



Student Assessment

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Assessing Students

This section provides guidelines for assessing your students using the Word Warm-ups 2 Student Assessment. The subsequent two sections describe how to place students and build exercise packets using the assessment results.

The Word Warm-ups 2 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 2 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.

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 for examples of correct pronunciation.)

The first two parts of the assessment are a screening to assess basic phonics sound patterns using uncommon first or last names. Using unfamiliar names decreases the possibility that the student already knows some of the one-syllable words in the assessment. Thus, the examiner is better able to assess the student's ability to decode the phonics patterns. If a student has difficulty with these two parts of the assessment, Word Warm-ups 2 may not be an appropriate placement at this time; the student should be tested using the Word Warm-ups 1 Student Assessment instead. (The Word Warm-ups 1 Student Assessment is available on the Read Naturally website, www.readnaturally.com).

The Word Warm-ups 2 Student Assessment is organized so that the phonics and syllable patterns are presented in the same sequence as they are in the Word Warm-ups 2 program. Sections A through F in the Student Assessment correspond to sections A through F in the Word Warm-ups 2 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.

Yellow Exercises

Section A: Compound Words

Section B: More Compound Words

Orange Exercises

Section C: Two-Syllable Words

Section D: More Two-Syllable Words

Brown Exercises

Section E: Words With Suffixes

Section F: Words With Prefixes

Administering the Assessment

The assessment serves two purposes: screening and placement. The screening (Part 1 and Part 2) will help you decide whether or not students are ready for Word Warm-ups 2. Sections A through F will help you place students in the appropriate sections of Word Warm-ups 2. 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 2 Student Assessment.
- ◆ Assessment Scoring Worksheet.
- ◆ The Pronunciation Guide.

Assessment Procedures

1. Sit across from the student, and place the Student Assessment in front of him/her.
2. On the Student Assessment, point to Screening Part 1 and say to the student, *"Look at the words in this section. Most of the words are the first or last names of people. The names are unusual, so you may not be familiar with them. Read each name 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.
4. If the student uses a less common sound for some letters in a word, ask the student if s/he knows any other sounds those letters can make. The student must be able to decode using the most common pronunciation. (See the Pronunciation Guide for more information.)
5. Using steps 2 through 4, continue the screening for Part 2. If the student makes zero to four errors on the screening for Part 1 and for Part 2, continue testing using the Word Warm-ups 2 Student Assessment. If the student makes five or more errors on either of the screenings, Word Warm-ups 2 may not be an appropriate placement at this time. You may want to test the student using the Word Warm-ups 1 Student Assessment, available on the Read Naturally website (www.readnaturally.com).
6. Point to section A of the Student Assessment, and say to the student, *"Look at the words in this section. Read each word to me."*

7. 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.
8. Using steps 6 and 7, continue the assessment for Sections B through F. Test as many sections as possible, but you may stop if the student's frustration level is high.

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 will 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 2, first look at the Screening Part 1 and Part 2 scores. If a student makes five or more errors in either of these two parts, Word Warm-ups 2 may not be the appropriate level at this time. You may want to consider testing the student using the Word Warm-ups 1 Student Assessment to see if it is a more appropriate level. Word Warm-ups 1 provides a more in-depth instruction of phonics patterns and builds automaticity using one-syllable words. (The Word Warm-ups 1 Student Assessment is available on the Read Naturally website, www.readnaturally.com.)

If a student made four or fewer errors on each part of the screening, look at the total scores for each of the sections (A through F) 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 2.

Once you've determined which students will benefit from Word Warm-ups 2, 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 phonics and syllable patterns featured in Word Warm-ups 2. 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 phonics and syllable patterns 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 2 Assessment Scoring Worksheet

Name _____

Date _____

Examiner Script

Parts 1 and 2: Say to the student, "Look at the words on this page. Most of the words are the first or last names of people. The names are unusual, so you may not be familiar with them. Read each name to me."

Sections A through F: Say to the student, "Look at the words in this section. Read each word to me."

Screening: Part 1

Kash	Chom	Jed	Clum	Tiv	If the total score is 5 or more, Word Warm-ups 1 might be a more appropriate placement.	Errors _____
_____	_____	_____	_____	_____		+ Self-corrected _____
Kith	Mang	Lux	Strell	Hosk		+ Slowly decoded _____
_____	_____	_____	_____	_____		= Total score _____

Screening: Part 2

Knap	Beav	Jove	Vern	Hawn	If the total score is 5 or more, Word Warm-ups 1 might be a more appropriate placement.	Errors _____
_____	_____	_____	_____	_____		+ Self-corrected _____
Sike	Gart	Foyd	Zoat	Tace		+ Slowly decoded _____
_____	_____	_____	_____	_____		= Total score _____

Yellow Section A: Compound Words

flagstaff	cobweb	thickset	dragnet	snapshot	If the total score is 3 or more, assign Section A.	Errors _____
_____	_____	_____	_____	_____		+ Self-corrected _____
windsock	kinship	chopstick	setback	wingman		+ Slowly decoded _____
_____	_____	_____	_____	_____		= Total score _____

Yellow Section B: More Compound Words

newborn	darkroom	capsize	rawhide	downturn	If the total score is 3 or more, assign Section B.	Errors _____
_____	_____	_____	_____	_____		+ Self-corrected _____
knotweed	footnote	raceway	oilcan	soybean		+ Slowly decoded _____
_____	_____	_____	_____	_____		= Total score _____

Orange Section C: Two-Syllable Words

fennel	mascot	sterling	newton	meager	If the total score is 3 or more, assign Section C.	Errors _____
_____	_____	_____	_____	_____		+ Self-corrected _____
hacksaw	tendrill	brayer	carton	towel		+ Slowly decoded _____
_____	_____	_____	_____	_____		= Total score _____

Orange Section D: More Two-Syllable Words

flavor	rumple	habit	sable	fiddle	If the total score is 3 or more, assign Section D.	Errors _____
_____	_____	_____	_____	_____		+ Self-corrected _____
bacon	modest	prattle	basin	maple		+ Slowly decoded _____
_____	_____	_____	_____	_____		= Total score _____

Brown Section E: Words With Suffixes

sneaked	browsed	scorner	faints	jested	If the total score is 3 or more, assign Section E.	Errors _____
_____	_____	_____	_____	_____		+ Self-corrected _____
seasoned	relishes	pardoning	profited	banished		+ Slowly decoded _____
_____	_____	_____	_____	_____		= Total score _____

Brown Section F: Words With Prefixes

retreat	unclasp	disburse	defuse	miscount	If the total score is 3 or more, assign Section F.	Errors _____
_____	_____	_____	_____	_____		+ Self-corrected _____
disfavor	defender	mistaken	unfasten	rebottle		+ Slowly decoded _____
_____	_____	_____	_____	_____		= Total score _____

Word Warm-ups 2 Student Assessment

Screening: Part 1

Kash	Chom	Jed	Clum	Tiv
Kith	Mang	Lux	Strell	Hosk

Screening: Part 2

Knap	Beav	Jove	Vern	Hawn
Sike	Gart	Foyd	Zoat	Tace

Section A

flagstaff	cobweb	thickset	dragnet	snapshot
windsock	kinship	chopstick	setback	wingman

Section B

newborn	darkroom	capsize	rawhide	downturn
knotweed	footnote	raceway	oilcan	soybean

Word Warm-ups 2 Student Assessment

Section C

fennel	mascot	sterling	newton	meager
hacksaw	tendril	brayer	carton	towel

Section D

flavor	rumple	habit	sable	fiddle
bacon	modest	prattle	basin	maple

Section E

sneaked	browsed	scorner	faints	jested
seasoned	relishes	pardoning	profited	banished

Section F

retreat	unclasp	disburse	defuse	miscount
disfavor	defender	mistaken	unfasten	rebottle

Pronunciation Guide

You may use this guide to understand pronunciation of the patterns in the exercises and to help you score the Word Warm-ups 2 Student Assessment.

Yellow Exercises

Consonant	Example
b	bat
c	cut
d	dip
f	fun
g	get
h	hat
j	jog
k	kit
l	lip
m	mug
n	nap
p	pet
q	quest*
r	rid
s	sod
t	tuck
v	van
w	wet
x	mix**
y	yak
z	zip
Short Vowel	Example
a	apple
e	elephant
i	igloo
o	octopus
u	umbrella
Digraph	Example
sh	ship
ch	chick
th	thumb/the
wh	whip
ng	ring

Long Vowel	Example
a consonant e	cake
i consonant e	kite
o consonant e	rope
u consonant e	mule/lute
ai	pail
ay	say
ea	team
ee	feet
oa	boat
oe	toe
ie	pie
ye	bye
ue	due
ui	suit
R-Controlled Vowel	Example
ar	jar
or	fork
er/ir/ur	herd/bird/turn
Less Common Consonant(s)	Example
gn	gnome
kn	knife
wr	wrist
c	cent
g	gem
Other Sounds of Vowels	Example
au/aw/all	haul/hawk/ball
ow/ou	cow/out
oi/oy	soil/toy
oo/ew	boot/new
oo/u	book/bush

* 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/.

Syllable Guide

Orange Exercises

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

Brown Exercises

Suffix	Example
-s	earphones
-es	radishes
-ing	backpacking gardening
-er	schoolteacher traveler
-ed /t/	handcuffed finished
-ed /d/	sunburned buttoned
-ed	uprooted exited

Prefix	Example
re-	restacks refocus
un-	unpainted unfinished
dis-	displeased disconnect
mis-	misspelling misbutton
de-	delighted deforest