

MORRISON-McCALL SPELLING SCALE

For Grades 2 to 8

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For scoring see page 4, table 2. Also read pages 128-129 in *The Writing Road to Reading*.

GENERAL DIRECTIONS

Select for testing purposes any one of the eight lists of 50 words each given in this booklet.

The eight lists are of equal difficulty, so that all directions given herein apply equally to all of them.

Use the illustrative sentences in which these words are contained. Do not use any others.

Before beginning the test, remove all distracting elements from the environment and make pupils as comfortable as possible. Provide against any disturbances while the test is in progress. Preferably there should be no visitors.

Follow with literal exactness the instructions for giving the test. Avoid preliminary coaching, special helps during test, and unstandardized introductory remarks. Secure attention and coöperation of pupils by your own poise and pleasant manner.

Give directions distinctly, at moderate speed, with careful attention to emphasis, loudly enough for all pupils in the room to hear without difficulty, and confidently enough to secure instant obedience from every pupil. Insist courteously but firmly upon this prompt obedience from the start.

Pronounce all words to all pupils. Do this regardless of whether Grade 2 or Grade 8 or a mixture of several grades is being tested. Pupils will often surprise their teachers by spelling words normally too difficult or by failing to spell words normally too easy for their grade. While the same scale is used for measuring all grades, the norms for upper-grade pupils are much higher than for lower-grade pupils.

Practice pronouncing the words until sure of the exact pronunciation of each and until sure of your ability to enunciate clearly without distorting the correct pronunciation. Use Webster's New International Dictionary as the standard.

Prevent copying by carefully watching any one who attempts to do so. Do not distract others by oral reprimands while a word is being spelled.

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INSTRUCTIONS TO PUPILS

Have pupils clear desks. Provide them with sharpened pencils and uniform paper. Have a few extra pencils available. Have each child write at the top of his page his name, age in years at last birthday, date of birth, school, teacher's name, date, grade, and whether in the first half or second half of the grade.

Have pupils number the lines on their papers from 1 to 50.

Read to pupils: **"We will now have a spelling lesson. There will be 50 words. I will pronounce each word, use it in a sentence, and pronounce it a second time. If you do not understand any word, leave the space blank and wait for the next word. Try to spell each word. Be sure to dot the i's and cross the t's."** In rooms having two or more grades the examiner will add, **"Every one will spell the same words."**

Pronounce each word as in the following illustration: "Your - *Your* books are in the desk - *Your*." Each examiner will pronounce words at such rate as seems best suited to the class.

Collect papers as soon as children have written the last word.

If, *at the close* of the test, younger pupils should seem bewildered and confused, the examiner should smilingly encourage them by explaining that he didn't expect them to spell all the words. He should endeavor to close the test period leaving the children uniformly happy.

DIRECTIONS FOR SCORING

Mark each word either right or wrong. The standard of correctness is absolute accuracy, in order to avoid subjective scoring.

Where two or more spellings are allowed for a word by any standard dictionary, count either spelling as correct.

Count as wrong if the letter "i" does not have a dot or if the letter "t" is not crossed, unless it be a special "final t" construction.

Do not give credit for spelling words not pronounced; e.g., "tops" for the word "top," or "men" for the word "man."

If a child attempts to rewrite a word, consider the obvious intention of the child as the spelling to be scored.

Pay no attention to capitalization.

If in actual doubt as to the child's spelling, count as wrong.

Count the number of words spelled correctly by each pupil.

DIRECTIONS FOR RECORDING

In order to record the scores made by pupils, it is suggested that the teacher or examiner draw up a class record similar to the sample shown on the last page. On this class record will be written the name of the school, grade, etc., the list number and date of the test, the name of each pupil taking the test, his age in years and months, the number of words correct, and, if desired, his Ts, Gs, and Cs, or spelling age. The meanings of these symbols are given below.

If a large sheet of paper is used, the last four columns may be repeated so as to provide for recording two or three scores of each pupil. This will save writing the names and ages again and bring the scores closer together for reference. It will be understood that the age of the child is his age on the date of the first test.

DIRECTIONS FOR INTERPRETING SCORES

When the spelling papers are scored, the classroom teacher will want to ask four questions:

- (1) How does the class or individual pupil compare in spelling achievement with the norms obtained from testing thousands of pupils of the same grade?
- (2) What is the grade status of the individual pupil or of the class? That is, for what grade is the spelling ability of the pupil or class normal?
- (3) How does the pupil compare in spelling achievement: with other pupils of the same age?
- (4) For what age is the spelling ability of the pupil normal?

Two methods are offered for answering the first question. By the first method the teacher simply compares the score of the pupil or class with the grade norms given in Table I. For example, Table 6 shows the scores of some sixth-grade pupils. Pupil A's score was 16 words spelled correctly. Comparing this score with the grade norms in Table I, we see that it is less than the midyear average for third-grade pupils. Pupil C of the same table spelled 37 words correctly, which is better than the standard for sixth-grade pupils of midyear. The class average was 31.4, which was nearer to the fifth-grade norm than to the sixth grade norm. This method answers roughly the second question as to the grade status of the pupil or class.

The second method is the more exact one. It is known as the T-score method and is explained in the section on "T-score in spelling," below, and "Grade status in spelling," page 6. The T-score method enables the teacher to answer the second question also with greater precision.

The T-score method is also used to answer the third question. A measure of a child's spelling achievement in comparison with that of other children of his own age is known as his "Brightness in Spelling" and is represented by the symbol "Bs." The section on "Brightness in spelling," page 5, explains how to find the Bs of a pupil or class.

A convenient method for answering the fourth question is to find what is known as the spelling age of the pupil. Thus, a pupil whose spelling achievement is just equal to that of a 10-year-old child is said to have a spelling age of 10 years (or 120 months) no matter what his actual age may be. The section "Spelling age," page 4, explains how to find the spelling age of a pupil.

TABLE I. GRADE NORMS IN TERMS OF AVERAGE NUMBER OF WORDS SPELLED CORRECTLY

| Grade | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|----|----|----|----|----|----|----|----|
| Average number of words spelled correctly | 11 | 18 | 24 | 30 | 35 | 39 | 42 | 44 |

These norms represent average achievement for 57,337 pupils in rural and village schools. There were approximately 8000 pupils tested in each grade except the ninth. The ninth-grade score represents the achievement of nearly 1000 pupils.

T score in spelling. The score of a pupil in any test may be expressed as a T score¹ in spelling (Ts) by means of Table 2.

¹A term introduced by William A. McCall in "Uniform Method of Scale Construction," *Teachers College Record*, January, 1921.

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A Ts of 50 denotes the median spelling ability of unselected pupils whose age last birthday was 12 years. The units of Ts above and below 50 indicate theoretically equal increments of spelling ability, according to the assumption that the spelling ability of 12-year pupils is distributed according to the law of normal distribution. Each 10 units of T-score represent 1 SD (standard deviation) of distribution of 12-year-olds. Any pupil or class, for example, whose Ts is 70 has an ability that is 20 T (or 2 SD) above the mean ability of 12-year-olds.

Find the pupil's total number of words correct in the first column of Table 2 and read the corresponding Ts. This is the pupil's T score in spelling. Thus, the first pupil in Table 6 spelled 16 words correctly, which, according to Table 2, corresponds to a Ts of 36. Table 2 and all others apply to any list.

| ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
|---------------|-----|--------------|-----|---------------|-----|--------------|-----|---------------|-----|--------------|------|---|
| TABLE 2 | | | | | | | | | | | | |
| Words Correct | T's | Spelling Age | G's | Words Correct | T's | Spelling Age | G's | Words Correct | T's | Spelling Age | G's | |
| 0 | 17 | 84 | 1.0 | 18 | 37 | 110 | 3.5 | 36 | 52 | 156 | 6.8 | |
| 1 | 20 | 85 | 1.3 | 19 | 38 | 118 | 3.7 | 37 | 53 | 159 | 7.0 | |
| 2 | 22 | 87 | 1.5 | 20 | 39 | 120 | 3.9 | 38 | 54 | 162 | 7.3 | |
| 3 | 24 | 89 | 1.7 | 21 | 40 | 122 | 4.1 | 39 | 55 | 165 | 7.5 | |
| 4 | 25 | 90 | 1.8 | 22 | 40 | 124 | 4.2 | 40 | 56 | 168 | 7.7 | |
| 5 | 26 | 92 | 1.9 | 23 | 41 | 126 | 4.3 | 41 | 57 | 171 | 8.0 | |
| 6 | 27 | 94 | 2.0 | 24 | 42 | 128 | 4.5 | 42 | 58 | 174 | 8.4 | |
| 7 | 28 | 96 | 2.1 | 25 | 43 | 130 | 4.7 | 43 | 60 | 177 | 8.8 | |
| 8 | 29 | 98 | 2.2 | 26 | 44 | 132 | 4.9 | 44 | 61 | 180 | 9.3 | |
| 9 | 30 | 99 | 2.3 | 27 | 44 | 135 | 5.1 | 45 | 63 | 184 | 9.8 | |
| 10 | 31 | 101 | 2.4 | 28 | 45 | 137 | 5.2 | 46 | 65 | 188 | 10.5 | |
| 11 | 32 | 103 | 2.5 | 29 | 46 | 139 | 5.4 | 47 | 67 | 192 | 11.2 | |
| 12 | 32 | 104 | 2.6 | 30 | 47 | 142 | 5.6 | 48 | 69 | 196 | 11.7 | |
| 13 | 33 | 106 | 2.7 | 31 | 48 | 144 | 5.8 | 49 | 72 | 200 | 12.5 | |
| 14 | 34 | 108 | 2.9 | 32 | 48 | 146 | 6.0 | 50 | 77 | 204 | 13.0 | |
| 15 | 35 | 110 | 3.1 | 33 | 49 | 149 | 6.2 | | | | | |
| 16 | 36 | 112 | 3.3 | 34 | 50 | 152 | 6.4 | | | | | |
| 17 | 36 | 114 | 3.4 | 35 | 51 | 154 | 6.6 | | | | | |

Table 3 gives a further interpretation of T scores. It shows the percentage of 12-year-olds (pupils between 12 and 13) whose T scores are exceeded by a T score of 25, 30, 35, etc. Thus, a pupil making a T score of 65 exceeds 93 per cent of 12-year-olds in spelling ability.

TABLE 3

| T score | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 |
|---|----|----|----|----|----|----|----|----|----|----|----|
| Percentage of 12-year-olds exceeding | 1 | 2 | 7 | 16 | 31 | 50 | 69 | 84 | 93 | 98 | 99 |

Spelling age.¹ A score of 26 words correct is the normal score for the age of just 11 years (132 months). Any pupil, therefore, making a score of 26 is said to have a spelling age of 132 months. In the third column of Table 2 is given the spelling age corresponding to each score.

¹A spelling age corresponds to a mental age obtained by a test of mental ability. A pupil should have a spelling age equal to his mental age, provided his spelling ability is on a par with his mental ability.

Brightness in spelling. A T score of 50 is the norm for the age of just 12 years, 6 months (average age of pupils whose age last birthday was 12 years). A pupil 12 years, 6 months old who makes a Ts of more than 50 is brighter than normal in spelling. Similarly, a pupil 12 years, 6 months old who makes a Ts less than 50 is duller than normal in spelling. The Ts of a pupil just 12 years, 6 months old is, therefore, a measure of his brightness in spelling. Indeed, we may express the brightness of any pupil in spelling in terms of the Ts he would have made if he were just 12 years, 6 months old.

TABLE 4

| Age Yrs. Mos. | Normal Ts | Correc- tion (Add to Ts) | Age Yrs. Mos. | Normal Ts | Correc- tion (Add to Ts) | Age Yrs. Mos. | Normal Ts | Correc- tion (Add to Ts) |
|------------------|--------------|--------------------------------|------------------|--------------|--------------------------------|------------------|--------------|--------------------------------|
| 7-6 | 24 | 26 | 11-0 | 44 | 6 | 14-6 | 58 | -8 |
| 7-8 | 25 | 25 | 11-2 | 45 | 5 | 14-8 | 58 | -8 |
| 7-10 | 27 | 23 | 11-4 | 46 | 4 | 14-10 | 59 | -9 |
| 8-0 | 28 | 22 | 11-6 | 46 | 4 | 15-0 | 60 | -10 |
| 8-2 | 29 | 21 | 11-8 | 47 | 3 | 15-2 | 61 | -11 |
| 8-4 | 31 | 19 | 11-10 | 47 | 3 | 15-4 | 62 | -12 |
| 8-6 | 32 | 18 | 12-0 | 48 | 2 | 15-6 | 63 | -13 |
| 8-8 | 33 | 17 | 12-2 | 49 | 1 | 15-8 | 64 | -14 |
| 8-10 | 34 | 16 | 12-4 | 49 | 1 | 15-10 | 65 | -15 |
| 9-0 | 34 | 16 | 12-6 | 50 | 0 | 16-0 | 67 | -17 |
| 9-2 | 35 | 15 | 12-8 | 51 | -1 | 16-2 | 69 | -19 |
| 9-4 | 36 | 14 | 12-10 | 51 | -1 | 16-4 | 70 | -20 |
| 9-6 | 37 | 13 | 13-0 | 52 | -2 | 16-6 | 72 | -22 |
| 9-8 | 38 | 12 | 13-2 | 52 | -2 | 16-8 | 74 | -24 |
| 9-10 | 39 | 11 | 13-4 | 53 | -3 | 16-10 | 75 | -25 |
| 10-0 | 39 | 11 | 13-6 | 54 | -4 | 17-0 | 77 | -27 |
| 10-2 | 40 | 10 | 13-8 | 54 | -4 | 17-2 | 78 | -28 |
| 10-4 | 41 | 9 | 13-10 | 55 | -5 | 17-4 | 80 | -30 |
| 10-6 | 42 | 8 | 14-0 | 56 | -6 | 17-6 | 81 | -31 |
| 10-8 | 43 | 7 | 14-2 | 57 | -7 | | | |
| 10-10 | 43 | 7 | 14-4 | 57 | -7 | | | |

Thus, as shown in Table 4, the T score that is just normal for a pupil 12 years, 0 months old is 48. Now it is assumed that if the normal child's Ts increases from 48 to 50 between 12 years, 0 months and 12 years, 6 months, the Ts of any other pupil would increase two points from 12 years, 0 months to 12 years, 6 months. Therefore, if a pupil of 12 years, 0 months makes a Ts of 51, it is assumed that at 12 years, 6 months he will make a Ts of $51 + 2 = 53$. The twelve-year pupil is said to have a Brightness in Spelling¹ (Bs) of 53. He is known to be as bright in spelling, therefore, as a 12 year, 6 months pupil making a Ts of 53.

To find the Bs of a pupil, find his age in Table 4 and note the correction (amount necessary to add to the Ts that is normal for that age to get 50). If the correction is plus, add it to the Ts of the pupil; if it is minus, subtract it.

¹Both the symbol and the idea are borrowed from the writing of Otis.

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Thus, the first pupil in Table 6 is 13 years, 2 months old and made a Ts of 36. The correction for the age of 13 years, 2 months as shown in Table 4 is - 2. Therefore, this pupil's Bs is $36-2=34$.

The normal Bs for all ages is 50. Any pupil making a Bs above 50 is brighter than normal in spelling. A pupil making a Bs of 40 is 10 T (or 1 SD) below the mean of his own age group in spelling ability. Table 3 shows also the significance of a Bs. Thus a Bs of 60 indicates that the pupil exceeds in spelling ability 84 percent of pupils, not 12 years old but of his own age. A Bs of 75 means that a pupil is 25 T (or 2.5 SD) above the mean spelling ability of pupils of his own age. According to Table 3, such an individual is shown to be extremely bright in spelling, since he exceeds 99 percent of pupils of his own age group in spelling ability. In like manner the Bs for a class shows the brightness in spelling of that class as a whole.

Both Ts and Bs are needed. Ts gives a measure of total spelling ability and incidentally shows how much each pupil or class Ts is above or below the mean Ts of 12-year-olds. A Ts scale is used primarily for the purpose of measuring growth in ability from month to month and year to year.

Of course a 9-year-old pupil or class might have a Ts much below 50 and still be doing exceptionally satisfactory work. There is needed some score which makes allowance for the fact that a pupil or class is younger or older than 12 years, 6 months. The Bs correction automatically makes just this allowance, and the Bs shows pupil or class ability in comparison with pupils or classes of the same age. A young pupil may have a small Ts and a large Bs, and an old pupil may have a large Ts and a small Bs. A pupil or class Ts grows larger from month to month and year to year, whereas the Bs changes little or not at all.

Grade status in spelling (Gs). The number of words any pupil spells correctly or the Ts of any pupil may be expressed in terms of Grade Status in Spelling (Gs). Thus, in Table 2 the Gs corresponding to a score of 18 is given as 3.5. This means that a score of 18 is normal for the third grade at the end of the fifth month of instruction. A Gs of 3.7 means spelling ability normal for the third grade after seven months of instruction, etc.

Classification in spelling (Cs). In order to compare the grade status of one pupil or class taking the test at one time of year, with that of another pupil or class taking the test at another time of year, it is necessary to refer their score to some definite time of year. The Gs that a pupil has or will have at the middle of the year (fifth month) is called his Classification in Spelling (Cs). Thus, if September is the first month of the school year, the fifth month will be January, and it is assumed that if a pupil (see first pupil in Table 6) has a Gs of 3.3 in November, he will have a Gs of 3.5 in January (middle of the year). He is said, therefore, to have a Cs of 3.5. Similarly, if a pupil has a Gs of 6.4 in November (see second pupil in Table 6) his Cs (Gs in January) is 6.6. Assuming the pupil's Gs increases 0.1 each month, as would be expected, his Cs remains 6.6 throughout the year. The normal Cs for Grade 6 is 6.5. This pupil, therefore, is always just 0.1 in Cs, or one month, ahead of the normal ability of the sixth grade. The normal Cs for all sixth-grade pupils is 6.5 as long as they remain in the sixth grade; the norm for all seventh-grade pupils is 7.5 throughout the year, etc.

Table 5 shows the correction to be applied to the Gs of a pupil to find his Cs.

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Thus, if a pupil is tested in the first month, add .4 to his Gs to find his Cs; if tested in the second month, add .3 ; if tested in the sixth month, subtract 0.1 ; etc.

TABLE 5

| Month . . . | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------|-----|-----|-----|-----|---|-----|-----|-----|-----|-----|
| Cs Correction | +.4 | +.3 | +.2 | +.1 | 0 | -.1 | -.2 | -.3 | -.4 | -.5 |

Class standing. To find the Ts, Bs, Gs, and Cs of the class or grade as a whole, find the mean (average) age and mean Ts of the class. From these values find the class Bs, Gs, and Cs in the same manner as would be done in the case of an individual having that age and Ts, as shown in Table 6. Since the pupils whose scores are given in Table 6 are sixth-grade pupils, their grade norm in Cs is 6.5. The first pupil's Cs is only 3.5. This means that his spelling ability is just normal for the third grade. He is, therefore, three full grades below the norm for the sixth grade. The class as a whole is 0.4 Cs or 4 months below normal for sixth grades in general. In this connection it must be remembered that classes differ in age. The mean age of this class is less than the mean age of the ordinary sixth grade, and the class Bs shows that it is practically a normal class for its mean age.

TABLE 6. HYPOTHETICAL SCORES OF LOW-SIXTH-GRADE PUPILS TESTED IN NOVEMBER.
SHOWING THE CORRESPONDING VALUES OF Ts, Bs, Gs, AND Cs.

| Name | Age | | WORDS CORRECT | Ts | Bs | Gs | Cs |
|-----------------|------|------|------------------|------|------|-----|-----|
| | Yrs. | Mos. | | | | | |
| A | 13 | 2 | 16 | 36 | 34 | 3.3 | 3.5 |
| B | 12 | 6 | 34 | 50 | 50 | 6.4 | 6.6 |
| C | 10 | 7 | 37 | 53 | 60 | 7.0 | 7.2 |
| D | 11 | 4 | 34 | 50 | 54 | 6.4 | 6.6 |
| E | 13 | 5 | 36 | 52 | 48 | 6.8 | 7.0 |
| Class | 12 | 2 | | 48.2 | 49.2 | 5.9 | 6.1 |

Accuracy of scale scores. All the words in each list of this spelling scale were selected from Ayres' Spelling Scale and Buckingham's Extension of Ayres' Spelling Scale, in such a way as to make all lists equally difficult, and the words were required in addition to appear among the 5000 most commonly used words as reported in Thorndike's Word Book.

To test this equivalence, List 1 was applied to 33,299 pupils. List 2 to 10,542 pupils, and List 3 to 13,490 pupils. These pupils were a random sampling from Grades 2 through 9 in the rural and village schools of New York State. Since the three T scales (not necessarily the individual words) proved to be *almost exactly identical*, we have assumed that all lists are similarly equivalent, since all were constituted in the same way. Also we have combined the data from the three lists so that the final T, B, and C scales are based upon 57,331 pupils.

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LIST 1

| | | |
|------------------|------------------------------------|--------------|
| 1. run | The boy can run. | run |
| 2. top | The top will spin. | top |
| 3. red | My apple is red. | red |
| 4. book | I lost my book. | book |
| 5. sea | The sea is rough. | sea |
| 6. play | I will play with you. | play |
| 7. lay | Lay the book down. | lay |
| 8. led | He led the horse to the barn. | led |
| 9. add | Add these figures. | add |
| 10. alike | These books are alike. | alike |
| 11. mine | That bicycle is mine. | mine |
| 12. with | Mary will go with you. | with |
| 13. easy | Our lessons are not easy. | easy |
| 14. shut | Please shut the door. | shut |
| 15. done | Has he done the work? | done |
| 16. body | The chest is part of the body. | body |
| 17. anyway | I shall go anyway. | anyway |
| 18. omit | Please omit the last verse. | omit |
| 19. fifth | This is my fifth trip. | fifth |
| 20. reason | Give a reason for being late. | reason |
| 21. perfect | This is a perfect day. | perfect |
| 22. friend | She is my friend. | friend |
| 23. getting | I am getting tired. | getting |
| 24. nearly | Nearly all the candy is gone. | nearly |
| 25. desire | I have no desire to go. | desire |
| 26. arrange | Please arrange a meeting for me. | arrange |
| 27. written | I have written four letters. | written |
| 28. search | Search for your book. | search |
| 29. popular | He is a popular boy. | popular |
| 30. interest | Show some interest in your work. | interest |
| 31. pleasant | She is very pleasant. | pleasant |
| 32. therefore | Therefore I cannot go. | therefore |
| 33. folks | My folks have gone away. | folks |
| 34. celebration | There will be a celebration today. | celebration |
| 35. minute | Wait a minute, please. | minute |
| 36. divide | Divide this number by ten. | divide |
| 37. necessary | It is necessary for you to study. | necessary |
| 38. height | What is your height? | height |
| 39. reference | He made reference to the lesson. | reference |
| 40. career | Her career as a doctor was long. | career |
| 41. character | He has a good character. | character |
| 42. separate | Separate these papers. | separate |
| 43. committee | The committee is small. | committee |
| 44. annual | This is the annual meeting. | annual |
| 45. principle | The theory is wrong in principle. | principle |
| 46. immense | The man carried an immense load. | immense |
| 47. judgment | The teacher's judgment is good. | judgment |
| 48. acquaintance | He is an acquaintance of mine. | acquaintance |
| 49. discipline | The army discipline was strict. | discipline |
| 50. lieutenant | He is a lieutenant in the army. | lieutenant |

LIST 2

| | | |
|-----------------|--------------------------------------|-------------|
| 1. can | I can go with you. | can |
| 2. ten | I have ten cents. | ten |
| 3. old | How old are you? | old |
| 4. six | I am six years old. | six |
| 5. ice | He sipped on the ice. | ice |
| 6. child | The child is ill. | child |
| 7. his | His arm was broken. | his |
| 8. that | That is my dog. | that |
| 9. far | How far are you going? | far |
| 10. form | Form a circle. | form |
| 11. glad | I am glad to see you. | glad |
| 12. same | Her name is the same as mine. | same |
| 13. night | Owls come out at night. | night |
| 14. cent | I haven't a cent. | cent |
| 15. within | Keep within the law. | within |
| 16. point | Point towards north. | point |
| 17. money | How much money do you have? | money |
| 18. picture | Whose picture is this? | picture |
| 19. change | Do not change your position. | change |
| 20. number | Number your papers. | number |
| 21. struck | He was struck by lightning. | struck |
| 22. personal | It is a personal matter. | personal |
| 23. address | Do you know her address? | address |
| 24. several | I have several hats. | several |
| 25. known | I have known her for a year. | known |
| 26. their | Their homes were flooded. | their |
| 27. perhaps | Perhaps you are right. | perhaps |
| 28. popular | Golf is a popular game. | popular |
| 29. against | He fell against the wall. | against |
| 30. treasure | The hidden treasure was found. | treasure |
| 31. investigate | I will investigate the noise. | investigate |
| 32. certain | I am certain of the date. | certain |
| 33. really | Are you really going? | really |
| 34. conference | The teachers had a conference. | conference |
| 35. business | His business is important. | business |
| 36. citizen | Mr. Smith is a good citizen. | citizen |
| 37. elaborate | The decorations were elaborate. | elaborate |
| 38. association | They formed a large association. | association |
| 39. evidence | We have plenty of evidence. | evidence |
| 40. secretary | The secretary is accurate. | secretary |
| 41. character | He has a good character. | character |
| 42. cordially | He welcomed us cordially. | cordially |
| 43. especially | I am especially happy today. | especially |
| 44. disappoint | I will not disappoint you. | disappoint |
| 45. decision | The boy made an excellent decision. | decision |
| 46. parliament | We attended a session of Parliament. | parliament |
| 47. recommend | Can you recommend a good book? | recommend |
| 48. endeavor | Endeavor to do your best. | endeavor |
| 49. privilege | it is your privilege to go. | privilege |
| 50. villain | The burglar was a villain. | villain |

LIST 3

| | | |
|-----------------|---------------------------------|-------------|
| 1. is | He is here. | is |
| 2. now | Come now! | now |
| 3. little | Little children like to play. | little |
| 4. did | Did you go? | did |
| 5. hat | Put on your hat. | hat |
| 6. hot | The rolls are hot. | hot |
| 7. was | She was here yesterday. | was |
| 8. ran | Bob ran to the store. | ran |
| 9. told | She told a story. | told |
| 10. sold | He sold his top. | sold |
| 11. hope | I hope to go to the movies. | hope |
| 12. room | This is your room. | room |
| 13. light | The light hurts my eyes. | light |
| 14. stamp | Stamp the letter. | stamp |
| 15. push | Push the door open. | push |
| 16. third | The third problem is easy. | third |
| 17. few | I have read a few books. | few |
| 18. wire | The basket is made of wire. | wire |
| 19. tax | People tax themselves. | tax |
| 20. there | There goes the mail carrier. | there |
| 21. raise | Raise the window. | raise |
| 22. request | Your request will be granted. | request |
| 23. truly | The money is truly yours. | truly |
| 24. cities | Many people live in cities. | cities |
| 25. sail | Boats sail on the water. | sail |
| 26. whose | Whose apple is this? | whose |
| 27. attempt | Attempt to spell correctly. | attempt |
| 28. search | Search carefully for your book. | search |
| 29. consider | Consider the consequences. | consider |
| 30. complete | John's work is complete. | complete |
| 31. piece | Would you like a piece of pie? | piece |
| 32. system | The city has a water system. | system |
| 33. national | We sang the national anthem. | national |
| 34. refer | To whom do you refer? | refer |
| 35. absence | His absence was felt. | absence |
| 36. majority | We will go with the majority. | majority |
| 37. unfortunate | It was unfortunate. | unfortunate |
| 38. session | We went to a work out session. | session |
| 39. discussion | We were in a deep discussion. | discussion |
| 40. experience | It was a fun experience. | experience |
| 41. proceed | Proceed with caution. | proceed |
| 42. practical | This is a practical example | practical |
| 43. preliminary | It is a preliminary report. | preliminary |
| 44. receipt | Keep the receipt. | receipt |
| 45. possess | Do you possess a key? | possess |
| 46. restaurant | I like this restaurant. | restaurant |
| 47. parallel | Parallel lines never meet. | parallel |
| 48. physician | She is my physician. | physician |
| 49. kerosene | Kerosene is an oil that burns. | kerosene |
| 50. pneumonia | He had pneumonia. | pneumonia |

LIST 4

| | | |
|--------------------|--|----------------|
| 1. she | Is she at home? | she |
| 2. man | That man is good. | man |
| 3. good | Be a good boy. | good |
| 4. this | This book is mine. | this |
| 5. over | The ball is over the fence. | over |
| 6. say | You must say your prayers. | say |
| 7. belong | Does this pen belong to you? | belong |
| 8. stand | Please stand up. | stand |
| 9. sick | The doctor is sick. | sick |
| 10. foot | I hurt my foot. | foot |
| 11. sister | My sister is here. | sister |
| 12. inside | Come inside the tent. | inside |
| 13. mail | Please mail my letter. | mail |
| 14. two | I have two apples. | two |
| 15. began | I began work last week. | began |
| 16. watch | Watch that horse. | watch |
| 17. happen | It does not happen often. | happen |
| 18. sight | I lost sight of the bird. | sight |
| 19. bridge | The bridge is long. | bridge |
| 20. front | The front of the car is smashed. | front |
| 21. elect | I hope they elect my choice. | elect |
| 22. refuse | I refuse to go. | refuse |
| 23. pleasure | It was a great pleasure. | pleasure |
| 24. vacation | I had two months vacation. | vacation |
| 25. repair | I must repair my wheel. | repair |
| 26. surprise | It will be a surprise. | surprise |
| 27. select | Please select your gifts. | select |
| 28. weigh | How much do you weigh? | weigh |
| 29. publication | It was a good publication. | publication |
| 30. adopt | He will adopt the child. | adopt |
| 31. century | That happened a century ago. | century |
| 32. assist | Will you assist me? | assist |
| 33. summon | Please summon help. | summon |
| 34. invitation | I accept the invitation. | invitation |
| 35. automobile | I have a new automobile. | automobile |
| 36. colonies | The colonies will govern themselves. | colonies |
| 37. foreign | She is of foreign birth. | foreign |
| 38. arrangement | I like the flower arrangement. | arrangement |
| 39. campaign | The campaign is beginning. | campaign |
| 40. imagine | Can you imagine a fairy? | imagine |
| 41. extreme | His tastes are extreme. | extreme |
| 42. organization | It is a large organization. | organization |
| 43. immediate | I had an immediate reply. | immediate |
| 44. employees | The employees had a raise in pay. | employees |
| 45. accommodate | I will gladly accommodate you. | accommodate |
| 46. superintendent | He is the superintendent. | superintendent |
| 47. allege | I allege he is not guilty. | allege |
| 48. stationery | He gave me a box of stationery. | stationery |
| 49. vaguely | His impression was vaguely remembered. | vaguely |
| 50. sovereign | The sovereign prince is ill. | sovereign |

LIST 5

| | | |
|-----------------|---------------------------------------|-------------|
| 1. is | The apple is red. | is |
| 2. now | Now is the time for play. | now |
| 3. you | You must be quiet. | you |
| 4. all | All the boys are here. | all |
| 5. must | You must recite today. | must |
| 6. come | Come with me. | come |
| 7. door | Close the door. | door |
| 8. yard | This stick is a yard long. | yard |
| 9. got | I got a new hat yesterday. | got |
| 10. blow | Blow out the light. | blow |
| 11. cast | Cast aside your worries. | cast |
| 12. blue | Her eyes are blue. | blue |
| 13. eye | My eye hurts. | eye |
| 14. they | They will be waiting. | they |
| 15. able | He is able to be out. | able |
| 16. dash | He made a dash for the door. | dash |
| 17. begun | Have you begun your work? | begun |
| 18. stood | He stood erect. | stood |
| 19. offer | I made them a good offer. | offer |
| 20. rule | What rule did you use? | rule |
| 21. aboard | He is now aboard the ship. | aboard |
| 22. district | It happened in your district. | district |
| 23. navy | I want to join the navy. | navy |
| 24. beautiful | What a beautiful tree. | beautiful |
| 25. trouble | Keep out of trouble. | trouble |
| 26. period | Every period is filled. | period |
| 27. connection | There is no connection here. | connection |
| 28. wear | Wear your uniforms. | wear |
| 29. machine | The machine is broken. | machine |
| 30. secure | The fastenings are secure. | secure |
| 31. total | What is the total score? | total |
| 32. difference | There is little difference. | difference |
| 33. official | He is the best official we have. | official |
| 34. accept | I will accept your offer. | accept |
| 35. various | I have various kinds of candy. | various |
| 36. assure | I will assure him of his safety. | assure |
| 37. expense | You have been an expense to me. | expense |
| 38. testimony | His testimony could not be shaken. | testimony |
| 39. coarse | This material is coarse. | coarse |
| 40. independent | He is independent. | independent |
| 41. athletic | She is athletic. | athletic |
| 42. bicycle | I have a new bicycle. | bicycle |
| 43. convenient | It will be convenient for me. | convenient |
| 44. exquisite | The trimmings are exquisite. | exquisite |
| 45. orchestra | The orchestra played several times. | orchestra |
| 46. thoroughly | I am thoroughly displeased. | thoroughly |
| 47. cemetery | Let's go to the cemetery. | cemetery |
| 48. tortoise | The tortoise lives on land. | tortoise |
| 49. appropriate | Congress will appropriate large sums. | appropriate |
| 50. proficiency | His proficiency was remarkable. | proficiency |

LIST 6

| | | |
|-------------------|------------------------------------|---------------|
| 1. it | It is time to go. | it |
| 2. the | The snow is falling. | the |
| 3. will | Will you go with me? | will |
| 4. your | Your paper is soiled. | your |
| 5. make | Make up your mind. | make |
| 6. hand | Give me your hand. | hand |
| 7. yes | Yes, I will go. | yes |
| 8. bring | Bring me another book. | bring |
| 9. north | I expect to go north. | north |
| 10. block | We live on the same block. | block |
| 11. card | Did you leave your card? | card |
| 12. post | The post has fallen. | post |
| 13. glass | Do not break the glass. | glass |
| 14. would | Would you like some cake? | would |
| 15. gone | They have been gone for an hour. | gone |
| 16. fell | He fell and hurt himself. | fell |
| 17. collect | Please collect the papers. | collect |
| 18. fix | The men will fix the chair. | fix |
| 19. suffer | She did not suffer any. | suffer |
| 20. carry | Carry this package for me. | carry |
| 21. jail | He is in jail. | jail |
| 22. restrain | He could not restrain his anger. | restrain |
| 23. fourth | This is the fourth period. | fourth |
| 24. flight | The birds flight was rapid. | flight |
| 25. entrance | The entrance is closed. | entrance |
| 26. addition | The addition is correct. | addition |
| 27. firm | The firm is bankrupt. | firm |
| 28. entertain | I will entertain your mother. | entertain |
| 29. toward | We went toward the north. | toward |
| 30. honor | Have you no honor? | honor |
| 31. mention | Do not mention my name. | mention |
| 32. examination | The examination was difficult. | examination |
| 33. victim | He is a victim of circumstances. | victim |
| 34. impossible | It is impossible to hear. | impossible |
| 35. decide | Decide for yourself. | decide |
| 36. relief | My relief was sincere. | relief |
| 37. responsible | Who is responsible for this? | responsible |
| 38. principal | He is the principal of the school. | principal |
| 39. columns | How many columns have you? | columns |
| 40. individual | Who is this individual? | individual |
| 41. sincerely | He spoke sincerely. | sincerely |
| 42. calendar | Where is the calendar? | calendar |
| 43. artificial | Those flowers are artificial. | artificial |
| 44. familiar | Those sounds are familiar. | familiar |
| 45. perceived | I perceived the answer. | perceived |
| 46. surgeon | He is a great surgeon. | surgeon |
| 47. enthusiasm | This enthusiasm is wonderful. | enthusiasm |
| 48. extraordinary | He is an extraordinary person. | extraordinary |
| 49. immediately | I left immediately after you. | immediately |
| 50. lieutenant | He is first lieutenant. | lieutenant |

LIST 7

| | | |
|-----------------|---|-------------|
| 1. and | You and I will go. | and |
| 2. last | I went the last time. | last |
| 3. we | We are tired. | we |
| 4. out | Come out of the dark. | out |
| 5. make | Make him come in. | make |
| 6. ring | Ring the bell. | ring |
| 7. low | The ceilings are low. | low |
| 8. tell | Tell the truth. | tell |
| 9. white | Her teeth are very white. | white |
| 10. spring | The cats will spring at you. | spring |
| 11. south | The birds have gone south. | south |
| 12. town | What town is this? | town |
| 13. party | We had a fine party. | party |
| 14. any | Have you any money? | any |
| 15. suit | Is that suit new? | suit |
| 16. fight | Wild animals fight. | fight |
| 17. file | File those letters. | file |
| 18. born | Were you born in 2000? | born |
| 19. built | He built a canoe. | built |
| 20. chain | Make a daisy chain. | chain |
| 21. shed | The horse is in the shed. | shed |
| 22. royal | The royal palace was destroyed. | royal |
| 23. population | What is the population of Boston? | population |
| 24. travel | I shall travel a great deal. | travel |
| 25. importance | The work is of great importance. | importance |
| 26. employ | We employ two girls. | employ |
| 27. region | What region are you in? | region |
| 28. salary | What is your salary? | salary |
| 29. success | Her success is wonderful. | success |
| 30. promise | Promise to keep quiet. | promise |
| 31. arrive | When does your train arrive. | arrive |
| 32. particular | I am not particular. | particular |
| 33. estimate | Can you estimate the amount? | estimate |
| 34. concern | He is a member of our concern. | concern |
| 35. entitle | It will entitle you to a prize. | entitle |
| 36. occupy | Do not occupy all the space. | occupy |
| 37. beginning | This is the beginning of a new chapter. | beginning |
| 38. apparent | His delight was apparent. | apparent |
| 39. desirable | This is a desirable location. | desirable |
| 40. innocent | Are you innocent of this deed? | innocent |
| 41. appreciate | I appreciate your kindness. | appreciate |
| 42. disease | This disease is incurable. | disease |
| 43. associates | They are business associates. | associates |
| 44. finances | The finances are well handled. | finances |
| 45. recommended | You are well recommended. | recommended |
| 46. precipice | She fell over the precipice. | precipice |
| 47. physician | He is my physician. | physician |
| 48. mortgage | The mortgage is due tomorrow. | mortgage |
| 49. dispensary | There is a new dispensary in our town. | dispensary |
| 50. guarantee | I will guarantee his work. | guarantee |

LIST 8

| | | |
|-----------------|---------------------------------------|-------------|
| 1. go | You may go. | go |
| 2. up | Put up the window. | up |
| 3. my | My head hurts. | my |
| 4. time | What time is it? | time |
| 5. street | What street is this? | street |
| 6. live | Where do you live? | live |
| 7. soft | The ice cream is soft. | soft |
| 8. five | I have five cents. | five |
| 9. spent | I spent all my money. | spent |
| 10. river | This river is small. | river |
| 11. deep | The river is deep. | deep |
| 12. stay | Stay in the house. | stay |
| 13. upon | The gloves were upon the table. | upon |
| 14. could | Could you mend the toy? | could |
| 15. track | The track is six miles long? | track |
| 16. buy | Please buy me some candy. | buy |
| 17. provide | I will provide for the future. | provide |
| 18. goes | He goes away today. | goes |
| 19. center | Point to the center of the circle. | center |
| 20. death | His death was very sad. | death |
| 21. retire | It is time to retire. | retire |
| 22. objection | Have you any objection? | objection |
| 23. proper | Is this the proper heading? | proper |
| 24. rapid | His work is rapid. | rapid |
| 25. carried | I carried the banner. | carried |
| 26. property | The property is mine. | property |
| 27. convict | The convict escaped. | convict |
| 28. visitor | We have a visitor. | visitor |
| 29. drown | Do not drown the kitten. | drown |
| 30. wreck | There was a sad wreck today. | wreck |
| 31. supply | The supply was exhausted. | supply |
| 32. affair | It was a gala affair. | affair |
| 33. accident | It was an accident. | accident |
| 34. associate | I will not associate with them. | associate |
| 35. political | There is a political meeting tonight. | political |
| 36. probably | Probably we shall be late. | probably |
| 37. application | You must file your application. | application |
| 38. ascending | I was ascending the stairs. | ascending |
| 39. extremely | We are extremely thankful to you. | extremely |
| 40. leisure | We spent our leisure time fishing. | leisure |
| 41. emergency | I reached for the emergency brake. | emergency |
| 42. foreigners | There are foreigners to this city. | foreigners |
| 43. development | The development was perfect. | development |
| 44. intelligent | She is an intelligent child. | intelligent |
| 45. seized | The man seized the falling child. | seized |
| 46. orchestra | The orchestra played well. | orchestra |
| 47. syllables | Pronounce the syllables clearly. | syllables |
| 48. mortgage | The mortgage is due. | mortgage |
| 49. persistence | Her persistence was amazing. | persistence |
| 50. incessant | The talking was incessant. | incessant |

Quick Grade Level Finder and Placement Guide

Grade Level means a student has performed as well as the average student in the grade.month indicated.

| Placement | | Number of Words Correct | Grade Level |
|--|--|--------------------------------|--------------------|
| in Word Study courses at academy.alicenine.net | | 0 | 1.0 |
| Begin Word Study 1 | | 1 | 1.3 |
| | | 2 | 1.5 |
| | | 3 | 1.7 |
| | | 4 | 1.8 |
| | | 5 | 1.9 |
| Begin Word Study 2 | | 6 | 2.0 |
| | | 7 | 2.1 |
| | | 8 | 2.2 |
| | | 9 | 2.3 |
| | | 10 | 2.4 |
| | | 11 | 2.5 |
| | | 12 | 2.6 |
| | | 13 | 2.7 |
| | | 14 | 2.9 |
| | | 15 | 3.1 |
| Begin Word Study 3 | | 16 | 3.3 |
| | | 17 | 3.4 |
| | | 18 | 3.5 |
| | | 19 | 3.6 |
| | | 20 | 3.9 |
| | | 21 | 4.1 |
| | | 22 | 4.2 |
| | | 23 | 4.3 |
| | | 24 | 4.5 |
| | | 25 | 4.7 |
| Begin Word Study 4 | | 26 | 4.9 |
| | | 27 | 5.1 |
| | | 28 | 5.2 |
| | | 29 | 5.4 |
| | | 30 | 5.6 |
| | | 31 | 5.8 |
| | | 32 | 6.0 |
| | | 33 | 6.2 |
| | | 34 | 6.4 |
| | | 35 | 6.6 |
| Begin Word Study 5 | | 36 | 6.8 |
| | | 37 | 7.0 |
| | | 38 | 7.3 |
| | | 39 | 7.5 |
| | | 40 | 7.7 |
| | | 41 | 8.0 |
| | | 42 | 8.4 |
| | | 43 | 8.8 |
| | | 44 | 9.3 |
| | | 45 | 9.9 |
| | | 46 | 10.5 |
| | | 47 | 11.2 |
| | | 48 | 11.7 |
| | | 49 | 12.5 |
| | | 50 | 13.0 |