

Interpreting Results

Word Roots: Time Cypher Bureau 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 across the assessment arc: baseline → midpoint → final?

Three assessments provide this progress arc:

Mission Zero: First Contact — Baseline Assessment

Lantern Alley — Midpoint Assessment

Gaia Lab — Final Assessment

1. What the assessments measure

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

Section	Skill measured
A – Signal Recognition	understanding of prefixes, suffixes and roots

B – Signal Families	identifying true morphological word families and rejecting decoys
C – Signals in Context	using signal clues and sentence context to interpret vocabulary
D – Reading Comprehension	retrieval, vocabulary-in-context, sequence, inference and whole-text understanding

Each online assessment contains 40 multiple-choice questions: 10 questions in each section.

Writing is assessed separately through programme Progress Writes. It is not included in the 40-question online assessment score.

2. The most important indicator of impact

Look first for score improvement across the assessment arc: baseline → midpoint → final.

Meaningful progress typically includes:

- ✓ higher total score out of 40
- ✓ improved signal recognition
- ✓ improved signal-family recognition
- ✓ improved vocabulary interpretation in context
- ✓ 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 C - Signals in Context

These questions require pupils to use the signal clue and the sentence around the word to choose the closest meaning. Improvement in this section suggests pupils are developing transferable morphological understanding, rather than simply recalling definitions.

4. Using assessment results effectively

Assessment automatically provides:

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

For the online assessments, the main score is out of 40. Section scores can also be reviewed out of 10 for each section.

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 but weaker Section B	pupil can recall signal meanings but may struggle to recognise true word families or reject decoys
Strong Sections A/B but weaker Section C	pupil recognises signals but needs support applying them in sentence context
Strong Section C but weaker Section D	pupil can interpret vocabulary in sentences but may need support with longer reading, sequence or inference
Strong Section D but weaker Sections A/B	pupil may have general reading confidence but weaker morphological awareness
Improvement across all sections	broad literacy development
No improvement from baseline	pupil may need additional vocabulary support, closer attendance review or more guided practice

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 signal, prefix, suffix or root**
- ★ **difficulty distinguishing true word families from decoys**
- ★ **misunderstanding of vocabulary in context**
- ★ **a comprehension challenge within the reading section**

This can help inform future vocabulary teaching.

5. Interpreting writing progress

Progress Writes provide a separate snapshot of vocabulary transfer into writing. They are not part of the 40-question online assessment score.

Pupils complete Progress Writes at key points in the programme:

Week 1 — Session B: Mission Report

Week 12 — Session A: Final Progress Write

Teachers score writing using a simple 9-mark rubric.

Criteria	Focus
Sentence control	complete sentences, clarity and grammatical accuracy
Cohesion	logical connection between ideas
Vocabulary precision	accurate use of target morphological 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 out of 40**
- ★ **proportion of pupils improving**
- ★ **improvement in Section C — Signals in Context**
- ★ **improvement in Section D — Reading Comprehension**

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 signals and word families
- ★ stronger vocabulary interpretation in context
- ★ 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 signals and true word families**
- ★ **interpret unfamiliar vocabulary using signal clues and context**

- ★ read longer more complex texts with greater accuracy
- ★ apply vocabulary knowledge in writing