COMPREHENSION 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 25th through the 75th 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

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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.

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 25th through the 75th Percentile, which corresponds to standard scores between 8 and 12. The scaled scores have a mean of 10 and a standard deviation of 3.

Gray Silent Reading Test
This norm-referenced measure is designed to assess the paragraph comprehension abilities of an individual as compared to her peers. This test includes multiple choice comprehension questions, five for each paragraph read. The individual reads the paragraph silently and answers the questions. The paragraph is available for reference while answering the questions. The average range is a reading quotient (SRQ) from 90 to 110 points.

Test of Reading Comprehension-4
The TORC-4 is the most recent revision of the Test of Reading Comprehension. It is a comprehensive, norm-referenced measure of silent-reading comprehension skills that makes it possible to measure a person's unique strengths and weaknesses as compared to peers with most variables (geography, race, gender, ethnicity, income, etc.) taken into account. The average range is from 8 standard points to 12 standard points, which correspond to the 25th to the 75th Percentiles. It is norm-referenced for ages 6 years 0 months through 17 years 0 months.

Relational Vocabulary
Three words that have a common underlying relationship are read silently by the student. The student silently reads four additional words, two of which share the relationship with the first group of three words. The student is asked to identify the two words that go with the initial group of three.

Sentence Completion
The student silently reads a sentence that is missing two words. Then, the student silently reads a list of word pairs and chooses the word pair that best completes the sentence. This task measures the student's understanding of the relationship between sentence structure, vocabulary, and implied context.

Paragraph Construction
After silently reading a list of sentences that are not in logical order, the student rearranges the sentences to make the most sense. Sentence sequencing most closely identifies a student's ability to 'construct meaning'. The student is offered no framework to help derive the meaning of the misarranged sentences and he must deduce the gestalt from reading the individual sentences and then arrange them into the correct order to conform to his construct. This task relies most heavily upon a student's auditory working memory, visual imagery skills, and attention.

Text Comprehension
The student previews five questions. Short passages are presented and the student is asked to read the passage silently and then to answer the five questions. The questions are multiple-choice and the paragraph is still visible for reference. The series of passages become progressively more difficult in their vocabulary, grammar, and content. This is a typical comprehension test.

Contextual Fluency
This subtest measures the speed with which students can recognize the individual words in a series of passages that become progressively more difficult in their content, vocabulary, and grammar. The passages are printed in upper case letters without punctuation or space between words. Students identify words by drawing a line between as many words as they can in 3 minutes. This task measures the student's ability to distinguish words in a continuous string of letters that can be divided into words, providing information about the student's fluency of word recognition.

Reading Comprehension Quotient
The five previous scores are combined to provide a measure of overall comprehension ability.