

How to read the results

Compare baseline and final scores

Compare pupil scores with the cohort average

Look for section strengths (especially B2)

Interpreting Results

Word Roots™ Assessment Suite

Word Roots™ assessments are designed to measure progress across the 12-week programme, not performance in a single test.

The most important question is:

Are pupils improving between baseline and final assessment?

Three assessments provide this progress arc:

Mission Zero - Baseline Diagnostic

Lantern Alley - Midpoint Assessment

Gaia Lab Final Integrity Evaluation - Final Assessment

1. What the assessments measure

Each assessment uses the same structure so progress can be compared reliably.

Section	Skill measured
A – Word Part Meanings	understanding of prefixes, suffixes and roots

B1 – Root Recognition	identifying morphological elements within words
B2 – Context Application	interpreting unfamiliar vocabulary using roots
C – Reading Comprehension	retrieval, vocabulary-in-context and inference
D – Writing (<i>baseline & final only</i>)	sentence control, cohesion and vocabulary precision

Each online assessment contains 22 multiple-choice questions.

2. The most important indicator of impact

Look first for score improvement between baseline and final.

Meaningful progress typically includes:

- ✓ higher total score
- ✓ improved root recognition
- ✓ improved vocabulary interpretation
- ✓ stronger reading comprehension

Small gains across several areas often indicate real literacy development.

3. The strongest indicator of vocabulary transfer

Pay particular attention to:

Section B2 - Context Application

These questions require pupils to interpret unfamiliar vocabulary using root meaning and context.

Improvement in this section suggests pupils are developing transferable morphological understanding, rather than simply recalling definitions.

4. Using Google Forms results effectively

Google Forms automatically provides:

- ★ individual pupil scores
- ★ question-level responses
- ★ summary charts for the whole cohort

Teachers should review results in three ways.

A. Compare each pupil to the cohort average

Look for pupils who:

- ★ score well above the cohort average
- ★ score significantly below the cohort average

This helps identify:

- ★ pupils who may need additional vocabulary support
 - ★ pupils ready for greater challenge
-

B. Look for section strengths

Sometimes pupils perform strongly in one section only.

What different score patterns may indicate

Pattern	Possible interpretation
Strong Section A/B1 but weaker reading	pupil understands roots but struggles with comprehension
Strong reading but weaker root recognition	reading confidence without strong morphological awareness
Strong B2 results	pupil is developing transferable vocabulary strategies
Improvement across all sections	broad literacy development
No improvement from baseline	pupil may need additional vocabulary support or missed sessions

These patterns help teachers understand how pupils are approaching vocabulary and reading tasks.

C. Look for question patterns

If many pupils select the same incorrect answer, this may indicate:

- ★ confusion about a particular root

- ★ misunderstanding of vocabulary in context
- ★ a comprehension challenge within the reading section

This can help inform future vocabulary teaching.

5. Interpreting writing progress

The writing task provides a snapshot of vocabulary transfer into writing.

Pupils complete a short paragraph at:

Week 1 - Session A (baseline)

Week 12 - Session A (final)

Teachers score writing using a simple 9-mark rubric.

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

Progress may appear as:

- ✓ clearer sentence construction
- ✓ improved paragraph cohesion
- ✓ more precise vocabulary choices

The writing task provides a quick indicator of developing literacy control.

6. Optional: using a control group

Some schools compare Word Roots pupils with a control group.

Possible comparisons include:

- ★ average score improvement
- ★ proportion of pupils improving
- ★ improvement in vocabulary-in-context questions

This can strengthen internal evaluation but is not required.

7. What strong impact typically looks like

Across the programme, teachers often see:

- ★ increased confidence with unfamiliar vocabulary
- ★ improved recognition of word structure
- ★ stronger reading comprehension
- ★ clearer and more precise written expression

These improvements reflect the programme's morphology-first approach to literacy development.

8. Key principle

Word Roots™ assessments are designed to measure growth over time.

Even modest improvements across multiple sections can signal meaningful progress in pupils' ability to:

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