

**Woodcock-Johnson IV  
Test of Achievement**

**Administration Training  
Manual**

*Office of Special Education  
Frederick County Public Schools*

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# ***INTRODUCTION TO THE WOODCOCK-JOHNSON IV***

The Woodcock-Johnson IV Tests of Achievement is a wide range, comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement. These tests were nationally standardized on examinees ages 2 years to 80+ years of age.

The Woodcock-Johnson IV is composed of three parts:

1. Tests of Cognitive Ability
2. Tests of Oral Language
3. Tests of Achievement\*\*\*

\*\*\*used by FCPS as an instrument to conduct an educational assessment to be used in the process of determining eligibility for special education services

The Tests of Achievement measure three main academic areas: reading, mathematics, and writing. In addition, there is an academic knowledge cluster. The Tests of Achievement consist of the Standard Battery and the Extended Battery.

ACADEMIC AREA	STANDARD BATTERY (FORMS A, B and C)	EXTENDED BATTERY
Reading	Test 1: Letter-Word Identification Test 4: Passage Comprehension Test 7: Word Attack Test 8: Oral Reading Test 9: Sentence Reading Fluency	Test 12: Reading Recall Test 15: Word Reading Fluency Test 17: Reading Vocabulary
Mathematics	Test 2: Applied Problems Test 5: Calculation Test 10: Math Facts Fluency	Test 13: Number Matrices

Writing	Test 3: Spelling Test 6: Writing Samples Test 11: Sentence Writing Fluency	Test 14: Editing Test 16: Spelling of Sounds
Academic Knowledge		Test 18: Science Test 19: Social Studies Test 20: Humanities

**Components of the WJ IV Test of Achievement include:** two easel Test Books, an Examiner's Manual, a Technical Manual on CD, an online scoring and reporting program, Test Records and Response Booklets, and audio recording on CD, and scoring guides.

1. Test Books: are in an easel format positioned so the stimulus pictures or words face the examinee and the directions face the examiner. The ring-binder allows the examiner to rearrange the order of the tests to facilitate selective testing. Specific administration directions are provided page by page for all tests.
2. Examiner's Manual: presents information regarding the proper administration and interpretation of both batteries and samples for scoring the Writing Samples test.
3. Technical Manual: an e-book on CD that provides a summary of the development, standardization and technical characteristics of the WJ IV, including summary statistics.
4. WJ IV Online Scoring and Reporting: provides all derived scores for the tests and clusters and computes variations and comparisons.
5. Test Record: includes guidelines for examiner scoring and is used to record identifying information, observations of behavior, examinee responses, raw scores, and other information that may be helpful in interpreting test results.
6. Response Booklet: provides space for the examinee to respond to items requiring written responses or mathematical calculations.
7. Audio Recording on CD: provides standardized administration of Spelling of Sounds.

The Tests of Achievement are available in Forms A, B and C. Form A is used for all assessments unless it is necessary to re-assess a student before one year's time has elapsed. In this situation, Form B or C may be used as an alternative assessment. (Form B or C is available for loan from the Special Education Department.)

## ***GENERAL POINTS OF ADMINISTRATION***

### **EXACT ADMINISTRATION:**

The single most important principle in administering the Woodcock-Johnson is that each test must be administered ***exactly*** as described in the Test Book. The goal of standardized testing is to see how well the examinee can respond under conditions identical to those presented to examinees in the norming sample. Therefore, any variation in administration invalidates the test results and valid comparisons between students cannot be inferred.

*For example, the instructions regarding pointing to stimulus items on the pages are quite specific in respect to when, where, and how to point. These instructions have been determined to be the most effective for each item.*

The most frequent violation of exactness in test administration is that of failing to use the ***exact wording*** given in the Test Book. The exact wording of spoken instructions to the examinee is printed in **bold blue type** on the examiner pages in the Test Book. Do not change, reword, or modify the instructions in any way or the results will be compromised.

## **BRISK ADMINISTRATION:**

When administering the Woodcock-Johnson IV, strive for a brisk testing pace. As soon as an examinee has completed responding, immediately begin the next item. Using a brisk testing pace enhances examinee rapport and helps an examinee maintain attention. Some examinees will require more time to respond than others will require.

### **General Points to Keep in Mind Regarding Administration of the Woodcock-Johnson IV:**

1. Familiarize yourself with the testing materials.
2. Assemble testing materials needed: Standard and Extended easels, test protocol, examinee response book, CD player, timing device.
3. Schedule adequate time for testing. Testing times will vary according to student characteristics, including age, achievement level, response style, etc.
4. When administering the audio subtest, consider locating the appropriate starting point on the tape prior to the start of the test session.
5. Ensure that your test environment is as distraction free as possible.
6. Establish rapport; do not begin testing unless the examinee seems at ease. Enhance rapport throughout testing by frequently letting the examinee know that he or she is doing a good job, using comments like "fine" and "good". Be careful that your pattern of comments does not indicate whether answers are correct or incorrect.
7. Locate each test by finding its tabbed title page. Always begin a test by flipping to the page following the tabbed page. This page reviews administration, scoring, basal/ceiling, and suggested starting points.

8. Starting points are determined by an estimate of the examinee's *achievement level* rather than by the examinee's age or grade placement. Using suggested starting points helps to reduce unnecessary testing time.
9. When administering the test items, refer to the purple prompt boxes for information specific to a test item or a stopping point.
10. The examiner can choose the order in which the subtests are administered. It is not necessary to administer tests in sequence.

## ***SCORING***

### **Item Scoring:**

**For individual subtest scoring guidelines, refer to the page following the tabbed page of each subtest or to the Examiner's Manual pages 53-73.**

For items **not administered**, leave the corresponding spaces on the Test Record blank. **Do not enter zeroes**. The Test Book often provides guides for correct and incorrect responses. Occasionally, a "Query" key is provided that indicates further prompts.

***Some responses may not be clearly correct or incorrect. If more than one of these unclear responses is given, balance the scores by scoring one correct and the other incorrect within the same test.***

Using the following abbreviations on the Test Record margins may be helpful when recording an examinee's response:

- Q:** Query-indicates a question was asked to clarify the response
- DK:** Don't Know-indicates the examinee responded, "I don't know"
- NR:** No Response-indicates the examinee did not respond to the item

**SC:** Self Correction-indicates the examinee correctly changed a response

When possible, incorrect responses should be recorded verbatim on the Test Record for diagnostic purposes.

If an examinee gives more than one response to an item, the last response given is scored as correct or incorrect and earlier responses are not scored.

### **Raw Scores:**

With the exception of the Writing Samples, Oral Reading and Reading Recall, the procedure for computing raw scores is the same for all tests.

**RAW SCORES**=the number of correct responses or the number of points *plus* one point for every item in the test below the basal. Do not include scores for sample items in the calculation of raw scores. Record the raw score in the Number Correct or Number of Points box at the end of each test on the Test Record.

### **Basal and Ceiling Levels:**

The test items are arranged in order of difficulty. Each test contains items spanning a wide range of difficulty. The basal level is the set of consecutive items below which the examinee has essentially a 100% chance of responding correctly to all items. The ceiling level is the set of consecutive items above which the examinee has a 0% chance of responding correctly. Be aware, criteria for basal and ceiling levels are included at the beginning of each test in the Test Book and are stated briefly at the top of the recording area for each test in the Test Record



**Basal Rule:** For example, a particular subtest indicates six lowest consecutive items answered correctly is the basal.

If the basal is not obtained when the first six items are administered, test backward page by page until the examinee has responded correctly to all of the six lowest numbered items administered, or until the page with item 1 has been administered.

**Ceiling Rule:** For example, a particular subtest indicates the six highest consecutive items answered incorrectly is the ceiling.

If the ceiling for an examinee appears to be reached in the middle of a test page, administer all items on that page before deciding to discontinue testing. If the examinee gets another item correct before finishing that page, this is considered a false ceiling. Continue testing page by **complete** page until the examinee responds incorrectly to six consecutive items **and** has completed the page.

*Always continue testing until you are confident that a true basal and a true ceiling have been obtained. If you have any reason to believe that an examinee may fail an item below an apparent basal or get an item correct above the criteria for an apparent ceiling, you should continue the testing.*

**Figure 3-4.**

Determination of basal and ceiling with two apparent basals and two apparent ceilings.

**STANDARD BATTERY**

**Test 1 Letter-Word Identification**

Basal: 6 lowest correct  
Ceiling: 6 highest incorrect

Score 1, 0

1	___ L
2	___ A
3	___ S
4	___ W
5	___ k
6	___ y
7	___ R
8	___ F
9	___ p
10	___ J
11	___ car
12	___ sun
13	___ dog
14	<u>1</u> the
15	<u>1</u> at
16	<u>1</u> and
17	<u>1</u> no
18	<u>1</u> man
19	<u>1</u> she
20	<u>1</u> cup
21	<u>1</u> fish
22	<u>1</u> have
23	<u>1</u> into
24	<u>1</u> keep
25	<u>1</u> them
26	0 must
27	<u>1</u> going
28	<u>1</u> people
29	<u>1</u> light
30	<u>1</u> morning
31	<u>1</u> animal
32	<u>1</u> could
33	0 garden
34	<u>1</u> become
35	<u>1</u> knew
36	0 library
37	0 point
38	0 often
39	0 special
40	0 however
41	0 brought
42	0 jewel
43	0 whose
44	0 natural
45	<u>1</u> distance
46	0 overwhelm
47	0 signal
48	0 imagine
49	0 investigate
50	0 reverse
51	0 doubtful
52	0 guarantee
53	0 knead
54	___ veteran
55	___ sphere
56	___ accustomed
57	___ contrary
58	___ cologne
59	___ stamina
60	___ ferocious
61	___ breathes
62	___ silhouette
63	___ thoroughfare
64	___ staunchest
65	___ millinery
66	___ heuristic
67	___ scepter
68	___ municipality
69	___ idiosyncrasy
70	___ minuend
71	___ rhetoric
72	___ aggrandizement
73	___ milieu
74	___ tertiary
75	___ septuagenarian
76	___ echelon
77	___ coiffure
78	___ macaque

**34** Number Correct (0-78)

**STEP 3:**  
Tested backward one more page and administered Items 14–21. The basal is established because the examinee answered all correctly. The 6 lowest-numbered consecutive items administered were correct (Items 14–19) and form the basal.

**STEP 2:**  
Tested backward one page and administered Items 22–29. No basal was established because the examinee missed Item 26. (The 6 lowest-numbered items [Items 22–27] administered were not all correct.)

**STEP 1:**  
Testing began with Item 30. After completing the page, no basal was established because the 6 lowest-numbered consecutive items administered (Items 30–37) were not all correct. The examinee missed Items 33, 36, and 37.

**STEP 4:**  
Resumed testing with Item 38 and administered the complete page (Items 38–45). No ceiling was established because the examinee answered Item 45 correctly.

**STEP 5:**  
The examiner continued testing and administered Items 46–53. The ceiling is established because the examinee missed the 6 highest-numbered items answered (Items 48–53) and completed a page.

**STEP 6:**  
Discontinued testing and calculated the Number Correct (34).

## Evaluating Test Behavior

The "*Test Session Observations Checklist*" is a brief, seven-category behavior rating scale intended to systematize and document a number of salient examiner observations. These categories are:

1. Level of conversational proficiency
2. Level of cooperation
3. Level of activity
4. Attention and concentration
5. Self-confidence
6. Care in responding
7. Response to difficult tasks

Complete this checklist (found on the cover of the Test Record) immediately after testing. Observed behavior can provide valuable information, especially when the behavior in the test session can be compared with his/her behavior in the classroom and other settings.

The 11 tests in the Standard Batteries (Forms A, B, C) each have a "*Qualitative Observation*" checklist on the Test Record. The purpose of these checklists is to document examinee performance on the test through qualitative observations. Although these checklists are optional, important insights can be gained about the individual's performance from documented observations about how the individual completed the task.

The examiner may also want to note on the test protocol pages the examinee's behavior as they are observed during administration of the individual subtests:

1. Rapport, comfort
2. Attention, distractibility
3. Activity level

4. Motivation, effort
5. Anxiety
6. Impulsivity
7. Processing and response
8. Following, understanding directions
9. Feelings, thoughts, concerns
10. Work habits

## Selective Testing Table

		Reading				Mathematics				Writing			Cross-Domain Clus								
		Reading	Broad Reading	Basic Reading Skills	Reading Comprehension	Reading Fluency	Reading Rate	Mathematics	Broad Mathematics	Math Calculation	Math Problem Solving	Written Language	Broad Written Language	Basic Written Language	Written Writing Skills	Academic Expression	Academic Skills	Academic Fluency	Academic Applications	Phoneme-Grapheme Knowledge	Brief (or Broad) Achievement
<b>Standard Battery</b>	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										☒	☒	☒							☒
<b>Extended Battery</b>	ACH 12	Reading Recall			☒																
	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.

## **ACCOMMODATIONS / GUIDELINES**

Accommodation Guidelines can be found on pages 38-52 in the Examiner's Manual. Please reference these guidelines for a more detailed explanation.

### **GUIDELINES:**

- Accommodations should be made only to "minimize the impact of test-taker attributes that are not relevant to the construct that is the primary focus of the assessment". (i.e., reading tests cannot be read)
- Modifications (content of the test has been altered) may have a compromising effect on the validity of the test.
- Generally, examiners should select and administer tests that do not require modifications.
- The purpose of the assessment is to determine strengths and weaknesses, and then use this information to recommend appropriate classroom accommodations.
- Reflect any deviation from standardized administration procedures in the Relevant Test Behavior Educational Assessment Report.

### **GENERAL ACCOMMODATIONS**

- Setting
  - Noise buffers
  - Special lighting
  - Special acoustics
  - Adaptive furniture
- Presentation
  - Instructions may be repeated or signed as necessary.
  - Visual magnification devices and templates to reduce glare may be used

- Large print
- Fewer items per page
- Increased space between items
- Scheduling
  - Test session can be scheduled at specific time of day
  - Tests can be presented in any order
  - Tests may be administered over several days

## **YOUNG CHILDREN**

- In extreme cases the caregiver may accompany the child to the testing situation. The caregiver should:
  - Sit to the side
  - Not offer assistance to the child
- Be given instructions regarding the standardized conditions of the test
- Short breaks may be necessary
- Visual perspective should be considered (table height should be considered)
- Minimize visual distractions
- Make the testing situation interesting, engaging, and fun
- If intelligibility is an issue, spend time conversing with child prior to testing

## **ENGLISH LANGUAGE LEARNERS**

- Examiner must be knowledgeable about issues regarding bilingualism
- Cultural factors (i.e., values, beliefs, aspirations, etc.) can vary greatly
- Explore language use at home, at school, and in community
- Know the number of years of exposure to English language
- Be certain the examinee understands the task

- Further explanation of the task using English words that are more familiar may be possible. Document in Education Assessment Report.
- Additional opportunities for supplementary practice may be necessary. Document in Educational Assessment Report.
- If the intent of a specific test is to measure an aspect of the English language ability (i.e., listening, reading, writing), then modifying the standardized procedures or the item content is inappropriate.
- If the examinee gives an answer in his or her first language, ask the individual to respond in English. Document in Educational Assessment Report.

## **INDIVIDUALS WITH LEARNING AND/OR READING DIFFICULTIES**

- Most tests do not have a time limit; the provision of extra time on timed tests is not appropriate.
- For examinees with severe perceptual impairments, the use of a card or piece of paper to draw attention to specific items is appropriate.
- Examinees with illegible handwriting may type responses.

## **INDIVIDUALS WITH ATTENTIONAL AND BEHAVIORAL DIFFICULTIES**

- It is desirable for the examiner to become familiar with the examinee's typical classroom behavior prior to testing.
- Prior to testing, establish expectations for testing behavior.
- Use a brisk pace.

- Determine validity of testing based on the effects of the problem behaviors and how it affected the assessment process.

## **INDIVIDUALS WITH HEARING IMPAIRMENTS**

- The primary mode of communication American Sign Language (ASL), Sign-Supported Speech, Aural/Oral English, Manually Coded English (MCE); see p. 44 in Examiner's Manual) is more important than the degree or type of hearing loss.
- Consult a teacher of the deaf and hard of hearing when determining the examinee's primary communication mode. If the student's communication mode is ASL or sign-supported speech, a teacher of the deaf and hard of hearing should administer the test. Students using the oral/aural method or MCE may also need to be tested by a teacher of the deaf and hard of hearing.
- If an interpreter is needed, consult with him/her prior to testing to familiarize the interpreter with terminology, test procedure, and type of skill being assessed.
- Consult a teacher of the deaf or hard of hearing to examine assistive devices (i.e. FM systems, hearing aids) prior to testing to ensure that they're working properly. Seat the student with the better ear next to the speaker.
- When scoring a verbal response, determine the intelligibility of the examinee's speech. If the response is unintelligible, prompt the examinee to further explain the response further to determine whether or not the intended response is correct. Document in Educational Assessment Report.
- Use a room with no background noise and few visual distractions.
- Position the student so he or she can easily see the examiner's face.
- Speak slightly louder than normal and articulate clearly.
- Repeat and rephrase directions as needed.



- Document in the Educational Assessment Report how the examinee's hearing impairment may have affected the validity of the test results.

## **INDIVIDUALS WITH VISUAL IMPAIRMENTS**

- Consult a vision specialist prior to testing for advice in anticipating necessary testing accommodations.
- Consult a vision specialist prior to testing to determine the degree to which print needs to be enlarged (i.e., print too large or too small can be detrimental for the examinee.)
- Consult a vision specialist to determine appropriate setting and material accommodations:
  - Lighting
  - Color of materials
  - Print/Picture-to-background contrast
  - Distance between examinee and materials
  - Rate of physical fatigue
  - Optical devices needed (i.e., enlarged print, Braille materials, if appropriate)
- Parts of the test can be masked to reduce visual clutter.
- Look for the possible relationship between the examinee's specific visual impairment and the type of academic errors he/she makes.





## **INDIVIDUALS WITH PHYSICAL IMPAIRMENTS**

- Consult a specialist who is familiar with the needs of the examinee and is an expert in the use of any special equipment or assistive technology the examinee requires.
- Be sensitive to fatigue level of examinee.
- Allow modified response modes (i.e., instead of pointing, allow dictating. If unable to speak, examinee may write, type, or sign responses to appropriate tests, taping response book to the table/desk)

# STANDARD BATTERY TESTS

Since the Standard Battery Forms A, B, and C are parallel in content and administration, once an examiner has mastered the 11 Standard Battery tests in any form, the other alternate forms will be easy to administer.

## READING

ACADEMIC AREA	STANDARD BATTERY (FORMS A, B and C)	EXTENDED BATTERY
Reading	Test 1: Letter-Word Identification Test 4: Passage Comprehension Test 7: Word Attack Test 8: Oral Reading Test 9: Sentence Reading Fluency  	Test 12: Reading Recall Test 15: Word Reading Fluency   Test 17: Reading Vocabulary

### Test 1 Letter-Word Identification

- Measures examinee's skills in identifying isolated letters and words
- Not necessary for the examinee to know the meaning of words
- Items become more difficult as they become less "high frequency"

### Administration:

1. Know exact pronunciation of each word.
2. Use Suggested Starting Points based on an estimate of the examinee's present level of reading achievement.
3. Basal: 6 lowest-numbered items correct, or Item 1.
4. Ceiling: 6 highest-numbered items incorrect or last test item, #78.
5. Score each correct response 1 and each incorrect response 0.
6. Score words that were not read fluently on the last attempt 0.
7. Do not penalize a examinee for mispronunciations due to articulation errors, dialect variations, or regional speech patterns

8. If you do not hear a response, have the examinee reread all the items on the page - **not** just the one in question. Score only the item in question. Do not rescore the other items.
9. Do not tell the examinee any letters or words during the test.
10. If the examinee pronounces the word phoneme by phoneme or syllable by syllable, say "First read the word silently and then say the word smoothly." This reminder may only be given **once** during the test.
11. Test by complete pages.
12. Count items below the basal as correct.

#### **Test 4 Passage Comprehension**

- Measures the ability to use a variety of comprehension and vocabulary skills
- Task requires the examinee to state a word that would be appropriate in the context of the passage
- Modified cloze procedure
- The items become increasingly difficult by removing pictorial stimuli and by increasing passage length, level of vocabulary, and complexity of syntax.

#### **Administration:**

1. Begin with Introduction for examinees at a preschool or kindergarten level.
2. Begin with Item 5 for all examinees at a Grade 1 level.
3. Begin with Sample Item B for all other examinees. Then select appropriate starting point.
4. Basal: 6 lowest-numbered items correct, or Item 1.
5. Ceiling: 6 highest-numbered items incorrect or last test item, #52.
6. Do not penalize for mispronunciations due to articulation errors, dialect variations, or regional speech patterns.

7. The examinee should read the passages silently. If the examinee persists in reading aloud even after you have asked him/her to read silently, do not insist on silent reading.
8. Do not tell the examinee any words.
9. Unless noted, only one-word responses are acceptable.
10. Examinee must provide only the one word that goes in the blank. It is not correct if the word is supplied in context when reading aloud. In these cases say, "Tell me the one word that should go in the blank." Score as incorrect if the word is not provided.
11. Responses that differ in verb tense or number are accepted as correct unless otherwise specified.
12. Responses that substitute different parts of speech are incorrect.
13. Test by complete pages.
14. Count items below the basal as correct.

### **Test 7 Word Attack**

- Measures skill in applying phonic and structural analysis skills to the pronunciation of unfamiliar printed words
- The examinee reads aloud letter combinations that are linguistically logical in English but that do not form actual words

### **Administration:**

1. Use Suggested Starting Points based on an estimate of the examinee's present level of reading skill.
2. Basal: 6 lowest numbered items correct, or item 1.
3. Ceiling: 6 highest numbered items incorrect or last item, #32.
4. Score each correct response 1 and each incorrect response 0.
5. Score words that are not read fluently on the last attempt 0.
6. Know correct pronunciation of each item.
7. Do not penalize for mispronunciations due to articulation errors, dialect variations, or regional speech patterns.
8. Last response must be pronounced fluently to receive credit.

9. If the examinee pronounces the pseudo-word phoneme by phoneme or syllable by syllable say, "First read the word silently and then say the word smoothly." This reminder may be given only once during the test.

## **Test 8 Oral Reading**

- Examinee orally reads aloud sentences that gradually increase in difficulty.
- Performance is scored for both accuracy and fluency of expression.

### **Administration:**

1. Select a starting point based on an estimate of the examinee's present level of reading skill.
2. This test uses continuation instructions instead of basal and ceiling rules. Follow the continuation instructions to determine which additional sentences should be administered and when to discontinue testing.
3. The continuation instructions are located at the bottom of the examiner pages in the Test Book and on the Test Record.
4. Know the exact pronunciation of each test item.
5. Become familiar with the types of reading mistakes that count as errors on this test. Refer to page 63 in the Examiner's manual.
6. Scoring: no errors, score the item 2. One error, score the item 1. Two or more errors, score the item 0.
7. Types of reading errors include: mispronunciations, omissions, insertions, substitutions, hesitations of more than 3 seconds, repetitions, transpositions, or ignores punctuation.
8. If the examinee self-corrects within 3 seconds, do not count the word as an error.
9. Follow along on the Test Record as the examinee reads each sentence and mark each error with a slash (/) at the point in the sentence where the error occurs.

10. Record the error on the line provided.
11. Do not penalize the examinee for mispronunciations resulting from articulation errors, dialect variations, or regional speech patterns.
12. Record the number of points earned in the Number of Points box after the last Oral Reading item on the Test Record.

### Test 8 Oral Reading

*Note: Basal and ceiling rules do not apply to this test.  
Scoring is based on the administration of specific groups of items.*

Score 2, 1, 0

- 1 1 A Story About Bees ..... *A-boat* .....
- 2 2 Bees are little. ....
- 3 2 They are bugs. ....
- 4 1 Bees can make wax. ....
- 5 1 Bees have lots of jobs. .... *different* .....

Items 1-5 7 BA: Number of Points (0-10)

Number of Errors Items 1-5

5 or fewer points: Discontinue testing  
6 or more points: Administer Items 6-10 unless already administered

Qualitative Observation Tally

Mispronunciation	Omission	Insertion	Substitution	Hesitation	Repetition	Transposition	Ignores Punctuation
/							
	/						
		/					
/	/	/					

### Test 9 Sentence Reading Fluency

- Requires reading and comprehending simple sentences rapidly
- Examinee decides if statement is true by circling "yes" or "no".
- Examinee has 3 minutes to complete as many items as possible.

#### Administration:

1. Timed test: 3-minute time limit.
2. A stopwatch is preferred. If not using a stopwatch, record exact starting and stopping time.
3. Use the Examinee Response Booklet.
4. All examinees begin with Sample Items, Practice Items and then Item 1.

5. If examinee has fewer than 2 correct on Practice exercises C-F, discontinue testing and record a score of 0 in the Number Correct box on the Test Record.
6. If examinee appears to be answering items without reading, remind him or her to read each sentence.
7. Do not tell the examinee any letters or words.
8. If examinee stops at the bottom of a page or column, remind him or her to continue at the top of the next column or page.
9. If the examinee starts to erase a response, provide a reminder to cross out the answer he or she does not want.
10. If finishing time is not exactly 3 minutes, record exact finishing time in minutes and seconds on the Test Record.
11. A scoring overlay is provided for easy scoring.
12. Score each correct response 1 and each incorrect response 0. **IGNORE** skipped items. Enter **both** the Number Correct and the Number Incorrect on the Test Record.
13. Do not include points for sample items or practice exercises.
14. This test may be administered to a small group of 2-3 examinees.
15. Do not administer this test to individuals who cannot read.

## Extended Battery

### Test 12 Reading Recall

- Measures reading comprehension and meaningful memory
- Examinee must read a short story and then retell as much of the story as he/she can recall.

### Administration:

1. Select a starting point based on an estimate of the examinee's present level of reading skill.
2. This test uses continuation instructions instead of basal and ceiling rules. Follow the continuation instructions to determine which

additional sentences should be administered and when to discontinue testing.

3. Examinee reads the story once silently.
4. Turn the page after the examinee has finished reading the story once.
5. Prompt the examinee as directed to retell the story.
6. Do not tell the examinee any words on this test.
7. On the Test Record, the elements to be scored are separated by slash marks (/). Place a check mark above each element that the examinee recalls correctly during the retelling.
8. Score each correctly recalled element 1 and each incorrectly recalled element 0.
9. Score elements not recalled at all 0.
10. Scoring is based on a key word (shown in bold type) in each element.
11. The examinee must recall the specific element, a synonym, or a word that preserves the meaning to receive credit.
12. The examinee may recall the elements in any order.
13. Record the number of elements the examinee recalls correctly for each set of two stories and enter the total in the Number of Points box for each set on the Test Record.
14. Enter these numbers in the online scoring program and enter an X if a set of stories was not administered.

## **Test 15      Word Reading Fluency**

- Measures vocabulary knowledge and semantic fluency.
- Examinee must mark the two words that go together in each row.
- Examinee has 3 minutes to complete as many rows as possible.

### **Administration:**

1. All examinees complete the sample items and practice exercise and then begin with Item 1.



2. Examinee has exactly 3 minutes to complete this subtest. If the examinee completes in less than 3 minutes record the exact time in minutes and seconds. Record this time in the Test Record.
3. Score each correct response 1 and each incorrect response 0.
4. Use the scoring guide overlay to score this test.
5. If the examinee has a 1 or 0 correct on the practice exercise, discontinue testing and record a score of 0 without administering any test items.
6. Do not administer this test to examinees who cannot read.
7. Do not tell the examinee any words during this test. Remind examinee to continue to the top of the next column if he/she stops at the bottom of a page.
8. If the examinee has trouble reading the words or finding the two words that go together, tell him/her to skip that item and move on to the next one.

## **Test 17 Reading Vocabulary**

- Measures skill in reading words and supplying appropriate meanings
- Part A: Synonyms — the examinee must state a word that is similar in meaning to the word presented
- Part B: Antonyms — the examinee must state a word that is opposite in meaning to the word presented
- Only one-word responses are accepted

### **Administration:**

1. Administer 17A Synonyms and 17B Antonyms, to obtain a score.
2. Start with Sample Items for all examinees on each subtest.
3. After samples, use Suggested Starting Points for each subtest.
4. Basal for each subtest: 5 lowest-numbered items correct, or Item 1.
5. Ceiling for each subtest: 5 highest-numbered items incorrect or last item has been administered for each subtest.

6. Know correct pronunciation of all items.
7. After the samples, do not read any words or items to the examinee.
8. Only one-word responses are acceptable, unless noted. If examinee gives a two-word or longer response, ask for a one-word answer.
9. Responses that differ in verb tense or number are correct.
10. Responses that substitute a different part of speech are incorrect.
11. Test by complete pages.
12. Count all items below the basal on each subtest as correct.
13. Record errors for further analysis.
14. Record the number correct for each subtest in the Number Correct box in the Test Record. Do not include points for sample items.

## **MATHEMATICS**

ACADEMIC AREA	STANDARD BATTERY (FORMS A, B and C)	EXTENDED BATTERY
Mathematics	Test 2: Applied Problems ☐☐ Test 5: Calculation ☐☐ Test 10: Math Facts Fluency ☐☐ 🕒	Test 13: Number Matrices ☐☐

### **Standard Battery**

#### **Test 2 Applied Problems**

- Measures the examinee's skill in analyzing and solving practical problems presented orally in math
- In order to solve the problems, the examinee must recognize the procedure to be followed and then perform relatively simple calculations

- Because many of the problems include extraneous information, the examinee must decide not only the appropriate mathematical operations to use, but also which data to include in the calculation

### **Administration:**

1. Use Examinee Response Booklet.
2. Use Suggested Starting Points based on an estimate of the examinee's present level of math.
3. Basal: 5 lowest-numbered items correct, or Item 1.
4. Ceiling: 5 highest-numbered items incorrect, or last test item, #56.
5. Score each correct response 1 and each incorrect response 0.
6. Unit labels misidentified, required or not, receive a score of 0.
7. Record the total number of all items answered correctly and all items below the basal in the Number correct box in the Test Record.
8. Read all items to the examinee.
9. Provide Response Booklet and pencil at any time if the examinee requests it or appears to need it (e.g., uses finger to write on table or in air).
10. Give the examinee a pencil and the Response Booklet at Item 25.
11. Repeat any questions if requested by examinee.
12. Test by complete pages.

### **Test 5 Calculations**

- Measures the examinee's skill in performing mathematical calculations
- Includes the basic operations (+, −,  $\times$ , and  $\div$ ), geometry, trigonometry, calculus
- Involves decimals, fractions, and whole numbers
- Examinee is not required to make any decisions about what operations to use or what data to include

- Requires Response Booklet

### **Administration:**

1. Use the Response Booklet.
2. Use Suggested Starting Points based on an estimate of the examinee's present level of computational skill.
3. Basal: 6 lowest-numbered items correct, or Item 1.
4. Ceiling: 6 highest-numbered items incorrect, or last test item, #57.
5. If testing begins with Sample Item A and the examinee responds incorrectly to one or both Sample Items, testing may be discontinued and a score of 0 recorded.
6. Accept poorly formed or reversed numbers.
7. Score transposed numbers. (e.g., 14 for 41) as 0.
8. Score items skipped by the examinee as 0.
9. Complete any queries as listed in the Test Booklet.
10. Do not point out the "signs" or remind the examinee to pay attention to the signs during this test.
11. Count items below the basal as correct.

### **Test 10 Math Facts Fluency**

- measures ability to rapidly apply calculation skills of single-digit numbers
- includes addition, subtraction and multiplication basic operations

### **Administration:**

1. Timed test: 3-minute time limit.
2. A stopwatch is preferred. If not using a stopwatch, record exact starting and stopping times.
3. Use the Response Booklet.
4. All examinees begin with Item 1.

5. If examinee has 3 or fewer correct after 1 minute, discontinue testing. Record a time of one minute in the Test Record, as well as the number correct (0 to 3).
6. Score each correct response 1 and each incorrect response 0.
7. Record only the number of calculations answered correctly within the 3-minute time limit in the Number correct in the Test Record.
8. Do not point out signs or remind the examinee to pay attention to signs, once testing begins.
9. Do not penalize for poorly formed or reversed numbers.
10. Remind examinee to proceed across the page from left to right, row by row, if he or she starts skipping around.
11. If finishing time is not exactly 3 minutes, record exact finishing time in minutes and seconds on the Test Record.
12. A scoring overlay is provided for easy scoring.
13. This test may be administered to a small group of 2-3 examinees.

## Extended Battery

### Test 13 Number Matrices

- Measures quantitative reasoning
- Examinee must use a matrix to identify a missing number

### Administration:

1. Use the Response Booklet.
2. When prompted, give the examinee the Response Booklet and a pencil with an eraser.
3. Although not a timed test, be aware that each item has either a 30-second or 1-minute guideline.
4. Select an appropriate sample item based on an estimate of the examinee's present achievement level.
5. Basal: 6 lowest-numbered items correct, or Item 1.

6. Ceiling: 6 highest-numbered items incorrect, or until the page with Item #30 has been administered.
7. Score each correct response 1 and each incorrect response 0.
8. To be correct, an answer must solve the problem both horizontally and vertically.
9. Record the number of all correct items correctly answered and all items below the basal.
10. Follow all verbal and pointing directions carefully when administering the sample items, including the error or no response corrections.
11. Follow the time guidelines. However, if the examinee is actively engaged in solving the problem, more time may be allowed. If the examinee is not engaged, encourage a response. If no response is given in the time guidelines, score a 0 and move on to the next item.
12. If a response is not given in whole numbers, ask the examinee to solve the problem using whole numbers only.
13. It is permissible to use a piece of paper to present one matrix at a time.

## Written Language

ACADEMIC AREA	STANDARD BATTERY (FORMS A, B and C)	EXTENDED BATTERY
Writing	Test 3: Spelling 📖 Test 6: Writing Samples 📖 Test 11: Sentence Writing Fluency 📖 ⌚	Test 14: Editing Test 16: Spelling of Sounds 📖 🎧

## Standard Battery

### Test 3: Spelling

- Requires writing letters and words presented orally

- Requires production of upper and lower case letters
- Measures ability to spell words correctly

### **Administration:**

1. Use Response Booklet.
2. Use Suggested Starting Points based on examinee's present level of spelling skill.
3. Basal: 6 lowest-numbered items correct, or Item 1.
4. Ceiling: 6 highest-numbered items incorrect, or Item 60 has been administered.
5. Score each correct response 1 and each incorrect response 0.
6. Record the total number of all items answered correctly and all items below the basal in the Number Correct box in the Test Record.
7. Know the correct pronunciation of each item.
8. Do not penalize for poor handwriting or reversed letters as long as the letter does not become a new letter. (e.g., a reversed "b" becomes a "d" so it would be an error)
9. Printed (manuscript) responses are requested, but cursive responses are acceptable.
10. Accept upper- or lower-case responses unless case is specified.

## **Test 6: Writing Samples**

### **Writing Samples**

- Measures the examinee's skill in writing responses to a variety of task demands.
- Sentences are evaluated for their quality of expression
- Not penalized for errors in the basic mechanics of writing

### **Administration:**

1. Use Examinee Response Booklet

2. Use Suggested Starting Points based on examinee's current level of writing ability.
3. Administer the prescribed block of items.
4. Read any words upon request from the examinee
5. Do not penalize for spelling, punctuation, capitalization, or usage errors unless otherwise noted in guide.
6. Ask examinee to write as neatly as possible if it appears responses are illegible or difficult to read.
7. If items appear too easy or too difficult for examinee, administer additional items as directed in test record.
8. Use the Scoring Guide in Appendix B (p. 129) of the Examiner's Manual to score items after testing.
9. Items may be scored 2, 1.5, 1, .5, or 0 points.
10. Score illegible items as 0.
11. Do not ask examinee to read his or her response for the purpose of scoring the item.
12. If the examinee misinterprets the picture, but provides a correct sentence based on that perception, score it as correct.
13. If examinee writes more than one sentence for an item, select and score the one sentence that best satisfies the task demands.
14. Severe grammatical or usage errors reduce the score of an item by 1 point
15. Minor grammatical or usage errors are not penalized.
16. Use only one of the specified blocks of items when calculating the number correct
17. If examinee's score falls in a shaded area of the Scoring Table, administer the additional items noted in the Adjusted Item Block chart in the Test Record. Use the most appropriate block for scoring.
18. Scores that end in .50 exactly should be rounded to the nearest even number.
19. This test may be administered to a small group of 2-3 examinees.



20. On the Test Record, check the box for the block of items administered. Online scoring requires this information.

### **Scoring Writing Samples**

- Refer to Appendix B, page 129, in Examiner's Manual for Writing Samples Scoring Guide. Carefully compare student's responses to those listed to maintain standardization.
- Items 1 through 6 are scored 1 or 0. Items 7 through 28 may be score 2, (1.5), 1, (.5) or 0.
- Modified holistic procedure  
2= Superior Response  
1= Standard Response  
0= Inadequate response
- Borderline Responses  
If response is between a 2 and a 1, can use 1.5  
If response is between a 1 and a 0, can use .5
- Punctuation, spelling, minor grammatical errors are not penalized except in a few specific items identified in the scoring criteria
- Most items require only one sentence  
If response is more than one sentence, select and score the one that most closely satisfies the task demands
- If the sentence is irrelevant, even if it is of superior quality, score a 0

### **Raw Score**

Based only on the administered items

Fraction scores containing .5 are rounded to the nearest even number

Ex: Raw Score 22.5 rounds to 22  
Raw Score 21.5 rounds to 22

### **Test 11: Sentence Writing Fluency**

- Measures formulating and writing simple sentences rapidly
- Written sentence must relate to a given stimulus picture and use a set of three words

#### **Administration:**

1. Timed test: 5-minute time limit
2. A stopwatch is preferred. If not using a stopwatch, record exact starting and stopping times.
3. Use Response Booklet.
4. Start with Sample Items for all examinees.
5. If the examinee gets a 0 on Samples B-D, discontinue testing. Record a score of 0 in the Number Correct box.
6. If the examinee has three or less correct after two minutes have elapsed, discontinue testing. Record a time of two minutes and the number correct (0-3) in the Test Record.
7. If finishing time is not exactly 5 minutes, record the exact finishing time in minutes and seconds in the Test Record.
8. Any stimulus words may be read to the examinee upon request.
9. Responses must be complete, reasonable sentences using all target words to receive credit. Target words **may not be changed** in any way. (e.g., verb tense or nouns changed from singular to plural)
10. Do not penalize for spelling, punctuation, or capitalization errors.
11. Do not penalize for poor handwriting unless the response is illegible.
12. Score each correct response 1 and each incorrect response 0.
13. Score any skipped items incorrect.
14. Score responses that omit critical words as 0.

15. Score responses that omit less meaningful words (e.g., the, a) as correct if all other criteria are met.
16. Accept abbreviations (e.g., w/ for with) or symbols (e.g., & for "and") if all other criteria are met.
17. This test may be administered to a small group of 2-3 examinees.

## **Extended Battery**

### **Test 14: Editing**

- Measures the examinee's skill in identifying and correcting errors in a written passage
- Errors may be incorrect punctuation, capitalization, inappropriate word usage, or spelling

### **Administration:**

1. Begin with Samples A-D for all examinees.
2. Discontinue testing if examinee has a score of 0 on four sample items, or Items 1-4. Record a score of 0.
3. After samples, use Suggested Starting Points.
4. Basal: 6 lowest-numbered items correct, or Item I.
5. Ceiling: 6 highest-numbered items incorrect, or last item.
6. Score each correct response 1 and each incorrect response 0.
7. Examinee must clearly indicate where the error is and how to correct it to receive credit.
8. Record the total number of all items answered correctly and all items below the basal in the Number Correct box in the Test Record.
9. Do not tell the examinee any words during this test.
10. If the examinee reads an item aloud and inadvertently corrects the error in context say, "Tell me how to correct the error."
11. If the examinee indicates the error without explaining how to correct it say, "How would you correct that mistake?"

12. Test by complete pages.
13. Do not administer this test to examinees with very limited reading skills.

### **Test 16: Spelling of Sounds**

- Measure of spelling ability, phonological and orthographical coding skills
- Requires writing skill
- Requires listening to audio recording
- Requires manual spelling of regular English spelling patterns (non-words or low-frequency words)
- Requires use of non-words in more complex spelling

### **Administration:**

1. Before testing, locate the track for Item 6 on the audio recording.
2. Use the Response Booklet.
3. Use the Suggested Starting Points based on an estimate of the examinee's present achievement level.
4. Present Samples A-D and Items 1-5 orally. Use audio recording for all other items.
5. When letters are printed within slashes, such as /m/, say the most common sound (phoneme) of the letter, not the letter name.
6. Basal: 6 lowest-numbered items correct, or Item 1.
7. Ceiling: 6 highest-numbered items incorrect, or last item.
8. Discontinue testing if examinee has a score of 0 on Items 1-5. Record a 0 for the test.
9. Responses listed in the Test Book are the only correct answers.
10. Score each correct written response 1 and each incorrect written response 0.
11. Record the total number of all items answered correctly and all items below the basal in the Number Correct box in the Test Record.

12. Do not penalize for reversed letters as long as the letter does not become a new letter.
13. Pause or stop audio recording if examinee requires additional response time.
14. Replay items upon request.
15. If necessary, present items orally.

## Academic Knowledge

ACADEMIC AREA	STANDARD BATTERY (FORMS A, B and C)	EXTENDED BATTERY
Academic Knowledge		Test 18: Science Test 19: Social Studies Test 20: Humanities

### Science

- Measures the examinee's knowledge in the various areas of biological and physical sciences
- Responds orally to questions read by the examiner
- Items range in difficulty level from early preschool (age 2) through college and adult
- No reading or writing

### Social Studies

- Measures the knowledge of history, geography, government, economics and psychology
- Responds orally to questions read by the examiner

### Humanities

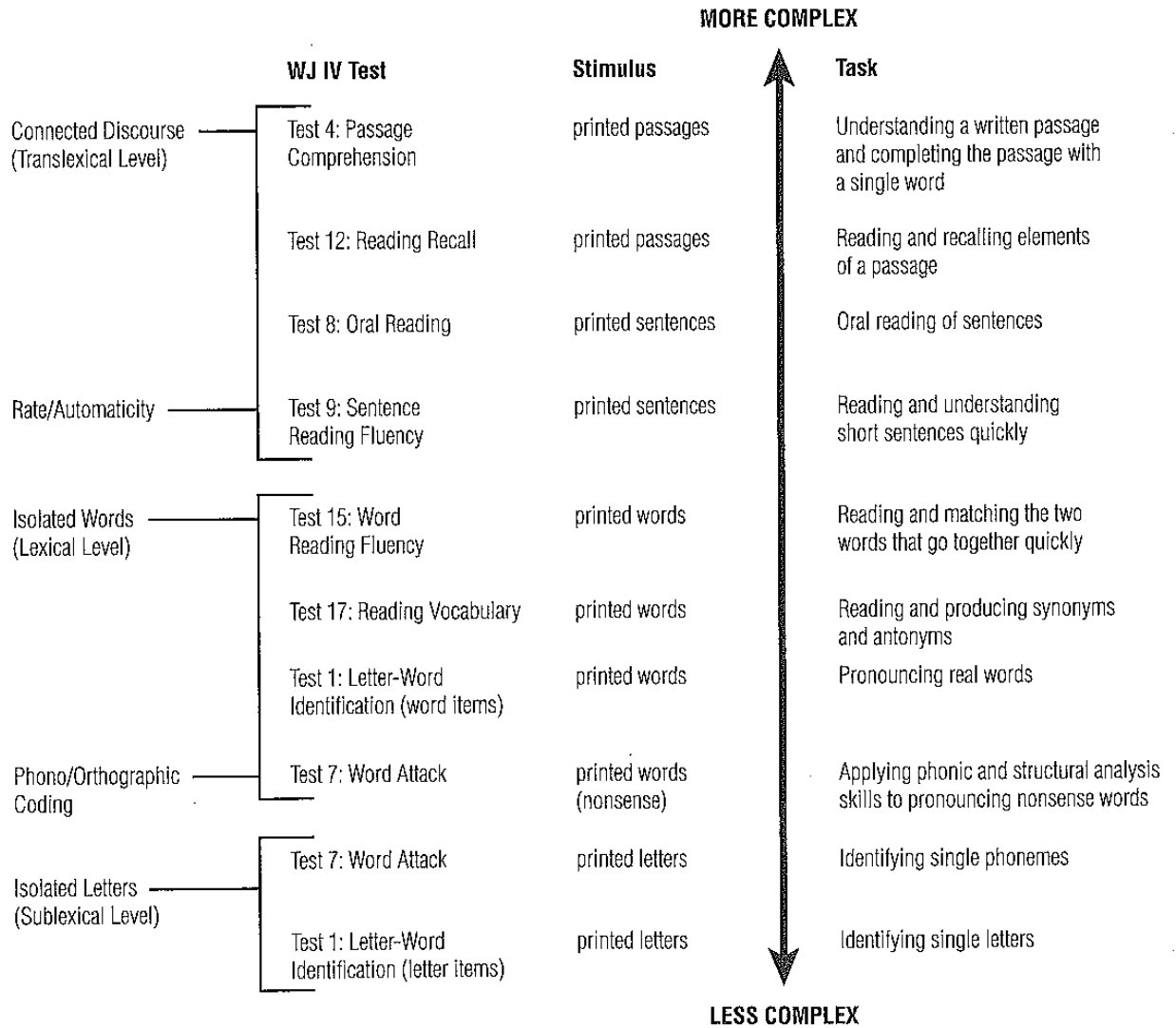
- Measures knowledge in various areas of art, music and literature
- Responds orally to questions read by the examiner

### **Administration:**

1. Use Suggested Starting Points for each subtest.
2. Basal for each subtest: 6 lowest-numbered items correct, or Item 1.
3. Ceiling for each subtest: 6 highest numbered items incorrect, or last item.
4. Record the total number of all items answered correctly and all items below the basal in the Number Correct box in each subtest.
5. Know the correct pronunciation of all words.
6. Repeat any item upon request.
7. Do not penalize for mispronunciation due to articulation errors, dialect variations, or regional speech patterns.
8. Test by complete pages.

# Interpreting the Reading Tests

When interpreting the reading tests, consider the relative complexity of task demands in each. The skills measured in these eight tests range from the lower-level ability to recognize isolated letters to the higher-level ability to comprehend vocabulary and connect text.



# **Interpreting the Reading Tests**

(Examiner's Manual pp. 84-91)

## **Letter-Word Identification**

- Low scores may mean student has not developed automatic word identification skills.
- Student may require increased time and greater attention to phonological analysis to identify words.
- Responses identify phonetic analysis skills (initial, medial, final sounds; vowel/consonant patterns)
- Responses identify structural analysis skills (syllables, prefixes, suffixes)

## **Passage Comprehension**

- Low performance may be a function of limited basic reading skills and/or comprehension difficulties.
- Student may not have prior familiarity with vocabulary or knowledge of concepts that are prerequisite for understanding the passage.
- Measure of literal and inferential comprehension.
- Student may or may not use context and/or picture clues effectively to determine meaning.
- Student may use strategies (e.g. subvocalizing, skipping a word) to identify words.

## **Word Attack**

- Measures ability to apply phonic and structural analysis skills in pronouncing phonetically and orthographically regular nonsense or non-words.
- Student must recall the phoneme associated with each grapheme and blend phonemes into a word.
- Knowledge of word structure is required for the multisyllabic nonsense words.



- Poor performance usually indicates that the student has not developed or mastered phonetic decoding skills.

### **Oral Reading**

- Measures ability to apply important aspects of reading fluency, such as accuracy and prosody, when reading sentences aloud.
- Low performance may be a result of limited decoding skills, comprehension difficulties, or both, resulting in a lack of reading fluency

### **Sentence Reading Fluency**

- Measures reading speed and rate
- Low scores indicate difficulty reading and comprehending simple sentences quickly.
- Low performance may be a function of:
  - limited basic reading skills
  - comprehension difficulties
  - slow processing speed
  - inability to sustain concentration

### **Reading Recall**

- Measures reading comprehension and meaningful memory
- Low performance may be related to:
  - Limited basic reading skills
  - Comprehension difficulties
  - Attention and/or memory issues

### **Word Reading Fluency**

- Measures vocabulary knowledge and semantic fluency
- Low performance may be the result of:
  - Limited word knowledge
  - Decoding difficulties

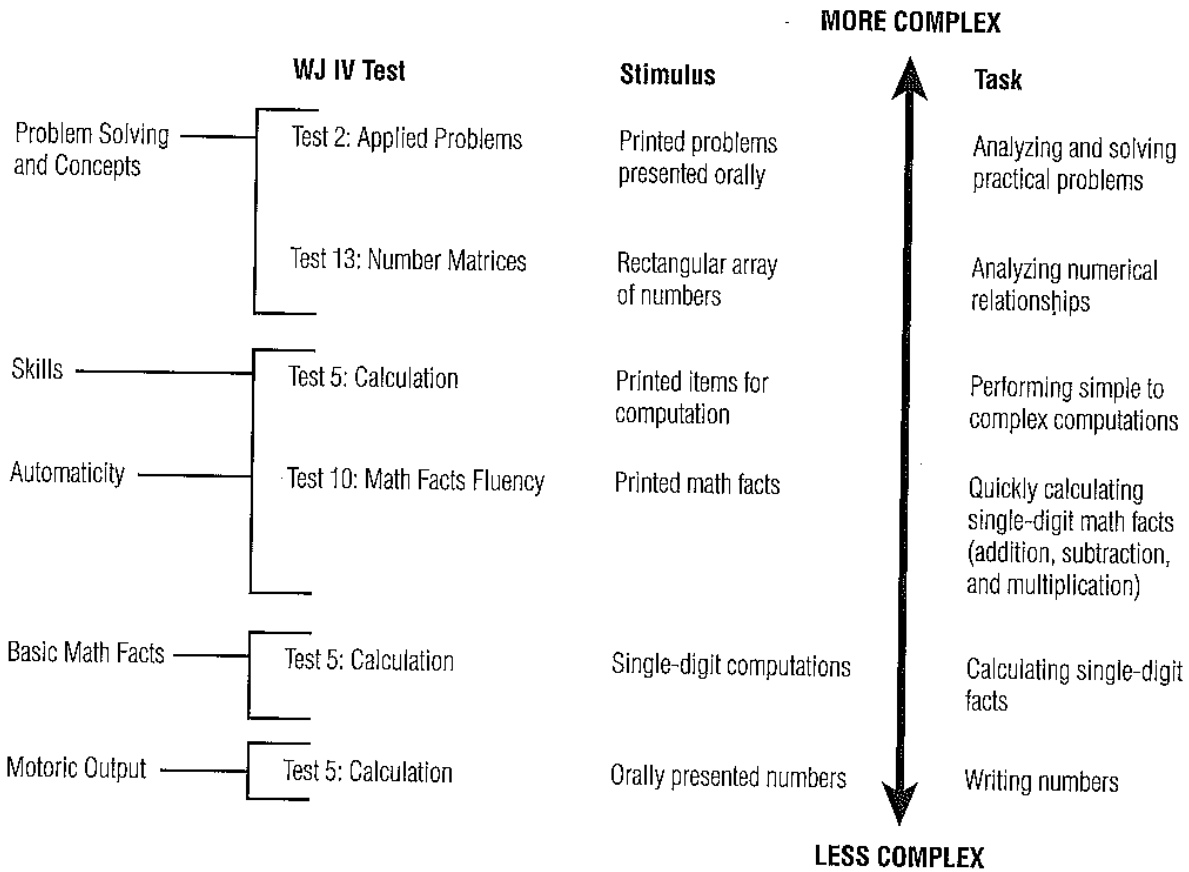
- Limited speed
  - Attentional difficulties
  - A combination of factors
- Examining the examinee's performance on untimed measures of reading may provide insights into the reasons for low performance on this subtest.

### **Reading Vocabulary**

- Measures an aspect of reading comprehension at the isolated word level.
- Allows an evaluation of word comprehension apart from passage comprehension.
- Requires the ability to read words and supply words similar in meaning in Part A: Synonyms and to supply words opposite in meaning in Part B: Antonyms.
- Low performance may be a function of limited basic reading skills, limited word comprehension or both.

# Interpreting the Math Tests

When interpreting the math tests, consider the relative complexity of task demands in each. The skills measured in the four math tests range from the lower-level ability of recognizing math symbols and vocabulary to the higher-level ability of mathematical reasoning and problem solving.



# Interpreting the Math Tests:

(Examiner's Manual pp. 91-94)

## Applied Problems

- Measures quantitative reasoning, math achievement and math knowledge
- Requires the ability to analyze and solve math problems
- Low performance may be a function of limited math skills
- Low performance may be a function of poor math reasoning ability
- Low performance may be a function of comprehension difficulties

## Calculation

- Measures the ability to perform mathematical computations
- Student may have difficulty performing a variety of calculations; analyze patterns of successes and errors.
- Low performance may be a function of limited or inaccurate computation skills using the four basic operations with whole and rational numbers.
- Low performance may be a function of lack of automaticity for basic facts.
- Student may not attend to signs and perform the wrong operation.

## Math Facts Fluency

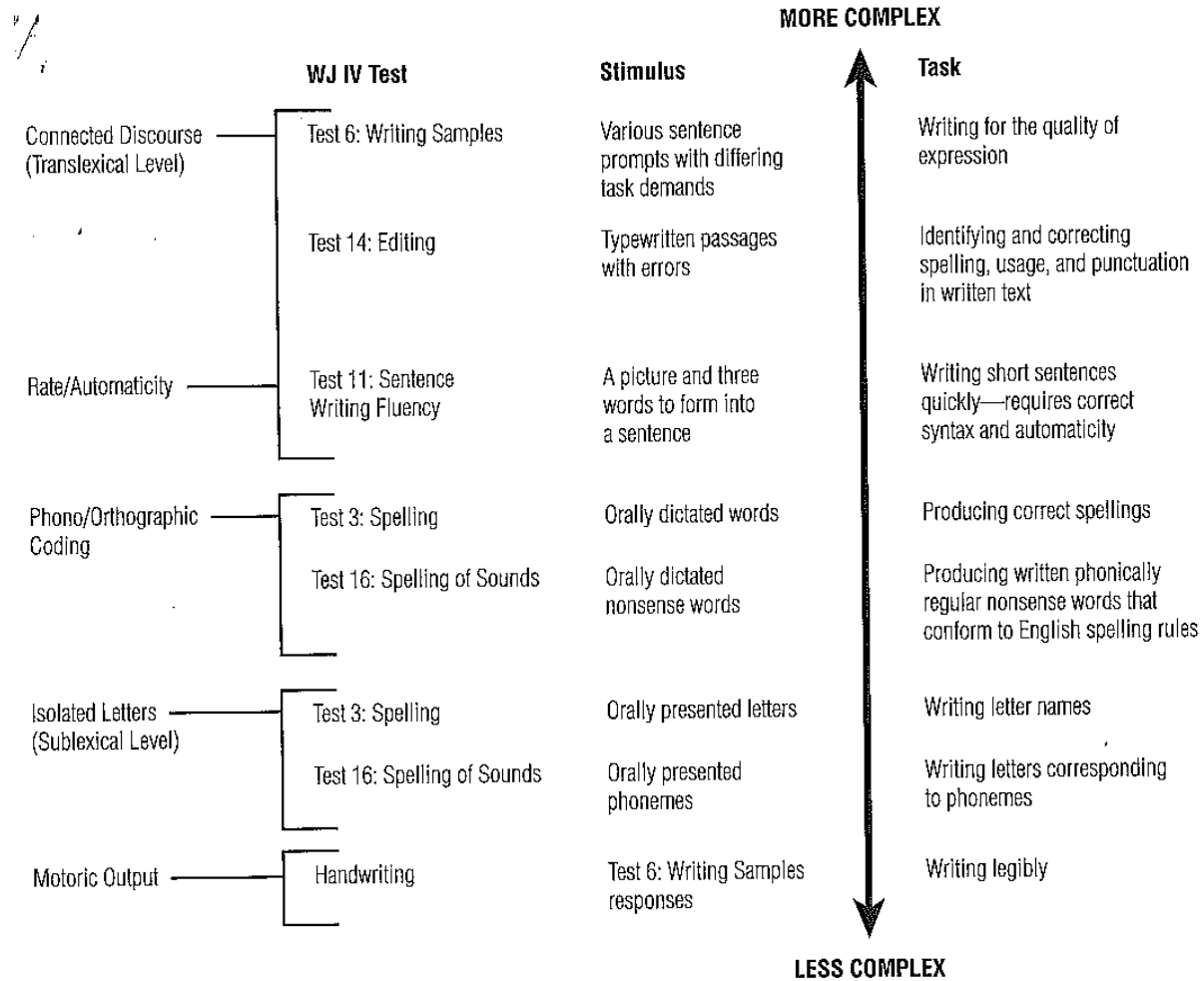
- A measures math achievement and number facility requiring rapid responses to solving simple addition, subtraction and multiplication problems.
- Low performance may be a function of lack of automaticity
- Low scores may indicate limited basic math skills, limited instruction or lack of attention

## **Number Matrices**

- Measures quantitative reasoning
- Performance is affected by ability to inductively and deductively reason with numbers
- Low performance may be a function of limited quantitative reasoning

# Interpreting the Written Language Tests

When interpreting the written language tests, consider the relative complexity of written language skills in each. The skills measured in these tests range from the production of legible handwritten output to the generative writing for quality expression requiring ideas, organization, task adherence, and reasoning.



# Interpreting the Written Language Tests

(Examiner's Manual pp. 94-99)

## Spelling

- Measures knowledge of prewriting skills and spelling
- Performance may be related to beginning handwriting if student is unable to complete items 1-3
- Analyze student responses for patterns of grapheme-phoneme correspondence or memorized visual features
- Error patterns may be:
  - addition of unnecessary letters
  - omissions of needed letters
  - mispronunciations or dialectal speech patterns
  - reversals of whole words, vowels, consonant order, or syllables
  - consonant or vowel directionality (e.g., brithday)
  - phonetic spellings of non-phonetic words
  - wrong associations of sounds with letters

## Writing Samples

- Measures the ability to convey ideas in writing through the production of meaningful written sentences in response to a variety of task criteria.
- Performance may be affected by attitude toward writing, resulting in short, choppy sentences or even refusal to write
- Performance may be affected by oral language development including dialects and cultural influences.
- Performance may be affected by low oral vocabulary abilities resulting in low written vocabulary
- Performance may be affected by organizational ability resulting in sentences that are poorly arranged

## **Sentence Writing Fluency**

- Measures the examinee's ability to write rapidly with ease/automaticity.
- Performance may be related to motor control, response style, concentration, or reading/spelling issues
- Student may focus more on mechanics of writing than on the formulation or expression of ideas
- Student's response to timed tasks may affect performance
- Determine if student worked:
  - slowly but inaccurately
  - slowly and accurately
  - rapidly but inaccurately
  - rapidly and accurately
- Student may need to glance at stimulus word several times to copy it accurately

## **Editing**

- Measures the ability to detect and correct errors in written work
- Low performance may indicate lack of knowledge or lack of error-monitoring skill
- Reading performance may also affect score
- Student may know about conventions of writing but overlook them in proofreading

## **Spelling of Sounds**

- Measures phonological and orthographic coding
- Low performance may be due to poor phonological processing, poor phoneme/grapheme knowledge, poor orthographic awareness, poor phonological processing, or lack of attention