Comprehensive Report

Name: Student, Sample
Date of Birth: [redacted]
Age: 9 years, 5 months
Sex: Male
Date of Testing: 04/11/2024

School: [redacted]
Teacher: [redacted]
Grade: 3.7
ID: [redacted]
Examiners: Mary Oliver

TEST ADMINISTERED

Woodcock-Johnson IV Tests of Achievement Form C and Extended

TEST SESSION OBSERVATIONS

Observations of Sample's behavior were made during the *Tests of Achievement*. His conversational proficiency seemed typical for his grade level. He was cooperative throughout the examination; his activity level seemed typical for his grade. He appeared tense or worried, and often distracted, during the examination. He responded promptly, but carefully, to test questions, generally persisting with difficult tasks.

Sample's performance on reading tasks of word identification, passage comprehension, word attack, and sentence reading fluency appeared to be typical for his grade.

Sample's performance on applied math problems, and math calculation tasks appeared to be typical for his grade. Sample solved problems slowly on a test of fluency with basic math facts.

Sample appeared to spell words in a laborious manner. On a writing samples test, Sample's sentences were observed to be typical (simple, but adequate). On a test of sentence writing fluency, Sample appeared to write sentences at a typical pace for his grade.

INTERPRETIVE OVERVIEW OF SCORES

The scores derived from this administration can be interpreted at different levels. Interpretation of Sample's performance can be based upon single tests and/or upon logical-empirical combinations of tests called clusters. Variations within groups of scores are evaluated to determine if any relative strengths and weaknesses exist.

Sample's overall academic achievement, as measured by the WJ IV Broad Achievement standard score, is in the average range of others his grade.

Among the WJ IV achievement measures, Sample's standard scores are within the average range for ten clusters (Reading, Broad Reading, Basic Reading Skills, Mathematics, Broad Mathematics, Math Calculation Skills, Broad Written Language, Written Expression, Academic Skills, and Academic Applications) and eight tests (Letter-Word Identification, Applied Problems, Passage Comprehension, Calculation, Writing Samples, Word Attack, Sentence Reading Fluency, and Sentence Writing Fluency). Sample's scores are within the low average range for three clusters (Reading Rate, Written Language, and Academic Fluency) and two tests (Math Facts Fluency and Word Reading Fluency); and within the low range for one test (Spelling).

An analysis of variations among Sample's achievement scores in broad curricular areas suggests that Spelling is a relative weakness for him.

In a cross-domain analysis of variations among Sample's achievement cluster scores, Sample demonstrated a relative strength in Academic Applications.

Comprehensive Report

INSTRUCTIONAL RECOMMENDATIONS AND INTERVENTIONS

Sample may gain the most from reading instruction presented within the late second grade to middle third grade range. His independent reading level is late second grade and below. This is the reading level at which Sample will gain the most whenever he reading is not under direct supervision (for example, when reading a library book independently).

Teach Sample to read using an integrated word phonology, orthography, and morphology approach. Introduce each new word by conjointly teaching awareness of the phonological word form and its parts, awareness of the orthographic word form and its parts, and awareness of the morphological word form and its parts.

Provide Sample with repeated opportunities to read text that is meaningful to or of interest to him.

Translating written words into speech (i.e., orally reading words in isolation) may help Sample activate and output the sound representations of printed words.

Increasing the time Sample spends reading will increase his exposure to printed words and may increase the number of words that he can recognize orthographically.

Word recognition strategies may help Sample build automatic sight-word recognition. These strategies include word walls, flow lists, word banks, flash cards, and games. Use high-frequency words when implementing these strategies, because this may enhance Sample's ability to read independently. For example, a word wall might present five high-frequency words that Sample needs to learn. Engage him in activities, both planned and unplanned, that use the words on the wall. Word walls help build word recognition, analysis skills, and vocabulary, and they serve as a spelling reference.

Sample may benefit from keeping a word bank—a word recognition intervention. Sample writes each word on a card and then files them alphabetically. The word bank can be used for a variety of activities to assist Sample in learning or recalling sight words. Some activities include illustrating each word on one side of the card, classifying the words into semantic categories, pairing students to read their word cards to each other, using the word cards to form sentences, or using the words as flash cards.

A sight-word flow list provides a systematic method to help Sample build automatic sight-word recognition. (A sight-word flow list is a list of words that the student practices until he masters them and then reviews systematically to ensure retention.) Using three to five words that Sample failed to recognize in reading, write the words on a flow list. Sample studies the words, and then is tested on those words. Provide daily testing and practice until Sample reads each word correctly for 5 days in a row. When the mastered word is removed from the flow list, place it in a word bank and add a new word to the flow list. One week later, check the word just added to the word bank to ensure that Sample can still read it. If he makes an error, place the word back on the sight word flow list to be practiced again.

When building reading rate, use passages that Sample can read with at least 90% accuracy. To choose an appropriate text for fluency instruction, select material on which you think Sample will make no more than one error per every 15 to 20 words. If he is making more errors (e.g., an error every 10 words), the passage is too difficult for rate building.

Comprehensive Report

Review what an *r*-controlled vowel is with Sample. Make sure he understands that when an *r* follows a vowel, it changes the way the vowel sounds. Tell Sample that we sometimes call the *r* the bossy *r* because it bosses the vowel to make a new sound. Next, explain that *er*, *ir*, and *ur* all make the same /ûr/ sound. Ask Sample to write the following words: *bird*, *fur*, *her*, *girl*, *fern*, and *turtle*. Remind him that they all have the same /ûr/ vowel sound. Finally, provide practice reading additional words such as *circle*, *perfume*, *cooperate*, *hurt*, *liberty*, *thirsty*, *surround*, *verse*, *purpose*, *advertise*, and *circus*.

Help Sample understand how to pronounce the letters *ph* when that letter combination appears in words. Write the words *fun* and *phone* on the board. Ask Sample to read both aloud and tell you what sound he hears at the beginning of each word. Explain that the /f/ sound can be spelled with the letters *f*, *ff*, or *ph*. Words with the *ph* spelling for the /f/ sound typically come from the Greek language. Write the following words on the board: *photo*, *ruffle*, *elephant*, *first*, *nephew*, *phrase*, *gift*, *paragraph*, *fasten*, *sphere*, *off*, and *physical*. Ask Sample to read them aloud. Tell him to circle the letter or letters that make the /f/ sound in each word.

Write the following words on the board: *billion*, *trillion*, *million*, *pavilion*, *rebellion*, *stallion*, and *zillion*. Ask Sample to tell you what all these words have in common. (Each word ends in the letters *lion*.) Then, ask him whether he can read any of the words aloud. Provide help as needed. Ask Sample what sound he hears in the last syllable of each word. Help him discover that each final syllable sounds the same /yuhn/.

Write the following three words on the board: *fanned*, *stopped*, and *sanded*. Ask Sample to read them aloud, underline the *ed* in all the words, and tell you what sound *ed* makes in each word (/d/, /t/, /ed/). Provide help as needed. Point out that the *-ed* suffix can make three different sounds even though it is always spelled with the letters *ed*. Next, make three columns and label each column with one of the sounds *ed* can make: /d/, /t/, /ed/. Say the following words and have Sample write the past tense of each word in the correct column: *pin*, *chop*, *bat*, *lack*, *beg*, *plant*, *flame*, *hike*, and *shade*. Provide assistance as needed.

Review open and closed syllables with Sample. An **open syllable** ends on a vowel and has a long vowel sound (e.g., /ā/ in the word *table*). A **closed syllable** has a consonant-vowel-consonant (CVC) pattern and a short vowel sound (e.g., /ă/ in the word *candle*). Tell Sample that in words with two or more syllables, some vowels in the unaccented syllables are called **schwa** sounds. No matter what vowel letter is shown, it sounds like /uh/ and is sometimes represented with an upside down *e* (ə). It is the most common vowel sound in English. Write the following words on the board: *adept*, *harmony*, *medium*, *decimal*, *separate*, *memory*, *alone*, and *taken*. Ask Sample to divide each of these words into syllables and identify which syllable has the schwa (ə) sound /uh/ for the vowel. Challenge Sample with more difficult words, including *diabetic*, *diagram*, *estimate*, and *paragraph*.

Teach Sample that the suffix *-er* is often used to indicate a person who does the occupation related to the word root. Write the word *teacher* on the board and ask Sample to read it. Explain that the *er* indicates a *teacher* is a person who teaches. Write the following words on the board: *voter*, *builder*, *wrestler*, *announcer*, *laborer*, *welder*, *farmer*, *pitcher*, *reporter*, and *driver*. Ask Sample to read them aloud and discuss that each word means “a person who _____” (fill in the appropriate word).

Write the words *walk* and *walked* on the board. Ask Sample what the letters *ed* signal when they are at the end of a word. If necessary, have Sample use each word in a sentence to help him understand that the *ed* signals past tense. For example, say, “Today I walk. Yesterday I walked.” Next, write the words *list*, *hunt*, *whirl*, *blame*, and *hike* on the board. Ask Sample to add *ed* to the end of each word and to read each word aloud. Have him identify the sound the *ed* is making in each word. Remind him that *ed* can make three different sounds: /t/, /d/, and /ed/.

Comprehensive Report

Remind Sample that many words used in English are borrowed from other languages and that will influence how they are pronounced. Write the word *ache* on the board and ask Sample to read it aloud. Then underline the letters *ch* and ask him what sound they make. Provide help as needed. Tell Sample that words from Old English or Greek origin often make the /k/ sound for the letters *ch*. Illustrate by writing *mechanic* and *chameleon*. Next, write the word *cache* on the board. Tell Sample that for words of French origin, the *ch* sounds like /sh/. Ask Sample to read the word and tell you the sound the letters *ch* make. Provide practice with additional words, including *chaperone*, *achieve*, *change*, *chronology*, *echelon*, *moustache*, *chimerical*, *character*, *ricochet*, and *charlotte*.

Write the word *thermometer* on the board and ask Sample to read it aloud and tell you what the word means. Then write the word *thermal* and ask Sample to read it aloud and tell you what the word means. Help Sample discover that the Greek root *therm* means “heat or hot.” Write the words *thermostat* and *thermodynamics* on the board and ask Sample to read them aloud and tell you what each word means (*thermostat* = device that responds to changes in temperature by activating heating or cooling systems; *thermodynamics* = related to the conversion of heat to other forms of energy). Reinforce that the words will relate to the meaning of the root *therm* and have something to do with heat. Explain to Sample that knowing the meaning of affixes and roots can help him read, spell, and comprehend unfamiliar words.

Teach Sample the vowel team *ei*. Write the following words on the board: *neither*, *either*, *receive*, *caffeine*, *seize*, *ceiling*, *perceive*, and *conceit*. Ask Sample to read each word aloud and tell you the sound the *ei* makes. Help him discover that the *ei* team makes the /ē/ sound.

Math instruction presented within the early to late third grade range may produce the greatest gains for Sample.

Using audio recordings and a corresponding worksheet may help Sample improve mastery of math facts. Before working with Sample, record the presentation of 72 facts (36 facts presented two times randomly). When recording the facts, present the first math fact problem, wait 2 seconds, and present the answer. Follow this same procedure for all 72 facts. Create a worksheet that has the same problems on it in the same order as they are presented on the audio recording. Have Sample follow along with the recording and try to beat the audio recording by writing the answer before it is presented. If Sample gets the answer incorrect, he should write in the correct answer before going to the next problem. This intervention takes less than 10 minutes and can be done individually or in a group.

Explicit timings may help Sample build fluency with math facts while maintaining accuracy. Use math worksheets of 100 basic math facts. Explain that the session will be timed to help students improve their performance and that 1-minute timings will be conducted throughout the session. Begin each 1-minute timing by saying, “Pencils up, ready, begin.” After 1 minute, say, “Stop.” Ask the students to draw a line after the last problem answered. Repeat this procedure three to four times throughout the math period. Evaluate the students’ accuracy and fluency using the number of correct responses per 1-minute interval. Ask the students to graph or chart this information to monitor their progress.

To build Sample’s proficiency with math facts, spend approximately 10 minutes each day working on quick retrieval of facts. Have Sample use flash cards, software programs, or other technology for his practice sessions. Focus on facts using the digits 0 through 9 and do not allow him to use a pencil and paper or manipulatives.

Use math fact charts to assist Sample in learning his math facts. The printed math fact charts help Sample see the patterns within the fact families and assist him in learning and recalling facts. As Sample masters facts, block them out on the math fact chart. This ensures that Sample uses recall instead of just looking at the chart. In addition, it helps him see how many facts he has learned, which can motivate Sample to master more facts.

Comprehensive Report

Sample needs interactive and intensive practice to master his math facts. It is best to use distributed practice, presenting smaller, but frequent, practice sessions. Also, focus on a few facts at a time, rather than on all the facts. Emphasize reverses or turnarounds, such as 6 + 4 and 4 + 6 or 3 x 2 and 2 x 3. Teach the zero facts and rules. Computer programs and games also are good ways to provide additional practice.

To increase Sample's speed and accuracy with math facts, use explicit timings. Create a math fact worksheet with 100 problems representing the operation to be practiced (addition, subtraction, multiplication, or division). Prior to beginning, explain that the purpose of the exercise is to improve Sample's performance. Also explain that 1-minute timings will be conducted throughout the lesson. Begin by saying, "Pencil up, ready, begin." After 1 minute, say, "Stop." Ask Sample to draw a line after the last problem he answered. Repeat this procedure throughout the class. Conduct at least 10 timings. Evaluate Sample's performance by using the number of correct problems during each 1-minute interval. Ask Sample to graph this information to monitor progress. Do this activity with an entire class or individually.

Provide Sample with a fact worksheet that cannot be completed in 1 minute. Allow Sample to work for exactly 1 minute. Tally the number of correct responses and ask him to graph his performance. Then review any errors with Sample and ask him to use a calculator to correct any errors.

Practice with math fact charts may assist Sample in memorizing math facts. These organizational structures facilitate memorization and tie new learning to previous knowledge. Before using numerals, be sure Sample understands the underlying concept (addition, subtraction, multiplication, or division) and can demonstrate the facts with manipulatives.

Sample may benefit from an audio-recorded math fluency exercise created by the teacher. In this intervention, Sample listens to recordings of math facts with brief time delays between each problem and answer. Provide Sample with a follow-along sheet and ask him to beat the recording by writing the answer to each problem before it is presented on the recording.

Teach Sample to recognize when subtraction is the operation needed to solve a story problem and how to identify the necessary information to complete the story problem. Present story problems with three numbers and ask him to find the difference between two of the numbers. For example say, "Jim has 9 apples, Sally has 7 apples, and Mike has 3 apples. How many more apples does Jim have than Sally?" Demonstrate how to solve the problem by drawing the number of apples each person has in the problem. Review the question and identify Jim's quantity and Sally's quantity. Point out that the information about Mike is not needed when answering the question, so it should be ignored. Reinforce this by crossing out the representation of Mike's apples. Then ask Sample to solve the problem. Repeat the activity using different story problems until Sample can identify the relevant pieces of information and solve the problem.

By providing relevant practice problems, determine whether Sample can recognize and solve multistep problems involving subtraction. Be sure Sample can identify subtraction word problems by such words and phrases as *less*, *spend*, and *take away* or by such comparing words as *bigger*, *longer*, *smaller*, and *how many more*. Teach Sample how to identify the main question in a word problem and how to find the values and operation(s) needed to answer that question. Help him determine whether the required values are present in the problem or whether they must be derived from other values that are given within the problem.

Comprehensive Report

Provide Sample with division practice problems and explain that the process of division can be thought of as finding the missing factor in a multiplication problem. Make certain that Sample can demonstrate automatic recall of multiplication facts. Demonstrate for Sample that a multiplication fact can be turned into a division fact by thinking of one of the factors, instead of the product, as being missing. Teach Sample that division is usually indicated by word problems that describe sharing items among people or arranging items into groups (including rows or columns). In most word problems requiring division, the problem states the total number of items involved and only one of the factors. The solution to the problem usually represents either the number of items to be assigned to each group or the number of groups. For relatively simple division problems, Sample can practice by using manipulatives to sort items into groups according to the values given in the problem. Also teach Sample to locate the main question in a word problem and to identify the values and operation needed to answer that question. Help him determine whether the required values are present in the problem or whether they must be derived from other values that are given within the problem.

Make sure that Sample is able to demonstrate fluency with retrieval of facts from the single-digit multiplication tables. To help Sample understand the process of multiplying multidigit numbers, demonstrate the solution of simple two- and three-digit multiplication problems while verbalizing the steps. Next, ask Sample to solve a similar problem independently, also verbalizing each step; provide corrections as needed. After he has solved a problem or two without corrections, have Sample solve problems without verbalization, but continue to monitor and correct the work. As Sample demonstrates mastery, provide increasingly challenging practice problems.

Writing instruction that is presented within the early second grade to early third grade level may be appropriate for Sample.

Multisensory methods, such as the Fernald Method, may help Sample build sight-word acquisition and word-spelling skills. Using the Fernald Method, Sample selects a word he wants to learn, and the teacher writes the word on a card and discuss its meaning. The teacher models tracing the word and saying each part of the word as it is traced. After this modeling, Sample traces the word until he feels he can write the word from memory. If Sample makes an error, the teacher stops the writing, covers or erases the error, and has Sample use the tracing procedure again before proceeding. Once Sample correctly writes the word from memory three times without the model, he files the word card in a word bank.

Look-Spell-See-Write is a strategy for learning to spell sight words independently. In this method, a teacher identifies words Sample needs to master, makes sure he knows what each word means, writes the words on cue cards, and gives the cards to Sample. Sample is instructed to use the following steps to study the words independently:

1. Sample looks at each word and says it aloud.

2. Then he says each letter in the word.

3. Next, Sample looks carefully at the word, forms a mental picture of it, and tries to visualize the word with his eyes closed. Sample turns the cue card over and tries to write the word from memory.

4. He checks the spelling and, if correct, writes the word once again.

5. If Sample writes the word incorrectly, he goes back to the first step.

This process continues until he writes the word three consecutive times with no mistakes.

Comprehensive Report

Teach Sample the spellings of common irregular words, such as *of*, *what*, and *were*. Also teach him important grade-appropriate words, especially those that cannot be spelled solely by using rules or phonics knowledge.

The five-step spelling strategy is an effective, multisensory approach to improving spelling performance. Explicitly teach the strategy to insure that Sample understands the strategy and can implement it independently. Provide Sample with a cue card containing the following five steps of the strategy: (1) say the word, (2) write and say the word, (3) check the spelling of the word, (4) trace and say the word, and (5) write the word from memory and check the spelling of the word.

Confirm that Sample can spell most short vowel, single syllable words. Then help him expand his knowledge of within-word patterns by teaching long vowel patterns such as the consonant-vowel-vowel-consonant pattern (CVVC) in *tail*, the CVC*e* pattern in *came*, and the CVV pattern in *pie*. Keep this instruction relevant and engaging by using word-building tiles, word sorts that compare and contrast spelling patterns, word hunts, and word lists that share common spelling patterns.

Explain to Sample that when the letter *y* is at the end of a one-syllable word (a word with only one clap), it often contains the long /ī/ vowel sound. Say the following words: *by*, *cry*, *my*, *fly*, *dry*, and *fry*. Ask Sample to repeat each word and write it on the board. Provide corrective feedback as needed.

Reading, writing, and oral language skill development is mutually reinforcing. Sample likely will benefit from integrated instruction in reading, writing, listening, and speaking across all curriculum domains. Emphasize activities that develop all these skills equally; do not sacrifice oral language development activities by placing greater emphasis on reading and writing.

Repetition is an important factor in building speed. Repeated and extensive practice may enable Sample to perform some tasks in a more automatic fashion to increase performance speed. Activities can be teacher directed or student directed. Related computer programs or games can provide opportunities to practice responding quickly. Select computer programs or games that provide Sample with immediate feedback and maintain a record of his performance over time.

Comprehensive Report

TABLE OF SCORES

Woodcock-Johnson IV Tests of Achievement Form C (Norms based on grade 3.7)

CLUSTER/Test	W	GE	RPI	SS (95% Band)
READING	485	3.2	83/90	96 (91-101)
BROAD READING	478	3.1	78/90	95 (90-100)
BASIC READING SKILLS	484	3.2	83/90	96 (91-101)
READING RATE	447	2.5	30/90	89 (82-96)
MATHEMATICS	497	4.6	96/90	108 (102-115)
BROAD MATHEMATICS	483	3.4	86/90	97 (91-104)
MATH CALCULATION SKILLS	477	3.1	77/90	94 (86-102)
WRITTEN LANGUAGE	475	2.4	65/90	89 (83-95)
BROAD WRITTEN LANGUAGE	479	2.6	72/90	90 (85-95)
WRITTEN EXPRESSION	493	3.8	91/90	101 (92-109)
ACADEMIC SKILLS	475	2.9	70/90	91 (87-96)
ACADEMIC FLUENCY	470	2.6	58/90	89 (83-96)
ACADEMIC APPLICATIONS	496	4.5	94/90	107 (100-113)
BRIEF ACHIEVEMENT	474	2.7	65/90	90 (85-94)
BROAD ACHIEVEMENT	480	3.1	79/90	94 (90-97)
Letter-Word Identification	475	2.8	67/90	92 (87-98)
Applied Problems	495	4.4	95/90	106 (96-116)
Spelling	451	1.5	14/90	76 (69-84)
Passage Comprehension	495	4.1	92/90	103 (92-114)
Calculation	498	4.8	97/90	110 (102-118)
Writing Samples	499	5.2	96/90	107 (99-116)
Word Attack	494	4.1	92/90	102 (92-113)
Sentence Reading Fluency	466	3.0	65/90	94 (86-103)
Math Facts Fluency	457	1.9	23/90	82 (71-94)
Sentence Writing Fluency	486	2.9	82/90	93 (80-105)
Word Reading Fluency	429	2.0	9/90	84 (74-94)

	STANDARD SCORES			DISCREPANCY		Interpretation at
VARIATIONS	Actual	Predicted	Difference	PR	SD	+ or -1.50 SD (SEE)
Intra-Achievement [Extended] Variations						
BASIC READING SKILLS	96	100	-4	29	-0.55	--
READING RATE	89	99	-10	18	-0.91	--
MATH CALCULATION SKILLS	94	97	-3	36	-0.35	--
WRITTEN EXPRESSION	101	97	4	64	+0.36	--
Letter-Word Identification	92	100	-8	15	-1.03	--
Applied Problems	106	98	8	79	+0.79	--
Spelling	76	103	-27	0.2	-2.90	Weakness
Passage Comprehension	103	98	5	68	+0.46	--
Calculation	110	97	13	89	+1.21	--
Writing Samples	107	98	9	80	+0.83	--

Comprehensive Report

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	DISCREPANCY PR	SD	Interpretation at + or -1.50 SD (SEE)
Intra-Achievement [Extended] Variations						
Word Attack	102	100	2	58	+0.19	--
Sentence Reading Fluency	94	99	-5	34	-0.41	--
Math Facts Fluency	82	98	-16	8	-1.37	--
Sentence Writing Fluency	93	98	-5	33	-0.44	--
Word Reading Fluency	84	99	-15	9	-1.33	--

VARIATIONS	STANDARD SCORES Actual	Predicted	Difference	DISCREPANCY PR	SD	Interpretation at + or -1.50 SD (SEE)
Academic Skills/Academic Fluency/Academic Applications [Extended] Variations						
ACADEMIC SKILLS	91	98	-7	15	-1.03	--
ACADEMIC FLUENCY	89	99	-10	15	-1.06	--
ACADEMIC APPLICATIONS	107	92	15	95	+1.68	Strength
READING RATE	89	99	-10	17	-0.97	--

Comprehensive Report

Appendix A: Detailed Interpretation of Clusters and Tests

This appendix provides information about each ability measure, including a description of Sample's developmental level, a comparison to age peers using a standard score range classification, and a description of his proficiency level.

WJ IV Tests of Achievement

Overall Achievement

Broad Achievement represents Sample's overall performance across reading, mathematics, and written language. Although Sample's general achievement standard score is within the average range, his performance varied on two different types of academic tasks. Sample's performance is average to advanced on tasks requiring knowledge of how to perform mathematical computations (when there are no time limits). His performance is very limited on spelling tasks.

Brief Achievement is a sample of Sample's academic skills in reading, writing, and math. Although Sample's brief achievement standard score is within the average range, his performance varied on two different types of academic tasks. Sample's performance is average to advanced on tasks requiring the ability to analyze and solve applied mathematics problems. His performance is very limited on spelling tasks.

Achievement Clusters

Reading measured Sample's reading decoding skills and his ability to comprehend text while reading. Sample's reading ability is comparable to that of the average student in grade 3.2. His reading standard score is in the average range (percentile rank of 40; standard score of 96). His sight word reading and passage comprehension abilities are average (RPI of 83/90).

Broad Reading is a combined measure of reading decoding, reading speed, and the ability to comprehend connected text while reading. Sample's overall reading ability is comparable to that of the average student in grade 3.1. His reading standard score is near the lower end of the average range (percentile rank of 37; standard score of 95). His sight word reading, sentence reading fluency, and passage comprehension abilities are limited to average (RPI of 78/90); he will probably find it difficult to succeed on grade-level tasks requiring word identification, reading speed, and comprehension of written text.

Basic Reading Skills measured Sample's word reading and phonics skills. Sample's basic reading skills are comparable to those of the average student in grade 3.2. His basic reading skills standard score is in the average range (percentile rank of 39; standard score of 96). His sight word reading ability and skill in applying phonic and structural analysis skills in reading are average (RPI of 83/90).

Reading Rate is a measure of Sample's reading automaticity and comprehension at the single word and sentence levels. Sample's reading rate is comparable to that of the average student in grade 2.5. His reading rate standard score is in the low average range (percentile rank of 23; standard score of 89). His reading automaticity and comprehension at the word and sentence levels are limited (RPI of 30/90); he will probably find it very difficult to succeed on grade-level tasks requiring reading speed and accuracy.

Comprehensive Report

Mathematics is a measure of calculation skills and math problem solving ability. Sample's mathematics ability is comparable to that of the average student in grade 4.6. His mathematics standard score is near the higher end of the average range (percentile rank of 71; standard score of 108). His calculation skills and ability to solve practical problems in mathematics are average to advanced (RPI of 96/90); he will probably find it easy to succeed on grade-level math tasks.

Broad Mathematics is a measure of calculation skills, mathematics problem solving ability, number facility, and fluency with math facts. Although Sample's mathematics standard score is within the average range, his performance varied on two different types of math tasks. Sample's performance is average to advanced on tasks requiring knowledge of how to perform mathematical computations (when there are no time limits). His performance is very limited on tasks requiring speed and accuracy when performing basic arithmetic operations.

Math Calculation Skills measured Sample's computational skills and automaticity with basic math facts. Although Sample's mathematics calculation skills standard score is within the average range, his performance varied on two different types of math calculation tasks. Sample's performance is average to advanced on tasks requiring knowledge of how to perform mathematical computations (when there are no time limits). His performance is very limited on tasks requiring speed and accuracy when performing basic arithmetic operations.

Written Language measured Sample's spelling and quality of written expression. Although Sample's written language standard score is within the low average range, his performance varied on two different types of writing tasks. Sample's performance is average to advanced on tasks requiring the ability to convey ideas in writing. His performance is very limited on spelling tasks.

Broad Written Language assessed Sample's production of written text, including his spelling ability, writing fluency, and quality of written expression. Although Sample's written language standard score is within the average range, his performance varied on two different types of writing tasks. Sample's performance is average to advanced on tasks requiring the ability to convey ideas in writing. His performance is very limited on spelling tasks.

Written Expression measured Sample's fluency of production and quality of expression in writing. Sample's written expression ability is comparable to that of the average student in grade 3.8. His written expression standard score is in the average range (percentile rank of 52; standard score of 101). His quality of written sentences and fluency in writing sentences are average (RPI of 91/90).

Academic Skills is an aggregate measure of basic achievement skills in sight-word reading, math calculation, and spelling. Although Sample's academic skills standard score is within the average range, his performance varied on two different types of tasks requiring academic skills. Sample's performance is average to advanced on tasks requiring knowledge of how to perform mathematical computations (when there are no time limits). His performance is very limited on spelling tasks.

Academic Fluency is an overall index of academic fluency with reading, math, and writing tasks. Sample's academic fluency is comparable to that of the average student in grade 2.6. His academic fluency standard score is in the low average range (percentile rank of 24; standard score of 89). His ability to quickly read or write sentences and solve basic math facts is limited (RPI of 58/90).

Academic Applications is an aggregate measure of reading, writing, and math tasks that requires application of academic skills to typical academic problems. Sample's academic applications are comparable to those of the average student in grade 4.5. His academic applications standard score is in the average range (percentile rank of 67; standard score of 107). His ability to apply basic skills when reading, writing, or solving math problems is average (RPI of 94/90).

Comprehensive Report

Achievement Tests

Letter-Word Identification measured Sample's ability to read isolated words aloud. On word identification tasks, he identified items with speed and accuracy typical for his grade. Sample's performance on Letter-Word Identification is comparable to that of the average student in grade 2.8. His Letter-Word Identification standard score is near the lower end of the average range (percentile rank of 30; standard score of 92). His ability to recognize or decode words in isolation is limited (RPI of 67/90); he will probably find it very difficult to succeed on grade-level word identification tasks.

Applied Problems is a test of mathematics achievement that required Sample to analyze and solve practical problems in mathematics. On applied mathematics problems tasks, he solved problems in a manner typical for his grade. Sample's performance on Applied Problems is comparable to that of the average student in grade 4.4. His Applied Problems standard score is near the higher end of the average range (percentile rank of 66; standard score of 106). His ability to solve applied mathematics problems is average to advanced (RPI of 95/90); he will probably find it easy to succeed on grade-level math story problem tasks.

Spelling measured Sample's ability to write orally-presented words correctly. Sample appeared to spell words in a laborious manner. Sample's performance on Spelling is comparable to that of the average student in grade 1.5. His Spelling standard score is in the low range (percentile rank of 6; standard score of 76). His spelling ability is very limited (RPI of 14/90); he will probably find it extremely difficult to succeed on similar grade-level spelling tasks.

Passage Comprehension measured Sample's ability to understand written discourse. The items required Sample to read a short passage and identify a missing key word that made sense in the context of the passage. On a passage comprehension test, Sample appeared to read passages in a manner typical for his grade. Sample's performance on Passage Comprehension is comparable to that of the average student in grade 4.1. His Passage Comprehension standard score is in the average range (percentile rank of 57; standard score of 103). His ability to understand written discourse is average (RPI of 92/90).

Calculation measured Sample's ability to perform mathematical computations. On math calculation tasks, Sample appeared to solve problems in a manner typical for Sample's performance on Calculation is comparable to that of the average student in grade 4.8. His Calculation standard score is near the higher end of the average range (percentile rank of 74; standard score of 110). His computational skill is average to advanced (RPI of 97/90); he will probably find it easy to succeed on grade-level math calculation tasks.

Writing Samples provided a rating of Sample's quality of written expression in sentence construction. On a writing samples test, Sample's sentences were observed to be typical (simple, but adequate). Sample's performance on Writing Samples is comparable to that of the average student in grade 5.2. His Writing Samples standard score is near the higher end of the average range (percentile rank of 69; standard score of 107). His ability to write meaningful sentences is average to advanced (RPI of 96/90); he will probably find it easy to succeed on grade-level tasks requiring the ability to convey ideas in writing.

Word Attack measured Sample's skill in applying phonic and structural analysis skills to the pronunciation of unfamiliar nonwords. On a word attack (phonics) test, Sample appeared to identify nonwords in a manner typical for his grade. Sample's performance on Word Attack is comparable to that of the average student in grade 4.1. His Word Attack standard score is in the average range (percentile rank of 56; standard score of 102). His ability to read phonically regular nonwords is average (RPI of 92/90).

Comprehensive Report

Sentence Reading Fluency measured Sample's ability to quickly read and comprehend sentences. In this timed test, Sample was required to indicate whether each sentence was true or false. On a sentence reading fluency test, Sample appeared to read sentences at a rate typical for his grade. Sample's performance on Sentence Reading Fluency is comparable to that of the average student in grade 3.0. His Sentence Reading Fluency standard score is near the lower end of the average range (percentile rank of 35; standard score of 94). His ability to quickly read and comprehend sentences is limited (RPI of 65/90); he will probably find it very difficult to succeed on grade-level tasks requiring sentence reading speed and comprehension.

Math Facts Fluency measured Sample's ability to quickly solve simple addition, subtraction, and multiplication problems. Sample solved problems slowly on a test of fluency with basic math facts. Sample's performance on Math Facts Fluency is comparable to that of the average student in grade 1.9. His Math Facts Fluency standard score is in the low average range (percentile rank of 12; standard score of 82). His ability to quickly solve basic math facts is very limited (RPI of 23/90); he will probably find it extremely difficult to succeed on grade-level tasks requiring speed and accuracy when performing basic arithmetic operations.

Sentence Writing Fluency measured Sample's fluency for quickly formulating and writing simple sentences. On a test of sentence writing fluency, Sample appeared to write sentences at a typical pace for his grade. Sample's performance on Sentence Writing Fluency is comparable to that of the average student in grade 2.9. His Sentence Writing Fluency standard score is in the average range (percentile rank of 31; standard score of 93). His sentence construction fluency is average (RPI of 82/90).

Word Reading Fluency measured Sample's reading vocabulary knowledge and fluency with word comparisons. Sample's performance on Word Reading Fluency is comparable to that of the average student in grade 2.0. His Word Reading Fluency standard score is in the low average range (percentile rank of 14; standard score of 84). His ability to quickly identify words that belong to the same semantic category is very limited (RPI of 9/90); he will probably find it extremely difficult to succeed on grade-level tasks requiring rapid comparisons among words.