

SPELLING RULES TEST

This test contains 120 words that should be used to assess participants' understanding of the spelling rules from the Spelling Rules Program. Follow the steps below to implement the test:

1. Copy the Spelling Rule's Test template pages 151 - 154. Circle 'pre-test' if you are doing the test before implementing the program. Circle 'post-test' if you are doing the test after completing the program.
2. Give each participant a copy of the test template.
3. Dictate the 120 test words so that participants can write them on their test templates.
4. Use the marking guide next to each word to mark each participant's test. This ensures that the focus is on the correct use of the spelling rules rather than correctly spelling the word.
5. Give each rule a score.
6. Circle either "G", "O", or "R" next to each rule to indicate whether the participant understands the rule (refer to the scoring guide below).

Scoring Guide

G = Green – If they obtain a perfect mark (for example 4/4) this shows that the child understands the rule.

O = Orange – If they make one error (for example 3/4) this shows that the child does not understand the rule well enough and needs to revise the rule.

R = Red – If they make more than one error (for example, 2/4, 1/4, 0/4) this shows that the child does not understand the rule and needs to learn the rule.

The purpose of the colours is so that teachers can enter their classes' results onto an Excel spreadsheet. This allows them to clearly see who does and doesn't understand certain rules and where the gaps are within the group. For example, there might be lots of 'red' alongside certain spelling rules.

SPELLING RULES TEST

| Unit | Rule | Test Words | Marking Guide | |
|----------|----------|-------------------------------------|---|---|
| 1 | 2 | 1. queen 2. quit | Mark as correct if they use "qu". | |
| | 11 | 3. flock 4. stack 5. check | Mark as correct if they use "ck" for the /c/ sound. | |
| | 12 | 6. wink 7. cork 8. tusk | Mark as correct if they use "k" for the /c/ sound. | |
| | 16 | 9. match 10. clutch 11. beach | Mark as correct if they use "tch" for the /ch/ sound after a short vowel sound and "ch" at all other times. | |
| | 2 | 13 | 12. croak 13. hike 14. peek | Mark as correct if they use "k" for the /c/ sound. |
| | | 5 | 15. Write the five vowel letters. Read the ten words on their test sheet. Circle "short" if the word contains a short vowel sound. Circle "long" if the word contains a long vowel sound. 16. night 17. flat 18. stop 19. play 20. tree 21. yes 22. ute 23. shut 24. knit 25. boat | Mark as correct if they write the letters: a, e, i, o, u Mark as correct if they circle the correct vowel sound: night – long flat – short stop – short play – long tree – long yes – short ute – long shut – short knit – short boat – long |
| | | 6 | 26. brave 27. smile 28. alone 29. cube | Mark as correct if they put a 'magic e' on the end of the word. |

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| Unit | Rule | Test Words | Marking Guide |
|------------|------|---------------|--|
| 3 | 3a | 30. above | Mark as correct if they use "ve" at the end of the word. |
| | | 31. move | |
| | | 32. active | |
| 9 | | 33. dress | Mark as correct if they double the final consonant in the word. |
| | | 34. chill | |
| | | 35. sniff | |
| | | 36. frizz | |
| 10 | | 37. noise | Mark as correct if they use "se" or "ze" at the end of the word. |
| | | 38. tease | |
| | | 39. bronze | |
| | | 40. sneeze | |
| 4 | 20a | 41. floppy | 20a Give them one mark for each 'magical suffix' they spell correctly (y, er, en, est, ed, able, es, ing) |
| | | 42. swimmer | |
| | | 43. rotten | |
| | 25 | 44. maddest | 25. Mark as correct if they double the final consonant before adding the suffix only where necessary. |
| | | 45. jogged | |
| | | 46. winnable | |
| | | 47. boxes | |
| | | 48. resting | |
| | | 49. grabs | |
| 5 | 26 | 50. earliest | Mark as correct if they add the suffix accurately. |
| | | 51. happiness | |
| | | 52. enjoyed | |
| | | 53. playful | |
| | | 54. applying | |
| | | 55. ladies | |
| | | 56. bodies | |
| | | 57. destroys | |
| 58. sprays | | | |
| 6 | 29 | 59. nibble | Mark as correct if they use "le" and if there are the right number of consonants between the vowel and the "le". |
| | | 60. smuggle | |
| | | 61. hassle | |
| | | 62. simple | |
| | | 63. bridle | |
| | | 64. noble | |

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| Unit | Rule | Test Words | Marking Guide |
|------------|-------------|---|---|
| 7 | 30 | Split the following words into syllables: | Mark as correct if they separate the words as follows: |
| | | 65. hurry | hur ry |
| | | 66. lemon | lem on |
| 7 | 31 | 67. apron | a pron |
| | | 68. total | to tal |
| | | 69. admitted | Mark as correct if the consonant is doubled only where necessary: "rr" in "deferred", "nn" in "beginning" "n" in "listening", "t" in "limited". |
| | | 70. beginning | |
| 7 | 34 | 71. listening | Mark as correct if they use the right letter pattern for the /sh/ sound: magician (magic) "ci" pollution (pollute) "ti" revision (revise) "si" impression (impress) "ssi" |
| | | 72. limited | |
| | | 73. magician | |
| | | 74. pollution | |
| 8 | 14 | 75. revision | Mark as correct if they use a "g" for the /j/ sound or a "c" for the /s/ sound before "e", "i", or "y". |
| | | 76. impression | |
| | | 77. giant | |
| | | 78. germ | |
| | | 79. energy | |
| | | 80. celery | |
| | 8 | 15 | |
| 82. mercy | | | |
| 83. kettle | | | |
| 84. skin | | | |
| 85. Kylie | | | |
| 9 | 20b | 86. cotton | 20b – Give them one mark for each 'non-magical' suffix they spell correctly (ful, less, ment, ness, ly). |
| | | 87. crayon | |
| | 22 | 88. hoping | |
| | | 89. hopeful | |
| | | 90. liking | |
| | | 91. likely | |
| | | 92. using | |
| 24 | 93. useless | | |

SPELLING RULES TEST

| | | |
|--------------------------|--|--|
| 9 <i>cont.</i> | 94. smiled 95. amusement 96. closeness 97. nicest | 22 & 24 – Mark as correct if they drop the 'silent e' before adding a 'magical suffix' or leave the 'silent e' before adding a 'non-magical suffix'. |
| 10 | 23 98. manageable 99. changing 100. replacing 101. noticeable | Mark as correct if they leave the 'silent e' when adding "able" and drop the 'silent e' when adding "ing". |
| | 17 102. smudge 103. ledge 104. cage | Mark as correct if they use "dge" for the /j/ sound after a short vowel sound and "ge" at all other times. |
| 11 | 32 105. logic 106. fabric 107. toxic | Mark as correct if they use "ic" at the end of the word. |
| | 33 108. mimicking 109. panicked 110. magical | Mark as correct if they use "ck" before adding a suffix that begins with "e", "i" or "y" ("ing" and "ed), or if they just use "c" when adding all other suffixes ("al"). |
| 12 | 27 Make the following words plural: 111. bed 112. fox 113. bunny 114. toy 115. volcano 116. wolf 117. foot 118. fish | Make as correct if they write the words as follows: beds foxes bunnies toys volcanos / volcanoes wolves feet fish |
| | 35 Spell the following two words according to the context in which they are written. 119. ducks – "There were lots of ducks by the river". 120. girl's – "The girl's hair was pulled back in a braid". | Mark as correct if they make "ducks" plural by adding an "s" and use an apostrophe in "girl's" to show that the hair belongs to the girl. |

Name: _____

Date: _____ Pre-test / Post-test

| | | |
|-----|--|------------------------------|
| 1. | | Rule 2 G O R /2 |
| 2. | | |
| 3. | | Rule 11 G O R /3 |
| 4. | | |
| 5. | | |
| 6. | | Rule 12 G O R /3 |
| 7. | | |
| 8. | | |
| 9. | | Rule 16 G O R /3 |
| 10. | | |
| 11. | | |
| 12. | | Rule 13 G O R /3 |
| 13. | | |
| 14. | | |

| | | |
|-----|-------|------------------------------|
| 15. | | Rule 5 G O R /11 |
| 16. | night | short / long |
| 17. | flat | short / long |
| 18. | stop | short / long |
| 19. | play | short / long |
| 20. | tree | short / long |
| 21. | yes | short / long |
| 22. | ute | short / long |
| 23. | shut | short / long |
| 24. | knit | short / long |
| 25. | boat | short / long |
| 26. | | Rule 6 G O R /4 |
| 27. | | |
| 28. | | |

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| 29. | | |
| 30. | | Rule 3a G O R /3 |
| 31. | | |
| 32. | | |
| 33. | | Rule 9 G O R /4 |
| 34. | | |
| 35. | | |
| 36. | | |
| 37. | | Rule 10 G O R /4 |
| 38. | | |
| 39. | | |
| 40. | | |
| 41. | | Rule 20a G O R /8 |
| 42. | | |
| 43. | | |

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|-----|--|-------------------------------------|
| 44. | | Rule 25 G O R /9 |
| 45. | | |
| 46. | | |
| 47. | | |
| 48. | | |
| 49. | | |
| 50. | | Rule 26 G O R /9 |
| 51. | | |
| 52. | | |
| 53. | | |
| 54. | | |
| 55. | | |
| 56. | | |
| 57. | | |
| 58. | | |

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|-----|--------------|------------------------------|
| 59. | | Rule 29 G O R /6 |
| 60. | | |
| 61. | | |
| 62. | | |
| 63. | | |
| 64. | | |
| 65. | hurry | Rule 30 G O R /4 |
| 66. | lemon | |
| 67. | apron | |
| 68. | total | |
| 69. | | Rule 31 G O R /4 |
| 70. | | |
| 71. | | |
| 72. | | |
| 73. | | |
| 74. | | Rule 34 G O R /4 |

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|-----|--|-------------------------------|
| 75. | | Rule 14 G O R /6 |
| 76. | | |
| 77. | | |
| 78. | | |
| 79. | | |
| 80. | | |
| 81. | | Rule 15 G O R /5 |
| 82. | | |
| 83. | | |
| 84. | | |
| 85. | | |
| 86. | | |
| 87. | | |
| 88. | | Rule 20b G O R /5 |
| 89. | | |

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|------|----------------------|------------------------------------|
| 90. | | Rule 22 & 24 /10 G O R |
| 91. | | |
| 92. | | |
| 93. | | |
| 94. | | |
| 95. | | |
| 96. | | |
| 97. | | Rule 23 /4 G O R |
| 98. | manage + able | |
| 99. | change + ing | |
| 100. | replace + ing | |
| 101. | notice + able | Rule 17 /3 G O R |
| 102. | | |
| 103. | | |
| 104. | | |

| | | |
|------|----------------|------------------------------|
| 105. | | Rule 32 /3 G O R |
| 106. | | |
| 107. | | |
| 108. | | Rule 33 /3 G O R |
| 109. | | |
| 110. | | |
| 111. | bed | Rule 27 /8 G O R |
| 112. | fox | |
| 113. | bunny | |
| 114. | toy | |
| 115. | volcano | |
| 116. | wolf | |
| 117. | foot | |
| 118. | fish | |
| 119. | | Rule 35 /2 G O R |
| 120. | | |