

Word Warm-ups Live Phonics Assessment—Administration Guide

Read Live has two ways to address the phonics needs of students: Word Warm-ups Live (WWL) and the Phonics Series in Read Naturally Live (RNL). This document provides tools to help you decide which program(s) to use with each student:

- A table to help you determine which Read Live program is right for your student.
- A phonics assessment to help you determine:
 - If the student has phonics needs.
 - Possible placement in a WWL section or RNL Phonics level.

Which Read Live Program Is Right for My Student's Needs?

To determine if a student has fluency needs, assess the student using an Oral Reading Fluency assessment at the student's grade level.

A student who has:			
Fluency Needs Only	Phonics Needs Only	Fluency and Phonics Needs Estimated reading level <i>above third grade</i>	Fluency and Phonics Needs Estimated reading level <i>at or below third grade</i>
Should be placed in:			
RNL Sequenced or Idioms Series	WWL	Both RNL Sequenced Series and WWL	RNL Phonics Series <i>or</i> Both RNL Sequenced Series and WWL
Instructions for placing a student:			
Assess the student using the RNL built-in placement test and place the student in a recommended Sequenced or Idioms level.	Use the WWL phonics assessment results to place the student in the recommended WWL section.	Teach fluency and phonics separately using RNL and WWL. <ol style="list-style-type: none"> 1. Use the WWL phonics assessment results to place student in the recommended section. 2. Assess the student using the RNL built-in placement test and place the student in a recommended Sequenced or Idioms level. 	Determine if fluency and phonics can be taught together using the RNL Phonics Series. <ol style="list-style-type: none"> 1. Use the WWL phonics assessment results to select the RNL testing level. 2. Assess the student. <p>If RNL recommends placement in this level, you can teach both fluency and phonics in the RNL Phonics level.</p> <p>Select the RNL Phonics level listed on the WWL assessment.</p> <p>If RNL does not recommend placement in this level, teach fluency and phonics separately:</p> <ol style="list-style-type: none"> 1. Continue assessing in RNL to place the student in a recommended RNL Sequenced level. 2. Place the student in the recommended WWL section based on the WWL phonics assessment.

About the Phonics Assessment

This phonics assessment provides information that will help you decide which Read Live programs are appropriate for a student. This assessment will determine:

- If the student has phonics needs and what they are.
- Which WWL section would meet the student’s phonics needs.
- Which RNL Phonics level might provide the necessary phonics instruction along with the student’s fluency instruction.

Administering the Assessment

Prior to testing, decide where to begin testing: Section A, letter sounds (optional), or Section B, decoding words with short vowels.

During the phonics assessment, the student makes the sounds of letters (optional) or decodes nonsense words with common phonics elements.

- Follow the scripts and scoring guidelines on the scoring worksheet.
- Direct the student to wait until you say “next” before attempting the next word to give yourself time to record responses.
- Do not indicate to the student whether a response is correct or incorrect.
- Calculate the scores after each section is completed. The scores determine whether to proceed to the next section or not.

Materials

You need:

- This administration guide
- WWL Phonics Assessment—Scoring Worksheet (one for each student to be tested)
- WWL Phonics Assessment—Student Copy (one copy)

PART A: Assess the student to determine his or her earliest phonics need.

Read the Examiner’s Script (found on the WWL Phonics Assessment—Scoring Worksheet) to the student before administering the first section of the assessment. Complete each step listed below before moving to the next section.

Step 1: Record the student’s responses on the worksheet.

If the student's FIRST response is...	Then record this on the worksheet:
Correct	<ul style="list-style-type: none"> ■ Mark the item with a check. ■ Circle SD/SC if the response is slowly decoded (SD).
Incorrect	<ul style="list-style-type: none"> ■ Write the response on the line below the item. ■ Circle Error if the learner does not self-correct. ■ Circle SD/SC if the learner self-corrects (SC) and mark the item with a check..

Step 2: Calculate the score.

If score type is...	Then calculate and record this on the worksheet:
Errors	<ul style="list-style-type: none"> ■ Count the number of times you circled Error. ■ Write the number on the Errors line.
SD/SCs	<ul style="list-style-type: none"> ■ Count the number of times you circled SD/SC. ■ Write the number on the SD/SCs line. <p>Note: Count each SD/SC only once, even if the student slowly decoded and self-corrected the same word.</p>
Total Score	<ul style="list-style-type: none"> ■ Add the numbers of Errors and SD/SCs. ■ Write the sum on the Total Score line.

Step 3: Determine whether to continue testing in the next section.

If Errors is...	And Total Score is...	Then your next action is...
≥3	Any	Stop the assessment. Move to Part B.
<3	≥6	Stop the assessment. Move to Part B.
<3	<6	Test the student in the next section. (Repeat the three steps of Part A.)

If you reach the end of this phonics assessment and the student has not had three or more errors or a total score of six or more in any section, do not use WWL with this student.

PART B: Determine which intervention to use.

Use the following table to decide which intervention to use.

Does student need phonics work?	Does student need fluency work?	Does student read above a third-grade level?	Recommended program(s) and placement instructions
No ¹	Yes	N/A	RNL only (Sequenced or Idioms series) <i>Test the student with the RNL built-in placement test to find an appropriate level and goal.</i>
Yes	No	N/A	WWL only <i>Place the student in the WWL section recommended by the phonics assessment.</i>
Yes	Yes	Yes	Both WWL and RNL (Sequenced or Idioms series) <ul style="list-style-type: none"> ■ <i>Place the student in the WWL section recommended by the phonics assessment.</i> ■ <i>Test the student with the RNL built-in placement test to find an appropriate level and goal.</i>
Yes	Yes	No	Determine if fluency and phonics can both be taught with the RNL Phonics Series. <i>Test the student with the RNL built-in placement test. Use the testing level recommended in the WWL phonics assessment.</i> If RNL recommends placement in this testing level, you can teach both fluency and phonics with the RNL Phonics series. <i>Select the Phonics level recommended by the phonics assessment.</i> If RNL does not recommend placement in this testing level, teach fluency and phonics separately: <ol style="list-style-type: none"> 1. <i>Continue assessing with the RNL built-in placement test to find an appropriate Sequenced level and goal.</i> 2. <i>Place the student in the recommended section based on WWL phonics assessment.</i>

¹If you reach the end of this phonics assessment and the student has not had three or more errors or a total score of six or more on any section, do not use WWL with this student.



Word Warm-ups Live Phonics Assessment—Scoring Worksheet

Name: _____

Examiner: _____ Teacher: _____ Date: _____

Scoring for Section A

If the student's first response is correct:

- Mark the item with a check.
- Circle **SD/SC** if the response is slowly decoded (SD).

If the learner's first response is incorrect:

- Write the response on the line below the item.
- Circle **Error** if the learner does not self-correct.
- Circle **SD/SC** if the learner self-corrects (SC), and mark the item with a check.

Record the number of circled **Errors** and circled **SD/SCs**. Then, add to calculate the **Total Score**.

If 3 or more errors or a total score of 6 or more, do one of the following:

- Stop the assessment and place the student in the recommended Word Warm-ups Live (WWL) section.
- Continue testing to determine a more advanced placement in Word Warm-ups Live, and remediate letter sounds separately.

Examiner Script for Section A: Say to the student:

"Make the sound of each letter. Wait to make the next sound until I say *next*. Be sure to make the short sound of each vowel."

If the student says a sound other than the short vowel sound or the soft sound of c or g, say:

"What is the other sound for the letter?" Mark the item with a check if the student provides the correct sound after prompting.

Section A: Sounds of the Consonants and Vowels

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

Errors _____
SD/SCs + _____
Total Score _____

Recommended WWL placement:
Section A



Scoring for Sections B–I

If the student’s first response is correct:

- Mark the item with a check.
- Circle **SD/SC** if the response is slowly decoded (SD).

If the learner’s first response is incorrect:

- Write the response on the line below the item.
- Circle **Error** if the learner does not self-correct.
- Circle **SD/SC** if the learner self-corrects (SC), and mark the item with a check.

Record the number of circled **Errors** and circled **SD/SCs**. Then, add to calculate the **Total Score**.

If 3 or more errors or a total score of 6 or more, do one of the following:

- Place the student in the recommended Word Warm-ups Live (WWL) section.
- Or use the recommended testing level in the built-in Read Naturally Live (RNL) placement test for possible placement in a RNL Phonics level.

Examiner Script for Section A: Say to the student:

“Look at the words in this section. Most of these words are not real words. Read each word to me. Wait to read each word until I say *next*.”

Section B: Short vowels: a, i, o

kam	SD/SC	riz	SD/SC	foz	SD/SC	bax	SD/SC	von	SD/SC
_____	Error	_____	Error	_____	Error	_____	Error	_____	Error
tav	SD/SC	hof	SD/SC	vic	SD/SC	doc	SD/SC	lil	SD/SC
_____	Error	_____	Error	_____	Error	_____	Error	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section B.

Or use RNL testing level 1.0 for possible placement in RNL Phonics level 0.8a.

Section B: Short vowels: e, u

nel	SD/SC	rup	SD/SC	cul	SD/SC	fen	SD/SC	tut	SD/SC
_____	Error	_____	Error	_____	Error	_____	Error	_____	Error
jen	SD/SC	lux	SD/SC	bev	SD/SC	dex	SD/SC	duf	SD/SC
_____	Error	_____	Error	_____	Error	_____	Error	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section B.

Or use RNL testing level 1.0 for possible placement in RNL Phonics level 0.8b.

Section C: Long vowel with silent e

kase	SD/SC	libe	SD/SC	tupe	SD/SC	wane	SD/SC	sime	SD/SC
_____	Error	_____	Error	_____	Error	_____	Error	_____	Error
rufe	SD/SC	cale	SD/SC	jove	SD/SC	tine	SD/SC	moze	SD/SC
_____	Error	_____	Error	_____	Error	_____	Error	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section C.

Or use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3a.

Section D: Long vowels

gaib	SD/SC	noal	SD/SC	vie	SD/SC	nue	SD/SC	cay	SD/SC
_____	Error	_____	Error	_____	Error	_____	Error	_____	Error
rean	SD/SC	meez	SD/SC	vo	SD/SC	ty	SD/SC	dight	SD/SC
_____	Error	_____	Error	_____	Error	_____	Error	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section D.

Or use RNL testing level 1.5 for possible placement in RNL Phonics level 1.3b.



Section E: Consonant digraphs

shab	SD/SC	_____	Error	jong	SD/SC	_____	Error	whes	SD/SC	_____	Error	thil	SD/SC	_____	Error	chen	SD/SC	_____	Error
fitch	SD/SC	_____	Error	vung	SD/SC	_____	Error	konch	SD/SC	_____	Error	cath	SD/SC	_____	Error	rush	SD/SC	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section E.
Or use RNL testing level 2.0 for possible placement in RNL Phonics level 1.8a.

Section F: Consonant blends

hilm	SD/SC	_____	Error	kemp	SD/SC	_____	Error	wilt	SD/SC	_____	Error	bulk	SD/SC	_____	Error	ruft	SD/SC	_____	Error
scan	SD/SC	_____	Error	clem	SD/SC	_____	Error	brax	SD/SC	_____	Error	floss	SD/SC	_____	Error	stran	SD/SC	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section F.
Or use RNL testing level 2.0 for possible placement in RNL Phonics level 1.8b.

Section G: Vowels and the consonant r

gar	SD/SC	_____	Error	fern	SD/SC	_____	Error	kirk	SD/SC	_____	Error	gord	SD/SC	_____	Error	curt	SD/SC	_____	Error
kear	SD/SC	_____	Error	vair	SD/SC	_____	Error	zoar	SD/SC	_____	Error	hure	SD/SC	_____	Error	sare	SD/SC	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section G.
Or use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3a.

Section H: Other consonant sounds

cyl	SD/SC	_____	Error	jace	SD/SC	_____	Error	gele	SD/SC	_____	Error	civ	SD/SC	_____	Error	gis	SD/SC	_____	Error
knuck	SD/SC	_____	Error	gnop	SD/SC	_____	Error	wrin	SD/SC	_____	Error	knaf	SD/SC	_____	Error	wrep	SD/SC	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section H.
Or use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3a.

Section I: Other vowel sounds

coyl	SD/SC	_____	Error	hew	SD/SC	_____	Error	naum	SD/SC	_____	Error	wook	SD/SC	_____	Error	tawn	SD/SC	_____	Error
hoit	SD/SC	_____	Error	zouk	SD/SC	_____	Error	powt ¹	SD/SC	_____	Error	boon	SD/SC	_____	Error	pall	SD/SC	_____	Error

Errors _____
SD/SCs + _____
Total Score _____

Place in WWL Section H.
Or use RNL testing level 2.5 for possible placement in RNL Phonics level 2.3b.

¹Accept either /pout/ or /pöt/.



Section A: Sounds of the Consonants and Vowels

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

Word Warm-ups Live **Phonics Assessment—Student Copy**

Section B: Short vowels: a, i, o

kam	riz	foz	bax	von
tav	hof	vic	doc	lil

Section B: Short vowels: e, u

nel	rup	cul	fen	tut
jen	lux	bev	dex	duf

Section C: Long vowel with silent e

kase	libe	tupe	wane	sime
rufe	cale	jove	tine	moze

Section D: Long vowels

gaib	noal	vie	nue	cay
rean	meez	vo	ty	dight

Word Warm-ups Live **Phonics Assessment—Student Copy**

Section E: Consonant digraphs

shab	jong	whes	thil	chen
fitch	vung	konch	cath	rush

Section F: Consonant blends

hilm	kemp	wilt	bulk	ruft
scan	clem	brax	floss	stran

Section G: Vowels and the consonant r

gar	fern	kirk	gord	curt
kear	vair	zoar	hure	sare

Section H: Other consonant sounds

cyl	jace	gele	civ	gis
knuck	gnop	wrin	knaf	wrep

Section I: Other vowel sounds

coyl	hew	naum	wook	tawn
hoit	zouk	powt	boon	pall