WIAT®-4

Wechsler Individual Achievement Test® (4th ed.)

Score Report

Name:	Harrison Lucas	Test date:	2024/12/14
Examinee ID:	HL2024V2	Report date:	2025/02/11
Birth date:	2011/09/02	Age at testing:	13:3
Gender:	Male	Grade:	7
Race/ethnicity:	Not specified	Semester:	Winter (December-February)
Handedness:	Not specified	Is this a retest?	
Home language:	Not specified	Examiner name:	JOEY TRAMPUSH

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[1.23 / RE1 / QG1]

Core Composite Score Summary

Composite/Subtest	Raw score[1]	Standard score	95% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Total Achievement	574	93	88 - 98	32	Average	-	-	-
Word Reading	93	99	94 - 104	47	Average	12:10	7.3	538
Reading Comprehension	29[2]	95	82 - 108	37	Average	12:2	7.1	512
Spelling	24	81	76 - 86	10	Below average	9:10	4.6	518
Essay Composition[3]	-	102	88 - 116	55	Average	13:9	8.6	584
Math Problem Solving	51	98	91 - 105	45	Average	12:6	7.6	534
Numerical Operations	35	99	91 - 107	47	Average	12:10	7.3	537
Reading	194	95	88 - 102	37	Average	-	-	-
Word Reading	93	99	94 - 104	47	Average	12:10	7.3	538
Reading Comprehension	29[2]	95	82 - 108	37	Average	12:2	7.1	512
Written Expression	274	89	81 - 97	23	Average	-	-	-
Spelling	24	81	76 - 86	10	Below average	9:10	4.6	518
Sentence Composition	*	91	80 - 102	27	Average	11:2	5.8	-
Essay Composition[3]	-	102	88 - 116	55	Average	13:9	8.6	584
Mathematics	197	98	92 - 104	45	Average	-	-	-
Math Problem Solving	51	98	91 - 105	45	Average	12:6	7.6	534
Numerical Operations	35	99	91 - 107	47	Average	12:10	7.3	537

* Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).
[1] For composites, Raw score refers to Sum of Subtest Standard Scores.
[2] Indicates a raw score that is converted to a weighted raw score (not shown).
[3] Essay Composition was scored using Pearson's Intelligent Essay Assessor™ (IEA).

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Supplemental Composite Score Summary

Composite/Subtest	Raw score [1]	Standard score	95% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Basic Reading	-	-	-	-	-	-	-	-
Pseudoword Decoding	-	-	-	-	-	-	-	-
Phonemic Proficiency	-	-	-	-	-	-	-	-
Word Reading	93	99	94 - 104	47	Average	12:10	7.3	538
Decoding	-	-	-	-	-	-	-	-
Pseudoword Decoding	-	-	-	-	-	-	-	-
Word Reading	93	99	94 - 104	47	Average	12:10	7.3	538
Reading Fluency	285	94	88 - 100	34	Average	-	-	-
Oral Reading Fluency	126[2]	93	86 - 100	32	Average	11:10	6.1	529
Orthographic Fluency	62[2]	103	95 - 111	58	Average	13:9	8.7	533
Decoding Fluency	32	89	82 - 96	23	Average	10:6	5.2	517
Math Fluency	318	107	101 - 113	68	Average	-	-	-
Math Fluency–Addition	39	109	98 - 120	73	Average	17:0-19:11	11.7	724
Math Fluency–Subtraction	30	99	91 - 107	47	Average	12:10	7.8	661
Math Fluency–Multiplication	32	110	101 - 119	75	Average	>19:11	>12.9	760
Orthographic Processing	184	91	85 - 97	27	Average	-	-	-
Orthographic Fluency	62[2]	103	95 - 111	58	Average	13:9	8.7	533
Spelling	24	81	76 - 86	10	Below average	9:10	4.6	518
Dyslexia Index	-	-	-	-	-	-	-	-
Word Reading	93	99	94 - 104	47	Average	12:10	7.3	538
Pseudoword Decoding	-	-	-	-	-	-	-	-
Orthographic Fluency	62[2]	103	95 - 111	58	Average	13:9	8.7	533

[1] For composites, Raw score refers to Sum of Subtest Standard Scores.
[2] Indicates a raw score that is converted to a weighted raw score (not shown).

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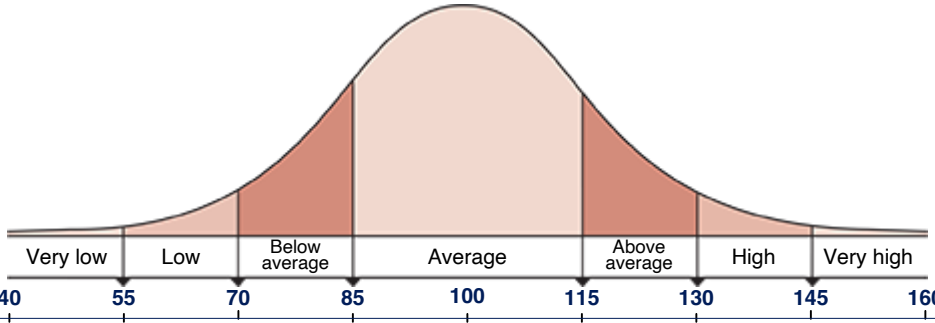
Core Composite Score Summary Profile



	Score	Confidence Interval
Total Achievement Composite	93	88 - 98
Word Reading	99	94 - 104
Reading Comprehension	95	82 - 108
Spelling	81	76 - 86
Essay Composition	102	88 - 116
Math Problem Solving	98	91 - 105
Numerical Operations	99	91 - 107
Reading Composite	95	88 - 102
Word Reading	99	94 - 104
Reading Comprehension	95	82 - 108
Written Expression Composite	89	81 - 97
Spelling	81	76 - 86
Sentence Composition	91	80 - 102
Essay Composition	102	88 - 116
Mathematics Composite	98	92 - 104
Math Problem Solving	98	91 - 105
Numerical Operations	99	91 - 107

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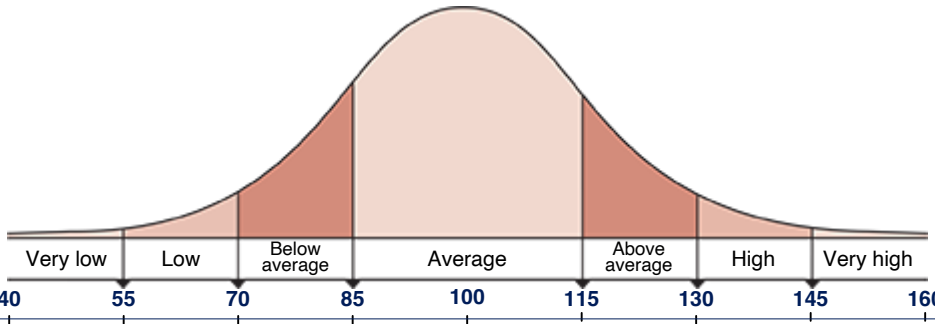
Supplemental Composite Score Summary Profile



	Score	Confidence Interval
Basic Reading Composite	-	-
Pseudoword Decoding	-	-
Phonemic Proficiency	-	-
Word Reading	99	94 - 104
Decoding Composite	-	-
Pseudoword Decoding	-	-
Word Reading	99	94 - 104
Reading Fluency Composite	94	88 - 100
Oral Reading Fluency	93	86 - 100
Orthographic Fluency	103	95 - 111
Decoding Fluency	89	82 - 96
Math Fluency Composite	107	101 - 113
Math Fluency—Addition	109	98 - 120
Math Fluency—Subtraction	99	91 - 107
Math Fluency—Multiplication	110	101 - 119

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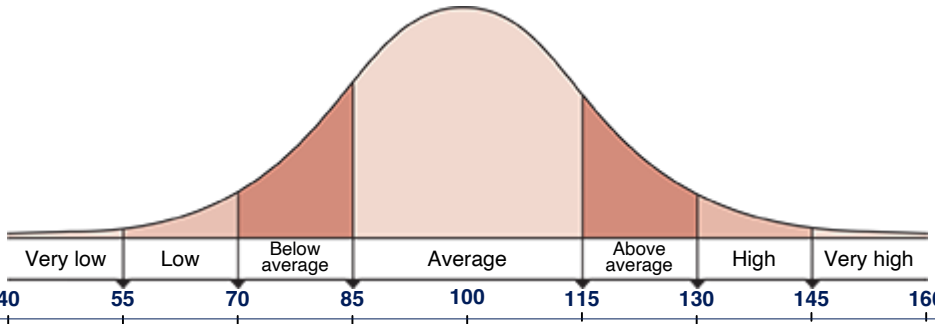
Supplemental Composite Score Summary Profile (Continued)



	Score	Confidence Interval
Oral Language Composite	-	-
Listening Comprehension	-	-
Oral Expression	-	-
Phonological Processing Composite	-	-
Pseudoword Decoding	-	-
Phonemic Proficiency	-	-
Orthographic Processing Composite	91	85 - 97
Orthographic Fluency	103	95 - 111
Spelling	81	76 - 86
Dyslexia Index Composite	-	-
Word Reading	99	94 - 104
Pseudoword Decoding	-	-
Orthographic Fluency	103	95 - 111

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Base Rates

Oral Reading Accuracy	The number of errors made by the examinee on the Oral Reading Fluency passages was unusually high compared to individuals in the normative sample who took the same item set: <=15% of the sample had the same number of errors or more, and at least 85% of the sample made fewer errors.
Oral Reading Rate	The examinee's reading rate on the Oral Reading Fluency passages was not unusual compared to individuals in the normative sample who took the same item set: >25% of the sample had the same or slower reading rate, and 75% or less of the sample had a faster reading rate.

Subtest Component Score Summary

Subtest/Component	Raw score [1]	Standard score	95% Confidence interval	Percentile rank	Descriptive category	Age equivalent	Grade equivalent	GSV
Sentence Composition	186	91	80 - 102	27	Average	11:2	5.8	-
Sentence Building	33	97	85 - 109	42	Average	12:2	6.6	504
Sentence Combining	22	89	75 - 103	23	Average	10:2	4.9	505

[1] Subtest raw score refers to sum of subtest component scores.

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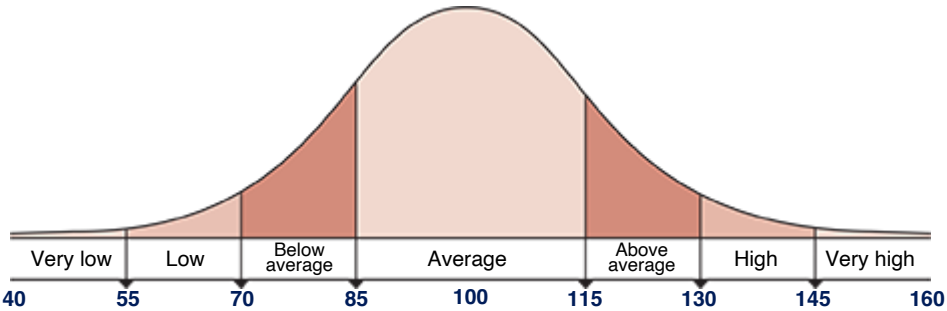
Subtest Component Score Summary Profile



	Score	Confidence Interval
Listening Comprehension	-	-
Receptive Vocabulary	-	-
Oral Discourse Comprehension	-	-
Sentence Composition	91	80 - 102
Sentence Building	97	85 - 109
Sentence Combining	89	75 - 103
Oral Expression	-	-
Expressive Vocabulary	-	-
Oral Word Fluency	-	-
Sentence Repetition	-	-

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Total Achievement Composite Standard Score Differences

Total Achievement	Composite	Difference	Critical value (0.05)	Significant difference	Base rate
Total Achievement	Reading	-2	5.54	No	>25%
Total Achievement	Written Expression	4	6.23	No	>25%
Total Achievement	Mathematics	-5	5.64	No	>25%
Total Achievement	Reading Fluency	-1	7.78	No	>25%
Total Achievement	Math Fluency	-14	8.05	Yes	<=15%
Total Achievement	Orthographic Processing	2	7.33	No	>25%

Notes. A negative difference indicates that the composite in the comparison has a higher score than the Total Achievement composite.
A significant difference between a composite score and the Total Achievement composite means the composite is either a personal strength (if the difference is negative) or a personal weakness (if the difference is positive).
Base rates are not reported when the difference between scores is zero.

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ERROR ANALYSIS SUMMARY

Dashes (-) indicate that no error analysis information is available.

Reading Comprehension

Item set: Set H - Grade 7

Error category	Incorrect	Correct	Attempted	% correct
Literal comprehension	3	8	11	73
Inferential comprehension	2	9	11	82
Narrative comprehension	1	7	8	88
Expository comprehension	4	10	14	71

Math Problem Solving

Feature	Error category	Incorrect	Correct	Attempted	% correct
Basic math skills	One-to-one counting	0	5	5	100
	Recognizing shapes	0	2	2	100
	Recognizing numerals	0	2	2	100
	Basic concepts	0	5	5	100
	Counting on	0	1	1	100
	Naming numerals (<11)	0	3	3	100
	Comparing numerals	0	3	3	100
	Ordering numerals	0	2	2	100
	Interpreting a number line	0	1	1	100
	Identifying place value	0	2	2	100
Everyday applications	Interpreting graphs	1	3	4	75
	Measuring an object	0	1	1	100
	Interpreting a calendar	0	2	2	100
	Addition & subtraction of objects	0	3	3	100
	Completing number patterns	1	2	3	67
	Time	0	1	1	100
	Money	0	2	2	100
Word problems	Single-operation word problems: General	0	2	2	100
	Single-operation word problems: Time	0	1	1	100
	Mixed-operations word problems: Money	1	0	1	0
	Fraction word problems	0	1	1	100
	Geometry/Algebra word problems	1	0	1	0

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Feature	Error category	Incorrect	Correct	Attempted	% correct
Fractions	Making fractions (less than whole)	0	2	2	100
	Ordering fractions	0	1	1	100
	Converting fractions to decimals	1	0	1	0
Geometry	Interpreting transformation of figures	0	2	2	100
	Finding perimeter	0	1	1	100
	Finding angles and sides/distances	1	0	1	0
Algebra	Solving simultaneous equations	1	0	1	0
	Recognizing prime numbers	0	0	0	-
	Solving probability problems	0	1	1	100
	Solving combination problems	0	0	0	-
	Mean, median, mode	1	0	1	0
	Finding slope and y-intercept	1	0	1	0

Sentence Composition

	Sentence Building				Sentence Combining			
Error category	Incorrect	Correct	Attempted	% correct	Incorrect	Correct	Attempted	% correct
Semantics	2	6	8	75	2	4	6	67
Grammar	1	7	8	88	3	3	6	50
Extra credit					3	3	6	50
Capitalization	0	8	8	100	2	4	6	67
End punctuation	1	7	8	88	2	4	6	67
Internal punctuation	3	5	8	63	2	4	6	67

Essay Composition

	Errors	
Error category	Yes	No
Capitalization	X	
End punctuation	X	
Internal punctuation	X	
Omission of words	X	
Extra/Inserted words	X	
Spelling	X	
Verb usage	X	
Pronoun usage	X	
Word ending	X	
Word order	X	

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Numerical Operations

Within-Item

Error category	Incorrect	% of total errors
Procedural/Conceptual	0	0
Factual	0	0
Careless	2	100

Item-Level

Feature	Error category	Incorrect	Correct	Attempted	% correct
Basic math skills	One-to-one counting	0	2	2	100
	Numeral formation	0	1	1	100
	Discriminating numbers from letters	0	1	1	100
	Number formation and order	0	1	1	100
	Identifying mathematical symbols	0	2	2	100
Addition	Addition with single-digit numbers	0	8	8	100
	Addition with 2-digit numbers	0	1	1	100
	Addition with 3-digit numbers & Regrouping	0	1	1	100
Subtraction	Subtraction with single-digit numbers	0	2	2	100
	Subtraction with 2-digit numbers & Regrouping	0	2	2	100
	Subtraction with 3-digit numbers & Regrouping	0	2	2	100
Multiplication	Multiplication with single-digit numbers	0	4	4	100
	Multiplication with 2-digit numbers & Regrouping	0	1	1	100
	Multiplication with 3-digit numbers & Regrouping	1	0	1	0
Division	Division with 2-digit numbers	0	1	1	100
	Division with 3-digit numbers	2	1	3	33
Arithmetic procedures	Regrouping	1	5	6	83
	Order of operations	0	1	1	100
	Calculating the percent of an integer	0	0	0	-
	Adding negative integers	1	0	1	0
Fractions	Addition of fractions	0	1	1	100
	Multiplication of fractions	0	0	0	-
	Division of fractions	0	0	0	-
	Simplifying fractions	0	1	1	100
Multistep equations	Solving 2-step equations	0	1	1	100
	Solving 3-step equations	2	0	2	0
	Solving simultaneous equations	0	0	0	-
Algebra	Finding functions	0	0	0	-

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Feature	Error category	Incorrect	Correct	Attempted	% correct
	Factoring	0	0	0	-
	Simplifying exponents and radicals	0	0	0	-
	Logarithms	0	0	0	-
Geometry	Numerical value of *pi*	0	1	1	100
	Finding area	0	0	0	-
	Finding sides of triangle	0	0	0	-
Advanced math skills	Trigonometry	0	0	0	-
	Limits	0	0	0	-
	Calculus	0	0	0	-

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ERROR ANALYSIS GOAL STATEMENTS

Reading Comprehension

Narrative/Expository

Based on the student's errors, circle narrative and/or expository passages in the literal or inferential annual goal and short-term objective statements.

Literal

Annual Goal

- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then answer ____ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions with ____ percent accuracy, looking back to the passage as needed to answer the questions.

Short-Term Objectives

- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently), listen to each of ____ oral, open-ended literal comprehension questions, and then point to/read the part of the passage that explicitly provides the answer to each question with ____ percent accuracy.
- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then answer ____ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions about who, what, when, where, and why facts that were explicitly stated in the passage with ____ percent accuracy, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then answer ____ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions about the beliefs, thoughts, intentions, feelings, or emotions experienced by a specific character that were explicitly stated in the passage with ____ percent accuracy, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then sequence ____ events that were explicitly stated in the passage by ordering cards that show pictures/words that describe each event with no more than ____ errors, looking back to the passage as needed to answer the questions.

Inferential

Annual Goal

- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then answer ____ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions with ____ percent accuracy, looking back to the passage as needed to help answer the questions.

  Note: Teachers may encourage students to provide support/evidence for their answers by reading aloud parts of the text that provide the basis for their inferences. In some cases, students may tell about background information and personal experiences that led to an inference; students should be encouraged to apply such knowledge to the understanding of texts, but also to find text-based justification for their inferences.

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Short-Term Objectives

- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then answer ____ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions about who, what, when, where, and why information that was not explicitly stated in the passage with ____ percent accuracy, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then answer ____ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions about the beliefs, thoughts, intentions, feelings, or emotions experienced by a specific character and not explicitly stated in the passage with ____ percent accuracy, looking back to the passage as needed to help answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then sequence ____ events, some of which were not explicitly stated in the passage, by ordering cards that show pictures/words that describe each event with no more than ____ errors, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then answer ____ oral, open-ended inferential questions about predicting events and outcomes based upon what the text implies with ____ percent accuracy.

  Note: The student may also read a portion of a passage/chapter, predict events/outcomes, and then continue reading for confirmation.
- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then identify (say/mark) whether a/an (*circle*: oral, written) statement is a main idea or a detail with no more than ____ errors, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage (*circle*: aloud, silently) and then orally define ____ unfamiliar words, using context to help determine word meaning, with ____ percent accuracy.

Math Problem Solving

Interpreting graphs

Annual Goal

- Given ___ mixed problems requiring the student to interpret data from a bar graph, a line graph, and a pie chart, the student will orally provide the answers with no more than ___ errors.

Short-Term Objectives

- Given ___ problems requiring the student to interpret and apply data from a pie chart involving (*circle*: whole numbers, percentages), the student will orally provide the answers with no more than ___ errors.

  Example: Show a pie graph showing percentage of allowance spent last year in various categories ($500 total: 20% on food, 30% on clothes, 40% on entertainment, 10% to savings). Ask the student what percentage of allowance was spent on food. Ask the student how much money was spent on food.
- Given ___ problems requiring the student to interpret and apply data from a line graph involving (*circle*: single-digit, two-digit, three-digit) numbers, the student will orally provide the answers with no more than ___ errors.

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Example: Show a line graph of the number of students enrolled in a school over the last 5 years. Ask the student how many students were enrolled in 2014. Ask the student how many more students were enrolled in 2014 than 2012.

- Given ___ problems requiring the student to identify differences among data in a bar graph, the student will orally provide the answers with no more than ___ errors.

  Example: Show a bar graph comparing the number of different animals at the zoo. Ask the student how many more lions there are than tigers.

- Given ___ problems requiring the student to interpret a bar graph involving (*circle*: single-digit, two-digit, three-digit) numbers, the student will orally provide the answers with no more than ___ errors.

  Example: Show a bar graph comparing favorite fruits among students. Ask the student which is the most popular fruit.

- Given ___ problems with stacks of cubes to represent results from a survey, the student will point to the appropriate stacks that represent the most popular response with no more than ___ errors.

  Example: Show 2 stacks of cubes that represent the results of a survey: the number of students in the class who have pets and do not have pets. Ask the student: Are there more students who have pets or don't have pets? (The correct answer is the stack with the greatest number of cubes.)

Completing number patterns

Annual Goal

- Given ___ problems that each include a missing value in a sequence of numbers that involve one operation: multiplying by (*circle*: twos, fives, tens), the student will (*circle*: write, say) the missing values with no more than ___ errors.

  Example: 6, 12, 24, ___ (Student writes/says: 48)

Short-Term Objective

- Given ___ problems that each include a missing value in a sequence of numbers that involve one operation: counting (*circle*: forward, backwards) by (*circle*: threes, fours, sixes, sevens, eights, nines), the student will (*circle*: write, say) the missing values with no more than ___ errors.

  Example: 44, 48, 52, ___, 60, 64 (Student writes/says: 56)

Mixed-operations word problems: Money

Annual Goal

- Given ___ word problems involving money and mixed operations of (*circle two or more*: addition, subtraction, multiplication, division), the student will orally provide the solutions with no more than ___ errors.

  Example: The recreational center charged 26 softball teams $15.50 to enter a tournament and $50 was given to the winning team. How much money did the recreational center make? (Student says: $353)

Short-Term Objective

- Given ___ word problems in which the student must compare price and weight of two products to determine the better purchase, the student will orally provide the answers with no more than ___ errors.

  Example: Which is a better buy: a $3 box of granola bars that weighs 8 ounces or a $4.50 box of granola bars that weighs 14 ounces? (Student says: the $4.50 box.)

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Geometry/Algebra word problems

Annual Goal

- Given ___ word problems requiring the student to use geometry and mixed operations (*circle two or more*: addition, subtraction, multiplication, division), the student will write the solutions with no more than ___ errors.

  Example: How many 2-inch by 1-inch pieces can be cut from a 10-inch by 5-inch board? (Student writes: 25.)

Short-Term Objective

- Given ___ word problems requiring the student to use geometry and a single operation (*circle*: addition, subtraction, multiplication, division), the student will write the solutions with no more than ___ errors.

  Example: How many feet of fencing would be required to enclose a square yard that is 50 feet wide? (Student writes: 200.)

Annual Goal

- Given ___ word problems requiring the student to use algebra, the student will (*circle*: write, say) the solutions with no more than ___ errors.

  Example: Student A is ten years older than Student B, and next year she will be twice as old as Student B. How old are they now? (Student writes: Student A = 19 yrs; Student B = 9 yrs.)

Short-Term Objective

- Given ___ word problems requiring the student to use algebra, the student will translate the word problem into an algebraic equation with no more than ___ errors.

  Example: The sum of twice a number plus 15 is 75. (Student writes: 2N + 15 = 75.)

  Note: Solution of the final equation is not required for the purpose of meeting this goal.

Converting fractions to decimals

Annual Goal

- Given ___ problems requiring the student to convert a fraction to a decimal, the student will write the solutions (*circle*: with, without) using a calculator with no more than ___ errors.

  Example: What is the decimal equivalent of 1/8? (Student writes: 0.125.)

Short-Term Objective

- Given ___ problems requiring the student to convert common fractions to a decimal, the student will (*circle*: write, say) the solutions with no more than ___ errors.

  Example: What is the decimal equivalent of 1/4? (Student writes: 0.25.)

  Note: Common fractions will include (*circle/enter*): 1/4, 1/2, 3/4, 1/3, 2/3, 1/10, 2/10, 3/10, _____

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Finding angles and sides/distances

Annual Goal

- Given ____ mixed problems, each requiring the student to calculate the missing angle of a triangle or to calculate distances using a map or grid, the student will write the solutions with no more than ____ errors.

Short-Term Objectives

- Given ____ problems requiring the student to calculate the missing angle of a triangle, the student will (*circle*: write, say) the solutions with no more than ____ errors.

  Example: In triangle ABC, angle A measures 30 degrees, and angle B measures 90 degrees. What is the measure of angle C? (Student writes/says: 60 degrees)

- Given ____ problems requiring the student to calculate distances using a map or grid, the student will (*circle*: write, say) the solutions with no more than ____ errors.

Solving simultaneous equations

Annual Goal

- Given ___ problems requiring the student to solve simultaneous equations, the student will write the solutions with no more than ___ errors.

  Example: 2x - 3y = 1
  x + 3y = 5
  xy = ?

  (Student writes: x = 2, y = 1, xy = 2)

Short-Term Objectives

- Given ___ written problems requiring the student to solve simultaneous equations that do *not* include a pair of coefficients that cancel each other out, the student will apply the method of substitution (the student will solve one equation either x or y and then substitute the solution into the other equation) with no more than ___ errors.

  Example: 2x + 3y = 8
  x + 2y = 5
  Student writes: x = 5 - 2y
  2(5 - 2y) + 3y = 8

  Note: Solution of the final equation is not required for the purpose of meeting this goal.

- Given ___ written problems requiring the student to solve simultaneous equations that include a pair of coefficients that cancel each other out, the student will write the solutions with no more than ___ errors.

  Example: 2x + y = 5
  x - y = 10
  Student writes: x = 5 y = -5

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Mean, median, mode

Annual Goal

- Given ___ problems requiring the student to identify the mean, median, or mode of a data set and apply the answer to solve a problem, the student will (*circle*: write, say) the solutions with no more than ___ errors.

  Example: A student has the following grades on tests: 87, 95, 76, and 88. The student wants an 85 or better average. What is the minimum grade the student must get on the last test in order to achieve that average? (Student writes/says: 79)

Short-Term Objective

- Given ___ problems requiring the student to identify the mean, median and mode of a data set, the student will (*circle*: write, say) the solutions with no more than ___ errors.

  Example: 2, 3, 7, 1, 2, 8, 5 (Student writes/says: mean = 4, median = 3, mode = 2)

Finding slope and y-intercept

Annual Goal

- Given ___ written problems requiring the student to identify the slope and y-intercept of a line from its graph, the student will write the equations of each line with no more than ___ errors.

Short-Term Objective

- Given ___ written problems requiring the student to identify the slope and y-intercept of a line from its graph, the student will write the slopes and y-intercepts with no more than ___ errors.

Sentence Composition

Semantics and Grammar

Annual Goal

- When asked to write ____ sentences that each include a different target word, the student will write a complete sentence that uses the target word with no more than ____ errors in semantics, grammar, or syntax.

  Target words will include (*circle*): nouns, verbs, adverbs, adjectives, pronouns, prepositions, articles, conjunctions

- When asked to combine (*circle*: two, three) written sentences into one complete sentence that means the same thing as the target sentences, the student will write a complete sentence that combines all essential information from the target sentences with no more than ____ errors in semantics, grammar, or syntax.

  Example: My dog is friendly. My dog's name is Benji. My dog likes to run. (Student writes: Benji, my friendly dog, likes to run.)

Short-Term Objectives

- Given ____ carrier phrases, the student will write complete sentences that begin with each given carrier phrase with no more than ____ errors in semantics, grammar, or syntax.

  Examples of carrier phrases: I have always...; I have never...; Today after school...; If I found a dog...

- Given ____ (*circle*: simple, compound, complex) sentences with a grammar/syntax error, the student will correct the grammar/syntax error with ____ percent accuracy.

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Examples: I gave my dog their food; I have a brother who I love; That's where me and my mom like to go.

- Given ____ pictures (of social situations, landscapes, animals, etc.), the student will write a complete sentence about the picture with no more than ____ errors in semantics, grammar, or syntax.
- Given three written words, the student will write a complete sentence that uses the three words (in any order, adding as many words as needed, without changing the three target words) with no more than ____ errors in semantics, grammar, or syntax.

  Example: cat small can (Student writes: I can see the small cat.)

Mechanics

Annual Goal

- When asked to write ____ sentences that each include a different target word, the student will write a complete sentence that uses the target word with no more than ____ errors in spelling, punctuation, or capitalization.

  Target words will include (*circle*): nouns, verbs, adverbs, adjectives, pronouns, prepositions, articles, conjunctions
- When asked to combine (*circle*: two, three) written sentences into one complete sentence that means the same thing as the target sentences, the student will write a complete sentence that combines all essential information from the target sentences with no more than ____ errors in spelling, punctuation, or capitalization.

  Example: My dog is friendly. My dog's name is Benji. My dog likes to run. (Student writes: Benji, my friendly dog, likes to run.)

Short-Term Objectives

- Given ____ (*circle*: simple, compound, complex) sentences with no capitalization or punctuation, the student will add correct capitalization and punctuation with ____ percent accuracy.

  Examples: where are you going after school; i love to play soccer and i also like to play basketball; i saw my friend my sister and my brothers two friends.
- Given ____ pictures (of social situations, landscapes, animals, etc.), the student will write a complete sentence about each picture with no more than ____ errors in spelling, punctuation, and capitalization.
- Given three written words, the student will write a complete sentence that uses the three words (in any order, adding as many words as needed, without changing the three target words) with no more than ____ errors in spelling, punctuation, and capitalization.

  Example: cat small can (Student writes: I can see the small cat.)

Oral Reading Fluency

Oral Reading Fluency

Annual Goal

- The student will read aloud a/an (*circle*: expository, narrative) passage at a ____ reading level at ____ correct words per minute with no more than ____ errors.

Short-Term Objectives

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- Given ____ phrase cards (cards with short phrases printed on them) that the teacher holds and flips through as the student reads aloud, providing immediate feedback when a reading error occurs, the student will correctly read the phrase on each card aloud, and will reduce the time it takes to read the phrase cards correctly from ____ to ____ seconds.

  Phrase examples: under the car; over the house; into the room; next to the dog; across the river

  Note: Phrases may begin with prepositional phrases and gradually expand to include participial, gerund, and infinitive phrases.

- The student will silently read ____ short declarative sentences containing true and false statements, and circle T or F to indicate true or false after each statement with no more than ____ errors and reduce the time it takes to complete the task from ____ to ____ seconds.

  Sentence examples: A bird has wings. Snow is hot. Blue is a color. Ducks have four legs.

- Given a/an (*circle*: expository, narrative) passage at a ____ reading level, the student will read the passage aloud several times (repeated reading), receiving feedback from the teacher as needed to indicate when a reading error occurs, and will read at least ____ correct words per minute.

  Note: Feedback from the teacher to indicate when a reading error occurs may be verbal (e.g., "oops") or nonverbal (e.g., tap a pencil).

Essay Composition

Text Writing Fluency

Annual Goal

- In response to a written (*circle*: expository, narrative) essay prompt that is read aloud to the student, the student will write an essay using at least ____ words.

Short-Term Objectives

- Given a written (*circle*: expository, narrative) essay prompt that is read aloud to the student, the student will write a list of ____ essential pieces of information that should be included in the essay.
- Given a written (*circle*: expository, narrative) essay prompt that is read aloud to the student and either an outline or a list of essential information to include in the essay, the student will write at least ____ words.
- In response to a written (*circle*: expository, narrative) essay prompt that is read aloud to the student, the student will speak their response into an audio recorder, say at least ____ words, and then write an essay with at least ____ words.

The following errors were included in the student's essay. Consider including these error types in the short-term objective statements.

Capitalization
End punctuation
Internal punctuation
Omission of words
Extra/inserted words
Spelling
Verb usage
Pronoun usage
Word ending

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Word order

Grammar and Mechanics

Annual Goal

- In response to a written (*circle*: expository, narrative) essay prompt that is read aloud to the student, the student will write, revise, and edit the essay with no more than ____ errors in grammar and no more than ____ errors in mechanics (spelling, capitalization, punctuation).

Short-Term Objectives

- Given a written (*circle*: expository, narrative), (*circle*: one, two, three, four, five) - paragraph essay/passage that (*circle*: was, was not) written by the student and includes at least ____ grammar/syntax errors, the student will correct grammar and syntax errors in the essay/passage with ____ percent accuracy.
- Given a written (*circle*: expository, narrative), (*circle*: one, two, three, four, five) - paragraph essay/passage that (*circle*: was, was not) written by the student and includes at least ____ mechanics (spelling, capitalization, punctuation) errors, the student will correct all mechanics errors in the essay/passage with ____ percent accuracy.

  Note: Use of a dictionary or similar resource may be permitted for correcting spelling errors.
- Given a written (*circle*: expository, narrative), (*circle*: one, two, three, four, five) - paragraph essay/passage that (*circle*: was, was not) written by the student, the student will listen and follow along as the essay is read aloud, one sentence at a time, and identify (*circle*) grammar and syntax errors, including word omissions, incorrect/omitted word endings, awkward sentence structure, etc. with no more than ____ errors.

  Note: Students who demonstrate strong listening comprehension and oral expression (syntax) skills may benefit most from this activity.
- Given a written (*circle*: expository, narrative), (*circle*: one, two, three, four, five) - paragraph essay/passage that (*circle*: was, was not) written by the student, the student will read the essay aloud and identify(*circle*) grammar and syntax errors, including word omissions, incorrect/omitted word endings, awkward sentence structure, etc. with no more than ____ errors.

  Note: Students who demonstrate strong reading and oral expression (syntax) skills may benefit most from this activity.
- Given a written (*circle*: expository, narrative), (*circle*: one, two, three, four, five) - paragraph essay/passage that (*circle*: was, was not) written by the student, the student will read the essay aloud/silently and identify (circle) mechanics errors, including spelling, punctuation, and capitalization with no more than ____ errors.

Theme Development and Text Organization

Use the Content and Organization qualitative analysis to select applicable short-term objectives.

Annual Goal

- In response to a written (*circle*: expository, narrative) essay prompt that is read aloud to the student, the student will write a (*circle*: three, five) paragraph essay with no off-topic statements, including a thesis statement and introduction paragraph, one or more body paragraph(s) that include at least three complete thoughts/sentences that contribute to the body of the essay, and a conclusion paragraph that summarizes the information presented and re-states the thesis of the essay.

  Note: Disregard errors in grammar and mechanics for the purpose of meeting this goal.

Short-Term Objectives

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- In response to a written (*circle*: expository, narrative) essay prompt that is read aloud to the student, the student will write an **outline**, or other graphic organizer, that summarizes the thesis, reasons, evidence/supporting details, and conclusion, and how the information will be organized within the essay.

  Note: Disregard errors in grammar and mechanics for the purpose of meeting this goal.

- Given a written (*circle*: expository, narrative) essay prompt and an outline that (*circle*: was, was not) written by the student, the student will write an **introduction paragraph** that includes a thesis statement and a summary of the reasons or events that will be presented.

  Note: If reading is an area of weakness, the teacher may read the prompt and outline to the student. Disregard errors in grammar and mechanics for the purpose of meeting this goal.

- Given a written (*circle*: expository, narrative) essay prompt and an outline and introduction that (*circle*: were, were not) written by the student, the student will write a **body paragraph** that includes at least three reasons/events that support the thesis of the essay, and includes an elaboration, or supporting detail, after each main reason/event.

  Note: If reading is an area of weakness, the teacher may read the prompt, outline, and introduction to the student. Disregard errors in grammar and mechanics for the purpose of meeting this goal.

- Given a written (*circle*: expository, narrative) essay prompt and an outline and introduction that (*circle*: were, were not) written by the student, the student will write a **body paragraph** that uses conjunctions and/or transition words before each of the three reasons/events provided that support the thesis of the essay, and includes an elaboration, or supporting detail, after each main reason/event.

  Note: If reading is an area of weakness, the teacher may read the prompt, outline, and introduction to the student. Disregard errors in grammar and mechanics for the purpose of meeting this goal.

- Given a written (*circle*: expository, narrative) essay prompt and an outline and introduction and body paragraphs that (*circle*: were, were not) written by the student, the student will write a **conclusion paragraph** that summarizes the information presented and re-states the thesis of the essay.

  Note: If reading is an area of weakness, the teacher may read the prompt, outline, and introduction and body paragraphs to the student. Disregard errors in grammar and mechanics for the purpose of meeting this goal.

- Given a written (*circle*: expository, narrative) paragraph that (*circle*: was, was not) written by the student and includes informal language that resembles "talk written down," the student will revise, or re-write, the paragraph and replace each usage of informal language with more formal written language with no more than ____ informal phrases remaining.

  Example: Revise "So that's why I love it. I mean, I play it like every day." to "These are three reasons that soccer is my favorite game, and why I enjoy playing it as often as I can."

Numerical Operations

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Multiplication with 3-digit numbers

Annual Goal

- Given ____ written problems in which two three-digit numbers are multiplied (*circle*: with, without) regrouping/borrowing, the student will write the answers with no more than ____ errors.

Short-Term Objectives

- Given ____ written problems in which a three-digit number and a two-digit number are multiplied (*circle*: with, without) regrouping/borrowing, the student will write the answers with no more than ____ errors.
- Given ____ written problems in which a three-digit number and a single-digit number are multiplied (*circle*: with, without) regrouping/borrowing, the student will write the answers with no more than ____ errors.

Division with 3-digit numbers

Annual Goal

- Given ____written problems, presented in vertical/long division format, requiring division of a three-digit number by a two-digit number with no remainders in the quotient, the student will write the answers with no more than ____ errors.

Short-Term Objective

- Given ____ written problems, presented in vertical/long division format, requiring division of a three-digit number by a single-digit number with no remainders in the quotient, the student will write the answers with no more than ____ errors.

Regrouping

Annual Goal

- Given ____ written (*circle*: two-digit, three-digit, four-digit), (*circle*: addition, subtraction, multiplication, division) problems, requiring the student to use regrouping to solve the problem, the student will write the solutions with no more than ____ errors.

Short-Term Objective

- Given ____ written (*circle*: addition, subtraction, multiplication, division) problems, requiring the student to use regrouping to solve the problem, the student will use base-ten blocks to solve the problems and (*circle*: write, say) the solutions with no more than ____ errors.

Adding negative integers

Annual Goal

- Given ___ written problems presented (*circle*: horizontally, vertically) requiring the student to add (*circle*: two, three, four) negative integers (*circle*: with, without) the use of a number line, the student will write the solution with no more than ____ errors.

Short-Term Objectives

- Given ___ written problems presented (*circle*: horizontally, vertically) requiring the student to add a single-digit and a two-digit negative integer (*circle*: with, without) the use of a number line, the student will write the solution with no more than ____ errors.

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- Given ___ oral problems that require (*circle*: two, three, four) negative integers to be added, the student will say the answers with no more than ___ errors.

  Example: Teacher says: -4, -10, -2. (Student says: -16)

Solving 3-step equations

Annual Goal

- Given ___ written problems requiring the student to solve a three-step equation, the student will write the solutions with no more than ___ errors.

  Example: 5x - 2 = 3x + 4 (Student writes: 3)

Short-Term Objectives

- Given ____ written problems requiring the student to solve a three-step equation, the student will write the first two steps of the equations with no more than ____ errors.

  Example: 5x - 2 = 3x + 4
  Student writes: 5x = 3x + 4 + 2
  5x = 3x + 6
  5x - 3x = 3x + 6 - 3x
  2x = 6

- Given ____ written problems requiring the student to solve a three-step equation, the student will write the first step of the equations with no more than ____ errors.

  Example: 5x - 2 = 3x + 4
  Student writes: 5x = 3x + 4 + 2
  5x = 3x + 6

End of Report

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WIAT®-4

Wechsler Individual Achievement Test® (4th ed.)

Parent Report

Name:	Harrison Lucas	Test date:	2024/12/14
Examinee ID:	HL2024V2	Report date:	2025/02/11
Birth date:	2011/09/02	Age at testing:	13:3
Gender:	Male	Grade:	7
Race/ethnicity:	Not specified	Semester:	Winter (December-February)
Handedness:	Not specified	Is this a retest?	
Home language:	Not specified	Examiner name:	JOEY TRAMPUSH

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[1.23 / RE1 / QG1]

This student was recently administered the *Wechsler Individual Achievement Test-Fourth Edition* (WIAT®-4). This test includes subtests to measure listening, speaking, reading, writing, and mathematics skills. The following is a description of each subtest that was administered to this student.

Subtest Descriptions

Subtest Grade Levels	**Description**
Word Reading Grades PK–12+	The Word Reading subtest is designed to measure letter and letter-sound knowledge and single word reading. In Part 1, examinees identify letters and match letters to sounds. In Part 2, examinees read aloud a list of regular and irregular words.
Reading Comprehension Grades K–12+	The Reading Comprehension subtest measures reading comprehension skills at the level of the word, sentence, and passage. Early items require examinees to match pictures with words to demonstrate comprehension. Sentence-level comprehension items require examinees to read a sentence and then answer a literal question about it. To measure passage comprehension, examinees read narrative and expository passages and answer literal and inferential comprehension questions asked by the examiner. Examinees can refer to the passage as needed to answer the questions.
Math Problem Solving Grades PK–12+	The Math Problem Solving subtest measures a range of math problem-solving skill domains including basic concepts, everyday applications, geometry, and algebra. Examinees point to pictures or respond orally to items that require the application of mathematical principles to real-life situations.
Orthographic Fluency Grades 1–12+	The Orthographic Fluency subtest is designed to measure an examinee's orthographic lexicon, or sight vocabulary. Examinees read aloud a list of irregular words as quickly as possible during two timed trials.
Sentence Composition Grades 1–12+	The Sentence Composition subtest is designed to measure sentence formulation skills. Responses are scored based on semantics, grammar, capitalization, and the use of internal and ending punctuation. It includes two component scores: (1) ***Sentence Building:*** Examinees write sentences that each include a target word. (2) ***Sentence Combining:*** Examinees combine the ideas from two or three given sentences into one sentence.
Oral Reading Fluency Grades 1–12+	For the Oral Reading Fluency subtest, examinees read two passages aloud. The subtest standard score is based on the average number of words read correctly per minute across the two passages. Examinees answer a comprehension question after each passage to encourage reading with comprehension, but comprehension does not factor into the score. Base rate information is provided for accuracy (number of errors) and rate (elapsed time). Reading prosody is evaluated using a qualitative scale.
Essay Composition Grades 3–12+	The Essay Composition subtest is designed to measure spontaneous writing fluency at the discourse level. Examinees are asked to write a descriptive expository essay within a 10-minute time limit. Essays are scored for semantics, grammar, and mechanics. Content and organization are also evaluated using a qualitative rubric.

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Numerical Operations Grades K–12+	The Numerical Operations subtest measures math calculation skills. For early items, examinees respond orally to questions about number concepts and counting. For later items, examinees write answers to printed math problems ranging from basic operations with integers to geometry, algebra, and calculus problems.
Decoding Fluency Grades 3–12+	The Decoding Fluency subtest is designed to measure phonic decoding fluency. Examinees read aloud a list of pseudowords as quickly as possible during two timed trials.
Spelling Grades K–12+	The Spelling subtest measures written spelling from dictation. Examinees write words that are dictated within the context of a sentence. For early items, examinees write letters that represent sounds.
Math Fluency–Addition Grades 1–12+	The Math Fluency–Addition subtest is designed to measure addition fact fluency. Examinees complete as many written addition problems as possible within 60 seconds.
Math Fluency–Subtraction Grades 1–12+	The Math Fluency–Subtraction subtest is designed to measure subtraction fact fluency. Examinees complete as many written subtraction problems as possible within 60 seconds.
Math Fluency–Multiplication Grades 3–12+	The Math Fluency–Multiplication subtest is designed to measure multiplication fact fluency. Examinees complete as many written multiplication problems as possible within 60 seconds.

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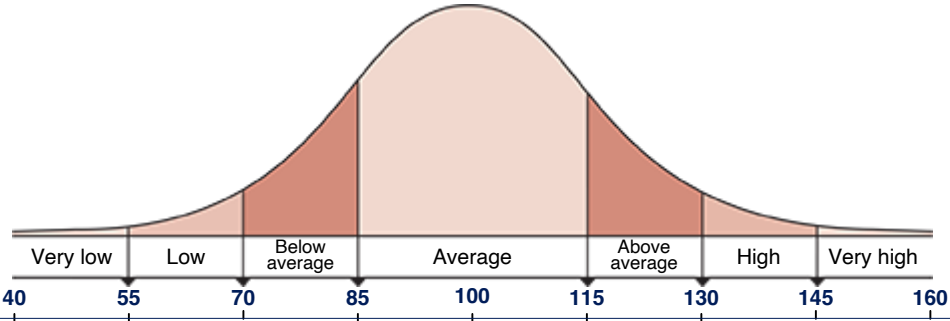
Graph of Performance by Core Composites and Subtests



	Score	Confidence Interval
Total Achievement Composite	93	88 - 98
Word Reading	99	94 - 104
Reading Comprehension	95	82 - 108
Spelling	81	76 - 86
Essay Composition	102	88 - 116
Math Problem Solving	98	91 - 105
Numerical Operations	99	91 - 107
Reading Composite	95	88 - 102
Word Reading	99	94 - 104
Reading Comprehension	95	82 - 108
Written Expression Composite	89	81 - 97
Spelling	81	76 - 86
Sentence Composition	91	80 - 102
Essay Composition	102	88 - 116
Mathematics Composite	98	92 - 104
Math Problem Solving	98	91 - 105
Numerical Operations	99	91 - 107

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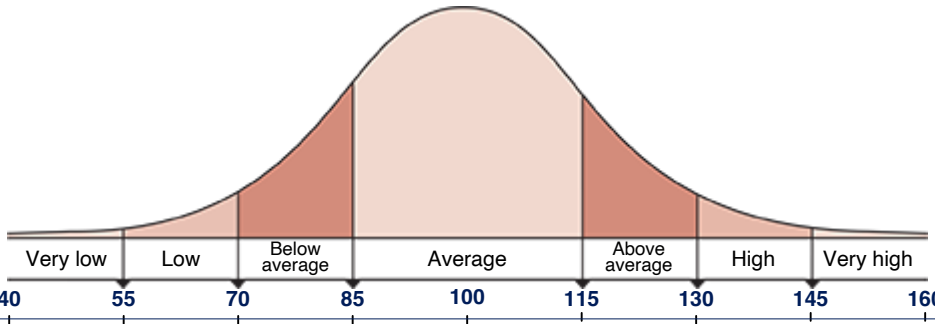
Graph of Performance by Supplemental Composites and Subtests



	Score	Confidence Interval
Basic Reading Composite	-	-
Pseudoword Decoding	-	-
Phonemic Proficiency	-	-
Word Reading	99	94 - 104
Decoding Composite	-	-
Pseudoword Decoding	-	-
Word Reading	99	94 - 104
Reading Fluency Composite	94	88 - 100
Oral Reading Fluency	93	86 - 100
Orthographic Fluency	103	95 - 111
Decoding Fluency	89	82 - 96
Math Fluency Composite	107	101 - 113
Math Fluency—Addition	109	98 - 120
Math Fluency—Subtraction	99	91 - 107
Math Fluency—Multiplication	110	101 - 119

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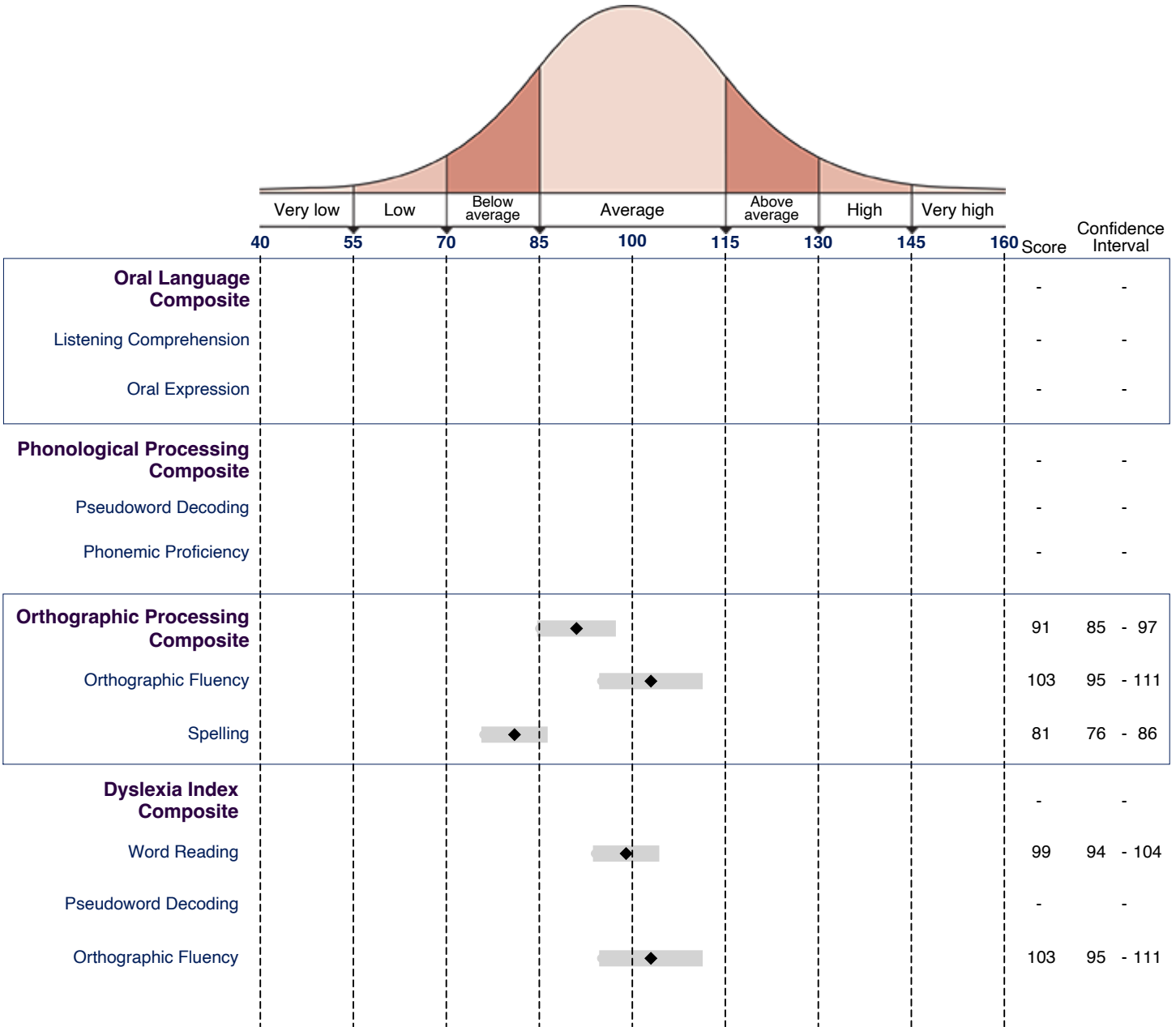
Graph of Performance by Supplemental Composites and Subtests (Continued)



End of Report

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