

# Tailored recommendations: Goal statements & interventions



## Make strong assessment to intervention connections

Within some of our assessments, we provide guidance to bridge assessment to intervention. In those assessments, interpretive guidance expands into recommended goals, sample objectives, and actual intervention suggestions that reflect evidence-based principles in the research literature.

Assessments in Pearson's Dyslexia Toolkit that include recommended goals, objectives, or intervention supports include:

- KTEA-3
- WIAT-III
- PPVT-5
- EVT-3

Read an excerpt from a sample intervention statement in the call out box. This text is populated in the Intervention Guide for LD Subtypes, based on score combinations and profile interpretation from KTEA-3, WIAT-III, WISC-V, and/or CELF-5 assessments.

For the PPVT-5 and EVT-3 assessments, sets of intervention recommendations are delivered via Q-global reporting based the examinee's standard score. These interventions are curated from the literature and also have links to relevant sections of The Bridge of Vocabulary 2, an intervention resource also delivered via Q-global.

For further information about the recommended goals and objectives or sample interventions in these tests, refer to the individual test product page at **PearsonAssessments.com** or via the sample reports on Q-global.



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### Intervention Example: Teach Syntactic Awareness

Generate sentences using patterns.<sup>31</sup> Provide one or more examples that illustrate a particular sentence structure, and then encourage the student to say a similar sentence. For example, to illustrate a contrasting compound sentence, read sentences together such as "I like to eat apples, but I don't like to eat bananas" and "I can ride a bike, but I can't ride a motorcycle." If more support is needed, provide a written scaffold that is read aloud, such as "I can \_\_\_\_, but I can't \_\_\_\_."

Ask the student to identify the correctly assembled sentence from a multiple-choice list such as the following:

- The branch perched on the bird.
- The perched bird on the branch.
- The branch on the bird perched.
- The bird perched on the branch.

Ask the student to assemble sentences using word cards. For example, the following six words could be printed on six separate cards: *bird, the, A, perched, branch, on*

Read a cloze sentence or pair of sentences aloud while the student follows along, and then ask the student to say or write a word to fill in each blank. The sentences should be very simple and neutral with minimal semantic information, such as "My dog has a \_\_\_\_\_. She is \_\_\_\_\_ it." Read the complete sentences aloud, and help the student correct any errors. Because of the limited semantic information, the student must rely on syntactic information to select appropriate words to fill in."<sup>97</sup>

31. Dean, D. (2008). *Bringing grammar to life*. Newark, DE: International Reading Association.

97. Wallen, C. J. (1969). *Word attack skills in reading*. Columbus, OH: Merrill Publishing Company.