


 **Why was Oral Reading Fluency Added?**

- ◆ Defining characteristic of a skilled reader is fluency (i.e., the ability to read quickly, accurately, and with comprehension; National Institute of Child Health and Human Development, 2000).
- ◆ Included in IDEA



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 **What are some key differences in Reading Comprehension?**

Reading Comprehension:



- Improved Reverse Rule: If sum of scores for all reversal items is 2 or less, reverse to *adjacent* item set (up to 3 item sets)
- Improved Record Form layout
- Reduced administration time to average of 15 minutes
- Dropped *Target Words* and *Reading Speed*
- Speed/rate info from PD, WR, and ORF

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 **How do I determine the start point for Reading Comprehension?**



- ◆ Recommended: start at grade-appropriate start point
- ◆ If have test data that student is *several* levels below grade placement, may start at 1 level (start point) below
 - If deem grade-appropriate point would be detrimental to rapport


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 **A Word on Reading
Comprehension Interpretation**


- ♦ WIAT provides a purer measure of comprehension skills than most other assessments
- ♦ Permits *control* of confounding variables
 - Vocabulary
 - Word Attack

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 **A Word on Reading
Comprehension Interpretation**

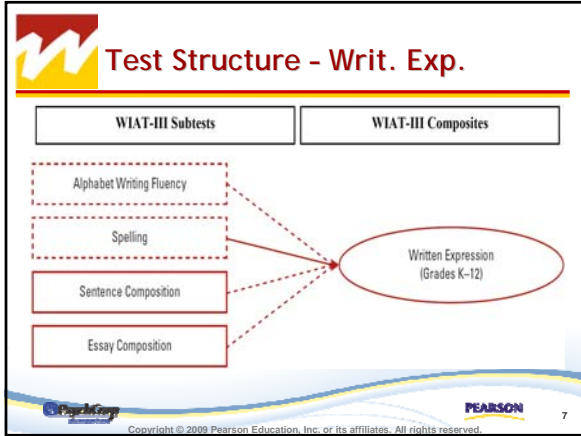
- ♦ IF you reverse to easier item sets, then the proper conclusion/report statement is:
 - Howie's reading comprehension skills, as measured by the WIAT-III, fall within the average range. It is important to note, however, that he was able to demonstrate his skills in answering factual and inferential questions, only with reading passages that were somewhat below his present grade placement. In reviewing Howie's sc

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 **A Word on Reading
Comprehension Interpretation**

- ♦ IF you reverse to easier item sets, then the proper conclusion/report statement is:
 - In reviewing Howie's scores on the other <reading, oral expression subtests>, it is apparent that his difficulties with <word attack skills, vocabulary, oral language> likely impact his ability to comprehend reading material at grade level.

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Sentences Combining Case 9

- Cats are pets.
Dogs are pets.
The dogs and cats are pets.
- The frog is green.
The frog jumps.
The frog is green and jumps.
- Mark has a sister named Ann.
Ann is six years old.
Mark has a sister that is six years old.
- Antonio is a fast runner.
Antonio is a strong student.
Antonio won the Best Athlete award.
Antonio is fast, strong, and won the best athlete award.

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Sentences Combining		Case 9		Score		Raw Score		Percentile Rank	
Item	Mean Percent Correct	Standard Error	Item Level	Subtest & Composite	Subtest	Composite	Score	Percentile Rank	Score
1. Cats...	90	10	100	1. Poor sentence structure 2. Poor sentence structure 3. meaning	1. Poor sentence structure 2. Poor sentence structure 3. meaning	1. and joins 2 independent clauses 2. poor sentence structure 3. meaning	1	100	1
2. The frog...	90	10	100	1. Poor sentence structure 2. Poor sentence structure 3. meaning	1. Poor sentence structure 2. Poor sentence structure 3. meaning	1. and joins 2 independent clauses 2. poor sentence structure 3. meaning	1	100	1
3. Mark...	90	10	100	1. Does not convey same meaning 2. Does not convey same meaning 3. meaning	1. Does not convey same meaning 2. Does not convey same meaning 3. meaning	1. and joins 2 independent clauses 2. poor sentence structure 3. meaning	1	100	1
4. Antonio...	90	10	100	1. Does not convey same meaning 2. Does not convey same meaning 3. meaning	1. Does not convey same meaning 2. Does not convey same meaning 3. meaning	1. and joins 2 independent clauses 2. poor sentence structure 3. meaning	1	100	1
5. Mark...	90	10	100	1. Run-on 2. Run-on 3. meaning	1. Run-on 2. Run-on 3. meaning	1. and joins 2 independent clauses 2. poor sentence structure 3. meaning	1	100	1
5 5 1 Subtest & Composite Raw Score Subtest Raw Score Composite Raw Score				Sentences Combining Total Raw Score: 5 (Maximum = 25)					

Essay Composition - Scoring

Theme Development and Text Organization: Record Student Responses That Receive Credit				
Introduction	Conclusion	Transitions	Reasons Why	Elaborations
Thesis	Thesis	1.	1.	1.
Key words restated	Key words restated	1.	2.	
1.	1.	2.		
2.	2.	3.	2.	2.

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Essay Composition - Scoring

Essay Composition (Content and Organization)				
I. Word Count*				
	Raw Score	<input type="text"/>		
II. Theme Development and Text Organization*				
Introduction	2	1	0	
Conclusion	2	1	0	
Paragraphs	5	4	3	2
Transitions	5	4	3	2
Reasons Why	3	2	1	0
Elaborations	3	2	1	0
	Raw Score	<input type="text"/>		
	(Maximum = 20)			

*Use scoring rules in appendix B.5 for Word Count and B.6 for Theme Development and Text Organization.

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28 Section 1: Unsourced Samples

Essay Composition: Content and Organization Case 28 Nonclinical Grade 5

Essay Composition: Item 1

Write about your favorite game. Include at least 3 reasons why you like it.

Hide and seek is a good game I like playing that game at home because there is lots of places to hide. You can play it anywhere anytime anyplace. ~~the~~ Third reason I like hide and seek is that you can pretend to play that game to hide away from your parents.

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Section 2: Score Samples

Essay Composition: Content and Organization Case 20 Nonclinical Grade 5

Essay Composition Item 1

Write about your favorite game. Include at least 3 reasons why you like it.

Hide and Seek is a good game. I like playing that game at home because there is lots of places to hide. You can play it anywhere anytime anyplace. One reason I like hide and seek is that you can pretend to play that game to hide away from your parents.

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WIAT-III Scoring Workbook

Essay Composition: Content and Organization Case 20 Nonclinical Grade 5

Theme Development and Text Organization: Second Student Response (Test Practice Case)		Response (10)	
Criteria	Score	Comments	Item Score
Theme	1	1. The student did not state what he or she likes to play.	1
Key words included	1	2. The student did not state why he or she likes to play.	2
2.	2.	3. The student did not state why he or she likes to play.	3
3.	3.	4.	4.
4.	4.	5.	5.
5.	5.		
Base Score	5/1		

Essay Composition: Content and Organization	
Criteria	Score
Introduction	2 (0 to 2)
Conclusion	2 (0 to 2)
Paragraphs	5 (4 to 5)
Transitions	4 (3 to 4)
Reasons Why	3 (0 to 3)
Elaborations	3 (2 to 3)
Base Score (Maximum = 20)	15

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Raw Scores 1 Raw Scores 2

Listening Comprehension

- Receptive Vocabulary Raw Score (0 to 19)
- Oral Discourse Comprehension Raw Score (0 to 27)

Reading Comprehension

- Item Set
- Total Raw Score (Do not enter weighted score)

Math Problem Solving

- Total Raw Score (0 to 72)

Sentence Composition

Sentence Combining

- A: Semantics and Grammar (0 to 10)
- B: Mechanics (0 to 10)
- C: Extra Credit (0 to 5)
- Raw Score (0 to 25)

Sentence Building

- A: Semantics and Grammar (0 to 14)
- B: Mechanics (0 to 14)
- Raw Score (0 to 28)

Word Reading

- Total Raw Score (0 to 75)
- Word Reading Speed Total Raw Score (0 to 75) (Item completed at 30 seconds)

Essay Composition

Content and Organization

- Word Count Raw Score (0 to 9999)
- Introduction (0 to 2)
- Conclusion (0 to 2)
- Paragraphs (0 to 5)
- Transitions (0 to 5)
- Reasons Why (0 to 3)
- Elaborations (0 to 3)
- Theme Development and Text Organization Raw Score (0 to 20)

Grammar and Mechanics

- Correct Word Sequences (0 to 999)
- Incorrect Word Sequences (0 to 999)
- Total Raw Score (CJMS)

Scoring Transitions (Another Way of Looking at the Scoring Process)

A. Does the essay include at least one ending punctuation mark? **No** → Score Tran 0 points.

Yes ↓

A1. Review the essay and look at the first word that follows each ending punctuation mark: How many of these words are included in the *List of Acceptable Transitions*? **0** → Score Tran 0 points.

1 or more ↓

Record # of Tran (up to 5) as Transitions score.


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Why include Math Fluency Items?

- ♦ Math computation fluency facilitates more complex problem solving and the acquisition of higher-level mathematics skills.
- ♦ The NCTM lists “the ability to compute fluently” (p. 152) as an instructional standard for kindergarten through eighth grade.
 - By ninth grade, math fluency is no longer listed as a standard because it is an assumed skill.

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Oral Language Domain - Why?





- ♦ Problems with oral language can affect the acquisition of reading and writing skills.
- ♦ Reading and writing skills should not be taught or assessed in isolation (Kavanagh, 1991).

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Importance of Listening Comprehension

- ♦ Carlisle (1991) explains that it is necessary to assess both listening comprehension and reading comprehension because students can perform poorly on reading comprehension measures for different reasons.





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Importance of Listening Comprehension

- ♦ If the student has significant language comprehension problems, he or she would be expected to perform poorly on measures of listening comprehension and reading comprehension.
- ♦ However, a student who performs poorly on a reading comprehension measure, but performs well on a listening comprehension measure, may have poor word recognition skills, rather than a comprehension problem (Carlisle, 1991).





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Average Range - Why did it change?


Analysis and Interpretation II

Standard Score Range	Descriptive Classification
Above 145	Very Superior
131-145	Superior
118-130	Above Average
85-115	Average
70-84	Below Average
55-69	Low
Below 55	Very Low






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 **Why are weighted raw scores used in Reading Comp and Oral Reading Fluency?**


- ◆ Reading Comp and Oral Rdg. Fluency (ORF) use weighted raw scores to adjust the score earned to account for performance on item sets that are below current level
 - i.e., 10 items correct (raw score of 10) on the grade appropriate set is not the same as a 10 on a set of items 2 grade levels below current placement
- ◆ Most of WIAT-III is the standard raw score to scaled score conversion

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 **Age- or Grade-Based Scores?**

- ◆ Who do you want to compare the student to?
 - Those the same age?
 - Those with same instruction?
- ◆ When achievement is compared to ability, age-based norms are recommended to quantify student performance on the achievement measure.

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 **Age- or Grade-Based Scores? Additional thoughts-**

- ◆ However, there are times when age-based scores can be misleading
 - when a student has been retained in a grade, comparing him or her to age-mates assumes that the equivalent instructional opportunity has been provided. In such a case, the individual might have lower scores because some skills have not been taught. For this reason, grade-based scores are typically preferred for students with a history of grade retention.
- ◆ When talking with teachers, it also makes more sense to discuss where a student performs in relation to others in the same grade.

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Age- or Grade-Based Scores?
Additional thoughts-

- ◆ If a student is particularly young or old for grade, age-based scores may not be available



Scoring Assistant - What computers can it be used on?


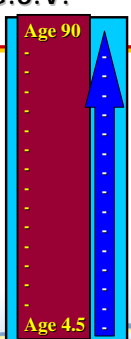
- ◆ For PCs
- ◆ Can be used with newer MACs if:
 - Intel is available
 - using Parallels software, or BootCamp, or VMWare Fusion Software
 - For more info:
 - http://www.macworld.com/article/133513/bothworlds.htm?loomia_ow=t0:s0:a38:g26:r13:c0.005012:b21024159:z0




Growth Scale Value "G.S.V."

A score derived from a statistical formula that links the items on a common scale which is equal interval units of measurement that allows addition and subtraction of (GSV) scores to document progress over time.

Think about height and weight charts-






Examples of Some Meaningful Patterns

- ◆ Growth Scores Increase/Standard Scores and Percentile Ranks Remain the Same
 - Student improved relative to past performance, but gap won't close as improving at same rate as peers
- ◆ Growth Scores Increase/Standard Scores and Percentile Ranks Drop
 - There are improvements relative to past performance, but gap is widening


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Do I really need to conduct an assessment like the WIAT-III if my system uses RTI?

Consider IDEA requirements for comprehensive assessment, definition of SLD, and need for additional information

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Comprehensive Assessment: IDEA Requirements



Any evaluation of a child suspected of having a disability must

- (1) be conducted using a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child;
- (2) not use any single measure or assessment as the sole criterion; and
- (3) use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors. (34 C.F.R. § 300.304(b)).

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An RTI process does not replace the need for a comprehensive evaluation. LEAs must use a variety of data gathering tools and strategies even if an RTI process is used. The results of an RTI process may be one component of the information reviewed as part of the evaluation procedures required under §§300.304 and 300.305.





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Federal IDEA Definition of SLD (34 C.F.R 300.8)

- ◆ ...means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.





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What is a PSW Approach?

- ◆ PSW Model (Processing Strength and Weakness Model)
 - Legally accepted
 - Psychometrically sound
- ◆ IDEA notes research-based "third alternative" to identify SLD
- ◆ According to federal regulations, "300.309(a)(2)(ii) permits, but does not require, consideration of a pattern of strengths or weaknesses, or both, relative to intellectual development if the evaluation group considers that information relevant to an identification of SLD" (Federal Register, 2006, p.46651).



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Summary of the Model

- ◆ **Statistically evaluate score comparisons:**
 - (a) Processing Strength vs. Achievement Weakness: To fit the model for SLD, this comparison must be discrepant (significantly different).
 - (b) Processing Strength vs. Processing Weakness: To fit the model for SLD, this comparison must be discrepant (significantly different).

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Summary of the Model


- ◆ **Plus the 'reality checks' -**
 - Is the achievement weakness consistent with the processing difficulty?
 - Are there strengths in processing?
 - Does it all make sense within the context of the child and his/her instructional experience?
- ◆ **A statistical analyses is done for you in the WIAT-III Enhanced Scoring Program (included with the kit)**
 - Gets you started with the model

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PSW model (Concordance-Discordance) Simple Example

```
graph TD; A["Cognitive Processing Strength  
WISC-IV Perceptual Reasoning Index  
SS = 110"] --> B["A. Discrepant?  
✓ Yes"]; A --> C["B. Discrepant?  
✓ Yes"]; B --> D["Achievement Weakness  
WIAT-III Total Reading composite  
SS = 70"]; C --> E["Cognitive Processing Weakness  
WISC-IV Working Memory Index  
SS = 82"]; D --> F["C. Consistent?  
✓ Yes"]; E --> F;
```



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WIAT-III

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