment	The teacher's <i>judgment</i> is good.	judgment
48.	acquaintance	He is an <i>acquaintance</i> of mine.	acquaintance