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Assessing Students

This section provides guidelines for assessing your students using the Word Warm-ups 1 Student Assessment. The subsequent two sections describe how to place students and build exercise packets using the assessment results.

The Word Warm-ups 1 Student Assessment evaluates a student's ability to make letter sounds and decode words with common phonics patterns at an automatic level. Results of the assessment help you to do the following:

- ◆ Determine if a student can benefit from the Word Warm-ups 1 program
- ◆ Correctly place a student in the Comprehensive Program, the Customized Option, or the Corrective 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 for examples of correct pronunciation.)

The Word Warm-ups 1 Student Assessment is organized so that the letter sounds and phonics patterns are presented in the same sequence as they are in the Word Warm-ups 1 program. Each page in the Student Assessment corresponds to a section in the Word Warm-ups 1 program. The sections and their featured patterns are listed below.

Part I—Blue Assessment

Section A: Sounds of the Consonants and Short Vowels

Section B: Words With Short Vowels

Section C: Words With sh, ch, th, wh, or ng

Section D: Words Ending With Two Consonants

Section E: Words Beginning With Two or More Consonants

Part II—Green Assessment

Section F: Words With Long Vowels and Silent e

Section G: Words With Long Vowels With Vowel Pairs

Section H: Words With One Vowel Followed by r

Section I: Words With the Less Common Sounds of Consonants

Section J: Words With Other Sounds of Vowels

Section A of the assessment has a list of the letters of the alphabet. Each remaining section (B through J) has a list of 10 words. Most of the words are uncommon first or last names. Using unfamiliar names decreases the possibility that the student already knows some of the words in the assessment. The examiner is better able to assess the student's ability to decode the phonics patterns.

Each word in the assessment corresponds to a specific Word Warm-ups 1 exercise. For example, the word *Jep* in section B of the assessment tests the pattern taught in Word Warm-ups 1 Section

B, exercise 9: Words With Short e. The exercise color and number corresponding to each word in the assessment are listed on the Assessment Scoring Worksheets. This information is helpful when you build exercise packets.

Administering the Assessment

This assessment has two parts: the Blue Assessment and the Green Assessment. 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. Do not indicate to the student whether a response is correct or incorrect.

Tip: If a student uses the short vowel sounds when decoding the first few words in section F, stop the student and point out that in the previous sections all the words had short vowel sounds. Tell the student that, beginning with this section, the words are not short. Ask the student to begin again. If s/he continues to use short vowel sounds, mark the words as errors.

Getting Started

You need the following materials to administer the assessment:

- ◆ The Word Warm-ups 1 Student Assessment
- ◆ Assessment Scoring Worksheets
- ◆ 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 section A and say to the student, *"Look at the letters in this section, and make the sound of each letter for me."*
3. Listen to the student make the sound of each letter. The student should make the most common sound of each consonant and the short sound of each vowel. On your Assessment Scoring Worksheet, make a check under each letter for which the student makes the correct sound. If the student self-corrects, write SC (self-corrected) on the line below the letter. If the student makes a sound slowly, write SD (slowly decoded) on the line below the letter. If the student makes the sound incorrectly, write the student's incorrect response on the line below the letter.
4. If the student makes the long sound of a vowel or the less common sound of a consonant, ask the student if s/he knows any other sound for the letter. The student must be able to make the most common sound. (See the Pronunciation Guide for more information.)
5. Point to section B of the Student Assessment, 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. You may not recognize them. Read each name to me."*

6. Listen to the student read each word. On your Assessment Scoring Worksheet, make a check 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.
7. 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.)
8. Continue the assessment for sections C through J using steps 5 through 8.

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 hot timings on Word Warm-ups 1 exercises.

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

Errors

Count the following as errors:

- ◆ Sounds of letters pronounced incorrectly (Section A)
- ◆ Words read incorrectly
- ◆ Omissions

Self-Corrected (SC)*

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

Slowly Decoded (SD)*

In Section A, if the student pauses before saying the sound of a letter, mark the letter slowly decoded (SD). In Sections B through J, 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 sounds or words in the assessment because they indicate that the student lacks automaticity in producing the sound or 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. 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 self-corrected words.

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 Worksheets, 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 1, look at the total scores you recorded on the Assessment Scoring Worksheets. 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 1.

Once you've determined which students can benefit from Word Warm-ups 1, continue to analyze the assessment data to decide whether s/he should use the Comprehensive Program, the Customized Option, or the Corrective Option.

Note: A student who has fewer errors but struggles with decoding may benefit from using the Corrective Option of Word Warm-ups 1 (see below) or may be assessed using the Word Warm-ups 2 Student Assessment to see if s/he needs instruction in decoding multi-syllabic words. (The Word Warm-ups 2 Student Assessment is available on the Read Naturally website, www.readnaturally.com.)

Comprehensive Program

The Comprehensive Program is for students who need instruction on most or all of the sounds and phonics patterns featured in Word Warm-ups 1. 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, assign the Comprehensive Program.

Customized Option

Some students may not require the Comprehensive Program but still need structured and sequential instruction in the sounds and phonics 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 should use the Customized Option.

Corrective Option

Some students may not require the Comprehensive Program or the Customized Option but still need targeted instruction on some of the sounds and phonics patterns they have not yet mastered. If a student has a total score of less than three on all sections but has some errors on the assessment and struggles with decoding, s/he should use the Corrective Option.

Placement Table

Use the following table to help you determine whether to place a student in the Comprehensive Program, the Customized Option, or the Corrective 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 one section of the assessment	scores three or higher on all or most subsequent sections	Comprehensive Program
three or higher on one section of the assessment	scores three or higher on some additional sections scattered throughout the assessment	Customized Option
fewer than 3 errors on all sections but does have some errors on the assessment	struggles with decoding	Corrective Option You may also assess the student for placement in Word Warm-ups 2 (assessment available on the Read Naturally website: www.readnaturally.com)

Word Warm-ups 1 Assessment Scoring Worksheet

Name _____

Date _____

Blue Section A: Sounds of the Consonants and Short Vowels

<u>b</u>	<u>d</u>	<u>u</u>	<u>f</u>	<u>a</u>	<u>h</u>	<u>j</u>	<u>l</u>	<u>n</u>	<u>p</u>
(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)
<u>i</u>	<u>r</u>	<u>t</u>	<u>v</u>	<u>x</u>	<u>z</u>	<u>c</u>	<u>g</u>	<u>o</u>	<u>k</u>
(blue ex. 3)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)
<u>m</u>	<u>q</u>	<u>s</u>	<u>e</u>	<u>w</u>	<u>y</u>				
(blue ex. 2)	(blue ex. 2)	(blue ex. 2)	(blue ex. 3)	(blue ex. 2)	(blue ex. 2)				

Blue Section B: Words With Short Vowels

<u>Lex</u>	<u>Zav</u>	<u>Rif</u>	<u>Con</u>	<u>Bos</u>
(blue ex. 9)	(blue ex. 6)	(blue ex. 7)	(blue ex. 8)	(blue ex. 8)
<u>Jep</u>	<u>Lan</u>	<u>Kip</u>	<u>Hud</u>	<u>Gus</u>
(blue ex. 9)	(blue ex. 6)	(blue ex. 7)	(blue ex. 10)	(blue ex. 10)

Blue Section C: Words With sh, ch, th, wh, or ng

<u>Shef</u>	<u>Wong</u>	<u>Whin</u>	<u>Thad</u>	<u>Chaz</u>
(blue ex. 15)	(blue ex. 18)	(blue ex. 17)	(blue ex. 17)	(blue ex. 16)
<u>Dutch</u>	<u>Kung</u>	<u>Finch</u>	<u>Seth</u>	<u>Rash</u>
(blue ex. 16)	(blue ex. 18)	(blue ex. 16)	(blue ex. 17)	(blue ex. 15)

Blue Section D: Words Ending With Two Consonants

<u>Helm</u>	<u>Gump</u>	<u>Milt</u>	<u>Hulk</u>	<u>Taft</u>
(blue ex. 25)	(blue ex. 26)	(blue ex. 25)	(blue ex. 25)	(blue ex. 26)
<u>Dond</u>	<u>Rust</u>	<u>Kent</u>	<u>Hank</u>	<u>Fisk</u>
(blue ex. 23)	(blue ex. 24)	(blue ex. 23)	(blue ex. 23)	(blue ex. 24)

Blue Section E: Words Beginning With Two or More Consonants

<u>Scot</u>	<u>Clif</u>	<u>Bren</u>	<u>Flip</u>	<u>Plum</u>
(blue ex. 33)	(blue ex. 32)	(blue ex. 31)	(blue ex. 32)	(blue ex. 32)
<u>Spam</u>	<u>Fron</u>	<u>Trin</u>	<u>Sprat</u>	<u>Strub</u>
(blue ex. 33)	(blue ex. 31)	(blue ex. 31)	(blue ex. 34)	(blue ex. 34)

Word Warm-ups 1 Assessment Scoring Worksheet

Name _____

Date _____

Green Section F: Words With Long Vowels and Silent e

Dale	Pike	Rupe	Lane	Fife
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 3)	(green ex. 4)	(green ex. 6)	(green ex. 3)	(green ex. 4)
Rune	Wade	Cole	Kile	Rove
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 6)	(green ex. 3)	(green ex. 5)	(green ex. 4)	(green ex. 5)

Green Section G: Words With Long Vowels With Vowel Pairs

Haig	Doan	Fie	Rue	Fay
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 11)	(green ex. 13)	(green ex. 14)	(green ex. 14)	(green ex. 11)
Keas	Deen	Moe	Nye	Suit
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 12)	(green ex. 12)	(green ex. 13)	(green ex. 14)	(green ex. 14)

Green Section H: Words With One Vowel Followed by r

Zar	Herd	Morg	Barb	Mert
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 19)	(green ex. 21)	(green ex. 20)	(green ex. 19)	(green ex. 21)
Wirt	Tor	Burl	Lars	Cort
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 21)	(green ex. 20)	(green ex. 21)	(green ex. 19)	(green ex. 20)

Green Section I: Words With the Less Common Sounds of Consonants

Lance	Sage	Knute	Wray	Cyd
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 26)	(green ex. 27)	(green ex. 28)	(green ex. 28)	(green ex. 26)
Cimm	Gen	Knox	Gnos	Gin
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 26)	(green ex. 27)	(green ex. 28)	(green ex. 28)	(green ex. 27)

Green Section J: Words With Other Sounds of Vowels

Toyd	Lew	Roul	Saul	Dawn
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 35)	(green ex. 36)	(green ex. 34)	(green ex. 33)	(green ex. 33)
Rois	Koos*	Cowl	Nall	Mook*
<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
(green ex. 35)	(green ex. 36)	(green ex. 34)	(green ex. 33)	(green ex. 37)

* Koos should rhyme with loose, and mook should rhyme with book.

Section A

b	d	u	f	a	h	j	l	n	p
i	r	t	v	x	z	c	g	o	k
m	q	s	e	w	y				

Section B

Lex	Zav	Rif	Con	Bos
Jep	Lan	Kip	Hud	Gus

Section C

Shef	Wong	Whin	Thad	Chaz
Dutch	Kung	Finch	Seth	Rash

Section D

Helm	Gump	Milt	Hulk	Taft
Dond	Rust	Kent	Hank	Fisk

Section E

Scot	Clif	Bren	Flip	Plum
Spam	Fron	Trin	Sprat	Strub

Section F

Dale	Pike	Rupe	Lane	Fife
Rune	Wade	Cole	Kile	Rove

Section G

Haig	Doan	Fie	Rue	Fay
Keas	Deen	Moe	Nye	Suit

Section H

Zar	Herd	Morg	Barb	Mert
Wirt	Tor	Burl	Lars	Cort

Section I

Lance	Sage	Knute	Wray	Cyd
Cimm	Gen	Knox	Gnos	Gin

Section J

Toyd	Lew	Roul	Saul	Dawn
Rois	Koos	Cowl	Nall	Mook

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 Student Assessment.

Blue 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

Green Exercises	
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/.