

THRASS 500 READING & SPELLING TEST

TEACHING HANDWRITING READING AND SPELLING SKILLS

Phonemes are speech sounds. Graphemes are spelling choices.

Procedure for Reading Test

This test is based on five-hundred keywords, known as the THRASS 500. To administer the test you will need a copy of the test card, which has 275 words (A to ZERO) on Side A (THRASS 500RA) and 225 words (ABOUT to WEDNESDAY) on Side B (THRASS 500RB). If you do not have a copy of the test card, download the words, free of charge, from one of the THRASS websites (Australasia: <http://www.thrass.com.au>; UK & Europe: <http://www.thrass.co.uk>; USA & Canada: <http://www.thrass.com>). Photocopy the test card and write the reader's name on the sheet/s. As the reader reads the words on the test card, underline (on the sheet/s) any word that is not pronounced correctly. Remember to underline the words discreetly so that the reader does not feel anxious or embarrassed and is encouraged to do her/his best.

The following rules of procedure should be used both for children and adults. The reader is required to read the words aloud. You should give credit only if the whole word is pronounced accurately. For example, the word AS should be pronounced as AZ and the words UPON and ABOUT should begin with ER (the vowel phoneme for the unstressed syllable heard at the end of TEACHER, COLLAR, DOCTOR and MEASURE). Similarly, the A in GIANT should not be pronounced with the same phoneme as at the beginning of ANT and the E in GARDEN should not be pronounced with the same phoneme as in the middle of BED. As with the words UPON and ABOUT, these words should be pronounced with the phoneme ER (though it will be less clear in such words as GARDEN because the ER phoneme is hidden by the surrounding phonemes, that is, the phoneme is an allophone, a variation of ER).

It is acceptable for a reader to pronounce different phonemes because of accent e.g. ANY can end with the phoneme heard at the end of ME or in the middle of TIN. If, to your knowledge, a particular pronunciation is attributable to accent (or disability) and not to inaccurate decoding skills (saying the wrong phoneme for the grapheme) then the word should be marked as correct. You should give credit only for words that are read aloud as "sight vocabulary". You should not allow the reader to construct the word by blending phonemes. Do not ask for repetition of a word that was not pronounced quite correctly. No help should be given and the word should be marked as incorrect.

Weaker readers should start with the word A (where, to be given credit, they must pronounce one of three phonemes, as heard at the start of AWAY, ANT or APRIL). Better readers can start further on in the test. If any word is failed in the first group of ten words the preceding group of ten words is to be given as an extension of the test until all ten words are read correctly. You should give credit for all words before these ten words. Each line on THRASS 500RA has ten words and each line on THRASS 500RB has either ten or, later, five words. Testing should be discontinued when ten consecutive words are pronounced incorrectly and fail to gain credit.

It will be helpful to use International Phonetic Alphabet symbols (the pronunciation system used in many dictionaries) to record mispronunciations. As is stated in the THRASS Teacher's Manual (T-13) "By using IPA symbols you can accurately record mispronunciations or accents so that others may know exactly what was said." This information may be used to assess progress and plan remedial follow up. To learn these forty-four international symbols, listen to the consonant and vowel phonemes on the THRASS Raps and Sequences Tape (T-10). As you hear the phonemes, use your index finger to point to the relevant phoneme-boxes on the THRASS I.P.A. Chart (see THRASS Pronouncing English Guide T-45).

The test score is the total number of correctly-pronounced words. Write the score next to the reader's name e.g. 250/500. The THRASS Reading Percentage (TRP) can be obtained by multiplying the score by 2 and then dividing by 10 (moving the decimal point one place to the left). Write the TRP next to the test score e.g. 250/500 TRP50%

Procedure for Spelling Test

If the THRASS 500 words are to be given as a spelling test, use a similar procedure to the reading test above but have the speller write the words on copies of the test grids. The grids THRASS 500SA and THRASS 500SB are downloadable from the website. If preferred, the speller may write the words on a piece of paper. Say the keyword aloud. Then say the word in a sentence. Then say the word once again (to make sure that the speller is sure of the word's meaning). Testing should be discontinued when ten consecutive words are spelt incorrectly and fail to gain credit. However, if a group of spellers is being tested, testing may continue until a specified number of words has been administered. Underline any word that is not spelt correctly or preferably only underline the wrong grapheme/s, that is, the part of the word that is incorrect).

The test score is the total number of words spelt correctly. Write the score next to the speller's name e.g. 125/500. The THRASS Spelling Percentage (TSP) can be obtained by multiplying the score by 2 and then dividing by 10 (moving the decimal point one place to the left). Write the TSP next to the test score e.g. 125/500 TSP25%

To help you locate the rows and columns, you may wish to add the numbers and letters from the test grid to your personal copy of the test card. However, this modified test card should not be used by readers taking the Reading Test because the numbers and letters, and boxes for names and scores, are an unnecessary distraction from the process of reading.

Weekly Spellings

If desirable, the groups of words can be used for ten or twenty "Weekly Spellings" for a class or individual (see THRASS Word Level Workchart, T-19). As the children or adults work through the words, they can be re-tested (not necessarily keeping to the same groupings) and the results examined to assess progress and plan remedial follow up.

THRASS 500 READING & SPELLING TEST

a	I	am	an	as	at	be	by	do	Dr
go	he	I'm	if	in	is	it	me	Mr	Ms
my	no	of	on	or	so	to	up	us	we
all	and	ant	any	are	bed	bee	big	box	boy
bus	but	buy	can	car	cat	cow	Dad	day	did
dig	dog	ear	eat	egg	end	flu	fly	for	fur
get	got	had	has	her	him	his	how	I'll	ice
ink	jam	key	leg	man	May	met	Mrs	Mum	net
new	not	now	off	old	one	our	out	owl	own
put	ran	red	saw	sea	see	she	six	sun	tap
tea	ten	the	tin	too	toy	two	was	way	who
why	won	yes	you	zip					
also	away	baby	back	ball	bear	been	bell	bird	blue
boat	boil	book	both	bull	buoy	cage	came	can't	chef
city	coin	come	Dear	deer	does	don't	door	down	duck
eyes	fair	felt	fern	fire	fish	five	fizz	foot	fork
four	free	frog	from	full	gate	girl	give	glue	goes
gone	good	grey	hair	half	hand	have	head	hear	help
here	high	home	hour	join	July	June	just	keep	king
kite	knee	knew	know	lady	lamb	last	left	like	lion
long	look	lots	love	made	make	many	meet	moon	moor
more	much	must	name	near	next	nine	nose	note	once
only	over	pair	park	pear	play	pony	poor	pour	pull
push	rain	read	road	said	says	seen	shop	show	snow
soap	soil	some	such	sure	swan	take	tape	than	that
them	then	they	this	time	told	took	tour	tray	tree
upon	used	very	want	wasp	went	were	we're	what	when
will	with	wood	word	work	worm	yawn	year	your	zero

THRASS 500 READING & SPELLING TEST

about above after again along April asked beach began being
 below black bread break brown chair cough could didn't dress
 earth eight every field first found fruit giant glove going
 great green happy heard heart hedge Hello hippo horse house
 laser laugh leave light lived March might money motor mouse
 music never night noise often other panda paper piece place
 point queen quick quilt ready right round sauce screw seven
 shark shirt shout sleep small snail sound still table teeth
 their there these think those three thumb tiger today tries
 under until voice watch water wheel where while white whole
 woken woman world would wrist write young zebra

across almost always around August
 banana before better bridge called
 change cheese cherry circus closed
 coffee collar coming dinner doctor
 during eleven father finger forest
 fossil Friday garden hammer inside
 jumped kitten ladder letter little
 Monday mother number o'clock opened
 orange people please plough police
 purple rabbit really rocket school
 second secret should sister sleeve
 sneeze square street Sunday turned
 twelve twenty walked window yellow

animals another balloon because between
 brother brought clothes dolphin feather
 fifteen friends January machine measure
 morning October outside sixteen started
 station stopped teacher thought through
 Tuesday without

birthday children computer December dinosaur
 eighteen February fourteen nineteen November
 Saturday suddenly swimming thirteen Thursday
 together treasure different following important
 September seventeen something sometimes Wednesday

THRASS 500SA	A	B	C	D	E	F	G	H	I	J
1.										
2.										
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THRASS 500SB	A	B	C	D	E	F	G	H	I	J
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