



# Word Roots™ Assessment & Implementation Guidance

## Overview

The Word Roots™ assessment suite evaluates pupil progress across the **12-week Time Cypher Bureau programme**.

Three structured assessments provide a clear progress arc:

**Mission Zero - Baseline Diagnostic (Week 0)**

**Lantern Alley Scriptorium - Midpoint Assessment (Week 6)**

**Gaia Lab Final Integrity Evaluation - Final Assessment (Week 12)**

Together, these assessments measure progress in:

- ★ morphological awareness
- ★ root recognition and vocabulary interpretation
- ★ reading comprehension supported by morphologically complex vocabulary
- ★ written clarity and cohesion

Each assessment uses the **same section structure and question distribution**, allowing reliable comparison of pupil progress across the programme.

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## 1. Programme Delivery Requirements

Word Roots™ is delivered over **12 weeks**.

Schools should deliver:

## Two sessions per week (non-negotiable)

Session length: **60-75 minutes**

The programme architecture is carefully sequenced.

Sessions must be delivered **in order**, as retrieval practice, scaffold withdrawal, and increasing complexity are built into the curriculum design.

## Assessment schedule

Assessment	Timing
Baseline Diagnostic	Administered before programme launch
Writing Baseline	Week 1 - Session A
Midpoint Assessment	Week 6 - Session B
Final Writing Assessment	Week 12 - Session A
Final Forms Assessment	Week 12 - Session B

Assessments typically take **20–30 minutes** to complete.

## Implementation essentials

Word Roots™ is designed to work when the following conditions are maintained:

- ✓ two sessions delivered each week
  - ✓ sessions taught in sequence
  - ✓ sessions lasting 60–75 minutes
  - ✓ assessments administered at the correct programme points
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## 2. Assessment Structure

Each assessment includes the following sections:

### Section A - Word Part Meanings

Recognition of prefixes, suffixes, and roots.

### Section B1 - Root Recognition

Identification of morphological elements within words.

### Section B2 - Context Application

Application of root knowledge to interpret unfamiliar vocabulary.

### Section C - Reading Comprehension

A short narrative field report followed by six questions:

- 2 retrieval questions
- 2 vocabulary-in-context questions
- 2 inference questions

### Section D - Writing

(baseline and final only)

A short paragraph writing task enabling pre- and post-programme comparison.

Each online assessment contains **22 multiple-choice questions**, enabling quick completion and automatic scoring through Google Forms.

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## Frequently Asked Questions

### When should the assessments be administered?

Word Roots™ uses a three-point evaluation model across the 12-week programme.

Assessment	When to run
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<b>Baseline Diagnostic</b>	Before the programme begins
<b>Writing Baseline</b>	Week 1 - Session A
<b>Midpoint Assessment</b>	Week 6 - Session B
<b>Final Writing Assessment</b>	Week 12 - Session A
<b>Final Forms Assessment</b>	Week 12 - Session B

Each assessment typically takes **20–30 minutes** to complete.

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### **Do the assessments need to be completed under test conditions?**

Yes.

To ensure meaningful progress data, assessments should be administered under **formal test conditions**.

Pupils should:

- ★ work independently
- ★ complete the assessment silently
- ★ not receive teacher assistance (unless SEND adjustments apply)
- ★ not access programme materials, dictionaries, or internet searches

The assessments use the **Time Cypher Bureau narrative framework** to maintain engagement while preserving valid measurement.

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### **What should pupils do if they finish early?**

Pupils should submit their assessment and **read quietly until others have finished**.

They should not disturb other pupils.

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## Do the assessments have to be completed online?

Online completion using **Google Forms** is recommended.

This allows teachers to:

- ★ automatically score responses
- ★ view pupil scores and cohort averages
- ★ analyse question-level results

Schools may also choose to print the assessments and mark responses manually if required.

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## How long should the programme sessions last?

Word Roots™ sessions should last **60–75 minutes**.

The programme is delivered over **12 weeks**, with **two sessions per week**.

Session order must be followed because retrieval practice, scaffold withdrawal, and increasing complexity are built into the programme architecture.

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## Can schools change the order of sessions?

No.

Sessions should be delivered **in sequence**, as the programme is carefully structured to build knowledge and reduce scaffolding over time.

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## How many pupils should take part in the programme?

Word Roots™ is designed for **small intervention groups**.

Typical group size:

### **10–16 pupils**

This allows discussion, retrieval practice, and teacher feedback while maintaining programme momentum.

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## How should schools choose the pupil cohort?

Schools may use the **baseline diagnostic** to:

- ★ identify suitable pupils for the intervention
- ★ supplement existing reading and literacy data (e.g. NGRT, STAR, PIRA, KS2 SATs), typically identifying pupils performing **slightly below age-related expectations** (for example pupils aged 11 with a reading age around **9–10 years**)
- ★ compare progress with a control group

Schools may also select pupils using existing internal data.

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## What if a pupil misses an assessment?

If possible, pupils should complete the assessment **at the next available opportunity**, such as during tutor time or an intervention session.

This ensures progress can still be tracked accurately.

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## What if a pupil joins the programme part way through?

It is generally preferable for pupils to join the programme **at the start of a 12-week cycle**.

If a pupil joins later, teachers should apply professional judgement to support catch-up where appropriate.

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## How is the writing assessment scored?

The writing task is scored using a **simple 9-mark rubric**. See Writing Assessment guidance for the full rubric.

Teachers assess three criteria:

Criteria	Focus
Sentence control	clarity and grammatical accuracy
Cohesion	logical flow between ideas
Vocabulary precision	use of morphologically complex vocabulary

The writing task provides a quick indication of whether vocabulary learning is **transferring into written expression**.

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### Does the writing assessment need moderation across schools?

No.

The writing task is designed as a **light-touch progress indicator**, not a standardised national assessment.

Teachers should apply the rubric consistently within their school to monitor pupil progress.

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### What should teachers look for in the assessment results?

The most important indicator is **progress over time**.

Teachers should look for:

- improved total score from baseline to final
- improved root recognition
- stronger performance on vocabulary-in-context questions
- improved reading comprehension

Improvement in **Section B2 (Context Application)** is a particularly strong indicator of transferable morphological understanding.

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### Can schools compare Word Roots pupils with a control group?

Yes.

Some schools choose to compare the progress of Word Roots pupils with a **control group** using the same assessments.

This can provide additional evidence of programme impact but is **not required**.