**The Word Identification and Spelling Test (WIST)**

The WIST is a standardized diagnostic assessment for measuring a student’s fundamental literacy skills. It is designed specifically for students having difficulty with reading, spelling, or both. The WIST includes four subtests that provide composite scores for *Word Identification* (word recognition) and *Spelling*. On the WIST standard scores from 90-110 are considered *average*.

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| --- | --- | --- | --- | --- |
| **Composite** | **Level of Functioning** |  | |  |
| Read Regular Words | grade |  | |  |
| Read Irregular Words | grade |  | |  |
| Spell Regular Words | grade |  | |  |
| Spell Irregular Words | grade |  | |  |
|  | **Descriptor** | | **SS** | **%** |
| **Word Identification** |  | |  |  |
| **Spelling** |  | |  |  |

Word Identification assesses a student’s ability to read words aloud accurately. The Read Regular Words test measures a student’s sight recognition of familiar words and ability to apply word attack skills to decode unfamiliar words. The Read Irregular Words item set measures a student’s sight recognition or orthographic memory of high-frequency words with one or more irregularities. On the WIST an average       grader reads       regular words and       irregular words.       read       regular words and       irregular words.

Students with low scores on the Read Regular Word test will need systematic decoding instruction. These students will need to learn letter-sound correspondences. In addition these students will benefit from direct instruction in blending sounds, syllable patterns and division rules, and orthographic patterns such as prefixes, roots and suffixes.

Students with a low score on the Read Irregular Words item set will benefit from instruction that emphasizes the quick sight recognition of these words. Students need to learn that although they can build upon their sound knowledge to determine parts of these words, they will need to memorize them. The students need to use flash cars and review these frequently. The teacher will need to be aware of other irregular words and give additional attention for the students to master them. It is advisable to teach the reading and spelling of the words at the seam time.

Spelling assesses a student’s ability to spell words accurately from dictation. The Spell Regular Words test measures the ability to recall correct letter sequences for familiar words or ability to apply sound-symbol relationships and rules of English orthography to spell unfamiliar words. The Spell Irregular Words item set measures the ability to recall letter order in high frequency words with one or more irregularities. On the WIST an average       grader spells      regular words and       irregular words.       spelled       regular words and      irregular words.

The words in the Spell Regular Words test have predictable spelling. Related skills for decoding and spelling should be taught simultaneously. For students who struggle with spelling it is recommended: a. direct teacher of phonology, syllable instruction, and morphology with teacher-student interaction; b. simultaneous, multi-sensory methodology; c. systematic, sequential, and cumulative instruction; d. synthetic-analytic instruction, working from part to whole, then whole to part; and e. diagnostic teaching.

Methods of instruction for spelling irregular words include using imagery (look at word, say words, spell orally, write in air), and recall (look at word, close eyes and see word, sell orally with eyes closed); writing the word from memory, checking and rewriting; tracing the word on a rough surface; and attaching meaning to words.

Overall, students who experience problems with reading and/or spelling often find it difficult to learn the association of letters and sounds. These problems result in difficulty sounding out or decoding unfamiliar words. As a consequence of these poor phonetic reading and spelling skills, a student may not accumulate enough sight words which they recognize rapidly and automatically.