



## ACADEMIC ASSESSMENT

### MEASURES ADMINISTERED

#### **Woodcock Reading Mastery Test III**

The WRMT-III is a comprehensive battery of tests that measures reading readiness and achievement. This test is norm-referenced for ages 4 years, 6 months through 79 years, 11 months. The average range is from the 25<sup>th</sup> through the 75<sup>th</sup> Percentile, which corresponds to standard scores between 90 and 110. It is comprised of nine tests that can be evaluated individually or combined into four cluster scores.

#### **Letter Identification**

The Letter Identification test measures an individual's general knowledge of letter shapes. The examinee is asked to name and identify letters of increasing difficulty. It is not assumed that the examinee knows the sounds of all the letters named.

#### **Phonological Awareness**

This test measures an examinee's awareness of the phonological components of language (for example, phonemes and syllables). The test is divided into five sections: First Sound Matching, Last-Sound Matching, Rhyme Production, Blending, and Deletion.

#### **Rapid Automatic Naming**

The examinee names given colors and objects while being timed. The object naming score and the color naming score are combined to provide the rapid automatic naming score.

#### **Word Identification**

The Word Identification test measures an individual's general word knowledge. The examinee is asked to read words of increasing difficulty. It is not assumed that the examinee knows the meaning of all the words read.

#### **Word Attack**

The Word Attack test measures an individual's ability to read unknown words and generally decode words. Nonsense words are presented, and the examinee is asked to read the words. The examinee must apply phonological skills and phonics knowledge to decode the unfamiliar words. The test begins with simple consonant/vowel combinations and becomes increasingly more difficult as multisyllable nonsense words are presented.

#### **Listening Comprehension**

The Listening Comprehension test measures an individual's ability to comprehend spoken language by asking both literal and inferential questions about the content. Both narrative and expository sentences, paragraphs, and passages of increasing difficulty are read aloud to the examinee.

#### **Word Comprehension**

Vocabulary is assessed by asking questions in three different categories: Antonyms, Synonyms, and Analogies. For antonyms, the examinee is asked to read a word and provide a word that means the opposite of the target word. With synonyms, the examinee must read a word and provide a word that means approximately the same thing. For analogies, the examinee is asked

to read a pair of words and identify the relationship between the words, then read the first word of a second pair and supply the missing word to complete the analogy.

### **Passage Comprehension**

The Passage Comprehension test measures the individual's ability to utilize context understanding to comprehend short passages. The examinee is asked to read a sentence or short passage and identify a missing word. This modified cloze process requires the individual to use a variety of comprehension and vocabulary skills to comprehend the entire passage in order to appropriately supply the missing word. Initially, the sentence with the missing word is underneath a picture that helps support meaning.

### **Oral Reading Fluency**

The Oral Reading Fluency test measures the individual's combined skills of decoding, reading rate, expression, and phrasing. The examinee is asked to read one or two passages ranging from 80 to 200 words in length. While the examinee reads aloud, the passage is timed, and all errors are noted. Following the reading, the examiner also rates the oral reading for expression, phrasing, and smoothness.

### **Readiness Cluster**

The Phonological Awareness, Rapid Automatic Naming, and Letter Identification tests are combined to provide an index of the skills necessary for beginning reading.

### **Basic Skills Cluster**

This cluster combines the Word Attack and Word Identification tests to provide a broad measure of basic reading skills.

### **Reading Comprehension Cluster**

The Word Comprehension and Passage Comprehension tests are combined and provide a broad measure of reading comprehension skills.

### **Total Reading Cluster**

The Total Reading Cluster consists of the combined scores of the Word Identification, Word Attack, Word Comprehension, Passage Comprehension, and Oral Reading Fluency tests as a broad measure of global reading ability.

### **Test of Word Reading Efficiency - 2**

This test is designed to measure an individual's ability to pronounce printed words (Sight Word Efficiency) and phonemically regular nonwords (Phonemic Decoding Efficiency). The Sight Word Efficiency subtest assesses the number of real words an individual can identify accurately in 45 seconds. This subtest is designed to measure the size of an individual's sight word vocabulary. This is the amount of words that can be recognized quickly as entire orthographic units. The Phonemic Decoding Efficiency subtest assesses the number of nonwords an individual can accurately pronounce in 45 seconds. This test measures the individual's ability to apply graphophonetic knowledge (blending together individual sounds represented by letters in words) to sound out unfamiliar words. The TOWRE-2 is norm-referenced for ages 6 years to 24 years. The average range is from the 25<sup>th</sup> through the 75<sup>th</sup> Percentile, which corresponds to standard scores between 90 and 110.

### **Wide Range Achievement Test - 5**

The Wide Range Achievement Test assesses academic progress in three areas: word recognition, written spelling, and arithmetic computation. This test is norm-referenced for ages 5 through 74 years. The

average range is from the 25<sup>th</sup> through the 75<sup>th</sup> Percentile, which corresponds to standard scores between 90 and 110. On the Spelling subtest of the WRAT-5, the individual is asked to write his name and spell given real words ranging from single syllable to complex multisyllable.

### **Symbol Imagery Test**

This test is designed to measure the sensory-cognitive ability used to create mental imagery for sounds and letters within words. Symbol imagery is the form of sensory input that underlies both phonological and orthographic processing, which support reading and spelling. This test measures the ability to visualize, manipulate, and recall the identity and sequence of letters in both unconnected and orthographically regular combinations, using both visual and auditory stimuli. This test is norm-referenced for ages 6 years, 0 months through 17 years, 11 months. The average range is from the 25<sup>th</sup> through the 75<sup>th</sup> Percentile, which corresponds to standard scores between 90 and 110.

### **Comprehensive Test of Phonological Processing**

The CTOPP is a norm-referenced measure designed to assess the phonological processing skill of an individual as compared to his peers. Phonological processing is a critical, underlying skill for reading. Individual subtests in the CTOPP can be compared to one another and a discrepancy analysis evaluated. The Composite scores are a more accurate representation of abilities, since each is comprised of two subtests, and therefore scores are more reliable. The Composite scores can also be evaluated with discrepancy analysis. One cannot compare the individual subtests to the composites. The CTOPP is norm-referenced for ages 7 through 24 years. The average range is from the 25<sup>th</sup> through the 75<sup>th</sup> Percentile, which corresponds to standard scores between 90 and 110.

#### **Phonological Awareness Composite**

This score comprises the standard scores of two subtests, Elision and Blending Words. This composite is measuring an individual's awareness of, and access to, the phonological structure of oral language. Phonological awareness is a necessary skill for understanding the relationship between written and spoken language and allows one to verify that the oral response matches the written stimulus.

#### **Phonological Memory Composite**

The results of the subtests Memory for Digits and Nonword Repetition are combined for this Composite score. These subtests measure the individual's ability to code information phonologically for temporary storage in working, or short-term, memory. They specifically assess the functioning of the part of memory called the phonological loop, which provides brief storage of auditory information. A deficit in phonological memory may not disrupt decoding of familiar words but will likely impair an individual's ability to decode new words and words that are longer in length. A deficit may also impair listening and reading comprehension for complex sentences.

#### **Rapid Naming Composite**

The scores on the Rapid Digit Naming and Rapid Letter Naming tests are combined to provide a Rapid Symbolic Naming Composite score. When a person reads, they must repeatedly and rapidly identify letter forms and connect them to the correct sounds to decode the text. In doing this, one must then move the phonological information into short-term memory, in the correct sequence, in order to assemble the parts into the whole. Once the word is assembled, one must perform a lexical access to derive meaning. Slow word retrieval will slow an individual's reading rate.

**Gray Oral Reading Test - 5**

This test is an individually administered measure of oral reading ability. This test includes five open-ended comprehension questions after each passage, which are read aloud by the examiner. It provides separate scores for rate, accuracy, fluency, and comprehension. This test is norm-referenced for ages 6 years, 0 months through 23 years, 11 months. The average range is from the 25<sup>th</sup> through the 75<sup>th</sup> Percentile, which corresponds to standard scores between 8 and 12. The scaled scores have a mean of 10 and a standard deviation of 3.