



Student Assessment

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Assessing Students

This section provides guidelines for assessing your students using the Word Warm-ups 3 Student Assessment. The subsequent two sections describe how to place students and build exercise packets using the assessment results.

The Word Warm-ups 3 Student Assessment evaluates a student's ability to decode words with common phonics and syllable patterns at an automatic level. Results of the assessment will help you to do the following:

- ◆ Determine if a student can benefit from the Word Warm-ups 3 program.
- ◆ Correctly place a student in either the Comprehensive Program or the Customized Option.
- ◆ Build packets of exercises for each student according to his/her individual needs.
- ◆ Monitor student progress.

Assessment Overview

The examiner should be knowledgeable about the assessment before administering it. The examiner should be familiar with the format, read the procedures, and review the correct pronunciation of the words in the assessment. (See the Pronunciation Guide and Syllable Guide in the appendix for examples of correct pronunciation.)

The Word Warm-ups 3 Student Assessment booklet is organized so that the prefixes, suffixes, syllable patterns, and roots are presented in the same sequence as they are in the Word Warm-ups 3 program. Sections A through H in the Student Assessment booklet correspond to sections A through H in the Word Warm-ups 3 program. These sections of the assessment use less familiar real words that represent the kinds of phonics or syllable patterns taught in each section. The sections and their featured patterns are listed below.

Tan Exercises

Section A: Words With Common Prefixes

Section B: Words With Common Suffixes

Section C: Words With Additional Prefixes

Silver Exercises

Section D: Words With Additional Suffixes

Section E: Words With Open/Closed Syllables

Section F: Words With Schwa (ə) Syllables

Black Exercises

Section G: Words With Latin Roots

Section H: Words With Greek Roots

Administering the Assessment

Sections A through H will help you place students in the appropriate sections of Word Warm-ups 3. You should assess a student on as many sections of the assessment as possible. If a student shows frustration, stop testing that section and continue on to the next section. Discontinue the assessment if the student exhibits frustration in two or more sections or you think s/he cannot continue. When assessing, do not indicate to the student whether a response is correct or incorrect.

Getting Started

You will need the following materials to administer the assessment:

- ◆ The Word Warm-ups 3 Student Assessment booklet.
- ◆ Assessment Scoring Worksheet (blackline master is in the appendix).
- ◆ The Pronunciation Guide (blackline master is in the appendix).

Assessment Procedures

1. Sit across from the student, and place the Student Assessment booklet in front of him/her.
2. Turn to Section A of the Student Assessment booklet. Say to the student, "*Look at the words in this section. Read each word to me.*"
3. Listen to the student read each word. On your Assessment Scoring Worksheet, make a checkmark under each word the student reads correctly. If the student self-corrects, write SC (self-corrected) on the line below the word. If the student decodes a word slowly, write SD (slowly decoded) on the line below the word. If the student decodes the word incorrectly, write the student's incorrect response on the line below the word.
Tip: In order to give yourself time to record responses, direct the student to wait until you say "next" before going on to the next word.
4. Using steps 2 and 3, continue the assessment for Sections B through H. Test as many sections as possible, but stop if the student becomes frustrated.

Scoring the Assessment

Use the following guidelines to determine a student's errors, self-corrected, and slowly decoded words on the assessment.

Note: The scoring system for the assessment is different from the scoring system for Word Warm-ups exercises.

When listening to a student read each section of the assessment, you will mark the following:

Errors

Count the following as errors:

- ◆ Words read incorrectly
- ◆ Omissions

Self-Corrected (SC)*

If the student decodes a word incorrectly and then self-corrects the error, mark the word self-corrected (SC).

Slowly Decoded (SD)*

If the student has to carefully sound out a word in order to read it, mark the word slowly decoded (SD).

*You should mark self-corrected and slowly decoded words in the assessment because they indicate that the student lacks automaticity in decoding the pattern.

Calculating the Total Scores

After completing the assessment, calculate the student's total score for each section. The total score is the sum of the number of errors, the number of self-corrections, and the number of slowly decoded words the student had in that section of the assessment. To calculate the student's total score for a section, mark the Assessment Scoring Worksheet in the following way:

1. Write the number of decoding errors the student made on the line marked Errors.
2. Write the number of self-corrected words on the line marked Self-Corrected.
3. Write the number of slowly decoded words on the line marked Slowly Decoded.
4. Add the number of errors to the number of self-corrected and slowly decoded words to calculate the student's total score for the section, and write this number on the line marked Total Score.

Tip: As you look at a student's total score on a specific section, consider how many slowly decoded words and self-corrected words were part of the total score. As teachers, we want to recognize that the student did finally get the right word; but remember, the purpose of Word Warm-ups is to build automaticity in decoding skills.

If many of the student's errors were self-corrected, s/he is not firm in that particular decoding skill, and s/he needs practice to build automaticity.

If most of a student's errors were slowly decoded words, s/he has the skill necessary to decode that type of word, but s/he needs practice to build automaticity. Use what you know about an individual student to decide if s/he should be placed in a section in which s/he had a high level of accuracy but merely decoded the words slowly.

Placing Students

After assessing students and recording their total scores for each section on the Assessment Scoring Worksheet, you will analyze the data to decide if and how each student can benefit from the Word Warm-ups program. The following information is intended as a guideline. Use your knowledge of your students in conjunction with this information to determine how to best use the program with your students.

To decide if a student needs Word Warm-ups 3, look at the total scores for each of the sections (A through H) on the Assessment Scoring Worksheet. If a student has a total score of three or higher on any section of the assessment, s/he can benefit from Word Warm-ups 3.

Once you've determined which students will benefit from Word Warm-ups 3, you will continue to analyze the assessment data to decide whether s/he should use the Comprehensive Program or the Customized Option.

Comprehensive Program

The Comprehensive Program is for students who need instruction on most or all of the prefixes, suffixes, syllable patterns, or roots featured in Word Warm-ups 3. Most primary grade students, and occasionally older students who struggle with decoding, will benefit from the Comprehensive Program. If a student scores three or higher on one section of the assessment and continues to score three or higher on most subsequent sections of the assessment, s/he will use the Comprehensive Program.

Customized Option

Some students may not require the Comprehensive Program but still need structured and sequential instruction in the prefixes, suffixes, syllable patterns, or roots they have not yet mastered. These students should use the Customized Option. If a student has a total score of three or higher on just some sections of the assessment, s/he will use the Customized Option.

Placement Table

Use the following table to help you determine whether to place a student in the Comprehensive Program or the Customized Option based on the student's assessment results.

| If the student has a total score of... | and the student... | then the student should use the... |
|--|--|---|
| three or higher on a section of the assessment | scores three or higher on all or most subsequent sections | Comprehensive Program. |
| three or higher on a section of the assessment | scores three or higher on some additional sections scattered throughout the assessment | Customized Option. |

Word Warm-ups 3 Assessment Scoring Worksheet

Name _____

Examiner Script

Say to the student, "Look at the words in this section. Read each word to me."

Date _____

Note: Assign sections with a total score of 3 or more.

Tan Section A: Words With Common Prefixes

| | | | | | |
|----------|----------|-----------|------------|--------------|------------------------|
| inclines | amended | disburses | embossing | precanceling | Errors _____ |
| _____ | _____ | _____ | _____ | _____ | + Self-corrected _____ |
| detached | enhances | impeaches | unseasoned | misreckoning | + Slowly decoded _____ |
| _____ | _____ | _____ | _____ | _____ | = Total score _____ |

Tan Section B: Words With Common Suffixes

| | | | | | |
|----------|-----------|------------|------------|-------------|------------------------|
| ordinary | miserable | enlighten | pretension | defenseless | Errors _____ |
| _____ | _____ | _____ | _____ | _____ | + Self-corrected _____ |
| lobbyist | detention | subculture | immodesty | amusement | + Slowly decoded _____ |
| _____ | _____ | _____ | _____ | _____ | = Total score _____ |

Tan Section C: Words With Additional Prefixes

| | | | | | |
|----------|-----------|--------------|-------------|---------------|------------------------|
| abnormal | consensus | permissible | exceedingly | advancement | Errors _____ |
| _____ | _____ | _____ | _____ | _____ | + Self-corrected _____ |
| befuddle | antishock | interruption | submersible | transformable | + Slowly decoded _____ |
| _____ | _____ | _____ | _____ | _____ | = Total score _____ |

Silver Section D: Words With Additional Suffixes

| | | | | | |
|-----------|------------|-----------|-----------|-------------|------------------------|
| impartial | accelerate | endurance | appendage | complexity | Errors _____ |
| _____ | _____ | _____ | _____ | _____ | + Self-corrected _____ |
| assertive | vigorous | admonish | harmonize | inexpensive | + Slowly decoded _____ |
| _____ | _____ | _____ | _____ | _____ | = Total score _____ |

Silver Section E: Words With Open/Closed Syllables

| | | | | | |
|----------|-----------|-----------|-------------|-------------|------------------------|
| frigidly | devotion | pandemic | translucent | substantial | Errors _____ |
| _____ | _____ | _____ | _____ | _____ | + Self-corrected _____ |
| cosmetic | stipulate | inclusive | distinctive | incarnation | + Slowly decoded _____ |
| _____ | _____ | _____ | _____ | _____ | = Total score _____ |

Silver Section F: Words With Schwa (ə) Syllables

| | | | | | |
|------------|------------|------------|-------------|--------------|------------------------|
| potential | constitute | magnified | criminalize | absoluteness | Errors _____ |
| _____ | _____ | _____ | _____ | _____ | + Self-corrected _____ |
| relativity | sediment | complicate | tremendous | confidential | + Slowly decoded _____ |
| _____ | _____ | _____ | _____ | _____ | = Total score _____ |

Black Section G: Words With Latin Roots

| | | | | | |
|----------|------------|--------------|--------------|-----------------|------------------------|
| accredit | inflective | manuscript | dejectedness | unmemorable | Errors _____ |
| _____ | _____ | _____ | _____ | _____ | + Self-corrected _____ |
| juncture | eruptively | dictatorship | respectfully | misconstruction | + Slowly decoded _____ |
| _____ | _____ | _____ | _____ | _____ | = Total score _____ |

Black Section H: Words With Greek Roots

| | | | | | |
|---------|-----------|-------------|-------------|----------------|------------------------|
| chronic | geophone | biodegrade | thermogram | hypercritical | Errors _____ |
| _____ | _____ | _____ | _____ | _____ | + Self-corrected _____ |
| paradox | cosmology | hydrostatic | psychograph | teleconference | + Slowly decoded _____ |
| _____ | _____ | _____ | _____ | _____ | = Total score _____ |

Word Warm-ups 3 Student Assessment

Section A

| | | | | |
|----------|----------|-----------|------------|--------------|
| inclines | amended | disburses | embossing | precanceling |
| detached | enhances | impeaches | unseasoned | misreckoning |

Section B

| | | | | |
|----------|-----------|------------|------------|-------------|
| ordinary | miserable | enlighten | pretension | defenseless |
| lobbyist | detention | subculture | immodesty | amusement |

Section C

| | | | | |
|----------|-----------|--------------|-------------|---------------|
| abnormal | consensus | permissible | exceedingly | advancement |
| befuddle | antishock | interruption | submersible | transformable |

Section D

| | | | | |
|-----------|------------|-----------|-----------|-------------|
| impartial | accelerate | endurance | appendage | complexity |
| assertive | vigorous | admonish | harmonize | inexpensive |

Word Warm-ups 3 Student Assessment

Section E

| | | | | |
|----------|-----------|-----------|-------------|-------------|
| frigidly | devotion | pandemic | translucent | substantial |
| cosmetic | stipulate | inclusive | distinctive | incarnation |

Section F

| | | | | |
|------------|------------|------------|-------------|--------------|
| potential | constitute | magnified | criminalize | absoluteness |
| relativity | sediment | complicate | tremendous | confidential |

Section G

| | | | | |
|----------|------------|--------------|--------------|-----------------|
| accredit | inflective | manuscript | dejectedness | unmemorable |
| junction | eruptively | dictatorship | respectfully | misconstruction |

Section H

| | | | | |
|---------|-----------|-------------|-------------|----------------|
| chronic | geophone | biodegrade | thermogram | hypercritical |
| paradox | cosmology | hydrostatic | psychograph | teleconference |

Pronunciation Guide

You may use this guide to understand pronunciation of the syllable patterns in the exercises and to help you score the Word Warm-ups 3 Student Assessment.

| Consonant | Example | Long Vowel | Example |
|--------------------|----------------|---------------------------------|----------------|
| b | bat | a consonant e | cake |
| c | cut | i consonant e | kite |
| d | dip | o consonant e | rope |
| f | fun | u consonant e | mule/lute |
| g | get | ai | pail |
| h | hat | ay | say |
| j | jog | ea | team |
| k | kit | ee | feet |
| l | lip | oa | boat |
| m | mug | oe | toe |
| n | nap | ie | pie |
| p | pet | ye | bye |
| q | quest* | ue | due |
| r | rid | ui | suit |
| s | sod | R-Controlled Vowel | Example |
| t | tuck | ar | jar |
| v | van | or | fork |
| w | wet | er/ir/ur | herd/bird/turn |
| x | mix** | Less Common Consonant(s) | Example |
| y | yak | gn | gnome |
| z | zip | kn | knife |
| Short Vowel | Example | wr | wrist |
| a | apple | c | cent |
| e | elephant | g | gem |
| i | igloo | Other Sounds of Vowels | Example |
| o | octopus | au/aw/all | haul/hawk/ball |
| u | umbrella | ow/ou | cow/out |
| Digraph | Example | oi/oy | soil/toy |
| sh | ship | oo/ew | boot/new |
| ch | chick | oo/u | book/bush |
| th | thumb/the | | |
| wh | whip | | |
| ng | ring | | |

* The letter q says /k/. However, most of the time q is followed by the vowel u. When this occurs, the sound is pronounced /kw/.

** The letter x says /x/ or /ks/. X often comes in the middle or at the end of the word. When this occurs, the sound is pronounced /ks/.

Pronunciation Guide

| Two-Syllable Word Patterns | Example |
|--|--------------------------|
| Compound words | tear / drop |
| Words with two consonants between two vowels | can / non pret / zel |
| Words with three consonants between two vowels | dol / phin pil / grim |
| Words with one vowel followed by r | hor / net |
| Words with long vowel pairs | cray / on |
| Words with other sounds of vowels | fau / cet |
| Short vowel words that end with l-e | shut / tle whis / tle |
| Long vowel words that end with l-e | sta / ple |
| Short vowel words with one medial consonant | rad / ish |
| Long vowel words with one medial consonant | do / nut |

Pronunciation Guide

In Word Warm-ups 3, we chose to teach the phonetically accurate pronunciation of prefixes, suffixes, syllables, and roots and then model how to correctly pronounce the word. This approach makes decoding easier for the student and may also assist the student in spelling.

Note: Dictionaries give more than one correct pronunciation for some of these example words.

| Prefix | Example |
|--------|---------------|
| re- | regresses |
| un- | uninhabited |
| dis- | discerned |
| mis- | misfortune |
| de- | detour |
| in- | involving |
| en- | envelope |
| pro- | protocol |
| pre- | prefigures |
| non- | nonprofit |
| im- | immerses |
| em- | emperor |
| over- | overshadowed |
| under- | undercurrents |
| a- | aborted |

| Prefix | Example |
|--------|--------------|
| ab- | abduction |
| ad- | adjunct |
| per- | perplexes |
| sub- | subculture |
| trans- | transversely |
| be- | bereavement |
| con- | continent |
| com- | compost |
| fore- | foreshadowed |
| ex- | excavate |
| anti- | antitoxin |
| inter- | intercede |
| mid- | midlevel |
| semi- | semicircle |
| super- | superpower |

Pronunciation Guide

| Suffix | Example |
|---------|-------------|
| -able * | predictable |
| -ible * | deductible |
| -less | filterless |
| -ness | adeptness |
| -ful | remorseful |
| -tion * | adoption |
| -sion * | immersion |
| -ly | inactively |
| -en | handmaiden |
| -ment | abandonment |
| -ture * | restructure |
| -ist | arsonist |
| -est | wickedest |
| -ty | seventy |
| -ary | dictionary |
| -age | anchorage |

| Suffix | Example |
|---------|-------------|
| -ic | inharmonic |
| -ate | liberate |
| -ish | replenish |
| -ize | customize |
| -ous * | generous |
| -ism | externalism |
| -ity | extremity |
| -ant | repentant |
| -ent | indifferent |
| -cial * | provincial |
| -tial * | inferential |
| -ance | allowance |
| -ence | preference |
| -sive * | excessive |
| -tive * | perceptive |
| -al | seasonal |

- * The phonetic pronunciation of these suffixes is not close to how they are usually pronounced in words. Consequently, we have chosen not to teach the phonetic pronunciation of these suffixes. The example words for these suffixes model the pronunciations taught in Word Warm-ups 3.

Pronunciation Guide

| Latin Root | Example |
|------------|---------------|
| urb | urban |
| stat | static |
| mem | remembering |
| vac | vacuum |
| ped | pedicure |
| pop | populist |
| spec | spectacle |
| dic | prediction |
| fig | disfiguring |
| pul | pulverize |
| ject | conjecture |
| vis | visitation |
| miss | missile |
| cred | discredits |
| rupt | incorruptible |
| flec | inflection |
| form | formlessness |
| man | dismantle |
| junct | injunction |
| struct | restructure |
| ven | circumvention |
| bene | benefit |
| cap | capitols |
| script | transcription |
| fac | factoring |
| duc | conductor |
| scend | ascending |
| tract | attractively |
| fract | fractional |
| vor | carnivore |

| Greek Root | Example |
|------------|--------------|
| graph | graphite |
| scope | electroscope |
| astro | astronaut |
| phon | saxophone |
| hydro | hydrogen |
| photo | photocell |
| sphere | atmosphere |
| hemi | hemiplegic |
| bio | biosphere |
| geo | geometric |
| syn | syndrome |
| tele | telephone |
| pod | tripod |
| meter | telemeter |
| auto | autocrats |
| ology | pathology |
| micro | microfilm |
| hyper | hyperextend |
| chron | chronicle |
| macro | macrocosm |
| biblio | bibliofilm |
| thermo | thermostat |
| para | paragraph |
| mech | mechanism |
| psycho | psychopath |
| mono | monorail |
| logue | prologue |
| ortho | orthodox |
| phys | physics |
| the | theology |

Note: The Word Warm-ups 3 program focuses on decoding with automaticity and addresses the meanings of the prefixes, suffixes, and roots only in the introduction and story exercises. Consequently, the word lists in sections G and H include columns of words with common Latin and Greek roots that may have different etymologies.