Baseline → Midpoint → Final

Benchmark → Monitor → Evaluate

# Word Roots™

## Assessment Quick Guide for Teachers

The Word Roots™ programme uses a **three-point assessment model** to track pupil progress across the 12-week intervention.

Assessments measure improvement in:

- ★ root recognition
- ★ vocabulary interpretation
- ★ reading comprehension
- ★ written clarity and cohesion

The most important indicator of impact is **progress between baseline and final assessment**.

## 1. Assessment timeline

| Assessment | When to run |
|---|---|
| **Baseline Diagnostic** | Before the programme begins |
| **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 |

All assessments typically take **20–30 minutes**.

## 2. Test conditions

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

Pupils should:

✓ work **independently**
✓ complete the assessment **silently**
✓ **not access programme materials**
✓ **not receive assistance** (unless SEND adjustments apply)

If pupils finish early, they should **submit the assessment and read quietly**.

## 3. How to run the assessments

Assessments are designed primarily for **online completion using Google Forms**.

This allows teachers to:

- automatically score responses
- view cohort averages
- analyse question-level results

Schools may also print assessments and mark manually if required.

## 4. What the tests measure

Each assessment contains **22 multiple-choice questions** organised into four sections.

| Section | Skill measured |
|---|---|
| **A - Word Part Meanings** | understanding prefixes, suffixes and roots |
| **B1 - Root Recognition** | identifying morphological elements |
| **B2 - Context Application** | interpreting unfamiliar vocabulary |
| **C - Reading Comprehension** | retrieval, vocabulary and inference |

Baseline and final assessments also include a **short writing task**.

## 5. How to interpret results

Focus on **progress over time**, not individual test scores.

Look for:

✓ higher scores from baseline to final
✓ improvement in vocabulary-in-context questions
✓ improved reading comprehension
✓ clearer and more precise writing

Improvement in **Section B2 (Context Application)** is a particularly strong indicator that pupils are applying morphological knowledge to unfamiliar words.

# 6. Writing assessment

Pupils complete a short paragraph at:

**Week 1 - Session A (baseline)**
**Week 12 - Session A (final)**

Writing is scored using a **9-mark rubric**.

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

This provides a simple measure of **vocabulary transfer into writing**.

# 7. Implementation essentials

To maintain programme fidelity, schools should ensure:

✓ two sessions delivered each week
✓ sessions taught in sequence
✓ sessions lasting **60–75 minutes**
✓ assessments administered at the correct programme points

These conditions allow the programme's **retrieval practice, scaffold withdrawal and increasing complexity** to function as intended.

# 8. Key principle

Word Roots™ assessments are designed to show **growth over time**.

Even modest improvements across multiple sections often indicate meaningful progress in pupils' ability to:

- recognise word structure
- interpret unfamiliar vocabulary
- apply vocabulary knowledge in reading and writing