

TEST REVIEW

Test Name: Word Identification and Spelling Test (box)

Acronym: WIST (Box) **Publication Date:** 2004 (Inside cover) **Edition:** 1st (Inside Cover)

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Intended Population: 7 years 1 month to 18 years 11 months (2)

Purpose of the Test: To evaluate word identification, spelling, and sound symbol knowledge. (online)

Components of the Instrument: Examiner's Manual; 25 Elementary Examiner Record Booklets; 25 Secondary Examiner record booklets; 50 spelling response forms; word card-regular words; word card-irregular words; word card-letter/pseudo words; elementary spelling card; secondary spelling card; irregular spelling card; a sturdy storage box (online)

Pricing Information: Complete Set- \$280; Elementary Record Booklet (25)-\$48; Secondary Record Booklet (25)-\$48 (online)

TEST STANDARDIZATION

Sample population

The standardization sample is described with respect to:

Sample size N =1500

Age Range =7 years 1 month- 18 years 11 months

Sex distribution: 48 Male % 52 Female %

SES distribution = NA

Census match description= NA

Education level (may be parental)= Less than Bachelors- 76%; Bachelors-16%, Graduate Degree- 8% (48)

Locale: NA Urban: NA Suburban: NA Rural: NA

Geographic region: CA, CO, GA, HI, ME, MA, MN, MO, NH, NY, ND, TX, VT, VA, WV, WI (45)

Racial and/or ethnic characteristics: European American- 66%, African American 12%, Hispanic American 13%, Asian American 3%, American Indian 1%, Other-5% (47)

Dominant language: US English Speakers (2)

Subject characteristics at the time of testing:

Hearing Status: NA

Vision Status: NA

Cognitive Status: NA

Receptive language abilities: NA

Expressive language abilities: NA

TEST VALIDITY

Construct Validity: Definition: How well the traits can be identified in a test and how well the traits match the norm or ideal. Summary: Three step procedure to demonstrate this validity. Several constructs for test performance were identified. Second, hypotheses were created that are based on the constructs. Third, the hypotheses were tested by logical and empirical methods. Word identification, spelling, and sound symbol are developmental in nature and should be correlated to chronological age. The age groups should be differentiated between those of average and below average literacy skills. Formats should reflect underlying traits on which the test is based (67-68).

Content Validity: Definition: Evidence that a test covers, a representative sample of the behaviors that are important to the domain to be measured. Summary: A rationale for each subtest is presented. The validity of the items is supported by the results of conventional item analysis procedures. (61)

Concurrent Validity: Definition/Summary: Concurrent validity is when two tests of similar value are administered on the same day. (64)

Predictive Validity: Definition: indicates the effectiveness of the test in predicting an individual's performance in specific activities. Summary: The performance on a test is checked against a criterion that can be either a direct or an indirect measure of what the test is designed to predict. The correlations may be either concurrent or predictive depending on the amount of time elapsed between the administration of the criterion test and the test being validated. (64)

TEST RELIABILITY

Test-retest reliability: Examines the extent to which a student's test performance is constant over time and is a measure of time sampling measure. This requires administering the test, and then re-administering it at a later date. (54)

Internal consistency: NA

Parallel-forms validity: NA

Interjudge reliability: NA

Intrajudge reliability: NA

TEST SCORING PROCEDURES

Administration Time: Approximately 30 minutes (12)

Administration Description: The examiner should administer the four WIST item sets, read regular words, read irregular words, spell regular words, and spell irregular words. These are the four subtests which will be explained in subtests description. (12)

Response Mode (i.e. how does the testee indicate responses): Verbal and written responses depending on the subtest. (14-15)

Subtests Description:

Word Identification Subtest: this subtest contains two item sets. The first is read regular words that contains 100 items representing phonetically regular words. The second set is read irregular words. This contains 30 items representing phonetically irregular words. (13)

Spelling Subtest: Contains two item sets, regular words and irregular words which contain 100 and 30 respective items representing phonetically regular and irregular words. There is an elementary and a secondary version of the test and both contain different word lists. (14)

Sound-Symbol Knowledge subtest: Contains two item sets, pseudo words, and letter sounds. Pseudo words contain 50 words that represent phonetically regular nonsense words. Letter sounds contain 105 items that represent many of the sounds regularly associated with individual letters and groups of letters. The elementary and secondary versions use the same sets of words. (15-16)

Scoring Description:

Word Identification Subtest: For both items sets award 1 point for correct words and 0 for mispronounced words. Self-corrections are scored as correct. Accents are not penalized. (13)

Spelling Subtest: Same as Word Identification with substituting pronunciation with spelling (14)

Sound-Symbol Knowledge- Same as Word Identification except a skipped pseudo word or letter sound is counted as an error. (15-16)

Means and standard deviations (i.e. for each type of score): (25)

Very Superior: Score- > 131; Percentage included in bell –shaped distribution-2.34

Superior: Score- 121-130; Percentage included in bell –shaped distribution-6.87

Above Average: Score- 111-120; Percentage included in bell –shaped distribution-16.12

Average: 90-110; Percentage included in bell –shaped distribution-49.51

Below Average: Score- 80-89; Percentage included in bell –shaped distribution-16.12

Poor: Score- 70-79; Percentage included in bell –shaped distribution-6.87

Very Poor: Score- <69; Percentage included in bell –shaped distribution-2.34

The each table shown includes scores for percentiles, percent scores, and standard scores. Tables showing percentiles, percent scores, and standards scores are broken up into separate charts according to each subtest.

Based on the review of this measure, what utility does it have? In other words, what type of language disorder would you use this assessment for?

This test would benefit those with disorders including difficulties with syntactic or morphological development.

What limitations do you see?

Those without reading or spelling skills are unable to have the test administered to them. This test is also limited to those without physical disabilities, such as blindness.

What cautions would you exercise in its use?

The word list sheet is fairly transparent. We advise that while administering this test, something is held behind this sheet so those participating in the test cannot see the answers.

What do you need to do to prepare to use the measure?

Very little preparation is needed, other than needing a writing utensil to mark scores for the test as it is being administered and something to place behind the word list sheet, such as a clip board. A quiet area should also be attained before the test.