

Academic Achievement Assessment

THE SECRET SAUCE

<https://bit.ly/fall-casp>



CASP FALL 2023

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Agenda

- The field of School Psychology today
- Overview of achievement batteries commonly used
- A closer look at tests by skills
- Cases

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The Evolution of School Psychology



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Present Day School Psychology

- It is **not** enough to assess for eligibility.
- We need to understand **what** the problem is and **how** to help kids through intervention
- If we don't know enough about the achievement, how do we explain more than just eligibility?
- We need to look beyond the models for eligibility and use our clinical judgement.
- It is up to us to help our special educators use assessment results to drive intervention.

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Assessment should drive intervention

- Cognitive Processing = WHY
- Academic Achievement = WHAT
- Explain WHY the WHAT exists
- Early career: look to scores, yes or no
 - This is no longer enough
- What does our data mean?
- Determining eligibility does not move the needle
- Use assessment to drive intervention

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Achievement Responsibility

Who administers achievement testing?	Who is responsible for eligibility and explaining the meaning of assessment results?
Special education teachers	You! The school psychologist!

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Do we ever get an opportunity to really look at achievement batteries?

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Today we are going to look at:

- Academic areas of achievement (reading, writing, math)
- Evaluation tools we have access to so we have a better frame of reference
- Cases

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What is academic achievement?

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First some Ed Code SLD

Oral Expression	Basic Reading Skills	Mathematics Calculation
Listening Comprehension	Reading Fluency	Mathematics Problem Solving
Written Expression	Reading Comprehension	

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Academic Achievement is more than numbers

- Standardized data versus classroom performance
- Where is the student underperforming or underachieving? Why?
- Gather all information that will help us understand the student's functional academic performance.

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RIOT

Review	Interview	Observations
<ul style="list-style-type: none"> • report cards • classroom data • state test results • work samples • attendance • intervention data 	<ul style="list-style-type: none"> • parent • teacher • student • outside providers 	<ul style="list-style-type: none"> • during class when it's enjoyable • during class when it's hard • with peers • during testing • at home

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Testing: Standardized Measures (common tests)

- Woodcock Johnson Tests of Achievement, Fourth Edition (WJ IV)
- Wechsler Individual Achievement Test, Fourth Edition (WIAT 4)
- Kaufman Tests of Educational Achievement, Third Edition (KTEA 3)

- Look beyond the core batteries!

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Case Study: Maggie

- 14 years old
- School changes
- Distance learning
- Anxiety, SIB, restrictive eating
- Decent grades with extra help
- Great personality
- Compensates, uses friends
- Thinks she has “dyslexia”
- Asked for a 504 Plan



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Core Achievement: KTEA 3

Academic Skills Battery (ASB) Composite	92
Math Concepts & Applications	94
Letter & Word Recognition	83
Written Expression	107
Math Computation	91
Spelling	95
Reading Comprehension	97
Reading Composite	88
Letter & Word Recognition	83
Reading Comprehension	97
Math Composite	91
Math Concepts & Applications	94
Math Computation	91
Written Language Composite	100
Written Expression	107
Spelling	95

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Supplemental Scores: KTEA 3

Decoding Composite	86	Comprehension Composite	89
Letter Word Recognition	83	Reading Comprehension	97
Nonsense Word Decoding	91	Listening Comprehension	84
Reading Fluency Composite	85	Orthographic Composite	76
Silent Reading Fluency	95	Spelling	95
Word Recognition Fluency	78	Letter Naming	68
Decoding Fluency	91	Word Recognition Fluency	78

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WIAT 4 FAR

Reading Fluency	87	Fluency Composite	59
Oral Reading Fluency	86	Rapid Naming	51
Orthographic Fluency	89	Verbal Fluency	93
Decoding Fluency	93	Visual Perception	66
		Irregular Word Reading Fluency	89
Orthographic Choice	75	Orthographical Processing	56

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TAPS 4

Phonological Processing Index	83
Word Discrimination	7
Phonological Deletion	7
Phonological Blending	6

- Would she be eligible for special education?

- Clinical Diagnoses:
 - ADHD inattentive, milde
 - SLD in reading, moderate (dyslexia)
 - Generalized Anxiety Disorder

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Look beyond the core battery

Special education or not,
what does Maggie need?

Recommendations

- Evaluated for SLD and OHI
- What kinds of classes?
 - SAI content classes
 - Study skills
- Counseling
- Accommodations
- Community Specialist Support (reading intervention)
- Consult for medication
- Therapy
- Wellness

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“Achievement” Batteries

WJ IV, KTEA 3, WIAT 4

FAR, FAM, FAW

TOWRE 2, GORT 5

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Woodcock Johnson Tests of Achievement, IV

TESTS IN THE WJ IV ACH

Standard Battery

- Test 1: Letter-Word Identification
- Test 2: Applied Problems
- Test 3: Spelling
- Test 4: Passage Comprehension
- Test 5: Calculation
- Test 6: Writing Samples
- Test 7: Word Attack
- Test 8: Oral Reading—**NEW**
- Test 9: Sentence Reading Fluency
- Test 10: Math Facts Fluency
- Test 11: Writing Fluency

Extended Battery

- Test 12: Reading Recall—**NEW**
- Test 13: Number Matrices—**NEW**
- Test 14: Editing
- Test 15: Word Reading Fluency—**NEW**
- Test 16: Spelling of Sounds
- Test 17: Reading Vocabulary
- Test 18: Science
- Test 19: Social Studies
- Test 20: Humanities

Tests of Oral Language

- Test 2: Oral Comprehension.
- Test 3: Segmentation.
- Test 4: Rapid Picture Naming.
- Test 5: Sentence Repetition.
- Test 6: Understanding Directions.
- Test 7: Sound Blending.
- Test 8: Retrieval Fluency.
- Test 9: Sound Awareness.

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		Reading	Mathematics	Writing	Cross-Domain Clus
Standard Battery	ACH 1 Letter-Word Identification	■	■	■	■
	ACH 2 Applied Problems	■	■	■	■
	ACH 3 Spelling	■	■	■	■
	ACH 4 Passage Comprehension	■	■	■	■
	ACH 5 Calculation	■	■	■	■
	ACH 6 Writing Samples	■	■	■	■
	ACH 7 Word Attack	■	■	■	■
	ACH 8 Oral Reading	■	■	■	■
	ACH 9 Sentence Reading Fluency	■	■	■	■
	ACH 10 Math Facts Fluency	■	■	■	■
	ACH 11 Sentence Writing Fluency	■	■	■	■
	ACH 12 Reading Recall	■	■	■	■
Enriched Battery	ACH 13 Number Matrices	■	■	■	■
	ACH 14 Editing	■	■	■	■
	ACH 15 Word Reading Fluency	■	■	■	■
	ACH 16 Spelling of Sounds	■	■	■	■
	ACH 17 Reading Vocabulary	■	■	■	■
	ACH 18 Science	■	■	■	■
	ACH 19 Social Studies	■	■	■	■
	ACH 20 Humanities	■	■	■	■

■ Tests required to create the cluster listed.
 □ Additional test required to create an extended version of the cluster listed.
 ● Additional tests required to create the Broad Achievement cluster.

Woodcock Johnson 4th edition Manual

In the beginning of the WJ cognitive and achievement test books there are these charts that cover the subtests needed to obtain certain cluster scores.

Figure 1.
Scores in Primary Reading and Writing Difficulties.

WJ IV Dyslexia Profile of Scores							
Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS >110 PR >75	RPI Comments
Primary Reading and Writing Difficulties	Letter-Sound	Informal	Letter Identification: Case: Lower ___/26 Upper ___/26 Letter sounds: C ___/21 V ___/5 (short)				
			Test 1: Letter-Word Identification				___/90
	Basic Read. Skills	WJ IV ACH	Test 7: Word Attack				___/90
			Reading Fluency				___/90
	Reading Fluency (rate & accuracy)	WJ IV ACH	Test 8: Oral Reading				___/90
			Test 9: Sentence Reading Fluency				___/90
			Reading Rate				___/90
			Test 9: Sentence Reading Fluency				___/90
	Spell.	WJ IV ACH	Test 15: Word Reading Fluency				___/90
			Test 3: Spelling				___/90
			Test 16: Spelling of Sounds				___/90
			Phoneme-Grapheme Knowledge				___/90
Phoneme-Grapheme Knowledge	WJ IV ACH	Test 7: Word Attack				___/90	
		Test 16: Spelling of Sounds				___/90	

Figure 2.
Scores in Secondary Reading and Writing Difficulties.

WJ IV Dyslexia Profile of Scores								
Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS >110 PR >75	RPI	Comments
Secondary Reading and Writing Difficulties	Reading Comprehension	WJ IV ACH	Reading Comprehension <input type="checkbox"/> Extended				___/90	
			Test 4: Passage Comprehension				___/90	
			Test 12: Reading Recall				___/90	
			Test 17: Reading Vocabulary (Extended)				___/90	
	Written Expression	WJ IV ACH	Written Expression				___/90	
			Test 6: Writing Samples				___/90	
			Test 11: Sentence Writing Fluency				___/90	

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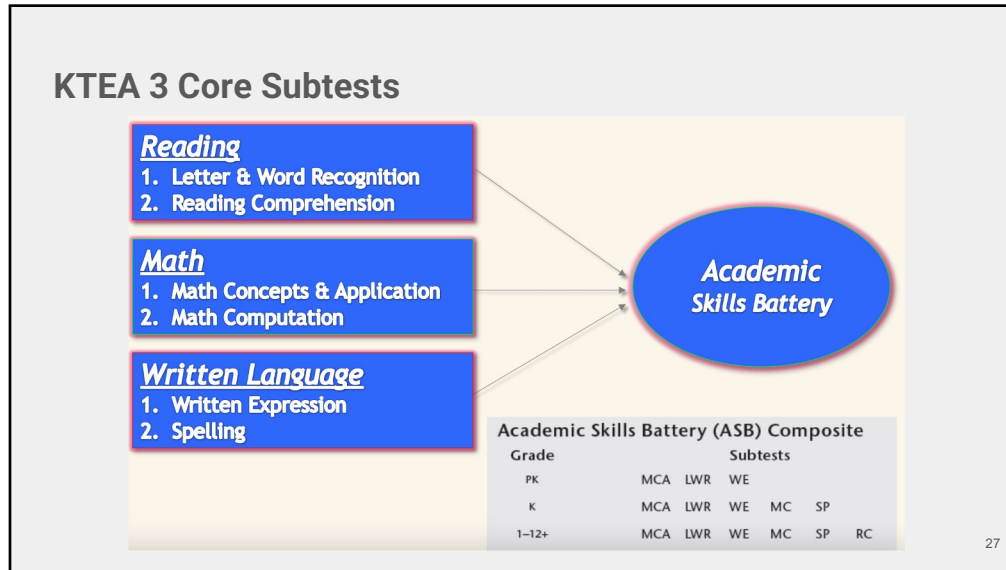
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Figure 3.
Relevant Cognitive Ability scores.

WJ IV Dyslexia Profile of Scores								
Area Tested	Battery	Test Date	Cluster/Test	Low/Below Average SS <40-89 PR <1-24	Average SS 90-110 PR 25-75	High/Above Average SS >110 PR >75	RPI	Comments
Cognitive Abilities: Possible Contributing Factors	Phonological Awareness	WJ IV COG	Auditory Processing				___/90	
			Test 5: Phonological Processing				___/90	
			Test 12: Nonword Repetition				___/90	
			Phonemic Coding				___/90	
			Test 3: Segmentation				___/90	
			Test 7: Sound Blending				___/90	
	Orthographic Awareness	WJ IV COG	Test 9: Sound Awareness				___/90	
			Test 4: Letter-Pattern Matching				___/90	
			Test 11: Number-Pattern Matching				___/90	
			Test 1: Letter-Word Identification				___/90	
			Test 3: Spelling				___/90	
			Test 7: Word Attack				___/90	
	Memory	WJ IV COG	Test 16: Spelling of Sounds				___/90	
			Auditory Memory Span				___/90	
			Test 5: Sentence Repetition				___/90	
			Test 18: Memory for Words				___/90	
			Short-Term Working Memory <input type="checkbox"/> Extended				___/90	
			Test 3: Verbal Attention				___/90	
	Rapid Naming	WJ IV COG	Test 10: Numbers Reversed				___/90	
			Test 16: Object-Number Sequencing (Extended)				___/90	
			Speed of Lexical Access				___/90	
			Test 4: Rapid Picture Naming				___/90	
			Test 8: Retrieval Fluency				___/90	
			Test 11: Number-Object Sequencing				___/90	
Processing Speed	WJ IV COG	Cognitive Processing Speed (Gs)				___/90		
		Test 4: Letter-Pattern Matching				___/90		
		Test 17: Picture Cancellation				___/90		
		Perceptual Speed				___/90		
		Test 4: Letter-Pattern Matching				___/90		
		Test 11: Number-Pattern Matching				___/90		

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KTEA 3 Reading Supplemental Composites and SLD

There are also 10 Supplemental Composites grouped into three categories:
 The Reading-Related Composite:

Sound-Symbol

- Phonological Processing
- Nonsense Word Decoding

Decoding

- Letter & Word Recognition
- Nonsense Word Decoding

Reading Fluency

- Silent Reading Fluency
- Word Recognition Fluency
- Decoding Fluency

Reading Understanding

- Reading Comprehension
- Reading Vocabulary

SLD Eligibility Area	KTEA-3 Cluster	KTEA-3 Subtests
Basic Reading Skills	Decoding	#3 Letter and Word Recognition #5 Nonsense Word Decoding
Reading Fluency	Reading Fluency ¹	#7 Silent Reading Fluency #17 Word Recognition Fluency #19 Decoding Fluency (3 rd grade and up)
Reading Comprehension	Reading Understanding	#9 Reading Comprehension #14 Reading Vocabulary
Mathematics Calculation	Math ²	#4 Math Computation #8 Math Fluency
Mathematics Problem Solving	Math ²	#2 Math Concepts and Applications
Written Expression	Written Language ³	#6 Writing Fluency #10 Written Expression #12 Spelling

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WIAT 4

Core Academic Composites	Subtests
Reading	Word Reading Reading Comprehension
Written Expression	Spelling Alphabet Writing Fluency Sentence Composition
Mathematics	Essay Composition Numerical Operations Math Problem Solving

NEW! OPTION TO AUTOSCORE!

Processing Composites	Subtests
NEW! Orthographic Processing	Spelling NEW! Orthographic Fluency NEW! Orthographic Choice (Q-interactive® only; provides an Orthographic Processing Extended composite score)
NEW! Phonological Processing	NEW! Phonemic Proficiency Pseudoword Decoding

Supplemental Composites	Subtests
Oral Language	Listening Comprehension Oral Expression
NEW! Basic Reading	Word Reading Pseudoword Decoding NEW! Phonemic Proficiency
Decoding	Word Reading Pseudoword Decoding
NEW! Reading Fluency	Oral Reading Fluency NEW! Orthographic Fluency NEW! Decoding Fluency
NEW! Writing Fluency	Alphabet Writing Fluency NEW! Sentence Writing Fluency
Math Fluency	Math Fluency: Addition Math Fluency: Subtraction Math Fluency: Multiplication

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Feifer Assessment of Reading (FAR)

Index	Subtest
Phonological Index (PI)	Phonemic Awareness (PA)
	Nonsense Word Decoding (NWD)
	Isolated Word Reading Fluency (ISO)
	Oral Reading Fluency (ORF)
	Positioning Sounds (PS)
Fluency Index (FI)	Rapid Automatic Naming (RAN)
	Verbal Fluency (VF)
	Visual Perception (VP)
	Orthographic Processing (OP)
	Irregular Word Reading Fluency (IRR)
Comprehension Index (CI)	Semantic Concepts (SC)
	Word Recall (WR)
	Print Knowledge (PK)
	Morphological Processing (MP)
	Silent Reading Fluency (SRF)

- (1) **Dysphonetic Dyslexia** – difficulty sounding out words in a phonological manner.
- (2) **Surface Dyslexia** – difficulty with the rapid and automatic recognition of words in print.
- (3) **Mixed Dyslexia** – multiple reading deficits characterized by impaired phonological and orthographic processing skills. Most severe form of dyslexia.
- (4) **Comprehension Deficits** – mechanical side of reading is fine but difficulty persists deriving meaning from print.

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FAR and SLD Areas

Table 2. Correspondence of Feifer Assessment of Reading (FAR) Scores with Reading Skills.

FAR	Reading Comprehension	Basic Reading Skill	Reading Fluency Skills	Phonological Processing	Written Expression	Oral Expression	Listening Comprehension
Phonological Index		✓	✓				
Phonemic Awareness				✓			
Nonsense Word Decoding				✓			
Isolated Word Reading Fluency		✓	✓				
Oral Reading Fluency		✓	✓				
Positioning Sounds				✓			
Fluency Index		✓	✓				
Rapid Automatic Naming			✓				
Verbal Fluency						✓	
Visual Perception							
Irregular Word Reading Fluency		✓	✓				
Orthographical Processing							
Mixed Index		✓	✓				
Comprehension Index	✓		✓				
Semantic Concepts							
Word Recall							✓
Print Knowledge		✓					
Morphological Processing							
Silent Reading Fluency: Comprehension	✓		✓				

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Feifer Assessment of Math (FAM)

Index	Subtest
Procedural Index (PI)	Forward Number Count (FNC)
	Backward Number Count (BNC)
	Numeric Capacity (NCA)
	Sequences (SEQ)
Verbal Index (VI)	Object Counting (OC)
	Rapid Number Naming (RNN)
	Addition Fluency (AF)
	Subtraction Fluency (SF)
	Multiplication Fluency (MF)
	Division Fluency (DF)
Semantic Index (SI)	Linguistic Math Concepts (LMC)
	Spatial Memory (SM)
	Equation Building (EB)
	Perceptual Estimation (PE)
	Number Comparison (NCO)
	Addition Knowledge (AK)
	Subtraction Knowledge (SK)
	Multiplication Knowledge (MK)
Division Knowledge (DK)	

1. **Verbal Dyscalculia:**
 - ▶ Slower fact retrieval skills.
 - ▶ Difficulty with word problems.
 - ▶ Co-morbid reading/writing difficulties
2. **Procedural Dyscalculia:**
 - ▶ Forget math procedures
 - ▶ Better with single-digit facts than longer operations.
 - ▶ Working memory limitations
- 3a. **Semantic Dyscalculia: (Visual-Spatial):**
 - ▶ Difficulty aligning math columns.
 - ▶ Poor spatial memory.
 - ▶ Poor estimation skills.
- 3b. **Semantic Dyscalculia: (Conceptual)**
 - ▶ Difficulty transcoding math operations
 - ▶ Poor magnitude representations (symbols)
 - ▶ Poor conceptual knowledge and quantitative thinking

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FAM and SLD Areas

Table 3. Correspondence of Feifer Assessment of Math (FAM) Scores with Math and Reading Skills

FAM	Listening Comprehension	Math Calculation	Math Problem Solving
Procedural Index		✓	✓
Forward Number Count	✓		
Backward Number Count	✓		✓
Numeric Capacity			
Sequences		✓	
Object Counting	✓		✓
Verbal Index	✓		
Rapid Number Naming			
Addition Fluency	✓		✓
Subtraction Fluency	✓		✓
Multiplication Fluency	✓		✓
Division Fluency	✓		✓
Linguistic Math Concepts	✓		✓
Semantic Index		✓	
Spatial Memory			
Equation Building	✓		✓
Perceptual Estimation			
Number Comparison		✓	
Addition Knowledge		✓	
Subtraction Knowledge		✓	
Multiplication Knowledge		✓	
Division Knowledge		✓	

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Feifer Assessment of Writing (FAW)

Index	Subtest
Graphomotor Index (GI)	Alphabet Tracing Fluency (ATF)
	Motor Sequencing (MS)
	Copying Speed (CS)
	Motor Planning (MP)
Dyslexic Index (DI)	Homophone Spelling (HS)
	Isolated Spelling (IS)
Executive Index (EI)	Executive Working Memory (EWM)
	Sentence Scaffolding (SS)
	Retrieval Fluency (RF)
Compositional Writing Index (CWI) <i>(optional)</i>	Expository Writing (EW)
	Expository Writing (EW)
	Copy Editing (CE) <i>(optional)</i>
	Story Mapping (SM) <i>(optional)</i>

- Diagnoses 3 subtypes of writing disorders:
 - 1) Graphomotor Dysgraphia
 - 2) Dyslexic-Dysgraphia
 - 3) Executive Dysgraphia

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Test of Word Reading Efficiency (TOWRE 2)



Sight Word Efficiency—read words quickly

Phonetic Decoding Efficiency—read nonwords quickly

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Test of Integrated Language and Literacy (TILLS)

Vocabulary Awareness (VA)
Phonemic Awareness (PA)
Story Retelling (SR)
Nonword Repetition (NWRep)
Nonword Spelling (NWSpell)
Listening Comprehension (LC)
Reading Comprehension (RC)
Following Directions
Delay Story Retelling (DSR)
Nonword Reading (NWRead)
Reading Fluency (RF)
Written Expression (WE-Disc)
Written Expression (WE-Sent)
Written Expression (WE-Word)
Social Communication
Digit Span Forward (DSF)
Digit Span Backward (DSB)

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Gray Oral Reading Test (GORT)



- Oral reading rate, accuracy, and comprehension

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Let's dig in by skill

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Mathematics

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Mathematics

Math Calculation

- understanding number concepts
- counting
- grouping objects
- compute math problems from basic operations through calculus

Math Problem Solving

- questions that need mathematical solutions to answer
- could have words, numbers, and/or variables
- examine key ideas in question, choose appropriate strategy, complete the problem, check to ensure accuracy

Math Fluency

- automatic math fact retrieval

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Math: What do I want to know?

Referral Concerns:

- identification of numbers
- counting/one to one correspondence
- conceptual understanding of number order
- rapid number identification
- basic math facts
- regrouping
- understanding magnitude representations
- careless errors when calculating
- slow process to calculate
- understanding vocabulary, terminology, and expectations in word problems
- doesn't catch errors
- can't explain process
- trouble retaining process
- order of operations
- can't pick out keywords
- anxious

Observations During Testing:

- Do they struggle with how the problem is lined up? (vertical vs horizontal)
- Do they recognize the division sign?
- Do they rush through?
- Make careless errors?
- Take extended time?
- Inconsistent responding?
- Get distracted?
- Count on their fingers?
- Have trouble picking out key concepts and information in problem?
- Struggle with vocabulary in word problems?
- Know math terms?

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Math Calculation Tests

WJ IV	KTEA 3	WIAT 4	FAM
Math Calculation	Math Computation	Numerical Operations	Sequences
Math Fact Fluency	Math Fluency	Math Fluency (separate tests for addition, subtraction, multiplication)	Number Comparison
			Addition, Subtraction, Multiplication, Division Fluency
			Addition, Subtraction, Multiplication, Division Knowledge
			Object Counting
			Forward Number Count
			Backward Number Count

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Calculation Tests

WJ IV

KTEA 3

WIAT 4

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Math Calculation Differences

WJ IV:

- All presented vertically
- 18 problems per page
- least white space

KTEA 3:

- Problems presented both vertically and horizontally
- 12 problems per page

WIAT 4:

- Problems presented vertically and horizontally
- 9 or fewer problems per page
- Most white space

FAM:

- No actual calculations are ever done on paper

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Math Fluency Tests

WJ IV
WIAT 4

KTEA 3

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Math Fluency Differences

WJ IV:

- 3 minutes
- 60 addition and subtraction before multiplication begins
- No division
- 80 problems per page

KTEA 3:

- 2 minutes
- 34 problems before multiplication and division
- 48 problems per page (more white space)

WIAT 4:

- 1 minute each
- Addition, Subtraction, Multiplication
- 20 problems per page

FAM:

- 1 minute each
- Addition, Subtraction, Multiplication, Division
- respond verbally

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Math Problem Solving Tests

WJ IV	KTEA 3	WIAT 4	FAM
Applied Problems	Math Concepts and Application	Math Problem Solving	Equation Building
Number Matrices			Linguistic Math Concepts

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WJ IV Applied Problems

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KTEA 3: Math Concepts and Applications

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WIAT 4: Math Problem Solving

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FAM

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Ginger

- 15 years old, sophomore
- High achieving girls' school
- Anxiety since 2nd grade
- Trauma with teacher in 2nd grade and changed schools
- Excels in reading and writing
- Consistent struggle in math

Does she has a learning disability? Why is math so hard for her?



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Ginger's Scores—WJ IV Cog GIA 115



<u>CLUSTER/Test</u>	<u>RPI</u>	<u>SS (95% Band)</u>	<u>SS Classification</u>	<u>PR</u>
MATHEMATICS	88/90	98 (92-105)	Average	45
Applied Problems	91/90	101 (92-110)	Average	53
Calculation	83/90	96 (89-104)	Average	40
BROAD MATHEMATICS	83/90	95 (89-101)	Average	37
Applied Problems	91/90	101 (92-110)	Average	53
Calculation	83/90	96 (89-104)	Average	40
Math Facts Fluency	68/90	91 (83-100)	Average	28
MATH CALCULATION SKILLS	77/90	93 (87-99)	Average	33
Calculation	83/90	96 (89-104)	Average	40
Math Facts Fluency	68/90	91 (83-100)	Average	28



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FAM Scores

- Does she have an SLD?
 - Ed Code
 - DSM 5
- Where is the issue for Ginger?
- What is her personal experience?
- What does she need?
 - accommodations
 - calculator
 - extended time

FAM subtests	Standard Score
Forward Number Count	100
Backward Number Count	108
Numeric Capacity	92
Sequences	116
Rapid Number Naming	118
Addition Fluency	88
Subtraction Fluency	75
Multiplication Fluency	97
Division Fluency	92
Linguistic Math Concepts	115
Spatial Memory	95
Equation Building	95
Perceptual Estimation	89
Number Comparison	89
Addition Knowledge	86
Subtraction Knowledge	88
Multiplication Knowledge	105
Division Knowledge	96

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Writing

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Written Expression

Written Expression refers to a highly complex, cognitive, self-directed process. Higher order components include planning, translating, drafting, reviewing, and revising. The translation process includes lower-level transcription skills such as handwriting and spelling, as well as text generation at three different language levels; word, sentence, and text (NCS Pearson 2020).

Feifer Assessment of Writing defines three types of written expression challenges:

- graphomotor
- problems with spelling
- problems with the executive processes involved with written expression

DSM 5 refers impairments in:

- spelling accuracy
- grammar and punctuation accuracy
- clarity or organization of written expression

Some refer to "dysgraphia" under SLD and some refer to it as a Developmental Coordination Disorder

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Writing: What do I want to know?

Referral Concerns:

- poor spelling (also poor reading?)
- vocabulary
- organization and formatting
- letter formation
- grammar and syntax
- punctuation
- semantics
- descriptive quality
- editing or limited ability to self-correct
- idea generation
- logical flow
- sequencing

Observations during testing:

- performance on different writing tasks consistent?
- punctuation and capitalization?
- vocabulary
- spelling
- editing, catching mistakes
- spacing and letter legibility
- organization
- attitude and effort while writing
- use of time
- planning and organization
- verb tense
- did they use the whole time
- spelling

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Main areas to consider:

- Graphomotor control
- Spelling
- Punctuation, capitalization, grammar, sentence structure/syntax
- Executive processes like planning, organization, working memory

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Written Expression Tests: Spelling/ Orthography

- Spelling helps a child develop a strong connection between letters and sounds.
- Nonword spelling shows how well a child can apply letter-sound patterns to new words.
- Orthography—the one correct way we spell a word in English

WJ IV	KTEA 3	WIAT 4	FAW	TILLS	TOC
Spelling	Spelling	Spelling	Isolated Spelling	Nonword Spelling	Sight Spelling
Spelling of Sounds		Orthographic Choice	Homophone Spelling	Written Expression-Word Score	Homophone Choice

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Spelling and Orthography

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Spelling Errors

Eliana performs poorly on spelling tests in class. Even though the class does word work during the week with the spelling words, Eliana struggles on all her tests. It is clear from reviewing them that while Eliana spells phonetically, she has weaknesses primarily in orthography (plees), but also phonics (vilig), phonology (loger) and morphology (askt), and it would benefit her greatly to have some targeted work in this area. Her teacher suggested reviewing

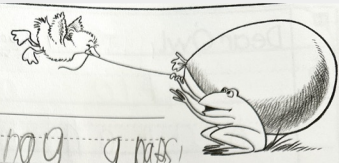
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Sam's Writing Samples

Dear Owl, I flew a balloon and Mr. Smith and the duck thought I was flying.

if lo on a
 p l o n and m r . s m i t h
 and the duck + not
 i was flying.



the frog grabbed
 the balloon from the duck
 and ran + blew it

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Sam's Scores

Full Scale IQ	120
Letter & Word Recognition	93
Spelling	88
Reading Comprehension	99
Written Expression	97
Silent Reading Fluency	92

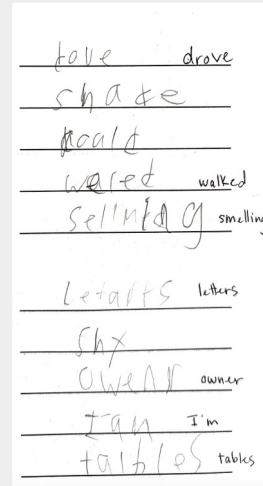
once we where lost and
 didn't know were to go.
 But I avengehly remembered
 were to go. But it did it
 what so maped are was
 around. we just were being
 Dummies

the
 end

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Steve's Spelling

KTEA 3
Standard Score 74



65

65

Writing: Graphomotor/ Writing Fluency

WJ IV	WIAT 4	KTEA 3	FAW
Sentence Writing Fluency	Alphabet Writing Fluency	Writing Fluency	Alphabet Tracing Fluency
	Sentence Writing Fluency		Motor Sequencing
			Copying Speed
			Motor Planning

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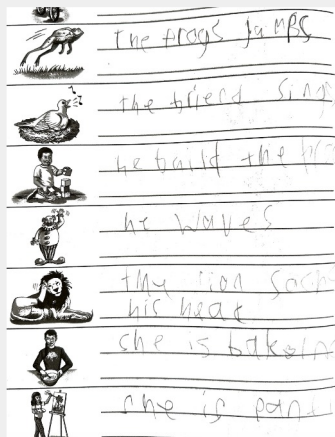
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FAW

67

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Steve Example—Sentence Writing Fluency



KTEA 3—count number of words (rather than sentences).

Steve's standard score = 97

Scoring Criteria

- Do not penalize for errors in spelling, as long as the misspelled word is recognizable.
- Do not count** made-up words/nonwords or unrecognizable words.
- Do not penalize for errors in punctuation, capitalization, or grammar.
- Do not penalize for poor handwriting or letter formation.
- Do not penalize if an item response does not relate to the picture.
- Count each recognizable (readable) word.
- Count a contraction as one word.
- Count an abbreviation as one word (e.g., TV).
- Count a compound word as one word even if the examinee wrote it as two (e.g., base ball = 1).
- Count incorrectly combined words as the number of words combined, even though the student wrote them as one (e.g., alot = 2, highschool = 2).

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Written Expression


WJ IV	KTEA 3	WIAT 4	FAW	TILLS	TEWL 3/ TOWL 4
Writing Samples	Written Expression	Essay Composition	Executive Working Memory	Written Expression-Discourse	Basic Writing
Editing		Sentence Composition (Sentence Building, Sentence Combining)	Sentence Scaffolding Story Mapping	Written Expression-Sentence	Contextual Writing
			Retrieval Fluency	Written Expression-Word	
			Expository Writing Copy Editing		

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TEWL 3 (SS 96)

For Children Ages 7-9 and Above



mom is mak som fod
mom ask for but giv
the egg but he only
take and he's sind med it
take at him he's going
it sid to play in bird.

Are principal has a
Name is sara sara want to be
a clown she want to visit school
she was wearing makeup and
a ball on her nose the ball was red
big she look scare she walked in
a classrom with young kid in side
that were scared some were crying
she talk to her with the children
were happy that know her.

Scaled Scores:

Word Score	1
Sentence Score	7
Discourse	10

70

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Written Expression Differences

WJ IV:

- Examiner provides a prompt and student writes one sentence in response to the prompt.
- Spelling does not count.

KTEA 3:

- Young students begin with tracing and copying
- 1st grade and up, students complete writing tasks in the context of a story format.
- Writing sentences from dictation, punctuation and capitalization, missing words, combining sentences, writing compound and complex sentences, editing.
- Finally, a longer piece of writing based on the story.

WIAT 4:

- Write a descriptive expository essay in a 10 minute time limit.
- Scored for semantics, grammar, and mechanics
- Content and organization evaluated

FAW:

- Write a descriptive essay in response to a prompt, in a 10 minute time limit.

TILLS:

- Combine sentences using the facts to put them together in a way that sounds less choppy and more interesting.
- Scored at the sound/word and sentence/discourse level.

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How do you explain this?

Test	Standard Score	Classification
WJ IV Spelling of Sounds	95	Average
WJ IV Spelling	77	Low
WIAT 4 Spelling	84	Low Average
TILLS Nonword Spelling	9	Average
TILLS Written Expression Word	1	Very Low
Test	Standard Score	Classification
TILLS Written Expression Discourse	10	Average
TILLS Written Expression Sentence	7	Low Average

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WJ IV

KTEA 2

car
bus

You can have a
ride or drive

you could draw into
to pool

he was big he had a
long neck and walks on
four feet

BOY LOST!

when asked the ranger
said its been a long
day we cant say anything
new about little marty
cobbs situation hes been
lost since about 9:30 am on
friday.

THE DOVER TIMES

**Scrapbook
Helps Find
Lost Boy**

Just a kids and lost
but who was it that
wants to find him
anybody a few hours
the rangers could find
him and they were
happy they were
walking there kids will
walk a mile to find
him

thank you
miss brown

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FAW

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Reading

75

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Reading–Decoding, Fluency, Comprehension

Decoding:

- applying sound-letter relationships to read words
- understanding the relationships so unfamiliar words can be segmented out and then blended for word reading

Fluency:

- ability to read with speed, accuracy, automaticity, prosody, and intonation

Comprehension:

- understanding and interpreting what is read

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Reading: What do I want to know?

Referral Concerns:

- Trouble with sound/letter correspondences
- Slow at identifying letters
- Slow effortful reading
- Fast reading with frequent errors
- Guessing at unfamiliar words
- Word substitutions
- Skips function words
- Choppy, dysfluent reading
- Limited expression while reading
- Not paying attention to punctuation
- Not understanding content

Observations during testing:

- **Listen to the student read!**
- Decoding words and nonwords versus decoding under time constraints (can they do it...can they do it quickly?)
- What do you notice when they read aloud?
- Do they understand what they read?

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Main areas to consider:

- Decoding
- Pseudoword decoding
- Decoding and pseudoword decoding fluency
- Irregular word reading fluency
- "Silent" reading fluency
- Oral reading fluency
- Reading comprehension

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Do you ever get scores like this?

Feifer Assessment of Reading (FAR)		
FAR Composites (Subtests Composing Cluster)	Standard Score	Percentile
Phonological Index (PI)	96	45 th
Fluency Index (FI)	90	25 th
Comprehension Index (CI)	97	42 nd

FAR subtests	Standard Score
Phonemic Awareness	114
Nonsense Word Decoding	95
Isolated Word Reading Fluency	84
Oral Reading Fluency	80
Positioning Sounds	120
Rapid Automatic Naming	94
Verbal Fluency	117
Visual Perception	88
Irregular Word Reading Fluency	81
Orthographical Processing	86
Semantic Concepts	109
Word Recall	108
Morphological Processing	90
Silent Reading Fluency: Comprehension (SRF-C)	83
Silent Reading Fluency: Rate (SRF-R)	88

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Reading: Decoding (real and nonsense words)

WJ IV	KTEA 3	WIAT 4	FAR	TILLS
Letter -Word Identification	Letter & Word Recognition	Word Reading	Nonsense Word Decoding	Nonword Reading
Word Attack	Nonsense Word Decoding	Pseudoword Decoding		

80

80

Reading: Decoding Fluency (real and nonsense words)

- **Basic Reading Skills or Reading Fluency**
- **Could this be considered Processing?**

WJ IV	KTEA 3	WIAT 4	FAR	TOWRE 2
	Decoding Fluency (nonwords)	Decoding Fluency (nonwords)	Isolated Word Reading Fluency (regular words)	Sight Word Efficiency (regular and irregular)
	Word Recognition Fluency (regular and irregular words)	Orthographic Fluency (irregular words)	Irregular Word Reading Fluency	Phonemic Decoding Efficiency (nonwords)

81

Reading: “Silent Reading Fluency”

WJ IV	KTEA 3	WIAT 4	FAR
Sentence Reading Fluency	Silent Reading Fluency		Silent Reading Fluency Rate

82

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"Silent" Reading Fluency

83

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Reading: Oral Reading***

WJ IV	KTEA 3	WIAT 4	FAR	TILLS	GORT 5
Oral Reading (accuracy, no speed)		Oral Reading Fluency (WCPM accuracy and speed)	Oral Reading Fluency (WCPM accuracy and speed)	Reading Fluency (accurate and automatic, no speed)	Rate and accuracy

84

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Oral Reading Differences

WJ IV:

- Accuracy, no speed
- Errors include: mispronunciation, omission, insertion, substitution, hesitation, repetition, transposition, ignores punctuation
- Self-correction within 3 seconds is **not** an error

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WIAT 4: Oral Reading Fluency

Read stories aloud, answer one comprehension question, **speed and accuracy**

1. Do not penalize for the following

- self-corrections
- formation or separation of correct contractions (e.g., *it's* for *it is* or *do not* for *don't*)
- repetition of a word or phrase
- use of dialectal/regional pronunciations of words; however, adding or omitting a word ending is an error (Note any errors believed to be due to dialectal differences in the Record Form and consider this information when interpreting results.)

2. Penalize for the following

Addition Errors

- **Additions:** Score each addition as 1 error, regardless of the number of words added.
 - ▶ An addition error occurs when one or more spoken words (a) are not found in the text and (b) are not substituting any word(s) in the text.

Other Errors

- **Omission:** Score each omission as 1 error.
 - ▶ An omission error occurs when a word is skipped.
- **Substitution:** Score each substitution as 1 error.
 - ▶ A substitution error occurs when the examinee reads a different word than the word in the passage.
 - ▶ If 2+ words are substituted for 1 word, and the substituted words serve the same grammatical function as the original word, then score 1 substitution error per omitted word. Do not also score any addition errors.
 - ▶ Adding *-ing*, *-ed*, *-s*, etc. to the end of a word is counted as a substitution error.
 - ▶ If the examinee says the wrong name or mispronounces the name, count as only 1 substitution error even if it happens more than once.
- **Transposition:** Score each transposition as 1 error, regardless of the number of words transposed.
- **Given words:** Score each word supplied as 1 error.

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TILLS

- **Reading Fluency**
 - Accurate and automatic
 - No speed
 - No hesitations, errors, repetitions or self-correction

Scaled Score 2, 1st percentile

87

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GORT

- Accuracy and Speed
- Errors include words read incorrectly, mispronounced, omitted, substituted
- Self corrections are okay within 10 seconds and not counted as an error, HOWEVER, you still mark an error before
- Added words are errors

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GORT

- Niel is 17 and a senior
- Referred because he's up all night doing homework
 - suspected ADHD and dyslexia
- Evaluated in 2020
- Diagnosed with anxiety
- Gf-Gc 119
- WIAT 3
 - Basic Reading 112
 - Oral Reading Accuracy 99
 - Oral Reading Rate 102

89

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Current Testing

- **GORT 78**
- Neslon-Denny Reading Test
 - Vocab 111
 - Comprehension 99
 - **Reading rate 78**
- Vocabulary still had 23 to go
- Comp still had 21 to go
- Ran out of time on both but accuracy so good, he still earned a good score on both

Composite/Subtest	Standard score	95% Confidence Interval	Percentile rank	Descriptive category
Basic Reading	111	107 - 115	77	High average
Pseudoword Decoding	115	108 - 122	84	High average
Phonemic Proficiency	109	99 - 119	73	Average
Word Reading	106	100 - 112	66	Average
Decoding	110	106 - 114	75	High average
Pseudoword Decoding	115	108 - 122	84	High average
Word Reading	106	100 - 112	66	Average
Reading Fluency	94	88 - 100	34	Average
Oral Reading Fluency	93	86 - 100	32	Average
Orthographic Fluency	100	92 - 108	50	Average
Decoding Fluency	93	86 - 100	32	Average
Math Fluency	99	93 - 105	47	Average
Math Fluency-Addition	98	87 - 109	45	Average
Math Fluency-Subtraction	93	85 - 101	32	Average
Math Fluency-Multiplication	105	96 - 114	63	Average
Phonological Processing	113	107 - 119	81	High average
Pseudoword Decoding	115	108 - 122	84	High average
Phonemic Proficiency	109	99 - 119	73	Average
Orthographic Processing	107	101 - 113	68	Average
Orthographic Fluency	100	92 - 108	50	Average
Spelling	113	105 - 121	81	High average

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What would you do?

- SLD?
- IEP?
- 504?
- What does he need?



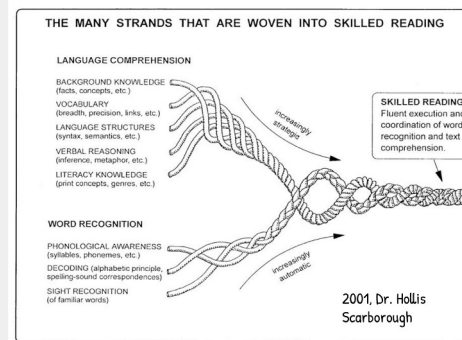
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Reading Comprehension

The ability to understand what you read.
Several factors go into skilled reading.

- Which areas of the rope are breaking down?
- Is there anything else getting in the way, like attention or working memory?



Simple View of Reading

Word Recognition x Language Comprehension = Reading Comprehension

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Reading: Comprehension

WJ IV	KTEA 3	WIAT 4	FAR	TILLS	GORT 5
Passage Comp	Reading Comp	Reading Comp	Reading Comp	Reading Comp	Comprehension
Reading Recall					
Reading Vocabulary	Reading Vocabulary				

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Reading Comprehension Differences

WJ IV:

- Read the passage and fill in the missing word
- Listen to a story and tell it back immediately
- Provide synonyms and antonyms for given words

KTEA 3:

- Read passages silently, and answer comprehension questions
- Student can look back through text for answers.

GORT 5:

- Read passages orally.
- Student cannot look back at text for answers.

WIAT 4:

- Read passages silently, and answer comprehension questions
- Student can look back through text for answers.

FAR:

- Read a passage silently and quickly.
- Student cannot look back through text for answers.

TILLS:

- Student reads two or three sentences and answers questions with *yes, no, or maybe*

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Final Thoughts

- “Achievement” tests provide a lot of information
- The more we know, the better we will be at evaluating
- Collaboration is critical for our multidisciplinary teams
- Keep learning, keep growing

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Thank you!

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<https://bit.ly/fall-casp>

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