WAIS®-IV

WECHSLER ADULT INTELLIGENCE SCALE®– FOURTH EDITION

WAIS®-IV
Wechsler Adult Intelligence Scale®-Fourth Edition
Score Report

Examinee Name	Rosa Sierra	Date of Report	2018/08/03	
Examinee ID	8206	Years of Education		
Date of Birth	1973/07/09	Primary Language		
Gender	Female	Handedness		
Race/Ethnicity		Examiner Name	JOEY TRAMPUSH	
Date of Testing	2018/05/25	Age at Testing	44 years 10 months	Retest? No

Comments:

PsychCorp

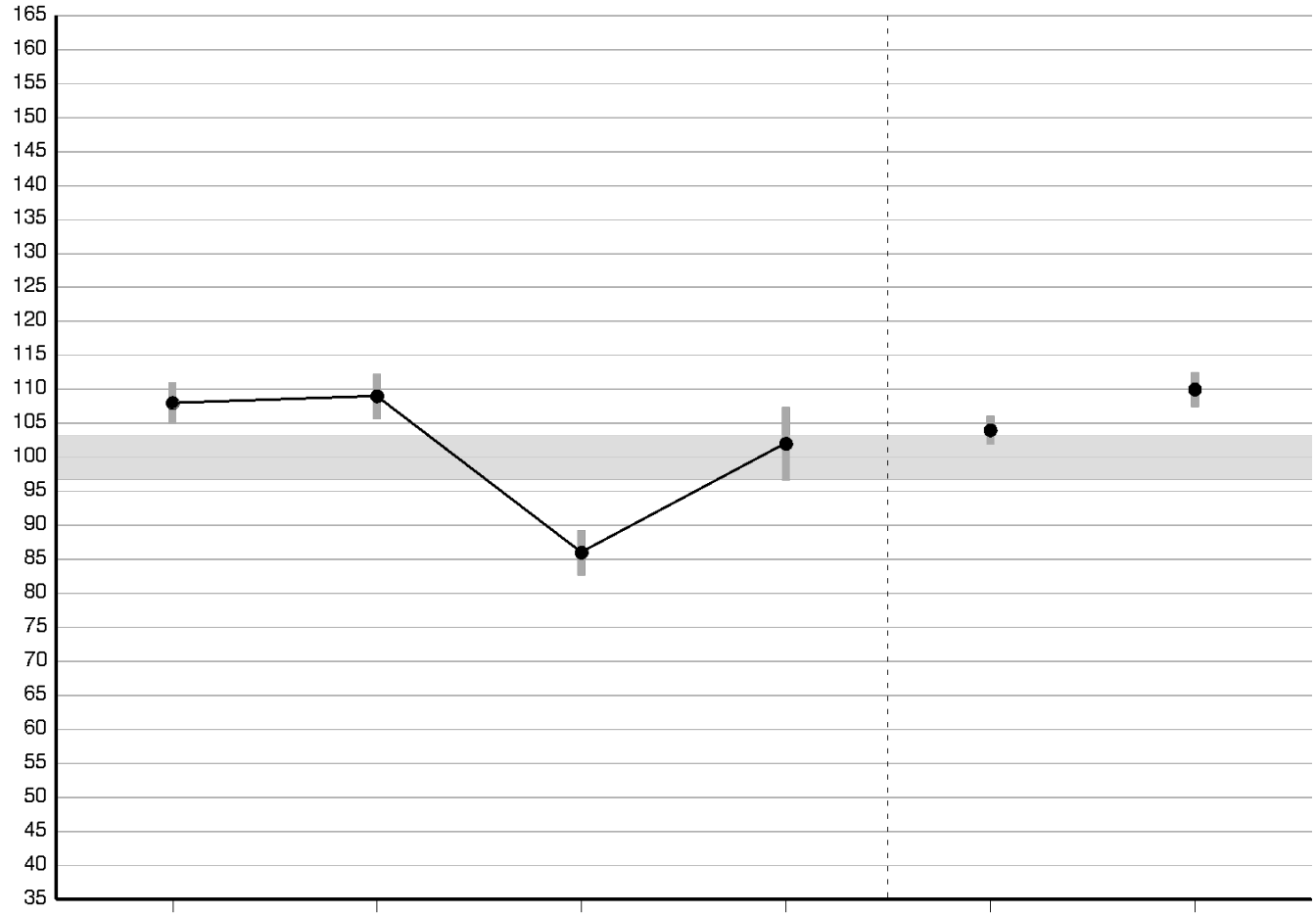
[1.0 / RE1 / QG1]

Composite Score Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Conf. Interval	Qualitative Description
Verbal Comprehension	35	VCI 108	70	102-113	Average
Perceptual Reasoning	35	PRI 109	73	102-115	Average
Working Memory	15	WMI 86	18	80-94	Low Average
Processing Speed	21	PSI 102	55	93-110	Average
Full Scale	106	FSIQ 104	61	100-108	Average
General Ability	70	GAI 110	75	105-115	High Average

Confidence Intervals are based on the Overall Average *SEM*s.
The GAI is an optional composite summary score that is less sensitive to the influence of working memory and processing speed. Because working memory and processing speed are vital to a comprehensive evaluation of cognitive ability, it should be noted that the GAI does not have the breadth of construct coverage as the FSIQ.

Composite Score Profile



	VCI	PRI	WMI	PSI	FSIQ	GAI
Composite Score	108	109	86	102	104	110
SEM	3.0	3.35	3.35	5.41	2.12	2.6

Note. The vertical bars represent the standard error of measurement (*SEM*). *SEM* values are based on the examinee's age.

ANALYSIS

Index Level Discrepancy Comparisons

Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y/N	Base Rate by Ability Level
VCI - PRI	108	109	-1	8.81	N	46.7
VCI - WMI	108	86	22	8.81	Y	4.4
VCI - PSI	108	102	6	12.12	N	35.5

PRI - WMI	109	86	23	9.29	Y	4.1
PRI - PSI	109	102	7	12.47	N	30.4
WMI - PSI	86	102	-16	12.47	Y	12.8
FSIQ - GAI	104	110	-6	3.66	Y	15.4

Base Rate by Ability Level.
Statistical significance (critical value) at the .05 level.

Verbal Comprehension Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	*SEM*
Similarities	24	9	37	10	1.04
Vocabulary	46	12	75	13	0.73
Information	21	14	91	15	0.85

Perceptual Reasoning Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	*SEM*
Block Design	52	12	75	11	0.99
Matrix Reasoning	20	11	63	11	0.95
Visual Puzzles	17	12	75	11	1.04

Working Memory Subtests Summary

Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	*SEM*
Digit Span	25	8	25	8	0.73
Arithmetic	11	7	16	8	0.99
(Letter-Number Seq.)	19	9	37	9	1.12

Processing Speed Subtests Summary

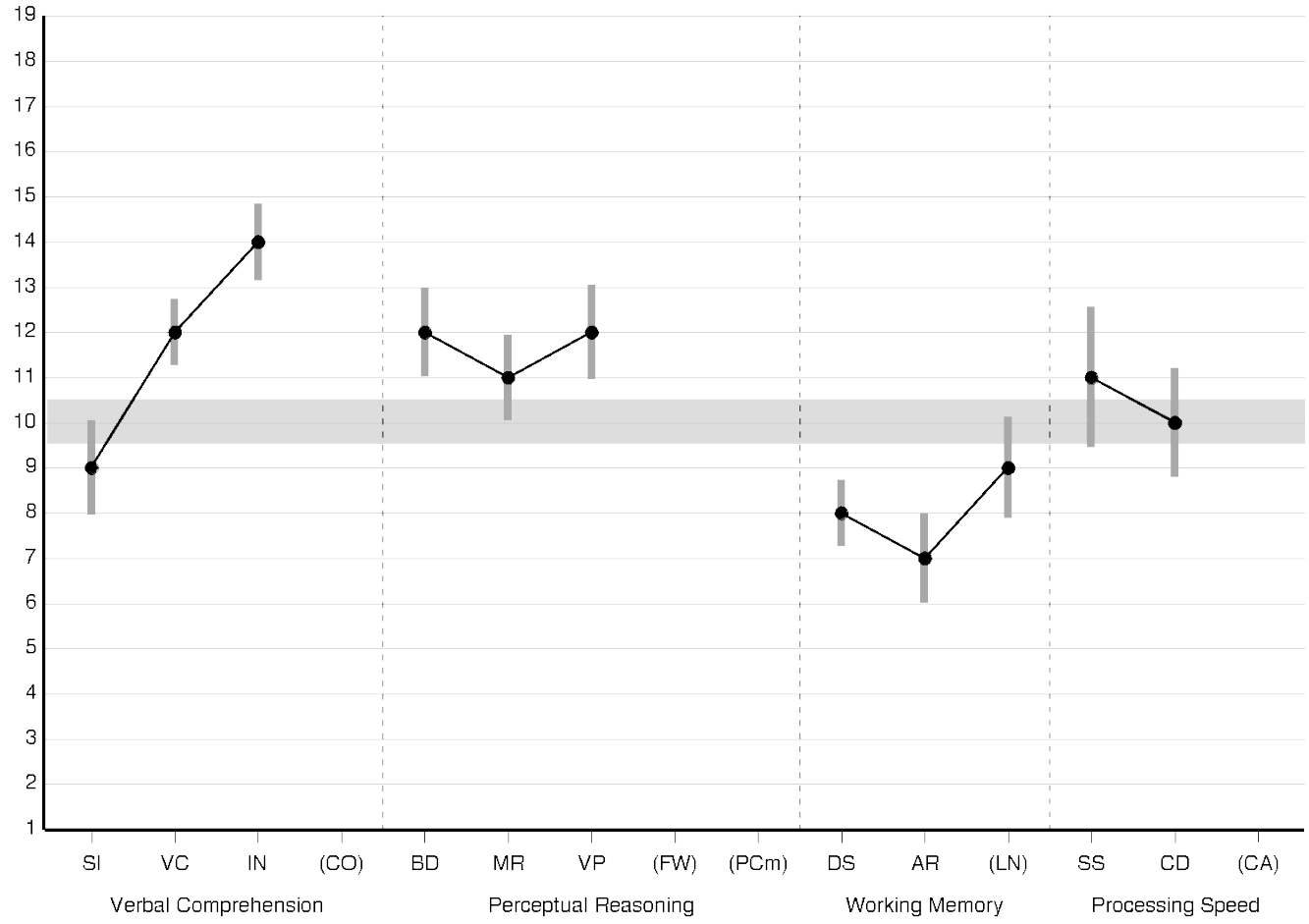
Subtest	Raw Score	Scaled Score	Percentile Rank	Reference Group Scaled Score	*SEM*
Symbol Search	35	11	63	10	1.56
Coding	70	10	50	9	1.20

Subtest Level Discrepancy Comparisons

Subtest Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y/N	Base Rate
Digit Span - Arithmetic	8	7	1	2.57	N	42.80
Symbol Search - Coding	11	10	1	3.41	N	42.60

Statistical significance (critical value) at the .05 level.

Subtest Scaled Score Profile



Note. The vertical bars represent the standard error of measurement (*SEM*).

DETERMINING STRENGTHS AND WEAKNESSES

Differences Between Subtest and Verbal Comprehension and Perceptual Reasoning Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Difference	Critical Value .05	Strength or Weakness	Base Rate
Block Design	12	11.67	0.33	2.05		>25%
Similarities	9	11.67	-2.67	1.91	W	5%
Matrix Reasoning	11	11.67	-0.67	1.92		>25%
Vocabulary	12	11.67	0.33	1.58		>25%

Visual Puzzles	12	11.67	0.33	1.99		>25%
Information	14	11.67	2.33	1.64	S	10%

Verbal Comprehension: Mean = 11.67, Scatter = 5, Base rate = 12.1
Base Rate for Intersubtest Scatter is reported for 3 Verbal Comprehension Subtests.
Perceptual Reasoning: Mean = 11.67, Scatter = 1, Base rate = 97.5
Base Rate for Intersubtest Scatter is reported for 3 Perceptual Reasoning Subtests.
Statistical significance (critical value) at the .05 level.

PROCESS ANALYSIS

Perceptual Reasoning Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	*SEM*
Block Design No Time Bonus	44	12	75	1.08

Working Memory Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	Base Rate	*SEM*
Digit Span Forward	10	9	37	--	1.20
Digit Span Backward	6	7	16	--	1.12
Digit Span Sequencing	9	10	50	--	1.24
Longest Digit Span Forward	6	--	--	81.0	--
Longest Digit Span Backward	4	--	--	85.5	--
Longest Digit Span Sequence	7	--	--	25.0	--
Longest Letter-Number Sequence	5	--	--	77.0	--

Process Level Discrepancy Comparisons

Process Comparison	Score 1	Score 2	Difference	Critical Value .05	Significant Difference Y/N	Base Rate
Block Design - Block Design No Time Bonus	12	12	0	3.08	N	
Digit Span Forward - Digit Span Backward	9	7	2	3.65	N	27.2
Digit Span Forward - Digit Span Sequencing	9	10	-1	3.60	N	45.2
Digit Span Backward - Digit Span Sequencing	7	10	-3	3.56	N	17.3
Longest Digit Span Forward - Longest Digit Span Backward	6	4	2	--	--	61.5
Longest Digit Span Forward -	6	7	-1	--	--	13.5

Longest Digit Span Sequence						
Longest Digit Span Backward - Longest Digit Span Sequence	4	7	-3	--	--	12.5

Statistical significance (critical value) at the .05 level.

Raw Scores

Subtest	Score Range	Raw Score
Block Design	0-66	52
Similarities	0-36	24
Digit Span	0-48	25
Matrix Reasoning	0-26	20
Vocabulary	0-57	46
Arithmetic	0-22	11
Symbol Search	0-60	35
Visual Puzzles	0-26	17
Information	0-26	21
Coding	0-135	70
Letter-Number Seq.	0-30	19
Figure Weights	0-27	
Comprehension	0-36	
Cancellation	0-72	
Picture Completion	0-24	

Process	Score Range	Raw Score
Block Design No Time Bonus	0-48	44
Digit Span Forward	0-16	10
Digit Span Backward	0-16	6
Digit Span Sequencing	0-16	9
Longest Digit Span Forward	0, 2-9	6
Longest Digit Span Backward	0, 2-8	4
Longest Digit Span Sequence	0, 2-9	7
Longest Letter-Number Seq.	0, 2-8	5

End of Report

WIAT®-III

Wechsler Individual Achievement Test®-Third Edition

Score Report

Examinee Name	Rosa Sierra	Date of Report	2018/08/03	
Examinee ID	8206	Grade	N/A	
Date of Birth	1973/07/09	Home Language	Not Specified	
Gender	Female	Handedness	Not Specified	
Race/Ethnicity	Not Specified	Examiner Name	JOEY TRAMPUSH	
Date of Testing	2018/05/25	Age at Testing	44 years 10 months	Retest? No

Comments:

[1.7 / RE1 / QG1]

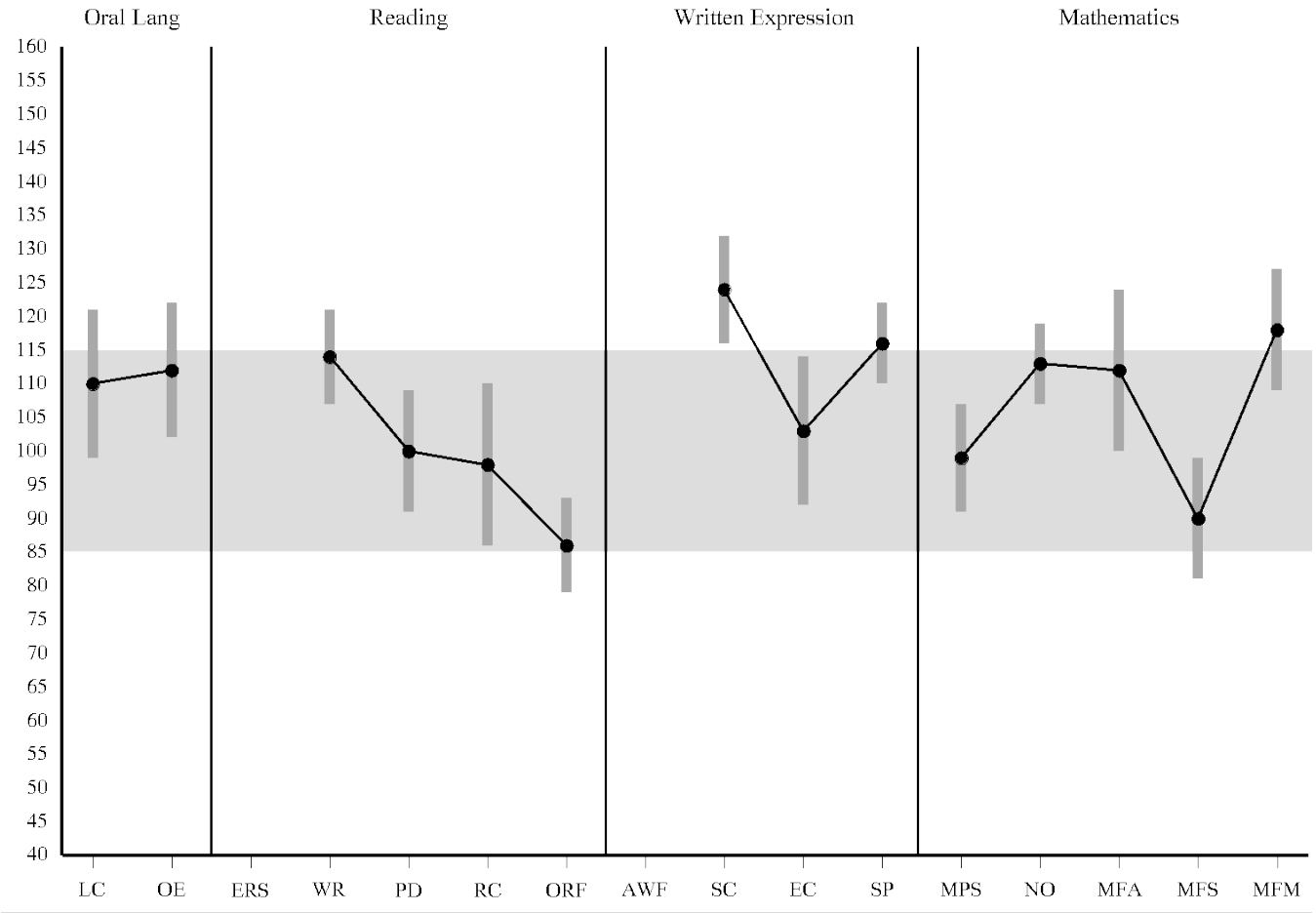
WIAT-III — Age Based Scores

Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Listening Comprehension	-	110	99-121	75	64	6	N/A	N/A	N/A
Reading Comprehension	39[1]	98	86-110	45	47	5	N/A	N/A	N/A
Math Problem Solving	56	99	91-107	47	49	5	N/A	N/A	N/A
Sentence Composition	-	124	116-132	95	84	8	N/A	N/A	N/A
Word Reading	73	114	107-121	82	70	7	N/A	N/A	N/A
Essay Composition	-	103	92-114	58	54	5	N/A	N/A	N/A
Pseudoword Decoding	42	100	91-109	50	50	5	N/A	N/A	N/A
Numerical Operations	46	113	107-119	81	68	7	N/A	N/A	N/A
Oral Expression	-	112	102-122	79	67	7	N/A	N/A	N/A
Oral Reading Fluency	123[1]	86	79-93	18	30	3	N/A	N/A	N/A
Spelling	59	116	110-122	86	72	7	N/A	N/A	N/A
Math Fluency-Addition	48	112	100-124	79	67	7	N/A	N/A	N/A
Math Fluency-Subtraction	36	90	81-99	25	36	4	N/A	N/A	N/A
Math Fluency-Multiplication	40	118	109-127	88	75	7	N/A	N/A	N/A

- Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).
[1] Indicates a raw score that is converted to a weighted raw score (not shown).
[2] Indicates that a raw score is based on a below grade level item set.

Subtest Score Profile



Note. The vertical bars represent the confidence interval at 95%.

Supplemental Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Oral Reading Accuracy	370*	88	73-103	21	33	3	N/A	N/A	N/A
Oral Reading Rate	181*	88	80-96	21	33	3	N/A	N/A	N/A

*Indicates a raw score that is converted to a weighted raw score (not shown).

Cumulative Percentages

Word Reading Speed	The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score.
Pseudoword Decoding Speed	The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score.

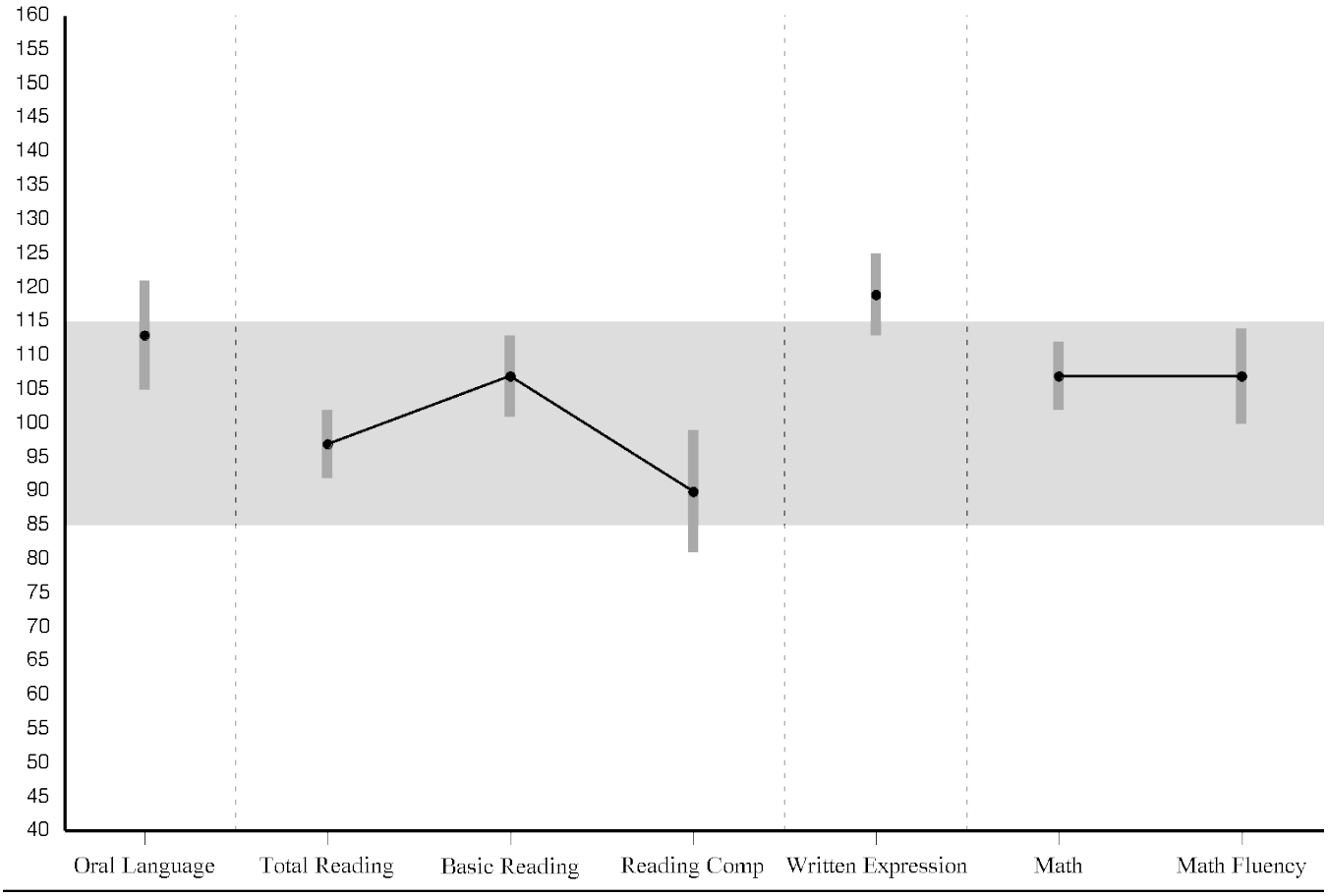
Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
Listening Comprehension						
Receptive Vocabulary	18	114	82	70	7	Average
Oral Discourse Comprehension	21	104	61	56	6	Average
Sentence Composition						
Sentence Combining	24	124	95	84	8	Above Average
Sentence Building	28	116	86	72	7	Above Average
Essay Composition						
Word Count	145	108	70	61	6	Average
Theme Development and Text Organization	7	97	42	46	5	Average
Oral Expression						
Expressive Vocabulary	16	112	79	67	7	Average
Oral Word Fluency	48	123	94	82	8	Above Average
Sentence Repetition	22	93	32	40	4	Average

Composite Score Summary

Composite	Sum of Subtest Standard Scores	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Qualitative Description
Oral Language	222	113	105-121	81	68	7	Average
Total Reading	398	97	92-102	42	46	5	Average
Basic Reading	214	107	101-113	68	60	6	Average
Reading Comprehension and Fluency	184	90	81-99	25	36	4	Average
Written Expression	343	119	113-125	90	77	8	Above Average
Mathematics	212	107	102-112	68	60	6	Average
Math Fluency	320	107	100-114	68	60	6	Average
Total Achievement	1059	108	104-112	70	61	6	Average

Composite Score Profile



Note. The vertical bars represent the confidence interval at 95%.

Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Oral Language vs. Total Reading	16	10.66	Y	>15%
Oral Language vs. Basic Reading	6	10.85	N	>15%
Oral Language vs. Reading Comprehension and Fluency	23	13.20	Y	<=5%
Oral Language vs. Written Expression	-6	11.91	N	>15%
Oral Language vs. Mathematics	6	10.66	N	>15%
Oral Language vs. Math Fluency	6	11.91	N	>15%
Total Reading vs. Basic Reading	-10	8.31	Y	<=10%
Total Reading vs. Reading Comprehension and Fluency	7	11.21	N	>15%
Total Reading vs. Written Expression	-22	9.66	Y	<=5%
Total Reading vs. Mathematics	-10	8.06	Y	>15%
Total Reading vs. Math Fluency	-10	9.66	Y	>15%
Basic Reading vs. Reading Comprehension and Fluency	17	11.39	Y	<=15%
Basic Reading vs. Written Expression	-12	9.87	Y	>15%
Basic Reading vs. Mathematics	0	8.31	N	>15%
Basic Reading vs. Math Fluency	0	9.87	N	>15%
Reading Comprehension and Fluency vs. Written Expression	-29	12.41	Y	<=1%
Reading Comprehension and Fluency vs. Mathematics	-17	11.21	Y	>15%
Reading Comprehension and Fluency vs. Math Fluency	-17	12.41	Y	>15%
Written Expression vs. Mathematics	12	9.66	Y	>15%
Written Expression vs. Math Fluency	12	11.02	Y	>15%
Mathematics vs. Math Fluency	0	9.66	N	>15%

Note. A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

Differences Between Subtest Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Listening Comprehension vs. Reading Comprehension	12	18.68	N	>15%
Listening Comprehension vs. Math Problem Solving	11	14.94	N	>15%
Listening Comprehension vs. Sentence Composition	-14	16.98	N	>15%
Listening Comprehension vs. Word Reading	-4	14.39	N	>15%
Listening Comprehension vs. Essay Composition	7	17.34	N	>15%
Listening Comprehension vs. Pseudoword Decoding	10	14.81	N	>15%
Listening Comprehension vs. Numerical Operations	-3	13.82	N	>15%
Listening Comprehension vs. Oral Expression	-2	16.61	N	>15%

Listening Comprehension vs. Oral Reading Fluency	24	14.39	Y	<=10%
Listening Comprehension vs. Spelling	-6	13.97	N	>15%
Listening Comprehension vs. Math Fluency-Addition	-2	18.79	N	>15%
Listening Comprehension vs. Math Fluency-Subtraction	20	16.00	Y	<=15%
Listening Comprehension vs. Math Fluency-Multiplication	-8	16.37	N	>15%
Reading Comprehension vs. Math Problem Solving	-1	16.72	N	>15%
Reading Comprehension vs. Sentence Composition	-26	18.56	Y	<=10%
Reading Comprehension vs. Word Reading	-16	16.23	N	<=15%
Reading Comprehension vs. Essay Composition	-5	18.90	N	>15%
Reading Comprehension vs. Pseudoword Decoding	-2	16.60	N	>15%
Reading Comprehension vs. Numerical Operations	-15	15.73	N	>15%
Reading Comprehension vs. Oral Expression	-14	18.22	N	>15%
Reading Comprehension vs. Oral Reading Fluency	12	16.23	N	>15%
Reading Comprehension vs. Spelling	-18	15.86	Y	<=15%
Reading Comprehension vs. Math Fluency-Addition	-14	20.23	N	>15%
Reading Comprehension vs. Math Fluency-Subtraction	8	17.67	N	>15%
Reading Comprehension vs. Math Fluency-Multiplication	-20	18.01	Y	>15%
Math Problem Solving vs. Sentence Composition	-25	14.79	Y	<=10%
Math Problem Solving vs. Word Reading	-15	11.73	Y	>15%
Math Problem Solving vs. Essay Composition	-4	15.21	N	>15%
Math Problem Solving vs. Pseudoword Decoding	-1	12.24	N	>15%
Math Problem Solving vs. Numerical Operations	-14	11.02	Y	<=15%
Math Problem Solving vs. Oral Expression	-13	14.36	N	>15%
Math Problem Solving vs. Oral Reading Fluency	13	11.73	Y	>15%
Math Problem Solving vs. Spelling	-17	11.21	Y	<=15%
Math Problem Solving vs. Math Fluency-Addition	-13	16.84	N	>15%
Math Problem Solving vs. Math Fluency-Subtraction	9	13.66	N	>15%
Math Problem Solving vs. Math Fluency-Multiplication	-19	14.09	Y	<=15%
Sentence Composition vs. Word Reading	10	14.23	N	>15%
Sentence Composition vs. Essay Composition	21	17.21	Y	>15%
Sentence Composition vs. Pseudoword Decoding	24	14.65	Y	<=10%
Sentence Composition vs. Numerical Operations	11	13.65	N	>15%
Sentence Composition vs. Oral Expression	12	16.47	N	>15%
Sentence Composition vs. Oral Reading Fluency	38	14.23	Y	<=1%
Sentence Composition vs. Spelling	8	13.80	N	>15%
Sentence Composition vs. Math Fluency-Addition	12	18.67	N	>15%
Sentence Composition vs. Math Fluency-Subtraction	34	15.86	Y	<=5%
Sentence Composition vs. Math Fluency-Multiplication	6	16.23	N	>15%
Word Reading vs. Essay Composition	11	14.66	N	>15%

Word Reading vs. Pseudoword Decoding	14	11.56	Y	<=10%
Word Reading vs. Numerical Operations	1	10.26	N	>15%
Word Reading vs. Oral Expression	2	13.79	N	>15%
Word Reading vs. Oral Reading Fluency	28	11.02	Y	<=5%
Word Reading vs. Spelling	-2	10.46	N	>15%
Word Reading vs. Math Fluency-Addition	2	16.35	N	>15%
Word Reading vs. Math Fluency-Subtraction	24	13.05	Y	<=10%
Word Reading vs. Math Fluency-Multiplication	-4	13.50	N	>15%
Essay Composition vs. Pseudoword Decoding	3	15.07	N	>15%
Essay Composition vs. Numerical Operations	-10	14.10	N	>15%
Essay Composition vs. Oral Expression	-9	16.84	N	>15%
Essay Composition vs. Oral Reading Fluency	17	14.66	Y	>15%
Essay Composition vs. Spelling	-13	14.25	N	>15%
Essay Composition vs. Math Fluency-Addition	-9	19.00	N	>15%
Essay Composition vs. Math Fluency-Subtraction	13	16.25	N	>15%
Essay Composition vs. Math Fluency-Multiplication	-15	16.61	N	>15%
Pseudoword Decoding vs. Numerical Operations	-13	10.84	Y	>15%
Pseudoword Decoding vs. Oral Expression	-12	14.22	N	>15%
Pseudoword Decoding vs. Oral Reading Fluency	14	11.56	Y	>15%
Pseudoword Decoding vs. Spelling	-16	11.03	Y	<=15%
Pseudoword Decoding vs. Math Fluency-Addition	-12	16.72	N	>15%
Pseudoword Decoding vs. Math Fluency-Subtraction	10	13.51	N	>15%
Pseudoword Decoding vs. Math Fluency-Multiplication	-18	13.95	Y	>15%
Numerical Operations vs. Oral Expression	1	13.19	N	>15%
Numerical Operations vs. Oral Reading Fluency	27	10.26	Y	<=10%
Numerical Operations vs. Spelling	-3	9.66	N	>15%
Numerical Operations vs. Math Fluency-Addition	1	15.85	N	>15%
Numerical Operations vs. Math Fluency-Subtraction	23	12.42	Y	<=15%
Numerical Operations vs. Math Fluency-Multiplication	-5	12.89	N	>15%
Oral Expression vs. Oral Reading Fluency	26	13.79	Y	<=10%
Oral Expression vs. Spelling	-4	13.35	N	>15%
Oral Expression vs. Math Fluency-Addition	0	18.33	N	>15%
Oral Expression vs. Math Fluency-Subtraction	22	15.46	Y	>15%
Oral Expression vs. Math Fluency-Multiplication	-6	15.84	N	>15%
Oral Reading Fluency vs. Spelling	-30	10.46	Y	<=1%
Oral Reading Fluency vs. Math Fluency-Addition	-26	16.35	Y	<=10%
Oral Reading Fluency vs. Math Fluency-Subtraction	-4	13.05	N	>15%
Oral Reading Fluency vs. Math Fluency-Multiplication	-32	13.50	Y	<=5%
Spelling vs. Math Fluency-Addition	4	15.98	N	>15%

Spelling vs. Math Fluency-Subtraction	26	12.58	Y	<=5%
Spelling vs. Math Fluency-Multiplication	-2	13.05	N	>15%
Math Fluency-Addition vs. Math Fluency-Subtraction	22	17.78	Y	<=5%
Math Fluency-Addition vs. Math Fluency-Multiplication	-6	18.12	N	>15%
Math Fluency-Subtraction vs. Math Fluency-Multiplication	-28	15.20	Y	<=1%

Note. A negative difference indicates that the second subtest has a higher score than the first subtest listed in the comparison.

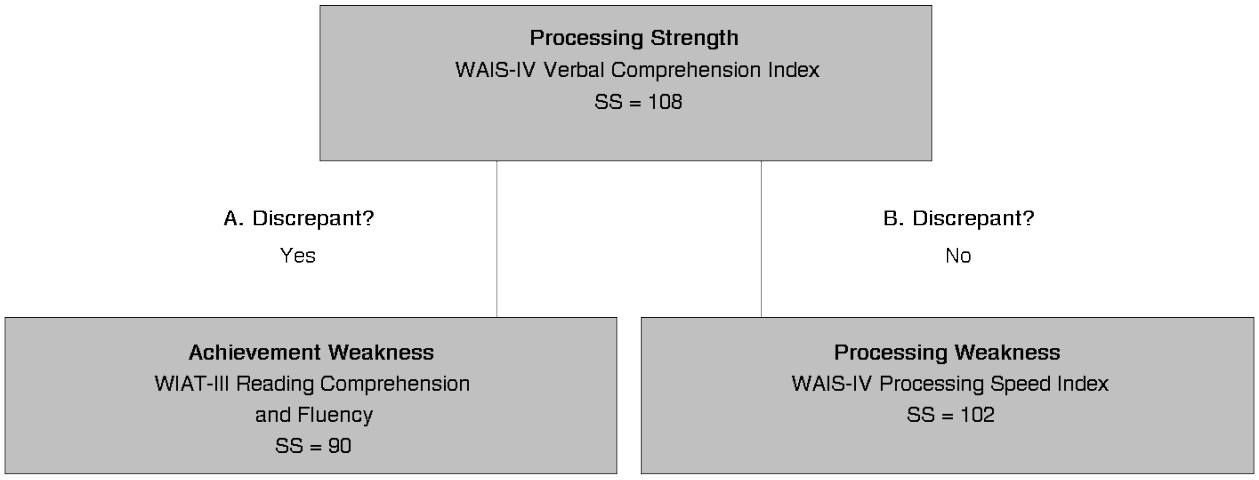
PATTERN OF STRENGTHS AND WEAKNESSES ANALYSIS

Area of Achievement Weakness	WIAT-III	Reading Comprehension and Fluency: 90
Area of Processing Weakness	WAIS-IV	PSI: 102
Area of Processing Strength	WAIS-IV	VCI: 108

	Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .01	Significant Difference Y/N	Supports SLD hypothesis? Yes/No
A	Processing Strength/ Achievement Weakness	108	90	18	13.41	Y	Yes
B	Processing Strength/ Processing Weakness	108	102	6	15.48	N	No

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. The analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model



ABILITY-ACHIEVEMENT DISCREPANCY ANALYSIS

Ability Score: WAIS-IV GAI: 110
Date of Testing: WAIS-IV 2018/05/25; WIAT-III 2018/05/25

Predicted Difference Method

	Predicted WIAT-III Score	Actual WIAT-III Score	Difference	Critical Value .01	Significant Difference Y/N	Base Rate	Standard Deviation Discrepancy ≥ 1.5 SD
WIAT-III Subtest							
Listening Comprehension	107	110	-3	18.33	N	N/A	N/A
Reading Comprehension	107	98	9	17.44	N	>15%	N
Math Problem Solving	106	99	7	10.30	N	>15%	N
Sentence Composition	105	124	-19	14.30	Y*	N/A	N/A
Word Reading	106	114	-8	7.92	Y*	N/A	N/A
Essay Composition	104	103	1	13.65	N	>15%	N
Pseudoword Decoding	104	100	4	7.27	N	>15%	N
Numerical Operations	107	113	-6	8.88	N	N/A	N/A
Oral Expression	108	112	-4	14.90	N	N/A	N/A
Oral Reading Fluency	105	86	19	10.05	Y	<=10%	N
Oral Reading Accuracy	102	88	14	16.49	N	>15%	N
Oral Reading Rate	105	88	17	9.28	Y	<=10%	N
Spelling	106	116	-10	8.60	Y*	N/A	N/A
Math Fluency-Addition	105	112	-7	14.37	N	N/A	N/A
Math Fluency-Subtraction	105	90	15	13.84	Y	<=15%	N
Math Fluency-Multiplication	104	118	-14	13.17	Y*	N/A	N/A
WIAT-III Composite							
Oral Language	108	113	-5	13.36	N	N/A	N/A
Total Reading	107	97	10	8.03	Y	>15%	N
Basic Reading	106	107	-1	6.60	N	N/A	N/A
Reading Comprehension and Fluency	106	90	16	12.38	Y	<=10%	N
Written Expression	106	119	-13	9.54	Y*	N/A	N/A
Mathematics	106	107	-1	7.96	N	N/A	N/A
Math Fluency	105	107	-2	9.30	N	N/A	N/A
Total Achievement	108	108	0	7.52	N	N/A	N/A

Note. Base rates and standard deviation discrepancies are not reported when the actual achievement score equals or exceeds the predicted achievement score.
*Indicates that the actual achievement score exceeds the predicted achievement score.

WIAT-III SKILLS ANALYSIS REPORT

Reading Comprehension — Grades 9-12 Item Set

Skill	Total Errors by Skill	Max. Errors by Skill	% Correct by Skill
Literal	1	11	91%
Inferential	3	14	79%

Math Problem Solving

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	%Correct By Skill	%Correct By Feature
Basic Concepts	One-to-One Counting	0	5	100%	100%
	Recognizing Shapes	0	2	100%	
	Recognizing Numerals	0	2	100%	
	Basic Concepts	0	5	100%	
	Counting On	0	1	100%	
	Naming Numerals (<11)	0	3	100%	
	Comparing Numerals	0	3	100%	
	Ordering Numerals	0	3	100%	
	Addition and Subtraction of Objects	0	3	100%	
Everyday Applications	Interpreting Graphs	1	4	75%	82%
	Measuring an Object	0	1	100%	
	Interpreting a Number Line	0	1	100%	
	Interpreting a Calendar	0	2	100%	
	Completing Number Patterns	0	3	100%	
	Money	0	2	100%	
	Time	0	1	100%	
	Identifying Place Value	0	2	100%	
	Single-Operation Word Problems: General	0	2	100%	
	Single-Operation Word Problems: Time	0	1	100%	
	Mixed-Operations Word Problems: Money	3	3	0%	
Geometry	Interpreting Transformation of Figures	1	2	50%	60%
	Finding Perimeter	0	1	100%	
	Finding Angles and Sides/Distances	0	1	100%	
	Finding Circumference	-	-	-	
	Geometry Word Problems	1	1	0%	
Algebra	Making Fractions (Less Than Whole)	0	2	100%	67%
	Ordering Fractions	0	1	100%	
	Converting Fractions to Decimals	0	1	100%	
	Fraction Word Problems	0	1	100%	
	Algebra Word Problems	-	-	-	
	Solving Simultaneous Equations	1	1	0%	
	Recognizing Prime Numbers	1	1	0%	
	Solving Probability Problems	0	1	100%	
	Solving Combination Problems	0	1	100%	
	Mean, Median, Mode	1	2	50%	
	Finding Slope and y-Intercept	1	1	0%	

Word Reading

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	%Correct By Skill	%Correct By Feature
Morphology Types	Common Prefixes/ Word Beginnings	0	19	100%	100%
	Common Suffixes/ Word Endings	0	37	100%	
Vowel Types	VCE Syllables	0	10	100%	100%
	Irregular Vowels	0	24	100%	
	Single Short Vowels	0	44	100%	
	Single Long Vowels	0	16	100%	
	Schwa Vowel Sounds	0	52	100%	
	Vowel Digraphs	0	11	100%	
	Diphthongs	0	4	100%	
	R-Controlled Vowels	0	13	100%	
	Silent Vowels	0	11	100%	
Consonant Types	Consonant Digraphs	0	22	100%	100%
	Single Consonants	0	154	100%	
	Double Consonants	0	4	100%	
	S as \z\ or \zh\	0	4	100%	
	T as \sh\ or \ch\	0	2	100%	
	C as \sh\	0	2	100%	
	R-Family Blends	0	5	100%	
	L-Family Blends	0	4	100%	
	S-Family Blends	0	6	100%	
	Consonant (Vowel) Blends/Clusters	0	18	100%	
	Silent Consonants	0	9	100%	
Other	Insertions	0			
	Mis-Sequence of Sounds	0			
	Whole Word Error	2			

Numerical Operations

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	%Correct By Skill	%Correct By Feature
Basic Concepts	One-to-One Counting	0	2	100%	100%
	Numeral Formation	0	1	100%	
	Discriminating Numbers From Letters	0	1	100%	
	Number Formation and Order	0	1	100%	
	Identifying Mathematical Symbols	0	2	100%	
Basic Math Operations	Addition With Single-Digit Numbers	0	8	100%	84%
	Addition With Two-Digit Numbers	0	1	100%	
	Addition With Three-Digit Numbers	0	1	100%	
	Subtraction With Single-Digit Numbers	0	2	100%	
	Subtraction With Two-Digit Numbers	0	2	100%	
	Subtraction With Three-Digit Numbers	0	2	100%	
	Multiplication With Single-Digit Numbers	0	4	100%	

	Multiplication With Two-Digit Numbers	1	1	0%	
	Multiplication With Three-Digit Numbers	0	1	100%	
	Division	0	1	100%	
	Long Division	3	4	25%	
	Order of Operations	0	2	100%	
	Calculating the Percent of an Integer	1	1	0%	
	Adding Negative Integers	0	1	100%	
Algebra	Addition of Fractions	0	1	100%	79%
	Multiplication of Fractions	0	1	100%	
	Division of Fractions	0	1	100%	
	Simplifying Fractions	0	1	100%	
	Solving Two-Step Equations	0	1	100%	
	Solving Three-Step Equations	1	2	50%	
	Solving Simplified Quad. Equations (Finding Roots)	0	1	100%	
	Solving Simultaneous Equations	1	1	0%	
	Finding Functions	0	1	100%	
	Factoring	0	1	100%	
	Simplifying Exponents and Radicals	0	2	100%	
	Logarithms	1	1	0%	
Geometry	Numerical Value of pi	0	1	100%	50%
	Finding Area	1	1	0%	
	Finding Sides of a Triangle	1	2	50%	
Advanced Math	Trigonometry	1	1	0%	45%
	Limits	2	2	0%	
	Differentiation	1	1	0%	
	Integration	1	1	0%	
Other	Regrouping	1			

WIAT-III INTERVENTION GOAL STATEMENTS REPORT

Reading Comprehension

Literal

Items with Errors: 76

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

Items with Errors: 63, 80, 82

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.

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

Items with Errors: 57

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.

  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.)

Mixed-Operations Word Problems: Money

Items with Errors: 55, 61, 64

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.)

Interpreting Transformation of Figures

Items with Errors: 54

Annual Goal

- Given ___ problems requiring the student to identify a (*circle*: two-dimensional, three-dimensional) figure's image after a rotation of (*circle*: 90, 180, 270) degrees, the student will (*circle*: point to, circle) the answers with no more than ___ errors.

Short-Term Objective

- Given ___ problems requiring the student to physically rotate an object or figure (*circle*: 90, 180, 270) degrees, the student will rotate the object or figure with no more than ___ errors.

Geometry Word Problems

Items with Errors: 63

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.)

Solving Simultaneous Equations

Items with Errors: 59

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

Recognizing Prime Numbers

Items with Errors: 60

Annual Goal

- Given ___ problems requiring the student to recall prime numbers, the student will (*circle*: write, say) the numbers with no more than ___ errors.

  Example: What are the first 5 prime numbers? (Student writes/says: 2, 3, 5, 7, and 11.)

Short-Term Objective

- Given ___ problems requiring the student to recognize prime numbers out of a set of numerals, the student will circle the prime numbers with no more than ___ errors.

  Example: Circle the prime numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11. (Student circles: 2, 3, 5, 7, and 11.)

Mean, Median, Mode

Items with Errors: 65

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

Items with Errors: 66

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.

  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.)

Word Reading

Whole Word Error

Items with Errors: 73, 75

Annual Goal

- Given a list of ____ (*circle/enter*: one, two, three, ____) -syllable words, the student will read the list aloud with no more than ___ whole word errors.

Short-Term Objectives

- Given a list of ____ visually similar words/nonwords that vary by only one (*circle*: morphology/vowel/consonant) feature at a time, the student will read the list aloud with no more than ____ errors.

  List examples: spark, sperk, spork; spark, stark, start

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a target word and a list of ____ visually similar words/nonwords that vary slightly from the target word (with one or more instances of the target word appearing in the list), the student will read the target word aloud and then silently read/scan the list of words and circle all instances of the target word within the list with no more than ____ errors.

  The target words will include (*circle*: one/two/three/four/five)-syllable words.

  Note: The student may also be challenged to decrease the time he/she takes to complete this task, as well as to improve his/her accuracy.

Essay Composition

Productivity

Annual Goal

- In response to a written (*circle*: expository, narrative) essay prompt that is read aloud to the student, the student will write an (*circle*: outline, 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 say 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 his/her response into a tape recorder, say at least ____ words, and then write an (*circle*: outline, essay) with at least ____ words.

Theme Development and Text Organization

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

- 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."

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.

Numerical Operations

Multiplication With Two-Digit Numbers

Items with Errors: 27

Annual Goal

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

Short-Term Objective

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

Long Division

Items with Errors: 31, 35, 39

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.

Calculating the Percent of an Integer

Items with Errors: 45

Annual Goal

- Given ___ written problems that require the student to calculate various percentages of an integer, including whole number percent, greater than 100 percent, and fractional/decimal percent, the student will write the solutions with no more than ___ errors.

Short-Term Objectives

- Given ___ written problems requiring the student to calculate the whole number percent (between 1% and 100%) of an integer, the student will write the solutions with no more than ___ errors.

  Example: 75% of 120 (Student writes: 90)

- Given ___ written problems requiring the student to calculate the percent (greater than 100%) of an integer, the student will write the solutions with no more than ___ errors.

  Example: 300% of 20 (Student writes: 60)

- Given ___ written problems requiring the student to calculate the fractional/decimal percent of an integer, the student will write the solutions with no more than ___ errors.

  Example: 6.5% of 100 (Student writes: 6.5)

- Given ___ oral problems requiring students to calculate a common percent of an integer, the student will (orally) say the solutions with no more than ___ errors.

  Note: Common percentages may include: 10%, 25%, 33-1/3%, 50%, 75%, 100%, other: _____

  Example: Teacher asks, "What is 25 percent of 200?" (Student says: 50)

Solving Three-Step Equations

Items with Errors: 40

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

Solving Simultaneous Equations

Items with Errors: 48

Annual Goal

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

  Example: 2x + 3y = 8

  x + 2y = 5

Student writes: x = 1 y = 2

Note: Students may be encouraged to apply the method of substitution when canceling out a pair of coefficients is not possible.

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

Logarithms

Items with Errors: 54

Annual Goal

- Given ____ written problems requiring the student to solve problems involving logarithms, the student will write the solution with no more than ____ errors.

  Example: $\log_5 x = 2$ (Student writes: 25)

Short-Term Objective

- Given ____ written problems requiring the student to convert between exponents and logarithms, the student will write the solution with no more than ____ errors.

  Example: $\log_5 x = 2$ (Student writes: $x = 5^2$)

Finding Area

Items with Errors: 47

Annual Goal

- Given ____ written problems requiring the student to find the area of a figure (*circle*: with, without) the use of a formula list, the student will write the solutions with no more than ____ errors.

  Example: Find the area of the triangle: (Show a triangle with a base of 4 inches and an altitude of 6 inches.)

  (Student writes: 12)

Short-Term Objective

- Given ____ regular figures, the student will orally say the formula for finding the area of the figure with no more than ____ errors.

  Example: The student is shown a circle. (Student says: pi times radius squared)

Finding Sides of a Triangle

Items with Errors: 53

Annual Goal

- Given ____ written problems requiring the student to find the missing side(s) of a triangle using the Pythagorean Theorem, the student will write the solutions with no more than ____ errors.

  Example: Find the length of the hypotenuse (show a right triangle with one leg marked 3 and the other leg marked 4). (Student writes: 5)

Short-Term Objective

- Given ____ written problems requiring the student to find the missing side(s) of a triangle using the Pythagorean Theorem, the student will orally say the equation used to find the solution with no more than ____ errors.

  Example: Find the length of the hypotenuse (show a right triangle with one leg marked 3 and the other leg marked 4). (Student says: 3 squared plus 4 squared equals X squared)

Trigonometry

Items with Errors: 56

Annual Goal

- Given ____ written problems requiring the student to find the (*circle*: sine, cosine, tangent) of an angle in a right triangle, the student will write the solution with no more than ____ errors.

  Example: Find sin A, cos A, tan A: (Show a triangle with legs AB = 6 and BC = 8 and a hypotenuse AC = 10.)

  (Student writes: sin A = 8/10 = 4/5, cos A = 6/10 = 3/5, and tan A = 8/6 = 4/3)

Short-Term Objective

- Given ____ trigonometric functions, the student will orally say the ratio of the sides with no more than ____ errors.

  Example: tan = opposite/adjacent, sin = opposite/hypotenuse, cos = adjacent/hypotenuse

Limits

Items with Errors: 58, 59

Annual Goal

- Given ____ written problems requiring the student to calculate the limit as x approaches (*circle*: 0, infinity), the student will write the solutions with no more than ____ errors.

  Example: lim as x --> 0 of $x^2 + 3x + 4$ (Student writes: 4)

Short-Term Objectives

- Given ____ written number sequences that (*circle*: converge to, approach) a (*circle*: right-hand, left-hand) limit, the student will write the limits that are expressed in each sequence with no more than ____ errors.

  Example: 2.2, 2.1, 2.01, 2.001, 2.0001, 2.00001 (Student writes: x --> 2+)

Differentiation

Items with Errors: 60

Annual Goal

- Given ____ written problems requiring the student to calculate the derivative of a function, the student will write the solutions with no more than ____ errors.

Example: Differentiate: $y = (4x - 1)^2$ (Student writes: $y' = 8(4x - 1) = 32x - 8$)

Short-Term Objective

- The student will orally explain what a derivative is (and what it describes) in his/her own words with no errors.

  Example: Student says: A derivative describes how a physical quantity changes relative to another variable at a given point.

Integration

Items with Errors: 61

Annual Goal

- Given ___ written problems requiring the student to calculate the (*circle*: definite, indefinite) integral of a function, the student will write the solutions with no more than ____ errors.

  Example: Integrate: (from 1 to 2) $2x(x^2 + 1)dx$ (Student writes: 10.5)

Short-Term Objective

- Given ____ written integration problems, the student will find the indefinite integrals with no more than ____ errors, evaluate the functions for the upper and lower limits with no more than ____ errors, and subtract the lower-limit result from the upper-limit result with no more than ____ errors.

Regrouping

Items with Errors: 27

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.

Oral Reading Fluency

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.

  Note: Published norms and school districts vary regarding the expected number of words that students in each grade should read correctly per minute. The following information is provided as a general guideline:

distr

1st grade: 60 correct words per minute

2nd grade: 90 correct words per minute

3rd grade: 114 correct words per minute

4th grade: 135 correct words per minute

5th grade: 150 correct words per minute

Short-Term Objectives

- 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).

End of Report

WMS®-IV

Wechsler Memory Scale®-Fourth Edition

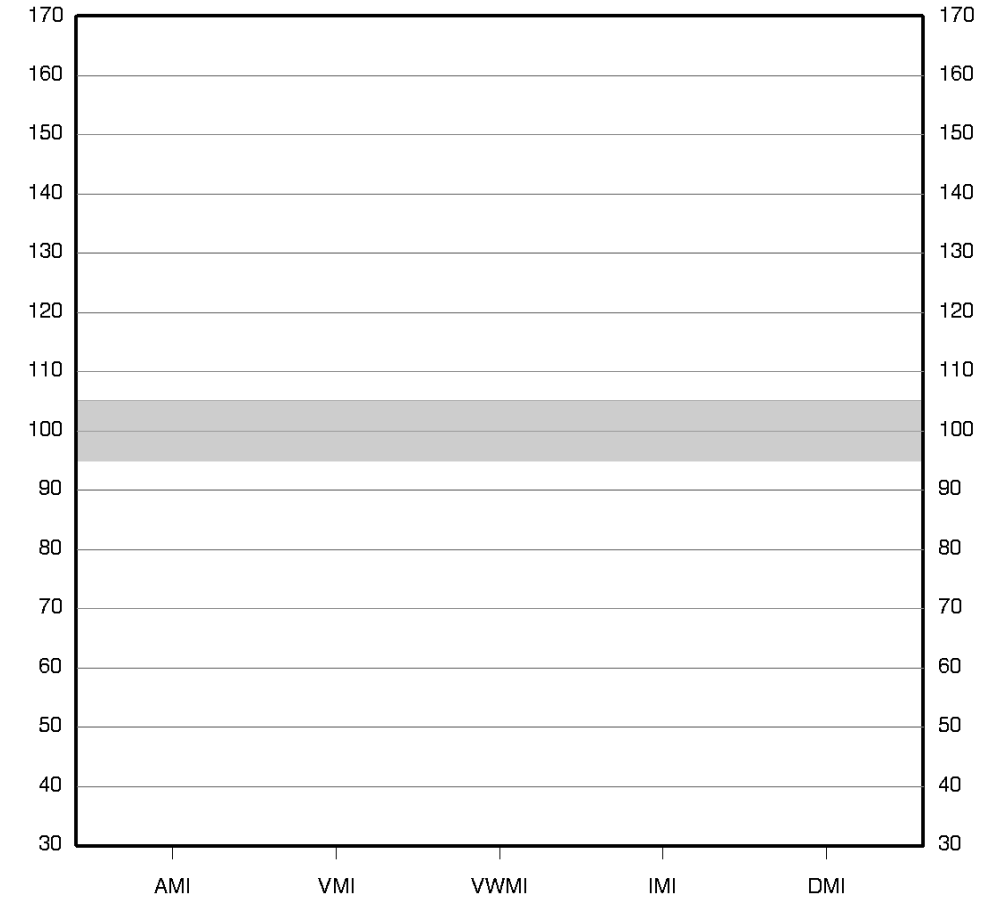
Score Report

Examinee Name	Rosa Sierra	Date of Report	2018/08/03	
Examinee ID	8206	Years of Education	Not Specified	
Date of Birth	1973/07/09	Home Language		
Gender	Female	Handedness	Not Specified	
Race/Ethnicity		Examiner Name	JOEY TRAMPUSH	
Date of Testing	2018/05/25	Age at Testing	44 years 10 months	Retest? No

Comments:

[1.0 / RE1 / QG1]

Index Score Profile

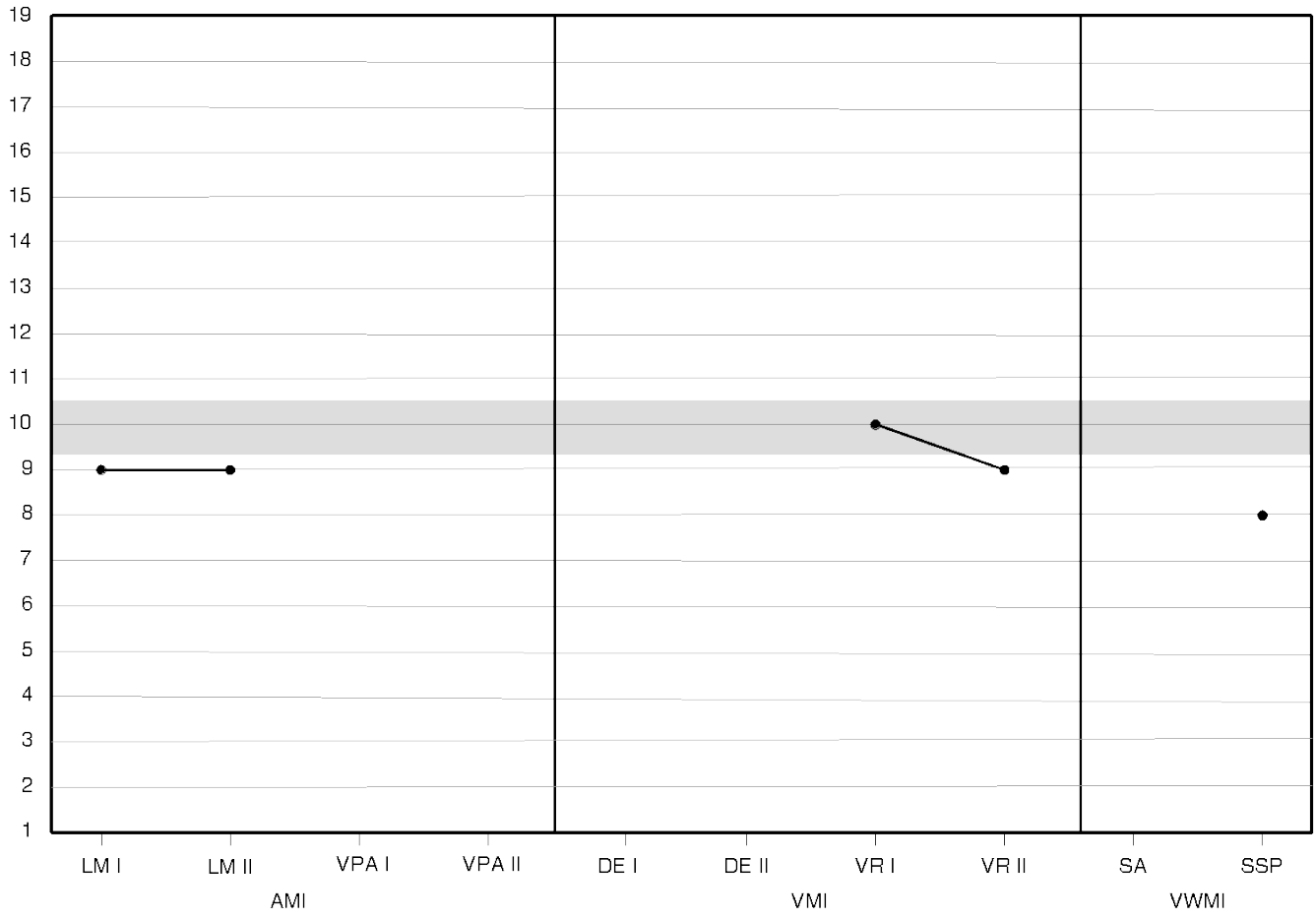


The vertical bars represent the standard error of measurement (*SEM*).

Primary Subtest Scaled Score Summary

Subtest	Domain	Raw Score	Scaled Score	Percentile Rank
Logical Memory I	AM	22	9	37
Logical Memory II	AM	19	9	37
Visual Reproduction I	VM	36	10	50
Visual Reproduction II	VM	25	9	37
Symbol Span	VWM	21	8	25

Primary Subtest Scaled Score Profile



PROCESS SCORE CONVERSIONS

Auditory Memory Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	Cumulative Percentage (Base Rate)
LM II Recognition	26	-	-	51-75%

Visual Memory Process Score Summary

Process Score	Raw Score	Scaled Score	Percentile Rank	Cumulative Percentage (Base Rate)
VR II Recognition	7	-	-	>75%

SUBTEST-LEVEL CONTRAST SCALED SCORES

Logical Memory

Score	Score 1	Score 2	Contrast Scaled Score
LM II Recognition vs. Delayed Recall	51-75%	9	8
LM Immediate Recall vs. Delayed Recall	9	9	11

Visual Reproduction

Score	Score 1	Score 2	Contrast Scaled Score
VR II Recognition vs. Delayed Recall	>75%	9	7
VR Immediate Recall vs. Delayed Recall	10	9	8

RAW SCORES

Subtest	Score Range Adult	Score Range Older Adult	Raw Score
Brief Cognitive Status Exam	0-58	0-58	
Logical Memory I	0-50	0-53	22
Logical Memory II	0-50	0-39	19
Verbal Paired Associates I	0-56	0-40	
Verbal Paired Associates II	0-14	0-10	
CVLT-II Trials 1-5	5-95	5-95	
CVLT-II Long-Delay	-5-5	-5-5	
Designs I	0-120		
Designs II	0-120		
Visual Reproduction I	0-43	0-43	36
Visual Reproduction II	0-43	0-43	25
Spatial Addition	0-24		
Symbol Span	0-50	0-50	21
Process	**Score Range Adult**	**Score Range Older Adult**	**Raw Score**
LM II Recognition	0-30	0-23	26
VPA II Recognition	0-40	0-30	
VPA II Word Recall	0-28	0-20	
DE I Content	0-48		
DE I Spatial	0-24		
DE II Content	0-48		
DE II Spatial	0-24		
DE II Recognition	0-24		
VR II Recognition	0-7	0-7	7
VR II Copy	0-43	0-43	

End of Report

CVLT3

California Verbal Learning Test
THIRD EDITION

California Verbal Learning Test®, Third Edition (CVLT® 3)
CVLT 3 Standard Form
Expanded Report

Dean C. Delis, Joel H. Kramer, Edith Kaplan and Beth A. Ober

Examinee Information

ID:	8206
Name:	Rosa Sierra
Gender:	Female
Birth Date:	07/09/1973
Age at Testing:	44 years 10 months
Years of Education:	16
Race/Ethnicity:	
Handedness:	

Test Information

Test Date:	05/25/2018
Examiner Name:	JOEY TRAMPUSH

PsychCorp

Core Score Summary

Immediate Recall

Score	Raw score	Scaled score	Percentile rank
Trial 1 Correct	5	8	25
Trial 2 Correct	6	6	9
Trial 3 Correct	11	10	50
Trial 4 Correct	12	10	50
Trial 5 Correct	10	7	16
List B Correct	6	11	63

Delayed Recall

Score	Raw score	Scaled score	Percentile rank
Short Delay Free Recall Correct	11	10	50
Short Delay Cued Recall Correct	12	10	50
Long Delay Free Recall Correct	10	9	37
Long Delay Cued Recall Correct	13	11	63

Yes/No Recognition

Score	Raw score	Scaled score	Percentile rank
Total Hits	13	6	9
Total False Positives	0	13	84
Recognition Discriminability (*d'*)	3	9	37
Recognition Discriminability Nonparametric	94	9	37

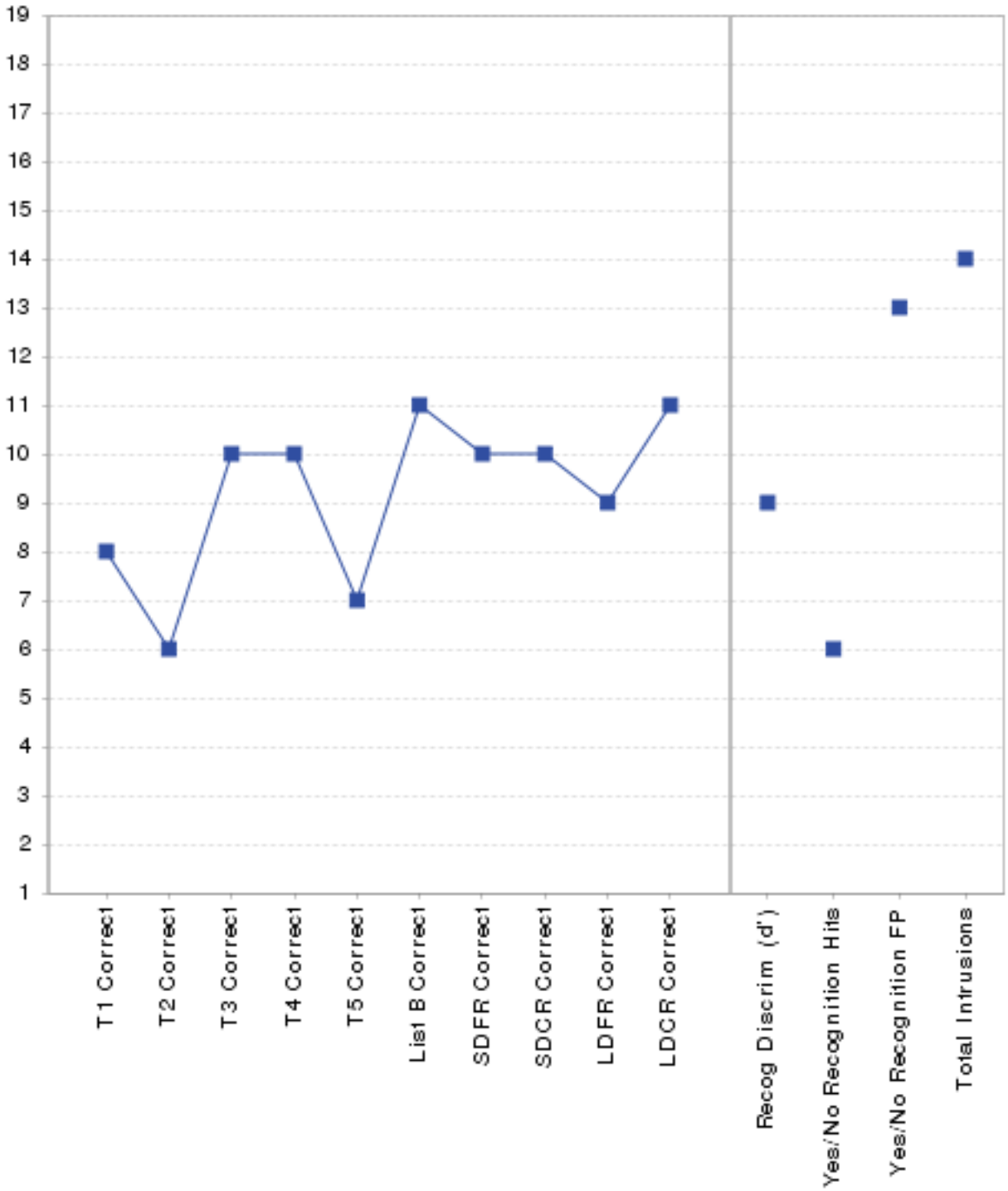
Recall Errors

Score	Raw score	Scaled score	Percentile rank
Total Intrusions	0	14	91

Forced Choice Recognition

Score	Raw score	Base rate
Total Hits	16.0	100.0

Scaled Score Profile



Standard Score Summary

Index	Sum of scaled scores	Index score	Percentile rank
Trials 1–5 Correct	41	90	25
Delayed Recall Correct	40	100	50
Total Recall Correct	92	95	37

Process Score Summary

Immediate Recall

Score	Raw score	Scaled score	Percentile rank
Trial 5 Semantic Clustering (Chance Adjusted)	3.2	11	63
Trials 1–5 Semantic Clustering (Chance Adjusted)	1.2	11	63
Trials 1–5 Serial Clustering (Chance Adjusted)	0.5	10	50
Trials 1–5 % Recall Primacy	34	12	75
Trials 1–5 % Recall Middle	43	9	37
Trials 1–5 % Recall Recency	23	8	25
Trials 1–5 Recall Consistency	65	5	5
Trials 1–5 Learning Slope Analysis	1.6	11	63
Trials 1–2 Learning Slope Analysis	1	7	16
Trials 2–5 Learning Slope Analysis	1.3	11	63
Trials 1–5 Recall Discriminability	2	9	37

Delayed Recall

Score	Raw score	Scaled score	Percentile rank
Short Delay Free Recall Semantic Clustering (Chance Adjusted)	2	10	50
Short Delay Free Recall Discriminability	2.4	11	63
Short Delay Cued Recall Discriminability	2.6	11	63
Long Delay Free Recall Semantic Clustering (Chance Adjusted)	1.2	9	37
Long Delay Free Recall Discriminability	2.2	10	50
Long Delay Cued Recall Discriminability	2.8	11	63
Cued Recall Discriminability	2.7	11	63
Delayed Recall Discriminability	2.5	11	63
Total Recall Discriminability	2.2	10	50

Yes/No Recognition

Score	Raw score	Scaled score	Percentile rank
List A vs. List B Recognition Discriminability (*d'*)	2.8	9	37
List A vs. Novel/Prototypical Recognition Discriminability (*d'*)	2.8	10	50
List A vs. Novel/Unrelated Recognition Discriminability (*d'*)	2.8	7	16
Response Bias	0.6	16	98
Response Bias Nonparametric	-0.5	5	5

Score	Raw score	Base rate
Total List B False Positives	0.0	100.0
List B/Shared False Positives	0.0	100.0
List B/Nonshared False Positives	0.0	100.0
Novel/Prototypical False Positives	0.0	100.0
Novel/Unrelated False Positives	0.0	100.0

Intrusion Errors

Score	Raw score	Scaled score	Percentile rank
Trials 1–5	0	13	84
Free Recall	0	13	84
Cued Recall	0	13	84
Delayed Recall	0	13	84

Repetition Errors

Score	Raw score	Scaled score	Percentile rank
Total Repetitions	1	14	91
Total Target Repetitions	1	14	91

Score	Raw score	Base rate
Total Correct/Total Correct + Intrusions Ratio	1.0	100.0
Total Correct/Total Correct + Total Target Repetitions Ratio	1.0	100.0

Note. Ratio scores are not calculated if no intrusions or within trial repetitions were made by the examinee. Use caution when interpreting ratio scores calculated with low numbers of intrusions or within trial repetitions. See the CVLT 3 Manual for guidance on interpreting ratio scores.

Other Errors

Score	Raw score	Base rate
Cued Recall Target Category Errors	0.0	100.0

Standard Score

Score	Sum of raw scores	Standard score	Percentile rank
Total Recall Responses	97	89	23

Contrast Scores

Score	Score 1	Score 2	Contrast scaled score
List B Correct vs. Trial 1 Correct	11	8	12
Short Delay Free Recall Correct vs. Trial 5 Correct	10	7	15
Long Delay Free Recall Correct vs. Trial 5 Correct	9	7	14
Long Delay Free Recall Correct vs. Short Delay Free Recall Correct	9	10	8
Long Delay Free Recall Correct vs. Recognition Discriminability (*d'*)	9	9	10
Long Delay Free Recall Discriminability vs. Recognition Discriminability (*d'*)	10	9	11

Forced Choice Recognition

Score	Raw score	Base rate
Number of Target Words Recalled on Immediate/Delay but Missed on Forced Choice Recognition	0.0	100.0
Number of Hits on Yes/No Recognition but Missed on Forced Choice Recognition	0.0	100.0

Intrusion Frequency

Type	Raw score	Base rate
Noncategory	0.0	100.0
Across-List	0.0	100.0
Synonym/Subordinate	0.0	100.0

Demographically Adjusted Core Scores Summary

Immediate Recall

Score	Scaled score	Demographically adjusted score
Trial 1 Correct	8	37
Trial 2 Correct	6	30
Trial 3 Correct	10	43
Trial 4 Correct	10	45
Trial 5 Correct	7	34
List B Correct	11	50

Delayed Recall

Score	Scaled score	Demographically adjusted score
Short Delay Free Recall Correct	10	45
Short Delay Cued Recall Correct	10	45
Long Delay Free Recall Correct	9	42
Long Delay Cued Recall Correct	11	48

Yes/No Recognition

Score	Scaled score	Demographically adjusted score
Total Hits	6	30
Total False Positives	13	55
Recognition Discriminability (*d'*)	9	42

Recall Errors

Score	Scaled score	Demographically adjusted score
Total Intrusions	14	59

Standard Score

Score	Standard score	Demographically adjusted score
Total Recall Responses	89	37

Demographically Adjusted Standard Score Summary

Index	Index score	Demographically adjusted score
Trials 1–5 Correct	90	36
Delayed Recall Correct	100	44
Total Recall Correct	95	39

End of Report