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**MULTI-LEVEL SPELLING:
AN EVALUATION OF ITS EFFECTIVENESS IN THE
RIDGEFIELD ELEMENTARY SCHOOL SYSTEM**

**AN ABSTRACT OF
A THESIS
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This paper is concerned with the experimental Multi-Level spelling method. It deals with a comparative study of this method versus the conventional Webster method in the Ridgefield elementary schools. Tests were made covering a ten month period which show levels of achievement and growth. Their purpose was to determine which system was benefiting the pupil to a greater degree. Two sets of standardized Iowa spelling tests and intelligence tests form the basis for the comparative study in which over 150 students took part.

In order to discover if particular categories of children benefited more than others, a questionnaire was distributed among the teachers using the Multi-Level method. The general consensus of opinion was that Multi-Level spelling seemed to be a better method of instruction for the average and above average pupils.

In addition this study attempts to reveal the reaction of a large number of students in various grades and situations in terms of enthusiasm. To obtain this information, a questionnaire was distributed and the results tabulated. It indicates that the children are largely in favor of using the Multi-Level system.

Spelling has been an enjoyable subject for most students, whatever the system of learning in use. However this new method ambitiously contends that far greater and more efficient results may be obtained by its use. This paper was written in the hope of shedding some additional

light on this contention. A statistical technique called analysis of covariance is employed in analyzing test results.

When all the figures were finalized, no appreciable difference in spelling ability appeared among the children using the two methods. However certain factors present but not analyzed here might play a part in any final evaluation. An example of this is the time element, the minutes or hours of the curriculum allocated to the subject of spelling by the individual teacher. Another important consideration is the teacher attitude.

This is the second study made in this area. There are hopes that this study along with a somewhat similar one covering a previous year may shed some light on the ultimate worth of this new method of spelling.