

WALNA 2006: Year 3 Spelling Marking Guide

The Spelling marking is related to the First Steps Developmental Continuum. There are two broad grounds on which words are judged correct, partially correct or incorrect:

- How frequently the word could be expected to appear
- The quality of the errors.

In Year 3, students are often moving towards visual strategies. Spellings that rely on sound-symbol relationships only are usually scored as incorrect. If there is some evidence of visual memory being used, then a partial credit is usually given.

Therefore, decisions on whether to award partial credit are based on:

- Usage: degree of familiarity/frequency/commonness
- Strategies required: if sound only or visual knowledge is required
- Length: number of syllables affects visual recall
- Exposure in the classroom: an expectation that the sound/word should be known
- Frequency: less frequently occurring words require more sound/symbol relationship knowledge; more frequently occurring words require more visual knowledge
- Approximation: the number of errors allowed in a more difficult word will depend on how closely the incorrect word visually approximates the correct version, e.g. bottel brush (2 errors – partial credit) vs botell bush (4 errors- incorrect).

By Year 5, students should have a wide sight vocabulary, and strategies to spell unknown words should mainly be visual.

Task B: Dictation

Yr 3 ('*Screech and Squawk and the old woman*')

- Partial edit marking is applied to one item (bottlebrush):
Correct, score 2; partially correct, score 1.
- All other items correct, score 1.
- All other items incorrect, score 0.

Yr 5 ('*Water and the body*')

- Partial edit marking is applied to two items (nourishment, perspiration):
Correct score, 2; partially correct, score 1.
- All other items correct, score 1.
- All other items incorrect, score 0.

Erasures

- Erasures are scored as incorrect. Score 0.

Punctuation

- Missed or added capital letters
Full credit always in both Yrs 3 and 5.
- Unwanted hyphen
Partial credit (applies to Yr 3: bottlebrush)
- Unwanted apostrophe
Partial credit (applies to Yr 3: bottlebrush)
- 2 words for 1
Partial credit (applies to Yr 3: bottlebrush).

Letter formation

- Reversals e.g. b/d, p/q
Score as incorrect all years¹
- 'n' looks like 'h'
If a consistent handwriting characteristic, credit fully in all years.

Transposed lines or lines out of sync

- Item 4 written in Item 5 space and so on
Credit all appropriate words that are spelt correctly, scoring them in the right space for that word.

¹ This maintains consistency with the centre based marking.

Task A Editing: 'Blue Whales'

There are no partial credits; words are marked either correct or incorrect.

Question No.	Score 1
1	animal
2	has
3	more
4	dinosaur / dinosaurs
5	kilograms
6	equal
7	heavy
8	thirty
9	length
10	enough
11	elephants
12	along
13	compared
14	adult
15	really

Task B Dictation: 'Squeek and Squawk and the old woman'

Apply the criteria outlined below.

Question No.	Score 0	Score 1	Score 2
1	<i>Other responses</i>	gave	
2	“	mixture	
3	“	pieces	
4	“	flowers	
5	<p><i>Reject incorrect spelling of brush and alternative spellings of bottle.</i></p> <p>bottilbrush botlebrush bottlebrush bottalbrush botlbrush bottlebush</p>	<p><i>Accept only variations for bottle that sound plausible and have correct letters. Must have brush correct. Accept single 't' and double 'll'.</i></p> <p><i>Accept two words:</i> <i>Can have plural s/es.</i> <i>Can have an apostrophe.</i> <i>No more than three 'errors' are allowed.</i></p> <p>bottle brush botlebrush / botlle brush botelbrush / botel brush botellbrush / botell brush bottellbrush / bottell brush ... brushes / ... brush's ... brushes / ... brushes'</p>	bottlebrush
6	<i>Other responses</i>	better	
7	“	neither	
8	“	properly	
9	“	house	
10	“	window	
11	“	verandah or veranda	
12	“	yelled	
13	“	other	
14	“	slept	
15	“	perch	