Validation of Graded Spelling List for Children with Learning Disabilities

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ABSTRACT This study report uses standard group comparison paradigm in attempting to develop and standardize a 300 item graded spelling test in English. The survey covers a sample of 259 children identified as having specific learning disabilities in spelling, from grade levels of kindergarten to class four and hailing from different streams of curriculum. Their chronological age ranges from 5-16 years. The steps in the tool development process, procedures of administration, scoring and the interpretative norms are described. Results show that children with spelling skills are characteristically located at different grade/developmental levels. The derived norms could help identify contemporary spelling levels in a given child or groups of children. Content validity coefficients and odd-even split half reliability estimates are also reported thereby staking claim as a useful diagnostic tool for planning or programming spelling remediation activities in children having spelling problems with or without learning disabilities.