



HDWORD

SKILLS ASSESSMENTS

**A Set of Progress Monitoring
Assessments Aligned to the Scope
and Sequence of HD Word**



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What Are the *HD Word Skills Assessments*?

The *HD Word Skills Assessments* (HDWSAs) are tools to measure a student's progress while receiving *HD Word* instruction. Use these cumulative and controlled assessments to determine whether a student has mastered the skills recently taught in *HD Word* or whether the student needs additional practice and reinforcement to reach mastery.

The HDWSAs can also be used to monitor the progress of students receiving intervention with *HD Word Plus*, a supplemental program designed to systematically review and reinforce the concepts taught in *HD Word*. (For more about *HD Word Plus*, see p. 11.) The results of these mastery skills assessments can fulfill critical reporting requirements of a student's progress in decoding and help drive instructional decisions.

16 Assessments

The HDWSAs consist of 16 separate assessments that systematically measure mastery of the phonemic awareness and phonics concepts taught in *HD Word*. There are two different sets of assessments that correspond to the level of *HD Word Student Workbook* the students are using. Students using the *Foundations* (2nd-5th grade) level workbook should be assessed using the *Foundations* level assessments. Students using the *Essentials* (5th-8th grade) or *Linguistics* (8th-12th grade) level workbooks should be assessed using the *Essentials/Linguistics* level assessments. The difference between the two assessment levels is the sophistication of the vocabulary used and the complexity of the phrases and sentences.

Each of the 16 HDWSAs in both levels has two equivalent, or parallel, forms. Form A can be used to determine a student's present level of performance after participation

in a certain set of *HD Word* units. Scoring guides help teachers determine whether student responses indicate mastery of the concepts or a need for further instruction and practice. When the results from the HDWSAs indicate gaps in a student's knowledge or skills, the instructional recommendations are often linked to *HD Word Plus*, a supplement to *HD Word* (see p. 11).

Determine whether student responses indicate mastery of the concepts or a need for further instruction and practice.

FIGURE 1 | Foundations and Essentials/Linguistics Levels

Oral Response Page

Foundations HDWSA 1

Form A

ORP Set 1 Real Words

1-5. frost whip mall quick pitch

6-10. splash pinch smash dodge thud

ORP Set 2 Phrases

1-3. fall on the rug switch my map plant the bulb

4-6. a branch in the shrub stretch the strap milk in the fridge

ORP Set 3 Nonsense Words

1-5. phob shrack thid fredge squit

6-10. benth yotch maft blist scrun

Form B

ORP Set 1 Real Words

1-5. when shock wall match graph

6-10. bridge squint brunch scrub moth

ORP Set 2 Phrases

1-3. on the shelf tempt with fudge have shrimp and squid

4-6. check the stock smash the lamp down the hall

ORP Set 3 Nonsense Words

1-5. whib quap meck stoth splush

6-10. metch trusk throp plidge chemp

ESSENTIALS/LINGUISTICS

Oral Response Page

Essentials/Linguistics HDWSA 1

Form A

ORP Set 1 Real Words

1-5. frost whip mall quick sketch

6-10. splash tempt sprint dodge thud

ORP Set 2 Phrases

1-3. fall on the rug switch my map plant the bulb

4-6. a branch in the shrub stretch the strap pledge your trust

ORP Set 3 Nonsense Words

1-5. phob shrack thid fredge squit

6-10. benth yotch maft blist scrun

Form B

ORP Set 1 Real Words

1-5. when shock wall twitch graph

6-10. bridge squint clench scrub moth

ORP Set 2 Phrases

1-3. on the shelf tempt with fudge have shrimp and squid

4-6. check the stock the fresh crop down the hall

ORP Set 3 Nonsense Words

1-5. whib quap meck stoth splush

6-10. metch trusk throp plidge chemp

FOUNDATIONS

ESSENTIALS/
LINGUISTICS

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How Do the HDWSAs Determine Mastery of *HD Word Skills*?

The HDWSAs are designed to target the specific skills students should have mastered after completing the corresponding *HD Word* units. Each assessment corresponds to one, two, or three units in *HD Word*. A table listing the correspondence between the HDWSAs and the *HD Word* units can be found below. The words included on the HDWSAs align to the skills

taught in the scope and sequence of *HD Word*. The vocabulary level of the words differs between the *Foundations* and *Essentials/Linguistics* level assessments, but both levels assess the same skills. The concepts assessed on each HDWSA are cumulative and controlled, meaning that students are only assessed on previously taught skills.

The HDWSAs provide opportunities for students to demonstrate their phonemic awareness skills and phonics knowledge.

PHONEMIC AWARENESS

The HDWSAs measure a student's ability to:

- Identify the number of phonemes (sounds) in spoken words.
- Identify and categorize vowel phonemes in spoken words.
- Add, delete, and substitute the phonemes in spoken words to create new words.

PHONICS

The HDWSAs also measure a student's ability to apply their phonics skills to decoding unfamiliar words. Students orally read:

- Real words
- Detached syllables and nonsense words
- Short phrases
- Sentences

FIGURE 2 | Correspondence between *HD Word Skills Assessments* and *HD Word Units*

HDWSA	HDW UNIT	CONCEPTS
1	1	Phonemic Awareness - Short Vowel Phonemes Phonics - Closed Syllables and Digraphs
	2	Phonemic Awareness - Short Vowel Phonemes Phonics - 2-Sound Blends and Digraph Blends
	3	Phonemic Awareness - Short Vowel Phonemes Phonics - Trigraphs and 3-Sound Blends
2	4	Phonemic Awareness - Short Vowel Phonemes Phonics - Two- and Three-Syllable Words with Closed Syllables
	5	Phonemic Awareness - Short and Long Vowel Phonemes Phonics - Open Syllables
	6	Phonemic Awareness - Sounds of Schwa Phonics - Schwa in Multisyllabic Words
3	7	Phonemic Awareness - Short and Long Vowel Phonemes Phonics - Vowel-Consonant-e Syllables
	8	Phonemic Awareness - Short and Long Vowel Phonemes Phonics - Vowel-Consonant-e Spelling Schwa

HDWSA HDW UNIT

CONCEPTS

4	9	Phonemic Awareness - Short and Long Vowel Phonemes Phonics - Vowel Teams ai, ay, ee, ea, igh, ow, oa
	10	Phonemic Awareness - Short and Long Vowel Phonemes Phonics - Vowel Teams ie, ey
5	11	Phonemic Awareness - R-Controlled Phonemes /ar/ and /or/ Phonics - 1-3-Syllable Words with /ar/ Spelled ar and /or/ Spelled or
	12	Phonemic Awareness - R-Controlled Phonemes /ar/ and /or/ Phonics - 1-3-Syllable Words with /or/ Spelled or, our, ore, oor, oar, and /ār/ spelled ar, are, air, ear
6	13	Phonemic Awareness - R-Controlled Phoneme /er/ Phonics - 1-3-Syllable Words with /er/ Spelled er, ir, ur, ear
	14	Phonemic Awareness - Review of Short, Long, and R-Controlled Vowels Phonics - 2-4-Syllable Words with /er/ Spelled ar and or, and Cumulative Review of R-Controlled Vowel Spellings
7	15	Phonemic Awareness - Other Vowel Phoneme /ōō/ as in ooze Phonics - 1-4-Syllable Words with /ōō/ Spelled oo, u, u-e, ew
	16	Phonemic Awareness - Other Vowel Phoneme /oi/ as in oink Phonics - 1-4-Syllable Words with /oi/ Spelled oi and oy
8	17	Phonemic Awareness - Other Vowel Phoneme /ou/ as in ouch Phonics - 1-4-Syllable Words with /ou/ Spelled ou and ow
	18	Phonemic Awareness - Other Vowel Phoneme /ōō/ as in book Phonics - 1-4-Syllable Words with /ōō/ Spelled oo and u
9	19	Phonemic Awareness - Other Vowel Phoneme /aw/ as in awesome Phonics - 1-4-Syllable Words with /aw/ Spelled au and aw
	20	Phonemic Awareness - Review of Short, Long, R-Controlled, and Other Vowels Phonics - Review of Other Vowel Phonemes
10	21	Phonics - 1-4-Syllable Words with Chunks: -ng and -nk
11	22	Phonics - 2-4-Syllable Words with Consonant-le Syllables
12	23	Phonics - 2-4-Syllable Words with Latin Chunks
	24	Phonics - 1-4-Syllable Words with Hard and Soft c and g
13	25	Phonics - 2-4-Syllable Words with Consonant Suffixes
	26	Phonics - 2-4-Syllable Words with Vowel Suffixes
14	27	Phonics - 1-1-1 Doubling Rule; 3 Sounds of Suffix -ed
15	28	Phonics - 2-4-Syllable Words with Prefixes dis-, con-, un-, im-, in-
	29	Phonics - 2-4-Syllable Words with Prefixes re-, pre-, pro-
	30	Phonics - Review of Reading Words with Suffixes and Prefixes
16	31	Phonics - Closed Syllable Exceptions: ost, old, ild, ind, olt
	32	Phonics - Split Vowels

HD Word Skills Assessments 1 and 2 Overview

This document contains HDWSA 1 and 2 as a sample to help you explore the *HD Word Skills Assessments*' structure and use. HDWSA 1 is designed to be used after students receive instruction in *HD Word Units 1-3*, and HDWSA 2 is designed to be used after

students receive instruction in *HD Word Units 4-6*. Both Form A and Form B of the *Foundations* level and *Essentials/Linguistics* level assessments are included. Learn more about administering these sample assessments below.

Administering the HD Word Skills Assessments

Each HDWSA contains these major components:

STUDENT PAGES

(Written Response Pages & Oral Response Pages)

TEACHER SCRIPTS

(and dictation words when appropriate)

TEACHER RECORDING FORMS

ANSWER KEYS

SCORING GUIDELINES

(and corresponding instructional recommendations)

Written Response and Oral Response Pages

The HDWSAs have two major sections, a Written Response section and an Oral Response section. The Written Response Pages are group-administered; students quietly mark their answers on the page. The Oral Response Pages are administered in a one-on-one setting so that a student can read aloud while you record his or her responses.

In HDWSAs 1 and 2 there are 50 total items for each form:

- 10 tasks where dictated real words measure phonemic awareness proficiency
- 10 real single-syllable words in isolation for identifying graphemes OR 10 real multisyllabic words in isolation for identifying syllables and decoding
- 10 real words in isolation to be read aloud
- 10 real words embedded in phrases to be read aloud
- 10 nonsense words (subsequent HDWSAs contain 10 real words embedded in sentences instead of nonsense words)

Administering the Written Response Section

There are separate pages for Written Response Forms A and B. Select the appropriate form and make one copy for each student you intend to assess. The Written Response Page can be group-administered; students record their answers directly on their own Written Response Page. The examiner reads from a Teacher Script and does not need to write anything down.

In HDWSA 2, Set 3 of the Written Response Page is worth 10 points. A student receives 5 points for correctly breaking the words into syllables and 5 points for accurately reading the words as part of the Oral Response Section (see Figure 3).

FIGURE 3 | Written Response Page

Written Response Form A Essentials/Linguistics HDWSA 1

Name: _____ Date: _____

WRP Set 1 How many phonemes? /5

Example	1	2	3	4	5
1a.	1	2	3	4	5
2a.	1	2	3	4	5
3a.	1	2	3	4	5
4a.	1	2	3	4	5
5a.	1	2	3	4	5

WRP Set 2 What's the vowel phoneme? /5

Example	/a/	/e/	/i/	/o/	/u/
1b.					
2b.					
3b.					
4b.					
5b.					

WRP Set 3 Underline the graphemes. /10

Example: spot

6. shin	11. thatch
7. chuck	12. hedge
8. plush	13. stem
9. thrift	14. prompt
10. scrunch	15. quest

10 HD Word Skills Assessments | © 2018 Really Great Reading® | Permission granted to purchase to copy this page

Administering the Oral Response Section

The Oral Response Page includes Form A on the top half and Form B on the bottom half. Fold the page so that the student only reads the words on the appropriate form. The Oral Response Page is administered in a one-on-one setting. The student reads the words aloud as the examiner records the responses. In these sets, there can be a combination of real and nonsense words.

Incorrect responses require the examiner to write the responses phonetically (the way the student pronounces the words) on the Teacher Recording Form so that another person can interpret the student's errors if needed.

FIGURE 4 | Oral Response Page and Teacher Recording Form

Oral Response Page Essentials/Linguistics HDWSA 1

Form A

ORP Set 1 Real Words

1-5. frost	whip	mall	quick	sketch
6-10. splash	tempt	sprint	dodge	thud

ORP Set 2 Phrases

1-3. fall on the rug	switch my map	plant the bulb
4-6. a branch in the shrub	stretch the strap	pledge your trust

ORP Set 3 Nonsense Words

1-5. phob	shrack	thid	fredge	squit
6-10. benth	yotch	maft	blist	scrun

Form B

ORP Set 1 Real Words

1-5. when	shock	wall	twich	graph
6-10. bridge	squint	clench	scrub	moth

ORP Set 2 Phrases

1. on the shelf	check the clock
2. turned with fudge	the best crop
3. have shrimp and squid	down the hall

ORP Set 3 Nonsense Words

1. whib	metch
2. quap	truk
3. meck	thiop
4. stoth	plidge
5. splush	chemp

Teacher Recording Form Essentials/Linguistics HDWSA 1

Student Name: _____ Date, Examiner: _____

Form A ORP Set 1 Real Words	Form B ORP Set 1 Real Words
1. frost	1. when
2. whip	2. shock
3. mall	3. wall
4. quick	4. twich
5. sketch	5. graph
6. splash	6. bridge
7. tempt	7. squint
8. sprint	8. clench
9. dodge	9. scrub
10. thud	10. moth

Form A ORP Set 2 Phrases	Form B ORP Set 2 Phrases
1. fall on the rug	1. on the shelf
2. switch my map	2. turned with fudge
3. plant the bulb	3. have shrimp and squid
4. a branch in the shrub	4. check the clock
5. stretch the strap	5. the best crop
6. pledge your trust	6. down the hall

Form A ORP Set 3 Nonsense Words	Form B ORP Set 3 Nonsense Words
1. phob	1. whib
2. shrack	2. quap
3. thid	3. meck
4. fredge	4. stoth
5. squit	5. splush
6. benth	6. metch
7. yotch	7. truk
8. maft	8. thiop
9. blist	9. plidge
10. scrun	10. chemp

Form A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/5	/5	/10	/10	/10	/10	/10	/40	/50

Form B	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/5	/5	/10	/10	/10	/10	/10	/40	/50

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Each Skills Assessment has a Form A and a Form B for both the Written Response Page and the Oral Response Page, making them an ideal tool for monitoring student progress.

Using the Teacher Recording Form

The Teacher Recording Form includes space to mark student responses and calculate the number of correct responses for both Form A and Form B. Record the totals from the Written Response Page in the table at the bottom of the page as shown in Figure 5. As the student reads aloud in the Oral Response Section, there is space to record miscues for each item. Only

the underlined words in the phrases and sentences count towards a student's score though it can be helpful to record any errors a student makes while reading. Record the totals from the Oral Response Page in the table at bottom of the Teacher Recording Form and calculate the student's total correct.

FIGURE 5 | Phrases to Read and Recording Totals on the Teacher Recording Form

Target words to be scored are underlined in the phrases (or sentences).

Form A ORP Set 2 Phrases				Form B ORP Set 2 Phrases			
	fall on the rug	4.	a <u>branch</u> in the <u>shrub</u>	1.	on the <u>shelf</u>	4.	<u>check</u> the <u>stock</u>

FORM A		WRP Set 1		WRP Set 2		Phonemic Subtotal		WRP Set 3		ORP Set 1		ORP Set 2		ORP Set 3		Phonics Subtotal		TOTAL	
		4	/5	4	/5	8	/10	8	/10	9	/10	8	/10	8	/10	33	/40	41	/50

FORM B		WRP Set 1		WRP Set 2		Phonemic Subtotal		WRP Set 3		ORP Set 1		ORP Set 2		ORP Set 3		Phonics Subtotal		TOTAL	
			/5		/5		/10		/10		/10		/10		/10		/40		/50

Record the totals for each section here.

Add the two Subtotals and write the final total here.

Supplementing *HD Word* with *HD Word Plus*

The HDWSAs and *HD Word Plus* are a powerful solution when used in tandem. The HDWSAs are strictly aligned with both the *HD Word* and *HD Word Plus* programs. When the HDWSAs indicate that a student is not mastering the concepts as expected, it is sometimes suggested that you supplement *HD Word* with *HD Word Plus*. Figure 6 on the next page describes how *HD Word Plus* can be woven into *HD Word* instruction.

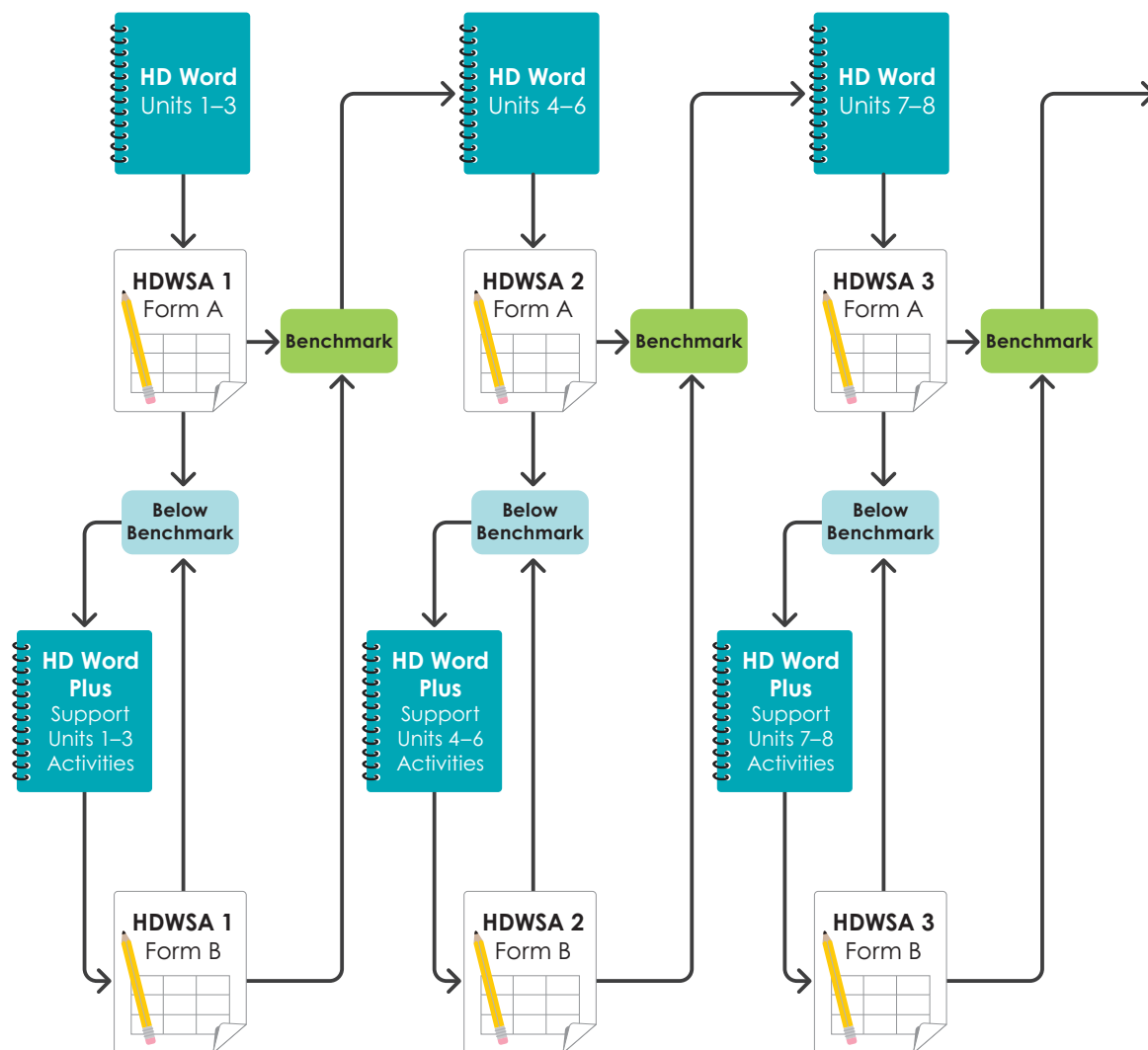
HD Word Plus consists of 32 Support Units that systematically review and reinforce the concepts taught in *HD Word*. *HD Word Plus* contains multisensory activities and materials for strategic intervention with those students who are growing with *HD Word* but need more practice and repetition to master the concepts being taught. It adds depth to the existing program and gives teachers great options for differentiation. Additionally, *HD Word Plus* synthesizes some vocabulary instruction into the curriculum as students are working to build word-level fluency. It also provides an optional extension to spelling instruction with spelling lists, lessons, and activities aligned with

the phonics concepts students are learning in *HD Word*. The *HD Word Plus* activities were created for *Foundations* level students but can also be used by *Essentials* and *Linguistics* level students if desired.

HD Word Plus is designed to be taught by a wide range of educational professionals in various school settings. A teacher who is teaching *HD Word* can use the activities in the Support Units to differentiate instruction for students who need more intensive practice. Since the explanations are written in clear and simple language, teachers can supervise and train paraprofessionals to use the *HD Word Plus* materials with small groups to reinforce skills. *HD Word Plus* is also designed to be used as a Tier II intervention. Reading interventionists can use the program with *HD Word* students as an intervention during Response to Intervention (RTI) blocks or at other times during the day.

For more information on *HD Word Plus*, visit reallygreatreading.com/content/hd-word-plus

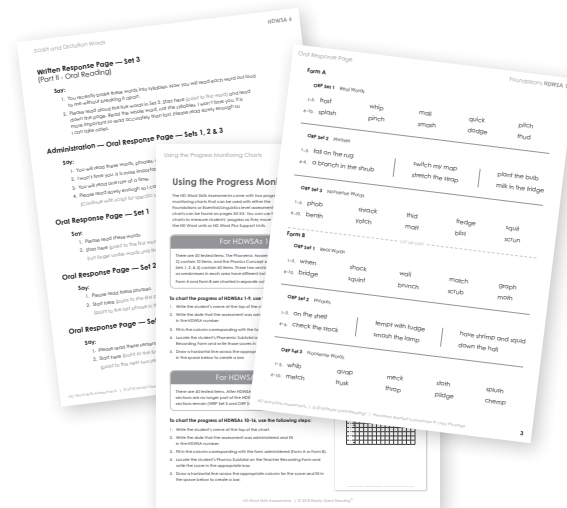
FIGURE 6 | *HD Word, the HDWSAs, and HD Word Plus*



Components of the *HD Word Skills Assessments* and *HD Word Plus*

HD Word Skills Assessments.....*HDWSA* \$109

The *HD Word Skills Assessments* are a set of assessments aligned to the scope and sequence of *HD Word*. These assessments allow teachers to progress monitor students' performance in the corresponding *HD Word* units and identify areas in which students need more practice and support to master concepts. Additionally, these assessments provide teachers with guidance on what to teach in *HD Word Plus*. If students struggle with specific content on the *Skills Assessments*, teachers can easily find additional instruction or practice activities on those concepts in *HD Word Plus* to fill in the gaps.

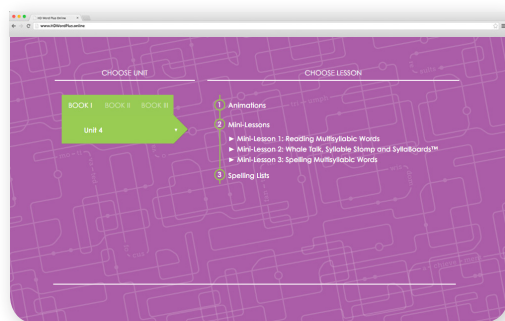


HD Word Plus Teacher Guides*HPLUSTG* \$225/SET

There are three *HD Word Plus Teacher Guides*, Book 1 (Support Units 1-10), Book 2 (Support Units 11-20), and Book 3 (Support Units 21-32). The Teacher Guides provide all the guidance you'll need to run *HD Word Plus* and include background knowledge for the teacher, as well as systematic ways to remind students of the concepts and skills taught in *HD Word*. They also contain blackline masters of some activity sheets, so you can make as many copies as necessary for students to complete the activities. In addition, detailed instructions make it easy for you to facilitate the partner and full group activities in each unit and to offer guidance, as needed, as students complete the individual activities.

The Teacher Guides also provide suggestions for how to differentiate the activities. Some of these suggestions provide extra support and scaffolding for struggling students, while others extend the activity for students who need more of a challenge.





HD Word Plus OnlineHPLUSOL \$59 ANNUALLY

This online component brings the *HD Word Plus* lessons to life. Teachers have everything they need at their fingertips to help make phonemic awareness and phonics concepts obvious to students. Explicit animations help teachers deliver concise, precise, and fluent instruction with no prep time. Virtual manipulatives engage the students in deeper learning. When the instruction incorporates this visual component paired with the student manipulative kits, students learn and retain concepts faster and more effectively. *HD Word Plus Online* has annual and six-month subscription options to meet individual needs.



HD Word Plus Student WorkbooksHPLUSSW \$19 SET

There are two *HD Word Plus Student Workbooks*, Book 1 (Support Units 1-20) and Book 2 (Support Units 21-32). Many of the activities can be found in the *HD Word Plus Student Workbooks* (others are blackline masters found in the Teacher Guides). Each student has his or her own workbook where these activities are completed. Students can go back and review the activities they have previously completed for additional practice and review. They can reread syllables, words, phrases, and sentences and repeatedly practice the definitions of words.

The workbooks also contain a key "Reminders" section for each Support Unit that summarizes the most important information that a student should have recently learned in the *HD Word* lessons. These reminders include items such as definitions of commonly used terms with examples, guidewords, spelling rules, and generalizations and definitions of syllable types.



HD Word Student KitsHDKIT \$60

The *HD Word Student Kit* provides the vehicle for effective multisensory phonics instruction. Students learn concepts faster and retain them better when they use the manipulative kits. The kits include the letter tiles, color tiles, *SyllaBoards™*, and other components needed to complete all 32 Support Units. **Note: If students participate in *HD Word*, they can use the kits purchased for that program (no additional kits are required for *HD Word Plus*).**

Questions? Call us.
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Script and Dictation Words | HDWSA 1

Use this assessment after students have received instruction in *HD Word Units* 1-3.

Written Response Page

Materials

For Students:

- Pencil
- Written Response Page

Note: The Written Response Page has two forms, Form A and Form B, for progress monitoring.

For Examiner:

- Script

Setup

Grouping:

The Written Response Page is group administered. A quiet setting where a group of students can clearly hear the examiner is recommended.






Photocopy and distribute one copy of the appropriate form to each student. Place the **Written Response Page (WRP)** in front of each student. The students will record their answers directly on the page as you dictate the words.

Before you begin the assessment, you may want to go over the vowel posters and movements for each vowel sound.

Written Response Form A

Foundations HDWSA 1

Name: _____ Date: _____

WRP Set 1 How many phonemes? /5						WRP Set 2 What's the vowel phoneme? /5					
Example a.	1	2	3	4	5	Example b.					
1a.	1	2	3	4	5	1b.	/b/	/f/	/l/	/o/	/u/
2a.	1	2	3	4	5	2b.					
3a.	1	2	3	4	5	3b.					
4a.	1	2	3	4	5	4b.					
5a.	1	2	3	4	5	5b.					

Foundations

WRP Set 3 Underline the graphemes. /10

- Example: spot
- | | |
|-----------|------------|
| 6. shin | 11. patch |
| 7. chuck | 12. edge |
| 8. flush | 13. stem |
| 9. throb | 14. prompt |
| 10. split | 15. quest |






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Written Response Form A

Essentials/Linguistics HDWSA 1

Name: _____ Date: _____

WRP Set 1 How many phonemes? /5						WRP Set 2 What's the vowel phoneme? /5					
Example a.	1	2	3	4	5	Example b.					
1a.	1	2	3	4	5	1b.	/b/	/f/	/l/	/o/	/u/
2a.	1	2	3	4	5	2b.					
3a.	1	2	3	4	5	3b.					
4a.	1	2	3	4	5	4b.					
5a.	1	2	3	4	5	5b.					

Essentials/
Linguistics

WRP Set 3 Underline the graphemes. /10

- Example: spot
- | | |
|------------|------------|
| 6. shin | 11. thatch |
| 7. chuck | 12. hedge |
| 8. plush | 13. stem |
| 9. thrift | 14. prompt |
| 10. crunch | 15. quest |

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Administration — Written Response Page — Sets 1 & 2

Say:

- Let's look at Sets 1 and 2 on the paper in front of you. We will be doing a phonemic awareness activity, just like you've done in *HD Word*. We will identify the number of phonemes in a word and then identify the vowel phoneme.
- Before we begin, let's do an example together. We will mark our answers to the example in the top line of Sets 1 and 2. Our word is **prop** - "I can use a book to **prop** the window open." How many phonemes are in **prop**? Circle that number.
(Pause and wait for students to complete the task.)
- I hear four phonemes in the word **prop** - /p/ /r/ /ɒ/ /p/. (Demonstrate finger-stretching as you say the sounds.) Did you circle the number four?
(Assist students to correct as necessary.)
- Now listen to the word again. This time, identify the vowel phoneme and put a checkmark in the box underneath the picture that represents that vowel phoneme. The word is **prop**. What is the vowel phoneme?
(Pause and wait for students to complete the task.)
- The vowel phoneme in **prop** is /ɒɒɒɒ/, the first sound in **octopus**. (Demonstrate the *short o* phoneme to students by making the motion for the guideword **octopus**.) Did you put a checkmark under the **octopus** in Set 2?
(Assist students to correct as necessary.)
- Great! You are going to do some words on your own now. Remember to listen to the word and then mark your answers on your paper like we just did. The first time I say the word, I want you to circle the number of phonemes in the word. Then, I'll say the word again, and I want you to mark the vowel phoneme.
- The word is _____. How many phonemes do you hear? Circle that number.
(Repeat the word.) What is the vowel phoneme? Put a checkmark in the correct box.
(Continue until you have dictated all five words from the box.)

Dictation Word List for Foundations and Essentials/Linguistics – Sets 1 & 2

	Word 1	Word 2	Word 3	Word 4	Word 5
Form A	rust	munch	shrimp	notch	west
Form B	ramp	shack	splotch	twist	tenth

Administration — Written Response Page — Set 3

Say:

1. Now let's look at Set 3 on the bottom of your page. In this section, you'll be underlining the graphemes in each word like we do during the *Mark It!* activity.
2. Before you begin, let's look at the example together. To underline the graphemes in this word, I would underline each letter separately because each letter spells one sound - /s/ /p/ /ɒ/ /t/, **spot**. Go ahead and underline each grapheme in the example word, **spot**.

(Assist students to correct as necessary.)

3. Now you'll complete the rest of the words. For each word, underline the graphemes you see. If you see a digraph or trigraph, underline those letters with just one line since they spell just one phoneme. If you see a blend, underline each sound in that blend with a separate line. Take as much time as you need to complete this activity. Remember to double check your work.

Oral Response Page

Materials

For Students:

- Oral Response Page (ORP)

Note: The Oral Response Page has both Form A and Form B listed on the same sheet.

For Examiner:

- Script
- Pencil
- Teacher Recording Form
- Error Analysis Sheet (optional)

Setup

Grouping:

This portion of the assessment is individually administered. A quiet setting where you can be one-on-one with the student is recommended.

Photocopy one copy of the appropriate Teacher Recording Form for each student you intend to assess.

Place the student's **Written Response Page (WRP)** and the **Oral Response Page (ORP)** in front of the student. Students will be asked to read orally. They do not mark on the page. Form A is the top half of the ORP, and Form B is the bottom half. You may want to cut or fold the page so that the student only sees one form. Record the student's answers on the corresponding **Teacher Recording Form**.

Oral Response Page Foundations HDWSA 1

Form A

ORP Set 1 Real Words

1-5. frost whip mall quick
6-10. splash pinch smash dodge

Form B

ORP Set 1 Real Words

1-5. when shock wall
6-10. match graph bridge

ORP Set 2 Phrases

1-3. fall on the rug
4-6. check the map

ORP Set 3 Nonsense Words

1-5. phob whib
6-10. metch shrack

Teacher Recording Form Foundations HDWSA 1

Student Name: _____

Date, Examiner: _____

Form A ORP Set 1 Real Words					Form B ORP Set 1 Real Words				
1.	frost				1.	when			
2.	whip				2.	shock			
3.	mall				3.	wall			
4.	quick				4.	match			
5.	pinch				5.	graph			
6.	smash				6.	bridge			
7.	dodge				7.	squint			
8.					8.	brunch			
9.					9.	scrub			
10.					10.	moth			

Form A ORP Set 2 Phrases					Form B ORP Set 2 Phrases				
1.	fall on the rug				1.	on the shelf			
2.	switch my map				2.	tempt with fudge			
3.	plant the bulbs				3.	have shrimp and squid			
4.	check the map				4.	check the stock			
5.	stretch the strap				5.	smooth the lamp			
6.	plant the bulbs				6.	down the hall			

Form A ORP Set 3 Nonsense Words					Form B ORP Set 3 Nonsense Words				
1.	phob				1.	whib			
2.	shrack				2.	quap			
3.	thid				3.	meck			
4.	fredge				4.	stoth			
5.	scrit				5.	plidge			
6.	benth				6.	metch			
7.	yatch				7.	trusk			
8.	maff				8.	thrap			
9.	blist				9.	plidge			
10.	scrub				10.	chemp			

Form A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/5	/5	/10	/10	/10	/10	/10	/40	/50

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Oral Response Page Essentials/Linguistics HDWSA 1

Form A

ORP Set 1 Real Words

1-5. frost whip mall quick
6-10. splash tempt sprint dodge

Form B

ORP Set 1 Real Words

1-5. when shock wall
6-10. twitch graph bridge

ORP Set 2 Phrases

1-3. fall on the rug
4-6. check the map

ORP Set 3 Nonsense Words

1-5. whib
6-10. metch

Teacher Recording Form Essentials/Linguistics HDWSA 1

Student Name: _____

Date, Examiner: _____

Form A ORP Set 1 Real Words					Form B ORP Set 1 Real Words				
1.	frost				1.	when			
2.	whip				2.	shock			
3.	mall				3.	wall			
4.	quick				4.	twitch			
5.	tempt				5.	graph			
6.	sprint				6.	bridge			
7.	dodge				7.	squint			
8.					8.	clench			
9.					9.	scrub			
10.					10.	moth			

Form A ORP Set 2 Phrases					Form B ORP Set 2 Phrases				
1.	fall on the rug				1.	on the shelf			
2.	switch my map				2.	tempt with fudge			
3.	plant the bulbs				3.	have shrimp and squid			
4.	check the map				4.	check the stock			
5.	stretch the strap				5.	smooth the lamp			
6.	plant the bulbs				6.	down the hall			

Form A ORP Set 3 Nonsense Words					Form B ORP Set 3 Nonsense Words				
1.	phob				1.	whib			
2.	shrack				2.	quap			
3.	thid				3.	meck			
4.	fredge				4.	stoth			
5.	scrit				5.	plidge			
6.	benth				6.	metch			
7.	yatch				7.	trusk			
8.	maff				8.	thrap			
9.	blist				9.	plidge			
10.	scrub				10.	chemp			

Form A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/5	/5	/10	/10	/10	/10	/10	/40	/50

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Administration — Oral Response Page — Sets 1, 2 & 3

Say:

1. You will read these words and phrases.
2. I won't time you. It is more important to read accurately than fast.
3. You will read one row of words at a time.
4. Please read slowly enough so I can take notes.

(Continue with script for specific set.)

Oral Response Page — Set 1

Say:

1. Please read these words.
2. Start here (point to the first word) and read across the page from left to right
(run finger under words until the last word in the first row).

Oral Response Page — Set 2

Say:

1. Please read these phrases.
2. Start here (point to the first phrase) and read across the page from left to right
(run finger under phrases until the last phrase in the first row).

Oral Response Page — Set 3

Say:

1. These are nonsense words. Nonsense words don't mean anything, but we can read them because we know how to read the sounds in the words.
2. Start here (point to the first word) and read across the page from left to right
(run finger under words until the last word in the first row).

Name: _____ Date: _____

WRP Set 1

/5






How many phonemes?

Example a.	1	2	3	4	5
1a.	1	2	3	4	5
2a.	1	2	3	4	5
3a.	1	2	3	4	5
4a.	1	2	3	4	5
5a.	1	2	3	4	5

WRP Set 2

/5

What's the vowel phoneme?

					
	/ă/	/ē/	/ī/	/ō/	/ū/
Example b.					
1b.					
2b.					
3b.					
4b.					
5b.					

WRP Set 3 Underline the graphemes.

/10

Example:

s p o t

6. s h i n

11. p a t c h

7. c h u c k

12. e d g e

8. f l u s h

13. s t e m

9. t h r o b

14. p r o m p t

10. s p l i t






15. q u e s t

Name: _____ Date: _____

WRP Set 1 /5
How many phonemes?

Example a.	1	2	3	4	5
1a.	1	2	3	4	5
2a.	1	2	3	4	5
3a.	1	2	3	4	5
4a.	1	2	3	4	5
5a.	1	2	3	4	5

WRP Set 2 /5
What's the vowel phoneme?

					
	/ă/	/ě/	/ĩ/	/õ/	/ũ/
Example b.					
1b.					
2b.					
3b.					
4b.					
5b.					

WRP Set 3 Underline the graphemes. /10

Example:

spot

6. wish

11. strict

7. whack

12. budge

8. slack

13. scam

9. slept

14. trot

10. fetch

15. crunch

Form A**ORP Set 1** Real Words

1–5.	frost	whip	mall	quick	pitch
6–10.	splash	pinch	smash	dodge	thud

ORP Set 2 Phrases

1–3.	fall on the rug	switch my map	plant the bulb
4–6.	a branch in the shrub	stretch the strap	milk in the fridge

ORP Set 3 Nonsense Words

1–5.	phob	shrack	thid	fredge	squit
6–10.	benth	yotch	maft	blis	scrun

CUT OR FOLD

Form B**ORP Set 1** Real Words

1–5.	when	shock	wall	match	graph
6–10.	bridge	squint	brunch	scrub	moth

ORP Set 2 Phrases

1–3.	on the shelf	tempt with fudge	have shrimp and squid
4–6.	check the stock	smash the lamp	down the hall

ORP Set 3 Nonsense Words

1–5.	whib	quap	meck	stoth	splush
6–10.	metch	trusk	throp	plidge	chemp

Student Name: _____

Date, Examiner: _____ Date, Examiner: _____

Form A ORP Set 1 Real Words		Form B ORP Set 1 Real Words	
1.	frost	1.	when
2.	whip	2.	shock
3.	mall	3.	wall
4.	quick	4.	match
5.	pitch	5.	graph
6.	splash	6.	bridge
7.	pinch	7.	squint
8.	smash	8.	brunch
9.	dodge	9.	scrub
10.	thud	10.	moth

Form A ORP Set 2 Phrases				Form B ORP Set 2 Phrases			
1.	<u>fall</u> on the rug	4.	a <u>branch</u> in the <u>shrub</u>	1.	on the <u>shelf</u>	4.	<u>check</u> the <u>stock</u>
2.	<u>switch</u> my map	5.	<u>stretch</u> the <u>strap</u>	2.	<u>tempt</u> with <u>fudge</u>	5.	<u>smash</u> the <u>lamp</u>
3.	<u>plant</u> the <u>bulb</u>	6.	<u>milk</u> in the <u>fridge</u>	3.	have <u>shrimp</u> and <u>squid</u>	6.	down the <u>hall</u>

Form A ORP Set 3 Nonsense Words				Form B ORP Set 3 Nonsense Words			
1.	phob	6.	benth	1.	whib	6.	metch
2.	shrack	7.	yotch	2.	quap	7.	trusk
3.	thid	8.	maft	3.	meck	8.	throp
4.	fredge	9.	blis	4.	stoth	9.	plidge
5.	squit	10.	scrun	5.	splush	10.	chemp






FORM A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/5	/5	/10	/10	/10	/10	/10	/40	/50
FORM B	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/5	/5	/10	/10	/10	/10	/10	/40	/50

Name: _____ Date: _____

WRP Set 1 /5
How many phonemes?

Example a.	1	2	3	4	5
1a.	1	2	3	4	5
2a.	1	2	3	4	5
3a.	1	2	3	4	5
4a.	1	2	3	4	5
5a.	1	2	3	4	5

WRP Set 2 /5
What's the vowel phoneme?

					
	/ă/	/ě/	/ĩ/	/õ/	/ũ/
Example b.					
1b.					
2b.					
3b.					
4b.					
5b.					

WRP Set 3 Underline the graphemes. /10

Example:

s p o t

6. s h i n

11. t h a t c h

7. c h u c k

12. h e d g e

8. p l u s h

13. s t e m

9. t h r i f t

14. p r o m p t

10. s c r u n c h






15. q u e s t

Name: _____ Date: _____

WRP Set 1 /5
How many phonemes?

Example a.	1	2	3	4	5
1a.	1	2	3	4	5
2a.	1	2	3	4	5
3a.	1	2	3	4	5
4a.	1	2	3	4	5
5a.	1	2	3	4	5

WRP Set 2 /5
What's the vowel phoneme?

					
	/ă/	/ě/	/ĩ/	/õ/	/ũ/
Example b.					
1b.					
2b.					
3b.					
4b.					
5b.					

WRP Set 3 Underline the graphemes. /10

Example:

s p o t

6. m e s h

11. s t r i c t

7. w h a c k

12. b u d g e

8. s l a c k

13. s c r a m

9. s l e p t

14. t r o t

10. c r u t c h

15. s t e n c h

Form A**ORP Set 1** Real Words

1-5.	frost	whip	mall	quick	sketch
6-10.	splash	tempt	sprint	dodge	thud

ORP Set 2 Phrases

1-3.	fall on the rug	switch my map	plant the bulb
4-6.	a branch in the shrub	stretch the strap	pledge your trust

ORP Set 3 Nonsense Words

1-5.	phob	shrack	thid	fredge	squit
6-10.	benth	yotch	maft	blis	scrun

CUT OR FOLD

Form B**ORP Set 1** Real Words

1-5.	when	shock	wall	twitch	graph
6-10.	bridge	squint	clench	scrub	moth

ORP Set 2 Phrases

1-3.	on the shelf	tempt with fudge	have shrimp and squid
4-6.	check the stock	the fresh crop	down the hall

ORP Set 3 Nonsense Words

1-5.	whib	quap	meck	stoth	splush
6-10.	metch	trusk	throp	plidge	chemp

Student Name: _____

Date, Examiner: _____ Date, Examiner: _____

Form A ORP Set 1 Real Words		Form B ORP Set 1 Real Words	
1.	frost	1.	when
2.	whip	2.	shock
3.	mall	3.	wall
4.	quick	4.	twitch
5.	sketch	5.	graph
6.	splash	6.	bridge
7.	tempt	7.	squint
8.	sprint	8.	clench
9.	dodge	9.	scrub
10.	thud	10.	moth

Form A ORP Set 2 Phrases				Form B ORP Set 2 Phrases			
1.	<u>fall</u> on the rug	4.	a <u>branch</u> in the <u>shrub</u>	1.	on the <u>shelf</u>	4.	<u>check</u> the <u>stock</u>
2.	<u>switch</u> my map	5.	<u>stretch</u> the <u>strap</u>	2.	<u>tempt</u> with <u>fudge</u>	5.	the <u>fresh</u> <u>crop</u>
3.	<u>plant</u> the <u>bulb</u>	6.	<u>pledge</u> your <u>trust</u>	3.	have <u>shrimp</u> and <u>squid</u>	6.	down the <u>hall</u>

Form A ORP Set 3 Nonsense Words				Form B ORP Set 3 Nonsense Words			
1.	phob	6.	benth	1.	whib	6.	metch
2.	shrack	7.	yotch	2.	quap	7.	trusk
3.	thid	8.	maff	3.	meck	8.	throp
4.	fredge	9.	blis	4.	stoth	9.	plidge
5.	squit	10.	scrun	5.	splush	10.	chemp

FORM A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/5	/5	/10	/10	/10	/10	/10	/40	/50
FORM B	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/5	/5	/10	/10	/10	/10	/10	/40	/50

HDWSA 1 | Foundations

Form A	WRP Set 1		WRP Set 2		Form B	WRP Set 1		WRP Set 2			
	Example a.	4	Example b.	/ō/, octopus		Example a.	4	Example b.	/ō/, octopus		
	1a.	4	1b.	/ū/, up		1a.	4	1b.	/ă/, apple		
	2a.	4	2b.	/ū/, up		2a.	3	2b.	/ă/, apple		
	3a.	5	3b.	/ī/, itch		3a.	5	3b.	/ō/, octopus		
	4a.	3	4b.	/ō/, octopus		4a.	5	4b.	/ī/, itch		
	5a.	4	5b.	/ē/, edge		5a.	4	5b.	/ē/, edge		
	WRP Set 3					WRP Set 3					
	Example	s p o t				Example	s p o t				
	6.	shin		11.		patch		6.	wish		11.
7.	chuck		12.	edge		7.	whack		12.	budge	
8.	flush		13.	stem		8.	slack		13.	scram	
9.	throb		14.	prompt		9.	slept		14.	trot	
10.	split		15.	quest		10.	fetch		15.	crunch	

HDWSA 1 | Essentials/Linguistics

Form A	WRP Set 1		WRP Set 2		Form B	WRP Set 1		WRP Set 2			
	Example a.	4	Example b.	/ō/, octopus		Example a.	4	Example b.	/ō/, octopus		
	1a.	4	1b.	/ü/, up		1a.	4	1b.	/ā/, apple		
	2a.	4	2b.	/ü/, up		2a.	3	2b.	/ā/, apple		
	3a.	5	3b.	/ī/, itch		3a.	5	3b.	/ō/, octopus		
	4a.	3	4b.	/ō/, octopus		4a.	5	4b.	/ī/, itch		
	5a.	4	5b.	/ē/, edge		5a.	4	5b.	/ē/, edge		
	WRP Set 3					WRP Set 3					
	Example	s p o t				Example	s p o t				
	6.	shin		11.		thatch		6.	mesh		11.
7.	chuck		12.	hedge		7.	whack		12.	budge	
8.	plush		13.	stem		8.	slack		13.	scram	
9.	thrift		14.	prompt		9.	slept		14.	trot	
10.	scrunch		15.	quest		10.	crutch		15.	stench	

Script and Dictation Words | HDWSA 2

Use this assessment after students have received instruction in *HD Word Units* 4-6.

Written Response Page

Materials

For Students:

- Pencil
- Written Response Page

Note: The Written Response Page has two forms, Form A and Form B, for progress monitoring.

For Examiner:

- Script

Setup

Grouping:

















The Written Response Page is group administered. A quiet setting where a group of students can clearly hear the examiner is recommended.









Photocopy and distribute one copy of the appropriate form to each student. Place the **Written Response Page (WRP)** in front of each student. The students will record their answers directly on the page as you dictate the words.

Before you begin the assessment, you may want to go over the vowel posters and movements for each vowel sound.

Written Response Form A Foundations HDWSA 2

Name: _____ Date: _____

WRP Set 1 How many phonemes?					What's the new word?				
Example	a.	1	2	3	4	5	Example	b.	   
1a.	1	2	3	4	5		1b.	   	
2a.	1	2	3	4	5		2b.	   	
3a.	1	2	3	4	5		3b.	   	

WRP Set 2 What's the new word?				
Example	   			
4.	   			
5.	   			
6.	   			
7.	   			

















WRP Set 3 Write each syllable in a section.					
Example	moment	mo	ment		
8.	hundred				
9.	relax				
10.	athletic				
11.	habitat				
12.	melody				

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Written Response Form A Essentials/Linguistics HDWSA 2

Name: _____ Date: _____

WRP Set 1 How many phonemes?					What's the new word?				
Example	a.	1	2	3	4	5	Example	b.	   
1a.	1	2	3	4	5		1b.	   	
2a.	1	2	3	4	5		2b.	   	
3a.	1	2	3	4	5		3b.	   	


WRP Set 2 What's the new word?				
Example	   			
4.	   			
5.	   			
6.	   			
7.	   			

WRP Set 3 Write each syllable in a section.					
Example	moment	mo	ment		
8.	hundred				
9.	segment				
10.	establish				
11.	volcanic				
12.	melody				

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Administration — Written Response Page — Set 1

 **Optional:** Open ExploreHDWord.online and select Skills Assessments from below Unit 33 in the Book 3 drop-down menu. Select HDWSA 2 to display full-size color picture options for Sets 1 and 2.

Say:

- Let's look at Set 1 on the paper in front of you. In this section, we will be doing a phonemic awareness activity like we've done in *HD Word*. We are going to identify the number of phonemes in a word and then change the vowel phoneme to make a new word.
- Before you begin, let's do an example together. Our word is **met** - "She **met** her friend at the movie theater." How many phonemes are in **met**? Circle that number.
(Pause and wait for students to complete the task.)
- I hear three phonemes in the word **met** - /m/ /ě/ /t/. (Demonstrate finger-stretching as you say the sounds.) Did you circle the number three?
(Assist students to correct as necessary.)
- Now, look at the pictures in the same row. Point to each picture as I name it: **mop**, **mat**, **mitt**, **met**.
- Listen to the word again. This time I'm going to ask you to replace the vowel phoneme to make a new word. The word is **met**. Replace the *short e*, /ě/, in **met** with *short a*, /ă/. What is the new word? Put an X over that picture.
(Pause and wait for students to complete the task.)
- When I replace the *short e* in **met** with *short a*, the new word is **mat**, as in, "Wipe your feet on the **mat** by the door." Did you put an X on the picture of the **mat**?
(Assist students to correct as necessary.)
- Good job! Now you are going to do some on your own. Remember to listen carefully and mark your answers on your paper. I'll say each word twice. When I say the word the first time, I want you to circle the number of phonemes in the word. Then you'll point to each picture as I name it. When I say the word again, I'll ask you to replace the vowel phoneme to make a new word. Put an X on the picture of the new word.
- The word is _____. How many phonemes do you hear? (Pause.) Point to each

If you would like to display full-size color pictures, open ExploreHDWordPlus.online and select Skills Assessments from below Unit 32 in the Book III drop-down menu, or open ExploreHDWord.online and select Skills Assessments from below Unit 33 in the Book III drop-down menu.

picture as I name it. (Name the pictures from the box; then repeat word and read the prompt for substituting the vowel phoneme.) Put an X on the picture of the new word.
(Continue until you have dictated all three words from the box.)

Dictation Word List for Foundations and Essentials/Linguistics – Set 1

		Word 1	Word 2	Word 3
Form A	Word	pit	grad	dusk
	Pictures	pat, pot, pig, pet	grin, grade, grid, grab	dent, disk, desk, tusk
	Vowel Substitution	replace the <i>short i</i> , /ĩ/, in pit with <i>short o</i> , /õ/	replace the <i>short a</i> , /ă/, in grad with <i>short i</i> , /ĩ/	replace the <i>short u</i> , /ũ/, in dusk with <i>short e</i> , /ě/
Form B	Word	kit	must	chip
	Pictures	cast, cap, cop, cat	mask, mast, mist, mitt	chin, chop, Chad, shop
	Vowel Substitution	replace the <i>short i</i> , /ĩ/, in kit with <i>short a</i> , /ă/	replace the <i>short u</i> , /ũ/, in must with <i>short i</i> , /ĩ/	replace the <i>short i</i> , /ĩ/, in chip with <i>short o</i> , /õ/

Administration — Written Response Page — Set 2

Say:

1. Now let's look at Set 2. In this section, we will do a phoneme addition activity. We are going to add a phoneme to the beginning or the end of a word to make a new word. You'll put an X on the picture of the new word like you just did in Set 1.
2. Before you begin, let's do an example together. First, point to each picture as I name it: **bridge**, **badge**, **brim**, **brag**. Our word is **ridge** - "The explorers needed extra supplies to cross the mountain **ridge**." Add the phoneme /b/ to the beginning of **ridge**. What's the new word?

(Pause and wait for students to complete the task.)

3. If I add /b/ to the beginning of **ridge**, the new word is **bridge**, as in, "We drove across the **bridge** to the other side of the river." Did you put an X on the picture of the **bridge**?

(Assist students as necessary.)

4. Great! Now listen to some more words and complete the activity on your own. First, I will name the pictures. Then, I will say the word and direct you to add a phoneme to the beginning or the end of the word. Put an X on the picture of the new word.
5. Point to each picture as I name it: _____. (Name the pictures from the box.) The word is _____. (Dictate the word from the box and read the prompt for adding a phoneme.) What is the new word? Put an X on that picture.

(Continue until you have dictated all four words from the box.)

If you would like to display full-size color pictures, open ExploreHDWordPlus.online and select Skills Assessments from below Unit 32 in the Book III drop-down menu, or open ExploreHDWord.online and select Skills Assessments from below Unit 33 in the Book III drop-down menu.

Dictation Word List for Foundations and Essentials/Linguistics – Set 2

		Word 4	Word 5	Word 6	Word 7
Form A	Pictures	sip, slide, list, slip	sap, step, stamp, stem	bat, bent, tell, belt	wrap, rat, ramp, stamp
	Phoneme Addition	lip add /s/ to the beginning of lip	tamp add /s/ to the beginning of tamp	bell add /t/ to the end of bell	ram add /p/ to the end of ram
Form B	Pictures	lick, dock, tick, truck	fast, toss, frost, floss	band, bang, bend, bad	deck, dent, ten, tent
	Phoneme Addition	ick add /t/ to the beginning of ick	loss add /f/ to the beginning of loss	ban add /d/ to the end of ban	den add /t/ to the end of den

Administration — Written Response Page — Set 3

(Part I - Writing Words in Syllables)

Say:

1. Finally, let's look at Set 3 on the bottom of the page. In this activity, you are going to divide words into syllables using the same strategies that you learned when using *SyllaBoards™*.
2. Let's review the example that has already been filled in. There are two vowels in the example word, so we can predict the word has two syllables, and we should divide it into syllables using two boxes as shown: **mo-ment**. Blended together, we get the word **moment**. Be sure to read each word to yourself after dividing the syllables to make sure it sounds like a word you've heard before. Remember, you may need to flex the syllables to get to the proper pronunciation.
3. Now you can complete the remaining words. Take as much time as you need to complete this activity. Remember to check over your work.

Oral Response Page

Materials

For Students:

- Each student's Written Response Page (WRP)
- Oral Response Page (ORP)

Note: The Oral Response Page has both Form A and Form B listed on the same sheet.

For Examiner:

- Script
- Pencil
- Teacher Recording Form
- Error Analysis Sheet (optional)

Setup

Grouping:

This portion of the assessment is individually administered. A quiet setting where you can be one-on-one with the student is recommended.

Photocopy one copy of the appropriate Teacher Recording Form for each student you intend to assess.

Place the student's **Written Response Page (WRP)** and the **Oral Response Page (ORP)** in front of the student. Students will be asked to read orally. They do not mark on the page. Form A is the top half of the ORP, and Form B is the bottom half. You may want to cut or fold the page so that the student only sees one form. Record the student's answers on the corresponding **Teacher Recording Form**.

Oral Response Page Foundations HDWSA 2

Form A

ORP Set 1 Real Words

1-5. suffix finish disconnect buffalo
6-10. result frozen silent dramatic

Teacher Recording Form Foundations HDWSA 2

Student Name: _____ Date, Examiner: _____

FORM A					FORM B				
WRP Set 3 Real Words	ORP Set 1 Real Words	WRP Set 3 Real Words	ORP Set 1 Real Words		WRP Set 3 Real Words	ORP Set 1 Real Words	WRP Set 3 Real Words	ORP Set 1 Real Words	
8. hundred	1. suffix	8. jumbo	1. selfish		8. hundred	1. suffix	8. jumbo	1. selfish	
9. relax	2. finish	9. depend	2. limit		9. relax	2. finish	9. depend	2. limit	
10. athletic	3. disconnect	10. represent	3. minimum		10. athletic	3. disconnect	10. represent	3. minimum	
11. habitat	4. buffalo	11. inhabit	4. magnetic		11. habitat	4. buffalo	11. inhabit	4. magnetic	
12. melody	5. trophy	12. confident	5. flimsy		12. melody	5. trophy	12. confident	5. flimsy	
	6. result		6. respect			6. result		6. respect	
	7. frozen		7. focus			7. frozen		7. focus	
	8. silent		8. moment			8. silent		8. moment	
	9. dramatic		9. assistant			9. dramatic		9. assistant	
	10. continent		10. vanilla			10. continent		10. vanilla	

Form A ORP Set 2 Phrases					Form B ORP Set 2 Phrases				
1. a secret protest	4. send the attachments	1. a funny tomato	4. broken in Montana		1. a secret protest	4. send the attachments	1. a funny tomato	4. broken in Montana	
2. a sudden stop	5. an African instrument	2. give him credit	5. the arithmetic problem		2. a sudden stop	5. an African immigrant	2. give him credit	5. the arithmetic problem	
3. discuss the contract	6. moment in the program	3. visit the capital	6. hot and humid		3. discuss the contract	6. moment in the program	3. visit the capital	6. hot and humid	

Form A ORP Set 3 Nonsense Words					Form B ORP Set 3 Nonsense Words				
1. skip	6. dinch	1. bry	6. flid		1. skip	6. dinch	1. bry	6. flid	
2. gry	7. phim	2. lench	7. dith		2. gry	7. phim	2. lench	7. dith	
3. credge	8. nact	3. fidge	8. chat		3. credge	8. nact	3. fidge	8. chat	
4. ze	9. match	4. ne	9. ratch		4. ze	9. match	4. ne	9. ratch	
5. lompt	10. sie	5. crub	10. plo		5. lompt	10. sie	5. crub	10. plo	

WRP Set 1	WRP Set 2	Phonics Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
/6	/4	/10	/10	/10	/10	/10	/40	/50

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Oral Response Page Essentials/Linguistics HDWSA 2

Form A

ORP Set 1 Real Words

1-5. suffix finish disconnect admonish
6-10. result frozen silent dramatic

Teacher Recording Form Essentials/Linguistics HDWSA 2

Student Name: _____ Date, Examiner: _____

FORM A					FORM B				
WRP Set 3 Real Words	ORP Set 1 Real Words	WRP Set 3 Real Words	ORP Set 1 Real Words		WRP Set 3 Real Words	ORP Set 1 Real Words	WRP Set 3 Real Words	ORP Set 1 Real Words	
8. hundred	1. suffix	8. jumbo	1. selfish		8. hundred	1. suffix	8. jumbo	1. selfish	
9. segment	2. finish	9. pamphlet	2. limit		9. segment	2. finish	9. pamphlet	2. limit	
10. establish	3. disconnect	10. represent	3. minimum		10. establish	3. disconnect	10. represent	3. minimum	
11. volcanic	4. admonish	11. inhabit	4. magnetic		11. volcanic	4. admonish	11. inhabit	4. magnetic	
12. melody	5. trophy	12. confident	5. flimsy		12. melody	5. trophy	12. confident	5. flimsy	
	6. result		6. frequent			6. result		6. frequent	
	7. frozen		7. focus			7. frozen		7. focus	
	8. silent		8. moment			8. silent		8. moment	
	9. dramatic		9. assistant			9. dramatic		9. assistant	
	10. continent		10. statistics			10. continent		10. statistics	

Form A ORP Set 2 Phrases					Form B ORP Set 2 Phrases				
1. a secret protest	4. send the attachments	1. a funny tomato	4. his intellect was evident		1. a secret protest	4. send the attachments	1. a funny tomato	4. his intellect was evident	
2. a sudden stop	5. an African immigrant	2. give him credit	5. the arithmetic problem		2. a sudden stop	5. an African immigrant	2. give him credit	5. the arithmetic problem	
3. discuss the contract	6. moment in the program	3. visit the capital	6. hot and humid		3. discuss the contract	6. moment in the program	3. visit the capital	6. hot and humid	

Form A ORP Set 3 Nonsense Words					Form B ORP Set 3 Nonsense Words				
1. skip	6. dinch	1. bry	6. flid		1. skip	6. dinch	1. bry	6. flid	
2. gry	7. phim	2. lench	7. dith		2. gry	7. phim	2. lench	7. dith	
3. credge	8. nact	3. fidge	8. chat		3. credge	8. nact	3. fidge	8. chat	
4. ze	9. match	4. ne	9. ratch		4. ze	9. match	4. ne	9. ratch	
5. lompt	10. sie	5. crub	10. plo		5. lompt	10. sie	5. crub	10. plo	

WRP Set 1	WRP Set 2	Phonics Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
/6	/4	/10	/10	/10	/10	/10	/40	/50

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Written Response Page — Set 3

(Part II - Oral Reading)

Say:

1. You recently broke these words into syllables. Now you will read each word out loud to me without breaking it apart.
2. Please read aloud the five words in Set 3. Start here (point to first word) and read down the page. Read the whole word, not the syllables. I won't time you. It is more important to read accurately than fast. Please read slowly enough so I can take notes.

Administration — Oral Response Page — Sets 1, 2 & 3

Say:

1. You will read these words and phrases.
2. I won't time you. It is more important to read accurately than fast.
3. You will read one row of words at a time.
4. Please read slowly enough so I can take notes.

(Continue with script for specific set.)

Oral Response Page — Set 1

Say:

1. Please read these words.
2. Start here (point to the first word) and read across the page from left to right
(run finger under words until the last word in the first row).

Oral Response Page — Set 2

Say:

1. Please read these phrases.
2. Start here (point to the first phrase) and read across the page from left to right
(point to the last phrase in the first row).

Oral Response Page — Set 3

Say:











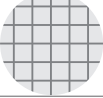





1. These are nonsense words. Nonsense words don't mean anything, but we can read them because we know how to read the sounds in the words.
2. Start here (point to the first word) and read across the page from left to right
(run finger under words until the last word in the first row).

Name: _____ Date: _____

WRP Set 1 How many phonemes?

What's the new word?

/6

Example a.	1 2 3 4 5	Example b.				
1a.	1 2 3 4 5	1b.				
2a.	1 2 3 4 5	2b.				
3a.	1 2 3 4 5	3b.				

WRP Set 2 What's the new word?

/4

Example				
4.				
5.				
6.				
7.				

WRP Set 3 Write each syllable in a section.

/10

















		1	2	3	4	5
Example	moment	mo	ment			
8.	hundred					
9.	relax					
10.	athletic					
11.	habitat					
12.	melody					

Name: _____ Date: _____

WRP Set 1 How many phonemes?






What's the new word?

/6

Example a.	1 2 3 4 5	Example b.				
1a.	1 2 3 4 5	1b.				
2a.	1 2 3 4 5	2b.				
3a.	1 2 3 4 5	3b.				

WRP Set 2 What's the new word?

/4

Example				
4.				
5.				
6.				
7.			10	

WRP Set 3 Write each syllable in a section.

/10

		1	2	3	4	5
Example	moment	mo	ment			
8.	jumbo					
9.	depend					
10.	represent					
11.	inhabit					
12.	confident					

Form A**ORP Set 1** Real Words

1–5.	suffix	finish	disconnect	buffalo	trophy
6–10.	result	frozen	silent	dramatic	continent

ORP Set 2 Phrases

1–3.	a secret protest	a sudden stop	discuss the contract
4–6.	send the attachments	an African instrument	moment in the program

ORP Set 3 Nonsense Words

1–5.	skop	gry	credge	ze	lompt
6–10.	dinch	phim	nact	motch	sle

CUT OR FOLD

Form B**ORP Set 1** Real Words

1–5.	selfish	limit	minimum	magnetic	flimsy
6–10.	respect	focus	moment	assistant	vanilla

ORP Set 2 Phrases

1–3.	a funny tomato	give him credit	visit the capital
4–6.	broken in Montana	the arithmetic problem	hot and humid

ORP Set 3 Nonsense Words

1–5.	bry	lench	fidge	ne	crub
6–10.	flid	dith	chot	ratch	plo

Student Name: _____

















Date, Examiner: _____ Date, Examiner: _____





















FORM A				FORM B			
WRP Set 3 Real Words		ORP Set 1 Real Words		WRP Set 3 Real Words		ORP Set 1 Real Words	
8.	hundred	1.	suffix	8.	jumbo	1.	selfish
		2.	finish			2.	limit
9.	relax	3.	disconnect	9.	depend	3.	minimum
		4.	buffalo			4.	magnetic
10.	athletic	5.	trophy	10.	represent	5.	flimsy
		6.	result			6.	respect
11.	habitat	7.	frozen	11.	inhabit	7.	focus
		8.	silent			8.	moment
12.	melody	9.	dramatic	12.	confident	9.	assistant
		10.	continent			10.	vanilla

Form A ORP Set 2 Phrases				Form B ORP Set 2 Phrases			
1.	a <u>secret</u> protest	4.	send the <u>attachments</u>	1.	a <u>funny</u> tomato	4.	<u>broken</u> in <u>Montana</u>
2.	a <u>sudden</u> stop	5.	an <u>African</u> instrument	2.	give him <u>credit</u>	5.	the <u>arithmetic</u> problem
3.	<u>discuss</u> the <u>contract</u>	6.	<u>moment</u> in the <u>program</u>	3.	<u>visit</u> the <u>capital</u>	6.	hot and <u>humid</u>
Form A ORP Set 3 Nonsense Words				Form B ORP Set 3 Nonsense Words			
1.	skop	6.	dinch	1.	bry	6.	flid
2.	gry	7.	phim	2.	lench	7.	dith
3.	credge	8.	nact	3.	fidge	8.	chot
4.	ze	9.	motch	4.	ne	9.	ratch
5.	lompt	10.	sle	5.	crub	10.	plo

FORM A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/6	/4	/10	/10	/10	/10	/10	/40	/50
FORM B	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/6	/4	/10	/10	/10	/10	/10	/40	/50

Name: _____ Date: _____

WRP Set 1 How many phonemes?					What's the new word?				/6	
Example a.	1	2	3	4	5	Example b.				
1a.	1	2	3	4	5	1b.				
2a.	1	2	3	4	5	2b.				
3a.	1	2	3	4	5	3b.				

WRP Set 2 What's the new word?					/4
Example					
4.					
5.					
6.					
7.					

















WRP Set 3 Write each syllable in a section.							/10
		1	2	3	4	5	
Example	moment	mo	ment				
8.	hundred						
9.	segment						
10.	establish						
11.	volcanic						
12.	melody						

Name: _____ Date: _____

WRP Set 1 How many phonemes?




















What's the new word?

/6

Example a.	1 2 3 4 5	Example b.				
1a.	1 2 3 4 5	1b.				
2a.	1 2 3 4 5	2b.				
3a.	1 2 3 4 5	3b.				

WRP Set 2 What's the new word?

/4

Example				
4.				
5.				
6.				
7.			10	

WRP Set 3 Write each syllable in a section.

/10

		1	2	3	4	5
Example	moment	mo	ment			
8.	jumbo					
9.	pamphlet					
10.	represent					
11.	inhabit					
12.	confident					

Form A**ORP Set 1** Real Words

1–5.	suffix	finish	disconnect	admonish	trophy
6–10.	result	frozen	silent	dramatic	continent

ORP Set 2 Phrases

1–3.	a secret protest	a sudden stop	discuss the contract
4–6.	send the attachments	an African immigrant	moment in the program

ORP Set 3 Nonsense Words

1–5.	skop	gry	credge	ze	lompt
6–10.	dinch	phim	nact	motch	sle

CUT OR FOLD

Form B**ORP Set 1** Real Words

1–5.	selfish	limit	minimum	magnetic	flimsy
6–10.	frequent	focus	moment	assistant	statistics

ORP Set 2 Phrases

1–3.	a funny tomato	give him credit	visit the capital
4–6.	his intellect was evident	the arithmetic problem	hot and humid

ORP Set 3 Nonsense Words

1–5.	bry	lench	fidge	ne	crub
6–10.	flid	dith	chot	ratch	plo

Student Name: _____

Date, Examiner: _____ Date, Examiner: _____










FORM A			FORM B		
WRP Set 3 Real Words		ORP Set 1 Real Words		WRP Set 3 Real Words	
8.	hundred	1.	suffix	8.	jumbo
		2.	finish		
9.	segment	3.	disconnect	9.	pamphlet
		4.	admonish		
10.	establish	5.	trophy	10.	represent
		6.	result		
11.	volcanic	7.	frozen	11.	inhabit
		8.	silent		
12.	melody	9.	dramatic	12.	confident
		10.	continent		










Form A ORP Set 2 Phrases				Form B ORP Set 2 Phrases			
1.	a <u>secret</u> protest	4.	send the <u>attachments</u>	1.	a <u>funny</u> tomato	4.	his <u>intellect</u> was <u>evident</u>
2.	a <u>sudden</u> stop	5.	an <u>African</u> immigrant	2.	give him <u>credit</u>	5.	the <u>arithmetic</u> problem
3.	<u>discuss</u> the <u>contract</u>	6.	<u>moment</u> in the <u>program</u>	3.	<u>visit</u> the <u>capital</u>	6.	hot and <u>humid</u>

Form A ORP Set 3 Nonsense Words				Form B ORP Set 3 Nonsense Words			
1.	skop	6.	dinch	1.	bry	6.	flid
2.	gry	7.	phim	2.	lench	7.	dith
3.	credge	8.	nact	3.	fidge	8.	chot
4.	ze	9.	motch	4.	ne	9.	ratch
5.	lompt	10.	sle	5.	crub	10.	plo

FORM A	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/6	/4	/10	/10	/10	/10	/10	/40	/50
FORM B	WRP Set 1	WRP Set 2	Phonemic Subtotal	WRP Set 3	ORP Set 1	ORP Set 2	ORP Set 3	Phonics Subtotal	TOTAL
	/6	/4	/10	/10	/10	/10	/10	/40	/50







HDWSA 2 | Foundations

WRP Set 1			WRP Set 2		
Form A	Example a. 3	b. mat 	Example bridge 		
	1a. 3	1b. pot 	4. slip 		
	2a. 4	2b. grid 	5. stamp 		
	3a. 4	3b. desk 	6. belt 		
			7. ramp 		
WRP Set 3					
8. hun-dred, hund-red		11. hab-i-tat, <i>hab-it-at</i>			
9. re-lax		12. mel-o-dy, <i>mel-od-y</i>			
10. ath-let-ic					






WRP Set 1			WRP Set 2		
Form B	Example a. 3	b. mat 	Example bridge 		
	1a. 3	1b. cat 	4. tick 		
	2a. 4	2b. mist 	5. floss 		
	3a. 3	3b. chop 	6. band 		
			7. dent 		
WRP Set 3					
8. jum-bo, jumb-o		11. in-hab-it			
9. de-pend		12. con-fi-dent, <i>con-fid-ent</i>			
10. rep-re-sent, <i>rep-res-ent</i>					

HDWSA 2 | Essentials/Linguistics

Form A

WRP Set 1		WRP Set 2	
Example a. 3	b. mat 	Example bridge 	
1a. 3	1b. pot 	4. slip 	
2a. 4	2b. grid 	5. stamp 	
3a. 4	3b. desk 	6. belt 	
		7. ramp 	
WRP Set 3			
8. hun-dred, hund-red		11. vol-can-ic, volc-an-ic	
9. seg-ment		12. mel-o-dy, <i>mel-od-y</i>	
10. es-tab-lish, est-ab-lish			

Form B

WRP Set 1		WRP Set 2	
Example a. 3	b. mat 	Example bridge 	
1a. 3	1b. cat 	4. tick 	
2a. 4	2b. mist 	5. floss 	
3a. 3	3b. chop 	6. band 	
		7. dent 	
WRP Set 3			
8. jum-bo, jumb-o		11. in-hab-it	
9. pam-phlet, pamph-let		12. con-fi-dent, con-fid-ent	
10. rep-re-sent, <i>rep-res-ent</i>			

NOTE: Many words can correctly be segmented in a number of ways. The most common syllabication is listed first. Other acceptable syllabication options are also listed. Options listed in *italics* are only considered correct if the student also reads the word accurately in Part II - Oral Reading.

• ACCURACY •
98%
• or better •
• PERCENTAGE •



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