

## Guidelines for Administering Word Attack Skills Tests

| Item              | Beginning Word Attack Skills Test   | Intermediate Word Attack Skills Test  |
|-------------------|---|---|
| Which test?       | <ul style="list-style-type: none"> <li>Administer this test to students who are still learning letter-sound correspondences (early – mid 1<sup>st</sup> grade).</li> </ul>  | <ul style="list-style-type: none"> <li>Administer this test to students who know most of their letter sound correspondences and are reading late 1st through 4<sup>th</sup> grade.</li> </ul>   |
| Materials         | <ul style="list-style-type: none"> <li>Student record form</li> <li>Student copy (sounds, capitals, and regular words - 2 pages)</li> <li>Retest examiner and student copy</li> </ul>   | <ul style="list-style-type: none"> <li>Student record form</li> <li>Student copy</li> <li>Retest examiner and student copy</li> <li>DI Reading Text</li> </ul>  |
| Testing Procedure | <p>Test <u>each</u> section:</p> <p><u>Letter-sound correspondences:</u></p> <ul style="list-style-type: none"> <li>Point to each letter and ask, “What sound does this letter make?”</li> <li>If the student correctly identifies the sound, record “+”.</li> <li>If the student misidentifies the sound, record what student said.</li> <li>If the student doesn’t give a response, record “NR” for no response.</li> <li>If the student says the letter name, write “LN” and ask if they know what sound that letter makes. If the student self-corrects, add “+” next to “LN” or if incorrect, record “NR” or what the student did say if incorrect.</li> </ul> <p><u>Capitals:</u></p> <ul style="list-style-type: none"> <li>Point to each letter and ask, “What sound does this letter make?”</li> <li>Follow procedure above for scoring.</li> </ul> <p><u>Regular words:</u></p> <ul style="list-style-type: none"> <li>Point to each word and say, “Read this word.”</li> <li>If student reads the word correctly, record “+”.</li> <li>If student misidentifies the word, record what student said.</li> <li>If the student sounds out the word first, then says the word, record “SO+”.</li> <li>If the student does not identify the word within 5 seconds, tell the student the word and write “NR” for no response.</li> </ul> | <p>Begin testing with first item. Ask the student to read the words across the page. If the student is reading too quickly for you to record responses, have them stop at the end of each row.</p> <ul style="list-style-type: none"> <li>If the student reads word correctly, record “+”.</li> <li>If the student does not identify the word within 5 seconds, tell the student the word and record “NR” for no response.</li> <li>If the student misidentifies a word, write what the student said.</li> </ul> <p>Note: If the student is unable to read at least 4 words correctly, discontinue the test and administer the Beginning WA Test.</p> |
| Scoring           | <p>+ = correct<br/>           NR = student makes no attempt at a response or says, “I don’t know.”<br/>           (write student response) = student responds incorrectly<br/>           LN = student identifies name of letter instead of the sound<br/>           SO = student sounds out the word<br/>           Blank = this means the item was not tested.</p>   |   |
| Ceiling           | <p>Test <u>each</u> section. Stop after 5 consecutive errors. Go on to next section. Stop after 5 consecutive errors. Go on to last section. Stop after 5 consecutive errors.</p>   | <p>Stop testing after 5 consecutively numbered items are missed (count each number as an item 13 a-c =1 item).</p>  |

## Guidelines for Retesting Items Word Attack Skills Tests

|   |  |   |
|---|--|---|
| <p><b>Retest Procedure</b></p>          | <p>On the examiner retest sheet, write the first 5 sounds and the first 5 words missed. On the student retest sheet, write the sounds and words the student missed neatly, legibly, and large enough to signal for each sound.</p> <p>Retest sounds: Touch the sound and say, "What sound?"</p> <p>Retest words: Say, "Sound it out." Signal by moving your finger under the sounds as the student sounds out the word. After the student sounds out the word, say, "What word?"</p> | <p>On the examiner retest sheet, write the target skill (phonic element/word part) missed on the test and two additional words containing the target skill (see Appendix A in DI text) for the first 5 items missed. Try to select words that you think would not be readily identified by the student (words that may already be in the student's sight vocabulary).</p> <p>Neatly and legibly write the retest items on the student copy. Retest by asking the student to decode the target skill (letter combination, word part) in isolation, then read the additional words with that item.</p> <p>For the class assignment, <u>do not</u> retest items 5, 13, and 25.</p> |
| <p><b>Scoring</b></p>                   | <ul style="list-style-type: none"> <li>• Record the student's response on the examiner copy ("+" = correct; NR for no response; write in what student said for incorrect responses).</li> <li>• If the student correctly identifies the item and additional words on the retest, record OK on the original test record (next to the item) and consider the item correct.</li> </ul>  |   |
| <p><b>Determining What to Teach</b></p> | <p>If the student does not know at least 3 items on the retest – you have enough information to determine what to teach. If the student was successful on the retest so you do not have at least 3 items to teach, test and retest additional items until you can identify at least 3 items to teach to your student. If you do not have at least 3 items to teach from the Beginning WA Test, administer the Intermediate WA Test.</p>  |   |

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Examiner Name: \_\_\_\_\_ Grade \_\_\_\_\_

**Beginning Word Attack Skills Test  
Student Record Form**

| <b>Sounds (What sound?)</b> |      |          |
|-----------------------------|------|----------|
| #                           | Item | Response |
| 1                           | a    |          |
| 2                           | m    |          |
| 3                           | t    |          |
| 4                           | s    |          |
| 5                           | i    |          |
| 6                           | f    |          |
| 7                           | d    |          |
| 8                           | r    |          |
| 9                           | o    |          |
| 10                          | g    |          |
| 11                          | l    |          |
| 12                          | h    |          |
| 13                          | u    |          |
| 14                          | c    |          |
| 15                          | b    |          |
| 16                          | n    |          |
| 17                          | k    |          |
| 18                          | e    |          |
| 19                          | v    |          |
| 20                          | p    |          |
| 21                          | y    |          |
| 22                          | j    |          |
| 23                          | x    |          |
| 24                          | w    |          |
| 25                          | q    |          |
| 26                          | z    |          |

| <b>Capitals (What sound?)</b>     |       |          |
|-----------------------------------|-------|----------|
| #                                 | Item  | Response |
| 27                                | D     |          |
| 28                                | A     |          |
| 29                                | R     |          |
| 30                                | N     |          |
| 31                                | G     |          |
| 32                                | B     |          |
| 33                                | E     |          |
| 34                                | M     |          |
| 35                                | H     |          |
| <b>Regular Words (What word?)</b> |       |          |
| 36                                | it    |          |
| 37                                | am    |          |
| 38                                | if    |          |
| 39                                | sam   |          |
| 40                                | fun   |          |
| 41                                | red   |          |
| 42                                | cup   |          |
| 43                                | hot   |          |
| 44                                | bag   |          |
| 45                                | must  |          |
| 46                                | hand  |          |
| 47                                | flag  |          |
| 48                                | drop  |          |
| 49                                | strap |          |
| 50                                | skunk |          |

Student Copy

Sounds

a

m

t

s

i

f

d

r

o

g

l

h

u

c

b

n

k

e

v

p

y

j

x

w

q

z

Student Copy

**Capitals**

D

A

R

N

G

B

E

M

H

**Regular Words**

it

am

if

sam

fun

red

cup

hot

bag

must

hand

flag

drop

strap

skunk

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

Examiner Name: \_\_\_\_\_ Grade \_\_\_\_\_

### Primary Phonics Assessment - Student Record Form

| #   | Item          | Response |
|-----|---------------|----------|
| 1   | th - bath     |          |
| 2   | er - hunter   |          |
| 3   | ing - testing |          |
| 4   | sh - shop     |          |
| 5a  | ed- handed    |          |
| 5b  | ed - licked   |          |
| 5c  | ed - missed   |          |
| 6   | wh - when     |          |
| 7   | qu - quiz     |          |
| 8   | ol - fold     |          |
| 9   | y - sunny     |          |
| 10  | est - fastest |          |
| 11  | oa - loan     |          |
| 12  | ar - cart     |          |
| 13a | vce - fine    |          |
| 13b | vce - hope    |          |
| 13c | vce - cane    |          |
| 14  | ea - neat     |          |
| 15  | oo - hoop     |          |
| 16  | le - candle   |          |
| 17  | ee - meet     |          |
| 18  | ai - pain     |          |
| 19  | ch - lunch    |          |
| 20  | or - port     |          |
| 21  | ay - pray     |          |
| 22  | ou - proud    |          |
| 23  | ir - thirst   |          |
| 24  | ur - curb     |          |
| 25a | vce + taped   |          |
| 25b | vce + hoping  |          |
| 25c | vce + timer   |          |
| 26  | kn - knock    |          |
| 27  | oi - boil     |          |
| 28  | oy - enjoy    |          |

| #  | Item             | Response |
|----|------------------|----------|
| 29 | ew - stew        |          |
| 30 | ph - graph       |          |
| 31 | wr - wrap        |          |
| 32 | au - haunt       |          |
| 33 | aw - hawk        |          |
| 34 | con - confuse    |          |
| 35 | ment - payment   |          |
| 36 | de - demand      |          |
| 37 | al - sandal      |          |
| 38 | ful - handful    |          |
| 39 | dis - distant    |          |
| 40 | able - enjoyable |          |
| 41 | less - useless   |          |
| 42 | ness - darkness  |          |
| 43 | pro - protect    |          |
| 44 | tion - invention |          |
| 45 | ist - artist     |          |
| 46 | ible - sensible  |          |
| 47 | age - package    |          |
| 48 | sion - mission   |          |
| 49 | ence - silence   |          |
| 50 | ish - selfish    |          |
| 51 | pre - predict    |          |
| 52 | ex - expand      |          |
| 53 | over - overtime  |          |
| 54 | ion - million    |          |
| 55 | com - compare    |          |
| 56 | ture - venture   |          |
| 57 | ive - detective  |          |
| 58 | ac - accuse      |          |
| 59 | ous - joyous     |          |
| 60 | ic - panic       |          |
| 61 | ward - forward   |          |
| 62 | ize - realize    |          |

## Student Copy

|       |         |           |           |          |
|-------|---------|-----------|-----------|----------|
| 1-4   | bath    | hunter    | testing   | shop     |
| 5-6   | handed  | licked    | missed    | when     |
| 7-10  | quiz    | fold      | sunny     | fastest  |
| 11-13 | loan    | cart      | fine      | hope     |
| 13-16 | cane    | neat      | hoop      | candle   |
| 17-20 | meet    | pain      | lunch     | port     |
| 21-24 | pray    | proud     | thirst    | curb     |
| 25-26 | taped   | hoping    | timer     | knock    |
| 27-30 | boil    | enjoy     | stew      | graph    |
| 31-34 | wrap    | haunt     | hawk      | confuse  |
| 35-38 | payment | demand    | sandal    | handful  |
| 39-42 | distant | enjoyable | useless   | darkness |
| 43-46 | protect | invention | artist    | sensible |
| 47-50 | package | mission   | silence   | selfish  |
| 51-54 | predict | expand    | overtime  | million  |
| 55-58 | compare | venture   | detective | accuse   |
| 59-62 | joyous  | panic     | forward   | realize  |

Student Name \_\_\_\_\_

Date \_\_\_\_\_

**Beginning Word Attack Skills Test  
Retest - Examiner Copy**

List the first five sounds missed below. Do not list capital letters. Touch each one on the student copy and ask, "What sound?" Score each item correct (+) or write what the student said for each item missed.

List words missed below. Touch under each sound and move your finger as you ask student to, "Sound it out." Then ask, "What word?" Score each item correct (+) or write what the student said for each word missed.

Target Word

Sounding out word

Reading word

**Beginning Word Attack Skills Test  
Retest - Student Copy**

**Sounds:**

**Words:**

Student Name \_\_\_\_\_

Date \_\_\_\_\_

**Intermediate Word Attack Skills Test  
Retest - Examiner Copy**

For the first five items missed (except #5, #13 and #25), write two additional words you think the student would not be able to decode by sight. Underline the letter combination in the words. Test by pointing to the underlined item and asking the student, "What sound?" Then ask, "What word?" Score each item by sound and word. Record correct (+) or write what the student said for any incorrect responses.

Target word

Underlined Part

Whole Word

**Intermediate Word Attack Skills Test  
Retest - Student Copy**