



## WRITING 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

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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.

## **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.

## **Test of Written Language – 4**

The Test of Written Language is a norm-referenced diagnostic measure that provides an excellent overview of the individual components that relate to written language. 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 for the composite scores, and 8 and 12 for the subtest scores. The age range for this test is 5 years to 18 years.

### **Vocabulary**

Individual words are presented, and the examinee must write a sentence using each word. The

only portion of the response that is scored is whether or not the word is used correctly in context.

### **Spelling and Punctuation**

Sentences are read twice to the individual, and then the examinee must write the sentence. The sentences are then evaluated for the correct spelling and the correct use of style (capitalization, punctuation, etc.).

### **Logical Sentences**

Sentences are presented that do not make sense. The examinee must decide what does not make sense in the sentence and then provide an appropriate correction for the sentence.

### **Sentence Combining**

Two or more sentences are presented to the individual to read. The examinee must combine the multiple sentences into a single complete sentence that is grammatically correct and is not awkward or confusing.

### **Spontaneous Writing**

The individual is presented with a drawing and paper and given fifteen minutes to write a story. Extensive instructions are provided that emphasize the steps used in writing a story, and the aspects of the story that will be judged. The story is then evaluated for three aspects, each aspect composed of at least eleven elements.

### **Contextual Conventions**

This composite includes the use of capital letters when beginning a sentence, punctuation, and spelling.

### **Story Composition**

The story's construction is evaluated. Elements analyzed include the plot, use of characters, story sequence and ending.

### **Contrived Writing Composite Score**

The first five subtests are combined to form a composite score that is more reliable than the scores for the individual subtests.

### **Spontaneous Writing Composite Score**

The last three subtests are combined to form a composite score that is more reliable than the scores for the individual subtests.

### **Overall Writing Composite Score**

All of the tests are combined into an overall composite score that is more reliable than the scores for the individual subtests or the individual composites.