

# Word Attack Skills Test

## ..... Beginning Levels

### Rationale

The Word Attack Skills test is an assessment of a student's ability to correctly sound out letters and/or words to determine specific phonics elements the student may be struggling with. Once the initial assessment is conducted, the student is retested on both words he/she missed and additional words that have similar skill components (CCVC, th, -er, ea, oo, etc.). This follow-up assessment allows one to confirm whether a student has difficulty decoding words that contain a particular phonics element. Increased instruction in specific areas of difficulty can then be designed and implemented.

### Materials

- Word Attack Skills Test: Beginning (K-1 or 2)
- Word lists (for the re-testing)

### Steps

1. Conduct the appropriate Word Attack Skills Test.
2. If the student correctly identifies a letter sound or word, mark a plus sign (+) in the blank. If the student gets an item incorrect, write exactly what the student said.
3. Continue testing until the student misses 4 consecutive items (although professional judgment may be used as to when it is appropriate to discontinue the test).
4. Develop *Retest* pages (both student and examiner copies) by writing down the letters or words that the student got wrong. For incorrect letter sounds, retest by writing both target letters and review letters (sounds said accurately on a consistent basis) on the *Letter Sounds Retest* sheets. Please provide multiple examples (e.g., 4) of the target letters. For incorrect words, retest by writing the target word, and at least three more examples of words that contain the same phonics element (e.g., ship, shop, shut, shed), on the *Regular Words Retest* sheets (examiner and student copies). Two copies are necessary because you need one to show the student and one to record the student's responses.
5. Retest and then use the results to design an intervention plan related to the phonics elements that were particularly challenging for the student.

### Reference

Carnine, D. W., Silbert, J., & Kameenui, E. J. (1997). *Direct Instruction Reading, 3<sup>rd</sup> Ed.* Upper Saddle River, NJ: Prentice Hall.

## Examiner Record Form

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

#	Item	Response		#	Item	Response
<b>Small Letter Sounds (Say: <i>What sound?</i>)</b>				<b>Capital Letter Sounds (Say: <i>What sound?</i>)</b>		
1	a			27	D	
2	m			28	A	
3	t			29	R	
4	s			30	H	
5	i			31	G	
6	f			32	B	
7	d			33	E	
8	r			34	Q	
9	o			<b>Regular Words (Say: <i>What word?</i>)</b>		
10	g			35	it	
11	l			36	am	
12	h			37	if	
13	u			38	sam	
14	c			39	mad	
15	b			40	cat	
16	n			41	him	
17	k			42	hot	
18	e			43	tag	
19	v			44	must	
20	p			45	hand	
21	y			46	flag	
22	j			47	drop	
23	x			48	strap	
24	w			49	skunk	
25	q					
26	z					

Note: Record + if the item is correct; record what the student says if the item is incorrect. If a letter name is stated say, *Yes that is the letter name...but what sound does it make.*

**Word Attack Skills Test – Beginning Level**  
**Student Copy**

**Small Letter Sounds**

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

## Capital Letter Sounds

**D**

**A**

**R**

**H**

**G**

**B**

**E**

**Q**

## Regular Words

**it**

**am**

**if**

**sam**

**mad**

**cat**

**him**

**hot**

**tag**

**must**

**hand**

**flag**

**drop**

**strap**

**skunk**

**Word Attack Skills Test – Beginning Level**  
**Examiner Record Form – Letter Sounds Retest**

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

#	Item	Response	#	Item	Response
<b>Letter Sounds</b> (Say: <i>What sound?</i> )			<b>Letter Sounds</b> (Say: <i>What sound?</i> )		
1			27		
2			28		
3			29		
4			30		
5			31		
6			32		
7			33		
8			34		
9			35		
10			36		
11			37		
12			38		
13			39		
14			40		
15			41		
16			42		
17			43		
18			44		
19			45		
20			46		
21			47		
22			48		
23			<b>Notes:</b>		
24					
25					
26					

Note: Write the target sounds (at least 4 examples of each one) and the review sounds in the "item" columns. Score a + for a correct response; and, write exactly what the students says if the response is incorrect.



**Word Attack Skills Test – Beginning Level**  
**Examiner Record Form – Regular Words *Retest***

#	Target Word Response	Item 1 Response	Item 2 Response	Item 3 Response
1	it			
2	am			
3	if			
4	sam			
5	mad			
6	cat			
7	him			
8	hot			
9	tag			
10	must			
11	hand			
12	flag			
13	drop			
14	strap			
15	skunk			

Note: Write additional words in the "item" columns. Score each response in the cell directly under the targeted word. Score a + for a correct response; and, write exactly what the students says if the response is incorrect.

**Word Attack Skills Test – Beginning Level**  
**Student Copy – Regular Words Retest**

<b>Target</b>	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3</b>
<b>it</b>			
<b>am</b>			
<b>if</b>			
<b>sam</b>			
<b>mad</b>			
<b>cat</b>			
<b>him</b>			
<b>hot</b>			
<b>tag</b>			
<b>must</b>			
<b>hand</b>			



<b>Target</b>	<b>Item 1</b>	<b>Item 2</b>	<b>Item 3</b>
<b>flag</b>			
<b>drop</b>			
<b>strap</b>			
<b>skunk</b>			