

WHAT DO
THE SCORES
MEAN?

A GUIDE TO

*assessment
data*

COMMON ASSESSMENTS & ACRONYMS

- Wechsler Intelligence Scale for Children (WISC-4 or WISC-5)

Verbal Ability (VCI), Fluid Reasoning (FRI), Spatial Reasoning, Working Memory (WMI), Processing Speed (PSI)

- Wechsler Individual Achievement Test (WIAT-3) or Woodcock Johnson Achievement (WJ - 4)

Oral Language, Reading (Decoding, Fluency, Comprehension), Math (Calculation, Applied Problems, Fluency) & Writing (Letter, Spelling, Sentence, and Essay)

- Comprehensive Test of Phonological Processing (CTOPP-2)

Phonological Awareness, Phonological Memory, and Rapid Naming Ability

- Phonological Awareness Test (PAT - 2NU)

Phonological Awareness, Sound Letter Knowledge

- Clinical Evaluation of Language Fundamentals (CELF - 5)

Language Comprehension, Expressive and Receptive Language, Sentence Syntax, Pragmatic Language, Word Relationships and Meaning

COMMON ASSESSMENTS & ACRONYMS

READING ASSESSMENTS

- Gray Oral Reading Test (GORT-5)
Measures passage reading fluency and comprehension
- Test of Word Reading Efficiency (TOWRE-2)
Measures single word (real and nonsense) reading fluency
- Word Identification & Spelling Test (WIST)
Measures single word (real and nonsense) reading, spelling and sound symbol association

WRITING ASSESSMENTS

- Test of Written Language (TOWL-4)
Measures written vocabulary, spelling, punctuation, sentence formation, and story writing
- Oral & Written Language Scales (OWLS-2)
Measures Oral Language, Written Language, Expressive Language, Receptive Language,

MATH ASSESSMENTS

- Test of Mathematical Abilities (TOMA-3)
- Key Math -3
Measures comprehensive mathematical abilities

LANGUAGE ABILITY - WHAT ARE WE LOOKING FOR?

Language is a critical component of academic advancement. Students must be able to attend to language, understand language (receptive), and express their ideas (expressive). They must recognize how sentences are put together (syntax) to understand how to gain full meaning out of speech and to produce appropriate responses in a grammatically correct format.

Tests to Consider:

Clinical Evaluation of Language Fundamentals
Oral and Written Language Scales
Achievement Tests (WIAT-3 and WJ-4)

Things to look out for:

RECEPTIVE LANGUAGE DELAY

- Poor receptive vocabulary
- Poor listening comprehension

EXPRESSIVE LANGUAGE DELAY

- Poor expressive vocabulary
- Poor pragmatic language
- Poor formulated sentences

ATTENTION

- Poor listening comprehension
- Poor sentence repetition
- Poor oral word fluency

SYNTAX ISSUES

- Poor formulated sentences
- Poor word structure
- Poor sentence assembly

PHONOLOGICAL PROCESSING - WHAT ARE WE LOOKING FOR?

Phonological processing is a key foundational skill for reading and spelling acquisition. When a child is learning to read or spell he or she needs to be able to understand how each individual sound in a word forms together to create the word. He or she must hold onto all the sounds and quickly put the words together.

Tests to Consider:

Comprehensive Test of Phonological Processing Phonological Awareness Test

Things to look out for:

DIFFICULTY WITH BLENDING OR SEGMENTING

- Poor blending of words
- Poor phoneme isolation
- Poor nonsense word reading
- Poor spelling

DIFFICULTY WITH SEQUENTIAL MEMORY

- Poor digit span
- Poor nonsense repetition

DIFFICULTY WITH SPEED OF PROCESSING

- Poor rapid automatic naming (Lexical processing typically refers to processing of letters and numbers)

DIFFICULTY DIFFERENTIATING SIMILAR SOUNDS

- Poor nonsense word repetition
- Poor auditory discrimination

READING - WHAT ARE WE LOOKING FOR?

Reading is necessary to gain information through print. Reading difficulties can arise from sounding out the word (decoding), to reading fluency (quickly and accurately reading the text), to comprehension (understanding the meaning of the text).

Select Tests to Consider:

Achievement Measures in Reading (WIAT -3 or WJ - 4)

Word Identification and Spelling Test

Gray Oral Reading Test

Test of Word Reading Efficiency

Things to look out for:

DIFFICULTY WITH DECODING

- Poor single word reading
- Poor nonsense word reading
- Poor sound-symbol knowledge

DIFFICULTY WITH FLUENCY

- Poor reading rate
- Poor reading accuracy
- Poor comprehension at the sentence & paragraph level

DIFFICULTY WITH COMPREHENSION

- Poor reading comprehension
- Poor oral language comprehension
- Poor vocabulary

DIFFICULTY WITH SELF- MONITORING

- Poor reading accuracy in spite of quick reading rate
- Extremely rapid pace while reading

WRITING - WHAT ARE WE LOOKING FOR?

Writing is necessary to demonstrate knowledge in print. Writing difficulties can arise from trouble spelling, to trouble with syntax (sentence structure, grammar, and mechanics), to spatial organization, to careless mistakes (difficulty self-monitoring).

Select Tests to Consider:

Achievement Measures in Writing (WIAT -3 or WJ - 4)

Word Identification and Spelling Test

Test of Written Language

Oral and Written Language Scales

Things to look out for:

DIFFICULTY WITH FORMATION

- Poor formulated sentences
- Poor sentence structure
- Poor grammar

DIFFICULTY WITH SPELLING

- Poor single word spelling
- Poor spelling in connected text (Sentences and paragraphs)

DIFFICULTY WITH ORGANIZATION

- Poor handwriting
- Poor mechanics (capitals and punctuation)
- Poor spatial organization (spacing, letter height)

DIFFICULTY WITH SELF-MONITORING

- Poor spelling without decreased speed of writing
- Poor mechanics (capitals and punctuation)

MATH - WHAT ARE WE LOOKING FOR?

Often difficulties with language-based learning disabilities such as dyslexia impact math as well. It's important that we recognize that difficulty with language can impact mathematics for students as well.

Select Tests to Consider:
Achievement Measures in Math (WIAT -3 or WJ - 4)
Test of Mathematical Abilities
Key Math Assessment

Things to look out for:

DIFFICULTY WITH NUMBER SENSE

- Difficulty associating pictures of objects to the number
- Poor rapid automatic naming for digits

DIFFICULTY WITH SEQUENCING

- Difficulty counting in order
- Difficulty with multi-step directions or problems
- Difficulty with memory
- Difficulty copying numbers

DIFFICULTY WITH WORD PROBLEMS

- Poor decoding
- Poor listening comprehension
- Poor vocabulary
- Poor following directions

DIFFICULTY WITH SELF-MONITORING

- Poor attention to sign reversals or transpositions of numbers
- Difficulty copying numbers from one spot to another