

KTEA™-3

KTEA™ -3

Kaufman Test of Educational Achievement, Third Edition

Standard Report

Alan S. Kaufman, PhD, & Nadeen L. Kaufman, EdD

Name:	Sample Examinee	Test Date:	04/23/2015
Examinee ID:	00001	Form:	A
Birth Date:	08/12/2004	Examiner Name:	Sample Examiner
Age:	10:8	Testing Site:	Sample Testing Site
Gender:	Male	Current Grade (or Highest Grade Completed):	5
Reason for Referral:	Low academic achievement	Medication:	N/A



Copyright © 2014 NCS Pearson, Inc. All rights reserved.

Pearson, the **PSI** logo, **PsychCorp**, **KTEA** and **WISC** are trademarks in the U.S. and/or other countries of Pearson Education, Inc., or its affiliate(s).

TRADE SECRET INFORMATION

Not for release under HIPAA or other data disclosure laws that exempt trade secrets from disclosure.

[1.1 / RE1 / QG1]

Core Composite Score Summary Table

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	90% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
<i>Core Composites</i>								
Academic Skills Battery (ASB) Composite	-	620	103	99 - 107	58	Average	-	-
Math Concepts & Applications	80	-	143	138 - 148	99.8	High	>19:6	573
Letter & Word Recognition	30	-	52	47 - 57	0.1	Very low	5:10	419
Written Expression	60 ¹	-	89	79 - 99	23	Average	8:10	501
Math Computation	75	-	155	150 - 160	>99.9	Very high	>19:6	572
Spelling	50	-	101	96 - 106	53	Average	11:2	529
Reading Comprehension	10 ²	-	80	70 - 90	9	Below average	8:7	500
Reading Composite	-	132	64	58 - 70	1	Low	-	-
Letter & Word Recognition	30	-	52	47 - 57	0.1	Very low	5:10	419
Reading Comprehension	10 ²	-	80	70 - 90	9	Below average	8:7	500
Math Composite	-	298	152	148 - 156	>99.9	Very high	-	-
Math Concepts & Applications	80	-	143	138 - 148	99.8	High	>19:6	573
Math Computation	75	-	155	150 - 160	>99.9	Very high	>19:6	572
Written Language Composite	-	190	94	88 - 100	34	Average	-	-
Written Expression	60 ¹	-	89	79 - 99	23	Average	8:10	501
Spelling	50	-	101	96 - 106	53	Average	11:2	529

¹ Indicates a raw score that is converted to a weighted raw score (not shown).

² Indicates that a raw score is based on a below grade level item set.

Supplemental Composite Score Summary Table

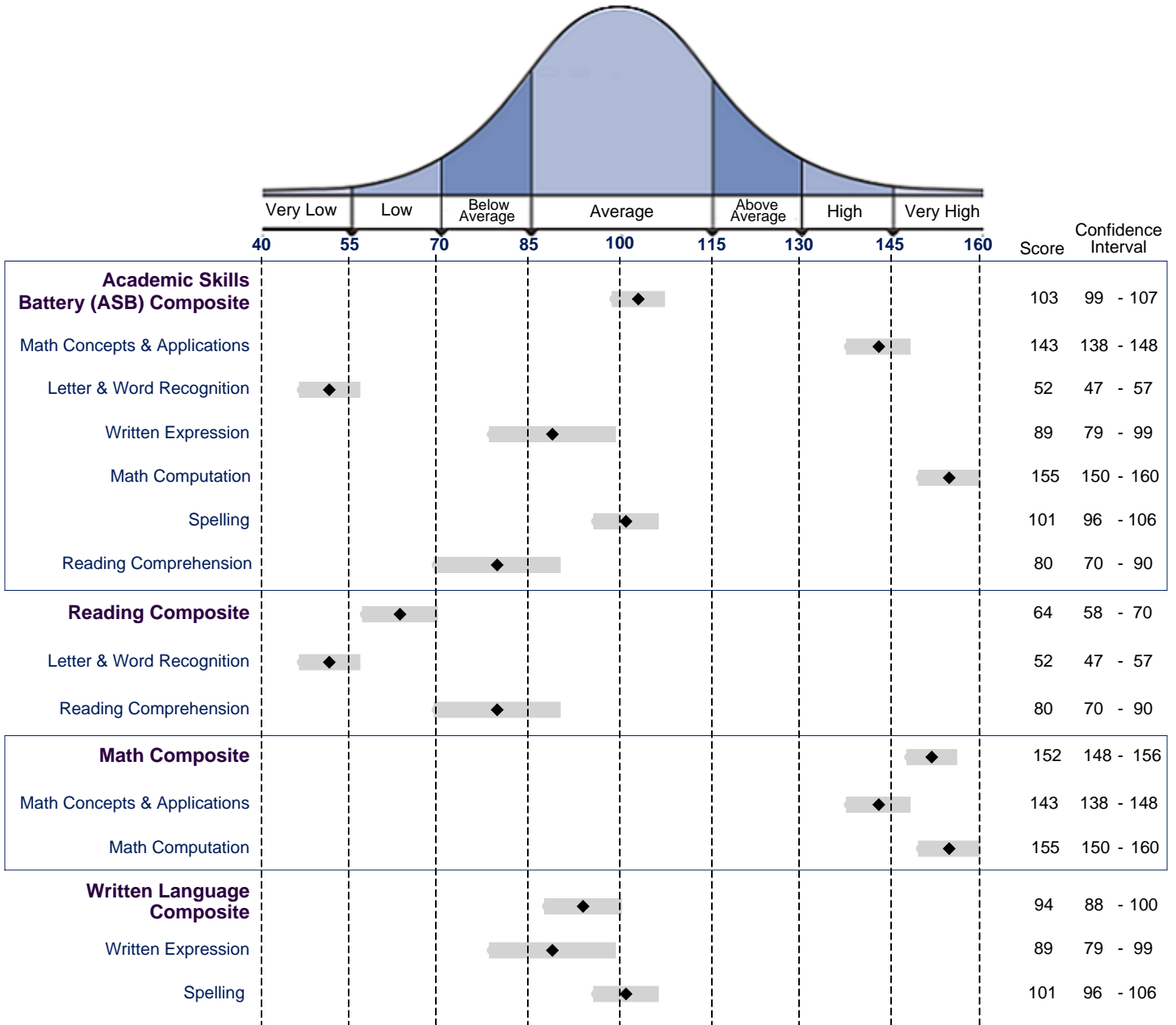
Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	90% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Supplemental Composites								
Sound-Symbol Composite	-	188	92	87 - 97	30	Average	-	-
Phonological Processing	40	-	99	91 - 107	47	Average	10:2	505
Nonsense Word Decoding	20	-	89	84 - 94	23	Average	8:4	498
Decoding Composite	-	141	70	66 - 74	2	Below average	-	-
Letter & Word Recognition	30	-	52	47 - 57	0.1	Very low	5:10	419
Nonsense Word Decoding	20	-	89	84 - 94	23	Average	8:4	498
Reading Fluency Composite	-	304	101	94 - 108	53	Average	-	-
Silent Reading Fluency	55	-	129	120 - 138	97	Above average	>19:6	521
Word Recognition Fluency	20 ¹	-	73	62 - 84	4	Below average	6:10	477
Decoding Fluency	25	-	102	91 - 113	55	Average	11:2	520
Reading Understanding Composite	-	185	91	85 - 97	27	Average	-	-
Reading Comprehension	10 ¹	-	80	70 - 90	9	Below average	8:7	500
Reading Vocabulary	30	-	105	98 - 112	63	Average	11:6	528
Oral Language Composite	-	298	98	90 - 106	45	Average	-	-
Associational Fluency	50	-	136	121 - 151	99	High	>19:6	560
Listening Comprehension	15 ¹	-	92	84 - 100	30	Average	9:7	507
Oral Expression	22 ¹	-	70	62 - 78	2	Below average	5:8	487
Oral Fluency Composite	-	218	112	100 - 124	79	Average	-	-
Associational Fluency	50	-	136	121 - 151	99	High	>19:6	560
Object Naming Facility	44	-	82	70 - 94	12	Below average	7:1	-
Comprehension Composite	-	172	84	77 - 91	14	Below average	-	-
Reading Comprehension	10 ¹	-	80	70 - 90	9	Below average	8:7	500
Listening Comprehension	15 ¹	-	92	84 - 100	30	Average	9:7	507
Expression Composite	-	159	77	70 - 84	6	Below average	-	-
Written Expression	60 ¹	-	89	79 - 99	23	Average	8:10	501
Oral Expression	22 ¹	-	70	62 - 78	2	Below average	5:8	487
Orthographic Processing Composite	-	249	79	70 - 88	8	Below average	-	-
Spelling	50	-	101	96 - 106	53	Average	11:2	529
Letter Naming Facility	39	-	75	58 - 92	5	Below average	5:10	-
Word Recognition Fluency	20 ¹	-	73	62 - 84	4	Below average	6:10	477
Academic Fluency Composite	-	331	113	105 - 121	81	Average	-	-
Writing Fluency	33	-	110	98 - 122	75	Average	12:2	526

Composite/Subtest	Subtest Raw Scores	Sum of Subtest Standard Scores	Standard Scores	90% Confidence Interval	Percentile Rank	Descriptive Category	Age Equivalent	GSV
Math Fluency	40	-	119	110 - 128	90	Above average	18:9	574
Decoding Fluency	25	-	102	91 - 113	55	Average	11:2	520

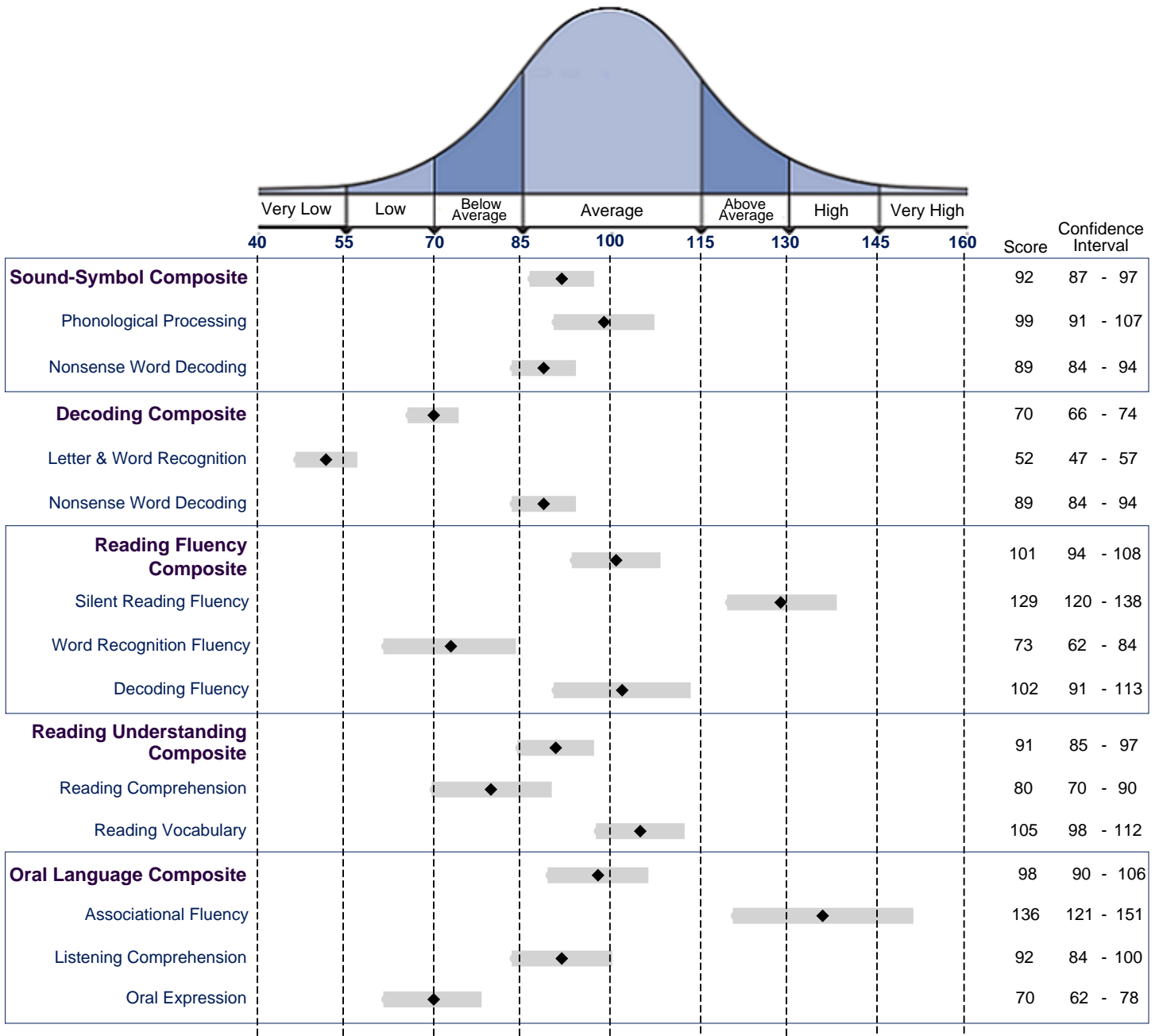
¹ Indicates a raw score that is converted to a weighted raw score (not shown).

² Indicates that a raw score is based on a below grade level item set.

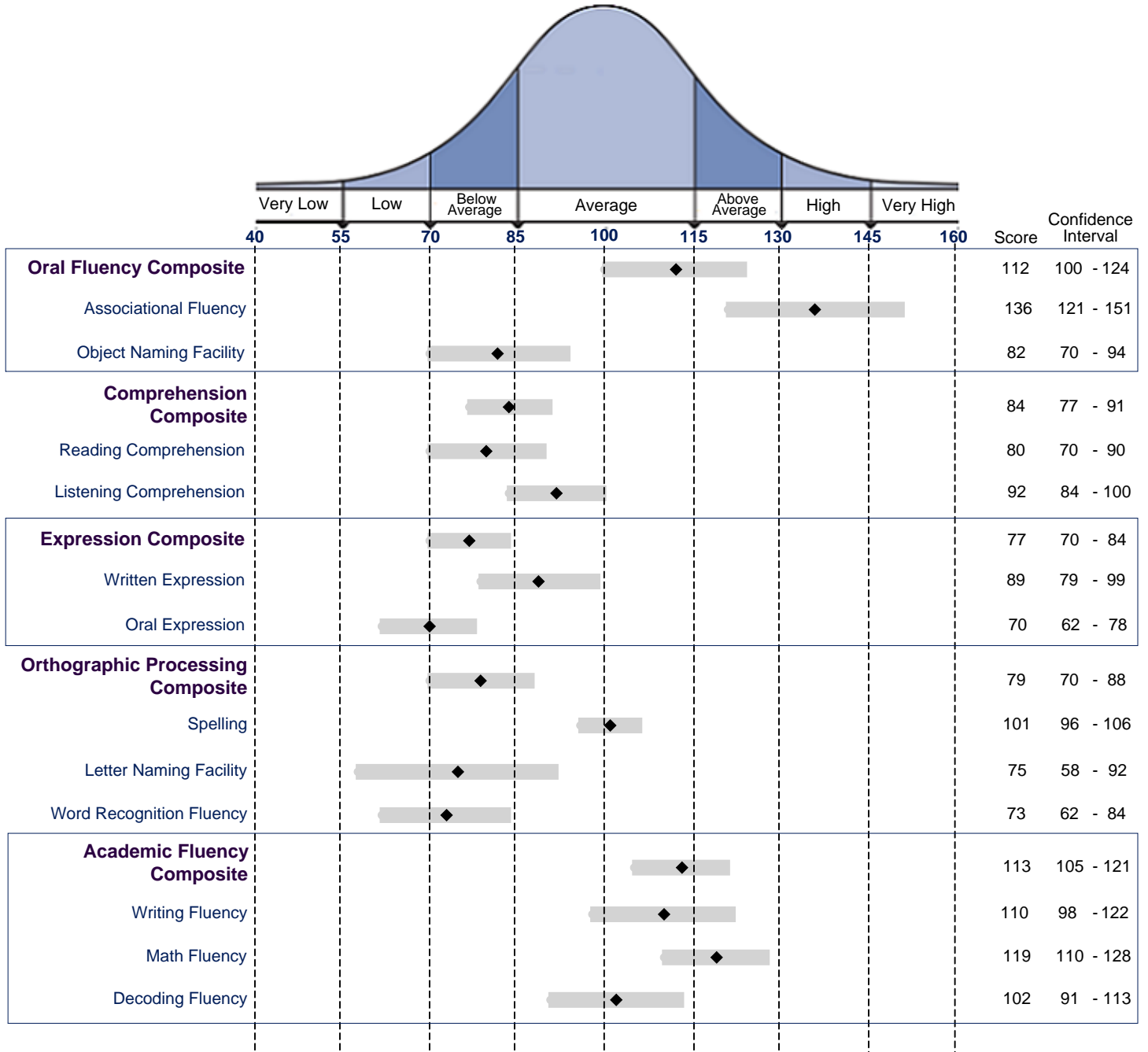
Core Composite Score Summary Profile



Supplemental Composite Score Summary Profile



Supplemental Composite Score Summary Profile Continued



ASB Composite and Subtest Standard Score Differences

Comparison	Difference	Critical Value (.01)	Significant Difference Y/N	Base Rate
Academic Skills Battery vs. Phonological Processing	4	12	N	>15%
Academic Skills Battery vs. Math Concepts & Applications	-40	8	Y	<=5%
Academic Skills Battery vs. Letter & Word Recognition	51	7	Y	<=5%
Academic Skills Battery vs. Math Computation	-52	9	Y	<=5%
Academic Skills Battery vs. Nonsense Word Decoding	14	9	Y	>15%
Academic Skills Battery vs. Writing Fluency	-7	19	N	>15%
Academic Skills Battery vs. Silent Reading Fluency	-26	18	Y	<=5%
Academic Skills Battery vs. Math Fluency	-16	15	Y	>15%
Academic Skills Battery vs. Reading Comprehension	23	11	Y	<=5%
Academic Skills Battery vs. Written Expression	14	12	Y	<=15%
Academic Skills Battery vs. Associational Fluency	-33	24	Y	<=5%
Academic Skills Battery vs. Spelling	2	7	N	>15%
Academic Skills Battery vs. Object Naming Facility	21	19	Y	>15%
Academic Skills Battery vs. Reading Vocabulary	-2	11	N	>15%
Academic Skills Battery vs. Letter Naming Facility	28	26	Y	<=10%
Academic Skills Battery vs. Listening Comprehension	11	16	N	>15%
Academic Skills Battery vs. Word Recognition Fluency	30	17	Y	<=5%
Academic Skills Battery vs. Oral Expression	33	17	Y	<=5%
Academic Skills Battery vs. Decoding Fluency	1	17	N	>15%

Note. A negative difference indicates that the subtest in the comparison has a higher score than the ASB composite. A significant difference between a subtest score and the ASB means the subtest is either a personal strength (if the difference is negative) or a personal weakness (if the difference is positive). Base rates are not reported when the difference between scores is zero.

Composite Standard Score Differences

Comparison	Difference	Critical Value (.01)	Significant Difference Y/N	Base Rate
Academic Skills Battery vs. Reading	39	6	Y	<=5%
Academic Skills Battery vs. Math	-49	7	Y	<=5%
Academic Skills Battery vs. Written Language	9	7	Y	<=15%
Reading vs. Math	-88	10	Y	<=5%
Reading vs. Written Language	-30	11	Y	<=5%
Reading vs. Sound-Symbol	-28	11	Y	<=5%
Math vs. Written Language	58	11	Y	<=5%
Math vs. Sound-Symbol	60	10	Y	<=5%
Math vs. Decoding	82	9	Y	<=5%
Math vs. Reading Fluency	51	13	Y	<=5%
Written Language vs. Sound-Symbol	2	11	N	>15%
Written Language vs. Decoding	24	10	Y	<=5%
Written Language vs. Reading Fluency	-7	14	N	>15%
Written Language vs. Reading Understanding	3	12	N	>15%
Written Language vs. Oral Language	-4	16	N	>15%

Note. A negative difference indicates that the second composite has a higher score than the first composite listed in the comparison.

A significant difference between a composite score and the ASB means the composite is either a personal strength (if the difference is negative) or a personal weakness (if the difference is positive).

Base rates are not reported when the difference between scores is zero.

Subtest Standard Score Differences

Comparison	Difference	Critical Value (.01)	Significant Difference Y/N	Base Rate
Math Concepts & Applications vs. Letter & Word Recognition	91	10	Y	<=5%
Math Concepts & Applications vs. Math Computation	-12	13	N	>15%
Math Concepts & Applications vs. Nonsense Word Decoding	54	11	Y	<=5%
Math Concepts & Applications vs. Spelling	42	11	Y	<=5%
Letter & Word Recognition vs. Math Computation	-103	12	Y	<=5%
Letter & Word Recognition vs. Nonsense Word Decoding	-37	10	Y	<=5%
Letter & Word Recognition vs. Spelling	-49	10	Y	<=5%
Math Computation vs. Nonsense Word Decoding	66	12	Y	<=5%
Math Computation vs. Spelling	54	12	Y	<=5%

Error Analysis Narrative

Sample's responses on the following subtest(s) were further examined to identify specific skill strengths and/or weaknesses. First, his errors on each subtest were totaled according to error categories. Then the number of errors Sample made in each error category was compared with the average number of errors made by students in the norm sample who were at the same grade level and who attempted the same items. As a result, Sample's performance in each error category could be rated as strong, average, or weak. The diagnostic information obtained from Sample's error analysis is summarized below. As you read these results, keep in mind that error analysis is most effective for students who obtained standard scores that are below the mean. For students who obtain standard scores above 110, extreme caution should be used in the interpretation of error categories identified as weaknesses.

Error Analysis Summary

Dashes (-) indicate that no error analysis information is available.

Phonological Processing				
Error Category	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status
Blending	10	0-2	2	A
Rhyming	8	0-1	3	W
Sound Matching	6	0-1	2	W
Deleting	11	2-3	3	A
Segmenting	15	1-4	3	A

Error Category	Letter & Word Recognition				Nonsense Word Decoding				Spelling			
	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status
	-				Last Item Administered: 36				Last Item Administered: 54			
Single/Double Consonant	-	-	0	-	38	0-1	4	W	73	0-1	4	W
Initial Blend					16	0-1	2	W	6	0	0	A
Medial/Final Blend					12	0-1	3	W	3	0	0	A
Consonant Blend	-	-	0	-								
Consonant Digraph	-	-	0	-	5	0-1	0	A	12	0	0	A
Wrong Vowel	-	-	0	-	18	0	2	W				
Short Vowel	-	-	0	-	16	0-1	2	W	23	0-1	2	W
Long Vowel	-	-	0	-	3	0	0	A	13	0	0	A
Vowel Team/Diphthong	-	-	0	-	14	0-2	3	W	6	0	0	A
R-controlled Vowel	-	-	0	-	4	0	0	A	6	0-1	0	A
Silent Letter	-	-	0	-	5	0-1	0	A	6	0	0	A
Prefix/Word Beginning	-	-	0	-					4	0-1	0	A
Prefix/Word Beginning & Suffix/Inflection					22	0-1	3	W				
Suffix/Inflection	-	-	0	-					21	0-1	0	A
Hard/Soft C, G, S	-	-	0	-	15	0	2	W	5	0	0	A
Unpredictable Pattern	-	-	0	-	0	-	0	N/A	10	0-1	0	A
Initial/Final Sound	-	-	0	-	36	0-2	5	W				
Syllable Insertion/Omission	-	-	0	-	36	0-1	5	W	51	0	2	W
Misordered Sounds	-	-	0	-	36	0	5	W				
Nonphonetic									51	0-1	2	W
Whole Word Error					36	0-1	5	W	51	0-1	2	W
Whole Word Error/Misplaced Accent	-	-	0	-								

Error Category	Math Concepts & Applications				Math Computation			
	Last Item Administered: 80				Last Item Administered: 53			
	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status
Number Concepts	23	0-1	4	W				
Addition	3	0	1	W	15	0-1	1	A
Subtraction	3	0	0	A	12	0-1	2	W
Multiplication	3	0	0	A	8	0-1	0	A
Division	3	0	0	A	4	0	0	A
Tables and Graphs	3	0	0	A				
Time and Money	9	0-2	2	A				
Geometry	6	2-4	0	S				
Measurement	9	1-2	1	A				
Fractions	5	0-1	1	A	3	0-1	0	A
Decimal					1	0-1	0	A
Decimals and Percents	5	1-3	1	A				
Data Investigation	2	0-1	0	A				
Multistep Problems	4	0-2	0	A				
Word Problems	13	1-2	1	A				
Exponent or Root					1	0-1	0	A
Algebra	7	0-1	1	A	1	0	0	A
Wrong Operation					44	0-1	3	W
Fact or Computation					44	1-3	3	A
Regrouping: Addition					2	0	0	A
Regrouping: Subtraction					4	0	0	A
Subtract Smaller from Larger					4	0	0	A
Add or Subtract Numerator & Denominator					1	0	0	A
Equivalent Fraction/Common Denominator					2	0-1	0	A
Multiply/Divide Fraction					0	-	0	N/A
Mixed Number					0	-	0	N/A
Incorrect Sign					1	0	0	A
Uncodable					44	0	0	A

	Reading Comprehension				Listening Comprehension			
	Last item in scored set: 68				Last item in scored set: 53			
Error Category	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status
Literal Comprehension	12	1-4	6	W	19	4-7	10	W
Inferential Comprehension	18	3-7	11	W	8	1-2	5	W
Narrative Comprehension	18	2-5	11	W	10	1-2	4	W
Expository Comprehension	12	3-5	6	W	17	4-8	11	W

	Written Expression				Oral Expression			
	Last item in scored set: 56				Last item in scored set: 28			
Error Category	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status	Items Attempted	Average # of Errors	Student's # of Errors	Skill Status
Task	7	0-1	1	A	22	1-4	12	W
Structure	8	1-3	1	A	22	4-8	6	A
Word Form	10	1-2	2	A	22	2-5	9	W
Capitalization	13	1-5	2	A				
Punctuation	29	11-17	2	S				

Error Analysis Teaching Objectives & Interventions

Phonological Processing

Teaching Objectives

Rhyming

When a stimulus word is pronounced by the teacher, the student will state a rhyming word with no more than ___ errors per ___ stimulus words.

Related to CCSS.ELA-LITERACY.RF.K.2a

When a given set of words is pronounced by the teacher, the student will state which word does not rhyme with the others with no more than ___ errors per ___ sets of words.

Related to CCSS.ELA-LITERACY.RF.K.2a

Given ___ pairs of pictures of common objects or animals that rhyme, the student will listen to each picture's name, and then match up the pairs of pictures that rhyme with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.K.2a

Sound Matching

Given ___ pictures of common objects or animals, some of which begin with the same sound(s), the student will listen to each picture's name, and then match up the pairs of pictures that begin with the same sound(s) with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.1.2d

Given ___ pictures of common objects or animals, some of which end with the same sound(s), the student will listen to each picture's name, and then match up the pairs of pictures that end with the same sound(s) with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.1.2d

Interventions

Rhyming

For Younger Students

I'm Thinking Game - For example, "I'm thinking of a word that rhymes with *hat*. You can use it to play a game where you run the bases and use a ball." Answer: *bat*.

Related to CCSS.ELA-LITERACY.RF.K.2a

I Spy Game - Invite the student to find an object in the room that rhymes with a particular word. For example, "I spy something that rhymes with *pair*." Possible answer: *chair*.

Related to CCSS.ELA-LITERACY.RF.K.2a

All Ages

Stand Up/Sit Down Game - Ask the student to either stand or sit when he or she hears two words that rhyme in a story being read aloud.

This game works well for students who need to move around to stay connected to the lesson.

Related to CCSS.ELA-LITERACY.RF.K.2a

Let's Build a Sandwich Game - Ask the student to name the objects needed to make a sandwich by rhyming. For example, "What goes on a sandwich that rhymes with *tickle*?" Answer: *pickle*.

Related to CCSS.ELA-LITERACY.RF.K.2a

"Down by the Bay" - Ask the student to come up with more verses to a song that uses rhymes to end each verse.

Using music often teaches concepts well for students of all ages.

Down by the Bay

Down by the bay
Where the watermelons grow
Back to my home I dare not go
'Cause if I do
my mother will say,
"Did you ever see a bear
Combing his hair
Down by the bay?"

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
'Cause if I do my mother will say,
"Did you ever see a whale
with a polka-dotted tail?
Down by the bay?"

Related to CCSS.ELA-LITERACY.RF.K.2a

Sound Matching

For Younger Students

I'm Thinking Game - For example, "I'm thinking of something that is fun to do. It starts with /r/." Possible answers: *run, race, read.*

Related to CCSS.ELA-LITERACY.RF.1.2d

All Ages

Stand Up/Sit Down Game - Ask the student to stand up and then to sit down as soon as he or she hears the teacher say two words that have matching (beginning or ending) sounds. Examples of matching ending sounds: *moose* and *horse* (yes); *dog* and *bird* (no).

This game works well for students who need to move around to stay connected to the lesson.

Related to CCSS.ELA-LITERACY.RF.1.2d

Say the Word Alliteration - Ask the student to say the words in a sentence that begin with a particular sound. For example, /s/ = "See Sally down by the sea." Answer: *see, Sally, sea.*

Related to CCSS.ELA-LITERACY.RF.1.2d

Let's Build a Sandwich Game - Ask the student to name the objects needed to make a sandwich that starts or ends with the same sound as other words. For example, "Name a sandwich ingredient that ends with the same sound as the name *John*." Possible answers: *chicken, bacon, onion.*

Related to CCSS.ELA-LITERACY.RF.1.2d

Math Concepts & Applications

Teaching Objectives

Number Concepts

Given ___ pictures each showing multiple objects of varying size, the student will identify the smallest object with no more than ___ errors.

Related to CCSS.Math.Content.K.MD.A.1

Given ___ pictures each showing multiple objects of varying size, the student will identify the largest object with no more than ___ errors.

Related to CCSS.Math.Content.K.MD.A.1

Given ___ pictures each showing multiple objects, the student will point to, count, and state the sum of the objects with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.B.4; CCSS.Math.Content.K.OA.A.2

Given ___ pictures each showing multiple groups of objects containing different numbers of objects, the student will identify the group corresponding to a stated number with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.B.5

Given ___ pictures each showing a row of numbers, a student will point to a stated number with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.A.3

Given ___ pictures each showing multiple groups of objects containing different quantities and a numeral printed above the groups of objects, the student will match the numeral with the correct group with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.A.3

Given ___ pictures each showing multiple objects, the student will point to a given number of objects in each picture with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.A.3

Given ___ pictures each showing multiple objects of varying height, the student will identify the tallest object with no more than ___ errors.

Related to CCSS.Math.Content.K.MD.A.2

Given ___ pictures each showing multiple objects of varying height, the student will identify the shortest object with no more than ___ errors.

Related to CCSS.Math.Content.K.MD.A.2

Given ___ pictures each showing signs combining words and numbers, the student will identify by name the numbers on each sign with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.C.7

Given ___ pictures each showing two groups of objects containing different quantities, the student will state which group has more objects with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.C.6

Given ___ sets of numbers each represented in numerical order and with a number missing from the ordered set, the student will state the missing number with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.A.2

Given ___ pictures each showing objects in a row, the student will name the ordinal position (e.g., third, sixth) of the objects with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.B.4a

Given ___ pictures each showing various numerical operation signs, the student will identify the sign that matches a stated math operation with no more than ___ errors.

Related to CCSS.Math.Content.3.OA.D.9

Given ___ pictures each showing a number, the student will state the number that immediately precedes or immediately follows the pictured number with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.A.2

Given ___ pictures each showing a group of numbered objects, the student will state the numbers in numerical order with no more than ___ errors.

Related to CCSS.Math.Content.K.CC.B.4a

Given ___ sets of numbers each showing a number series based on a math operation (e.g., adding five to the preceding number), the student will state the next number occurring in the series with no more than ___ errors.

Related to CCSS.Math.Content.3.OA.D.9

Given ___ sets of numbers each showing a number series based on a math operation (e.g. adding five to the preceding number) with some values missing from the series, the student will state the missing numbers with no more than ___ errors.

Related to CCSS.Math.Content.3.OA.D.9

Given ___ problems requiring the use of addition to check subtraction or the use of subtraction to check addition, the student will perform the checking procedure with no more than ___ errors.

Related to CCSS.Math.Content.1.OA.C.6

Given ___ numbers, the student will state the digit in a given place value with no more than ___ errors.

Related to CCSS.Math.Content.2.NBT.A.1

Given ___ numbers, the student will round to a given place value with no more than ___ errors.

Related to CCSS.Math.Content.5.NBT.A.4

Given ___ problems requiring the use of division to check multiplication or the use of multiplication to check division, the student will perform the checking procedure with no more than ___ errors.

Related to CCSS.Math.Content.4.NBT.B.6

Given ___ sets of numbers, the student will identify the prime numbers in each set with no more than ___ errors.

Related to CCSS.Math.Content.4.OA.B.4

Addition

Given ___ picture problems requiring the addition of whole numbers, the student will identify the amounts to be added and state the sums with no more than ___ errors.

Related to CCSS.Math.Content.1.OA.A.1

Given ___ picture problems showing a specific number of objects and asked to add a specific number of additional objects not shown, the student will provide the sums with no more than ___ errors.

Related to CCSS.Math.Content.1.OA.A.1

Given ___ picture problems showing a specific number of objects and a partially completed addition equation, the student will use the objects to complete the addition equation with no more than ___ errors.

Related to CCSS.Math.Content.1.OA.A.1

Given ___ word problems requiring the addition of a series of whole numbers, the student will identify the amounts to be added and state the sums with no more than ___ errors.

Related to CCSS.Math.Content.1.OA.A.2

Interventions

For Younger Students

Provide the student with a series of pictures depicting groups of animals, people, objects, etc. Have the student find the sum of the members within each category.

This intervention could be useful for weaknesses in Number Concepts, Addition, Subtraction, or Word Problems.

Related to CCSS.Math.Content.1.MD.C.4

All Ages

Provide the student with a series of pictures depicting groups of animals, people, objects, etc. Have the student use the pictures to formulate word problems in which addition and/or subtraction are used to find the solution.

This intervention could be useful for weaknesses in Number Concepts, Addition, Subtraction, or Word Problems.

Related to CCSS.Math.Content.1.OA.A.1

Letter & Word Recognition and Nonsense Word Decoding

Teaching Objectives

Single/Double Consonant

Upon request, the student will pronounce the sound(s) made by each consonant letter of the alphabet.

Related to CCSS.ELA-LITERACY.RF.K.3a

Given a list of ___ words containing ___ different single and/or double consonants, the student will read each word with no more than ___ single and/or double consonant errors.

Related to CCSS.ELA-LITERACY.RF.K.3a

Given a reading passage, the student will read the passage with no more than ___ single and/or double consonant errors.

Related to CCSS.ELA-LITERACY.RF.K.3a

Consonant Blend

Given a list of ___ initial consonant blends, the student will pronounce the sounds made by each with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.1.2b

Given a list of ___ words containing ___ different initial consonant blends, the student will identify the blends and read each word with no more than ___ initial consonant blend errors.

Related to CCSS.ELA-LITERACY.RF.1.2b

Given a reading passage where ___ of the words contain ___ different initial consonant blends, the student will read the passage with no more than ___ initial consonant blend errors.

Related to CCSS.ELA-LITERACY.RF.1.2b

Given a list of ___ medial consonant blends, the student will pronounce the sounds made by each with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.1.2b

Given a list of ___ words containing ___ different medial consonant blends, the student will identify the blends and read each word with no more than ___ medial consonant blend errors.

Related to CCSS.ELA-LITERACY.RF.1.2b

Given a reading passage where ___ of the words contain ___ different medial consonant blends, the student will read the passage with no more than ___ medial consonant blend errors.

Related to CCSS.ELA-LITERACY.RF.1.2b

Wrong Vowel

Given a list of words containing ___ vowel sounds, the student will pronounce each word with the correct vowel sound with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.K.3b

Short Vowel

Upon request, the student will pronounce the short vowel sound for each of the vowels (*a, e, i, o, u*).

Related to CCSS.ELA-LITERACY.RF.K.3b

Given a list of ___ one-syllable words containing ___ short vowel sounds, the student will pronounce the words with no more than ___ short vowel errors.

Related to CCSS.ELA-LITERACY.RF.K.3b

Given a list of ___ multi-syllable words containing ___ short vowel sounds, the student will pronounce the words with no more than ___ short vowel errors.

Related to CCSS.ELA-LITERACY.RF.K.3b

Given a reading passage where ___ of the words contain ___ different short vowel sounds, the student will read the passage with no more than ___ short vowel sound errors.

Related to CCSS.ELA-LITERACY.RF.K.3b

Vowel Team/Diphthong

Given a list of ___ vowel teams and diphthongs, the student will pronounce either the most common sound or all of the sounds made by each pair with no more than ___ errors.

Some vowel pairs have more than one sound. For example, *ea* can be pronounced as a short *e* sound, a long *e* sound, or a long *a* sound.

Related to CCSS.ELA-LITERACY.RF.2.3b

Given a list of ___ words containing ___ different vowel teams and diphthongs, the student will identify the vowel teams and diphthongs and pronounce the words with no more than ___ vowel team and diphthong errors.

Related to CCSS.ELA-LITERACY.RF.2.3b

Given a reading passage where ___ of the words contain ___ different vowel teams and diphthongs, the student will read the passage with no more than ___ vowel team and diphthong errors.

Related to CCSS.ELA-LITERACY.RF.2.3b

Prefix/Word Beginnings

Given a list of ___ prefixes/word beginnings, the student will pronounce each with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.2.3d

Given a list of ___ words containing ___ different prefixes/word beginnings, the student will identify the prefixes/word beginnings and pronounce the words with no more than ___ prefix/word beginning errors.

Related to CCSS.ELA-LITERACY.RF.2.3d

Given a reading passage where ___ of the words contain ___ different prefixes/word beginnings, the student will read the passage with no more than ___ prefix/word beginning errors.

Related to CCSS.ELA-LITERACY.RF.2.3d

Suffix/Inflection

Given a list of ___ suffixes/inflections, the student will pronounce each with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.1.3f; CCSS.ELA-LITERACY.RF.2.3d

Given a list of ___ words containing ___ different suffixes/inflections, the student will identify the word endings, and pronounce the words with no more than ___ suffix/inflection errors.

Related to CCSS.ELA-LITERACY.RF.1.3f; CCSS.ELA-LITERACY.RF.2.3d

Given a reading passage where ___ of the words contain ___ different suffixes/inflections, the student will read the passage with no more than ___ suffix/inflection errors.

Related to CCSS.ELA-LITERACY.RF.1.3f; CCSS.ELA-LITERACY.RF.2.3d

Given a list of ___ consonant-*le* patterns, the student will pronounce each with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RF.1.3f; CCSS.ELA-LITERACY.RF.2.3d

Given a list of ___ words containing ___ different consonant-*le* patterns, the student will identify the consonant-*le* patterns and pronounce the words with no more than ___ suffix/inflection errors.

Related to CCSS.ELA-LITERACY.RF.1.3f; CCSS.ELA-LITERACY.RF.2.3d

Given a reading passage where ___ of the words contain ___ different consonant- *le* patterns, the student will read the passage with no more than ___ suffix/inflection errors.

Related to CCSS.ELA-LITERACY.RF.1.3f; CCSS.ELA-LITERACY.RF.2.3d

Hard/Soft C, G, S

The student will state the generalization for the hard and soft sounds of the letters *c* and *g* along with some common exceptions to the rule. For example, when a *c* or *g* is followed by the vowels *e*, *i*, or *y*, it often has the soft sound of /s/ or /j/.

Related to CCSS.ELA-LITERACY.RF.2.3e

Given a list of ___ words containing ___ different hard and soft *c*, *g*, and *s* sounds, the student will read each word with no more than ___ hard and soft *c*, *g*, and *s* errors.

Related to CCSS.ELA-LITERACY.RF.2.3e

Given a reading passage where ___ of the words contain ___ different hard and soft *c*, *g*, and *s* sounds, the student will read the passage with no more than ___ hard and soft *c*, *g*, and *s* errors.

Related to CCSS.ELA-LITERACY.RF.2.3e

Initial/Final Sound

Given a list of ___ words, the student will pronounce each word with no more than ___ initial sound errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Given a reading passage, the student will pronounce each word with no more than ___ initial sound errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Given a list of ___ words, the student will pronounce each word with no more than ___ final sound errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Given a reading passage, the student will pronounce each word with no more than ___ final sound errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Insertion/Omission

Given a list of ___ words, the student will pronounce each word with no more than ___ sound insertion errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Given a reading passage, the student will pronounce each word with no more than ___ sound insertion errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Given a list of ___ words, the student will pronounce each word with no more than ___ sound omission errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Given a reading passage, the student will pronounce each word with no more than ___ sound omission errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Misordered Sounds

Given a list of ___ words, the student will pronounce each word with no more than ___ misordered sound errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Given a reading passage, the student will pronounce each word with no more than ___ misordered sound errors.

Related to CCSS.ELA-LITERACY.RF.2.3-5.3

Interventions

All Ages

Write the student's name, and ask him or her to sound out each letter.

Related to CCSS.ELA-LITERACY.RF.K.3a

Write a list of all the names of the student's family members, and ask him or her to sound out each name.

Related to CCSS.ELA-LITERACY.RF.K.3a

Scavenger Hunt - Ask the student to look in his or her lesson book to find examples of words that can morph into new words when the initial sound is replaced with a different sound. Ask the student to list new words based on each identified word (e.g., *dog* becomes *bog*, *hog*, and *log*).

Related to CCSS.ELA-LITERACY.RF.K.2e

Scavenger Hunt - Ask the student to look in his or her lesson book to find examples of words that begin with, end with, or contain a particular sound.

Related to CCSS.ELA-LITERACY.RF.1.2c

Ask the student to look at the front page of a newspaper or a page in a magazine and to circle as many double examples of specific letter combinations (e.g., double consonants or consonant digraphs), as he or she can find.

Related to CCSS.ELA-LITERACY.RF.1.3a

Write five words taken from a brief reading passage. Ask the student to split the words into syllables and then to sound them out.

Related to CCSS.ELA-LITERACY.RF.1.3d-1.3e

Ask the student to tell you his or her favorite food and its ingredients (e.g., pasta, sauce, meatballs, and cheese). Write them down and then ask the student to read the words back to you.

Related to CCSS.ELA-LITERACY.RF.1.3-5.3

Ask the student to read his or her favorite comic strip from the local newspaper, sounding out the words with a focus on a particular word part (e.g., initial sound or prefixes).

Related to CCSS.ELA-LITERACY.RF.1.3-5.3

Using newspaper or magazine headlines, ask the student to find 10 words that display a particular word part or letter combination.

Related to CCSS.ELA-LITERACY.RF.1.3-5.3

For Older Students

Ask the student to look for words in his or her textbook displaying a particular word part or letter combination. Give the student a mark or counter for each one found. Challenge the student to find 5, 10, 15, or 20.

Related to CCSS.ELA-LITERACY.RF.3.3c-5.3c

Math Computation

Teaching Objectives

Subtraction

Given ___ basic subtraction fact problems, the student will compute the differences with no more than ___ errors.

Related to CCSS.Math.Content.1.OA.C.6

Given ___ problems requiring subtraction of whole numbers without regrouping, with multiple digits in both the minuend (the number to be subtracted from) and subtrahend (the number to be subtracted), the student will compute the differences with no more than ___ errors.

Related to CCSS.Math.Content.1.OA.C.6

Interventions

Subtraction

All Ages

Have the student use a number line to assist with subtraction.

Related to CCSS.Math.Content.2.MD.B.6

Encourage the student to make his or her own flash cards to practice subtraction facts.

Related to CCSS.Math.Practice.MP1

Addition, Subtraction, Multiplication, and Division

All Ages

Math Bingo - Have the students generate 24 arithmetic problems and answers. Ask each student to construct a BINGO card with the answers, leaving a free space in the center. Choose an announcer to randomly call off problems from the list, while students look for the answer on their BINGO cards. When a student fills all the spaces in a row, column, diagonal, or four corners, he or she is declared the winner, if all the answers are correct.

Related to CCSS.Math.Practice.MP1

Reading Comprehension

Teaching Objectives

Literal/Narrative

After reading ___ narrative passages in which information about the actions of characters is explicitly stated, the student will be able to restate specific facts or relate supporting details with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RL.2.3

After reading ___ narrative passages in which characters' actions, beliefs, thoughts, intentions, feelings, or emotions are explicitly stated, the student will be able to identify and restate those aspects of the character with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RL.2.3

Literal/Expository

After reading ___ expository passages, the student will be able to identify a word that best describes the nature of the events, the state of affairs in the stories, the state of the characters, or the events that will follow for each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RI.2.6

After reading ___ expository passages in which factual information about topics in an academic area (science and technology/natural science/the arts, humanities, social science, or politics) is explicitly stated, the student will be able to restate specific facts or relate supporting details with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RI.2.2

After reading ___ expository passages in which the main ideas or supporting ideas are explicitly stated, or passage titles are given, the student will be able to give an appropriate alternative title to or state the main or supporting ideas for each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RI.2.2

Inferential/Narrative

After reading ___ narrative passages in which characters' actions, beliefs, thoughts, intentions, feelings, or emotions are not explicitly stated, the student will be able to identify and restate those aspects of the character with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RL.4.1

Inferential/Expository

After reading ___ expository passages in which factual information about topics in an academic area (science and technology/natural science/the arts, humanities, social science, or politics) is presented, the student will be able to state valid assumptions and/or draw appropriate conclusions or infer causes based on the information in each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RI.4.1

After reading ___ expository passages in which the main ideas or supporting ideas are not explicitly stated, or passage titles are not given, the student will be able to give an appropriate title to or state the main or supporting ideas for each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RI.4.2

After reading ___ expository passages in which new vocabulary terms are introduced, the student will be able to infer a more complete definition, infer differences between two new terms, or identify an example or use of the term in each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.RI.2.4-6.4

After reading ___ expository passages in which pronouns and/or indirect references are used, the student will be able to infer the subjects or objects indirectly referred to in each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.L.6.1d

Interventions

Literal/Narrative

All Ages

Have the student read a fictional story that contains strong sensory descriptions. Ask the student to describe what was heard, seen, smelled, tasted, or touched by the characters.

Related to CCSS.ELA-LITERACY.RL.1.4

Have the student read a story. Ask the student to tell the facts of the story (e.g. the setting, the main characters, the plot, a main event).

Related to CCSS.ELA-LITERACY.RL.1.3

Literal/Expository

All Ages

Have the student read an expository passage that contains strong sensory descriptions. Ask the student to describe what was heard, seen, smelled, tasted, or touched by the characters.

Related to CCSS.ELA-LITERACY.RL.1.4

Have the student read a selection from a textbook. Ask the student to identify the facts in the first paragraph.

Related to CCSS.ELA-LITERACY.RI.2.1

Have the student read a selection from a textbook. Ask the student to identify the facts in the first paragraph. Have the student identify further supporting details related in the text.

Related to CCSS.ELA-LITERACY.RI.3.2

Provide the student with an informational passage that includes diagrams and visual information in the body of the text. Ask the student to relate the facts provided by the visual information.

Related to CCSS.ELA-LITERACY.RI.2.7

Inferential/Narrative

All Ages

Have the student read a fictional story. Ask the student to draw a picture of what he or she thinks happens next in the story.

Related to CCSS.ELA-LITERACY.RL.1.7

Have the student read a story. Ask student to infer the feelings of the persons in the story.

Related to CCSS.ELA-LITERACY.RL.3.3

Have the student read a fictional story. Ask the student to describe what the main character was thinking at a certain part of the story.

Related to CCSS.ELA-LITERACY.RL.3.3

Have the student read a fictional story that contains strong sensory descriptions. Ask the student to describe details that may have been left out of the story and why.

Related to CCSS.ELA-LITERACY.RL.4.1

For Older Students

Have the student read a fictional story. Give the student answers to detailed questions and ask him or her to make up his or her own corresponding questions.

Related to CCSS.ELA-LITERACY.RL.3.1

Have the student read a fictional story. Ask the student to describe the conclusion he or she came to after reading the story.
Related to CCSS.ELA-LITERACY.RL.3.6

Have the student read a fictional story. Ask the student to describe to the teacher or to another classmate what values the main character in the story demonstrated and then to explain how evidence from the story supports this interpretation.
Related to CCSS.ELA-LITERACY.RL.4.3

Have the student read a fictional story. Ask the student to write about what he or she thought of while reading the story in terms of some aspect (e.g., the theme, the characters, their actions, or the setting).
Related to CCSS.ELA-LITERACY.RL.3.6; CCSS.ELA-LITERACY.W.5.1

Have the student read a fictional story. Help the student to identify what assumptions are being made by the author, and then ask him or her to provide evidence from the story to support that assumption.
Related to CCSS.ELA-LITERACY.RL.5.1

Inferential/Expository

All Ages

Have the student read an expository passage that contains strong sensory descriptions. Ask the student to describe details that may have been left out of the passage and why.
Related to CCSS.ELA-LITERACY.RI.4.1

For Older Students

Provide the student with an expository passage that includes diagrams and visual information in the body of the text. Ask the student to relate the facts provided by the visual information.
Related to CCSS.ELA-LITERACY.RI.4.7

Provide the student with an expository passage that includes diagrams and visual information in the body of the text. Have the students suggest additional information that might have been included in a visual manner to enhance the topic.
Related to CCSS.ELA-LITERACY.RI.4.7

Have the student read an expository passage that includes facts leading to a conclusion. Help the student to identify an assumption being made, and then ask him or her to find evidence from the passage to support that assumption.
Related to CCSS.ELA-LITERACY.RI.5.1

Spelling

Teaching Objectives

Single/Double Consonant

When ___ different consonant sounds are pronounced by the examiner, the student will write the letter(s) that represent each sound with no more than ___ errors.

Related to CCSS.ELA-LITERACY.L.K.2c

When a list of ___ words containing different single and double consonants is dictated, the student will spell each word with no more than ___ consonant errors.

Related to CCSS.ELA-LITERACY.L.K.2c; CCSS.ELA-LITERACY.RF.1.2c

When ___ sentences are dictated, the student will spell the words in each sentence with no more than ___ single or double consonant errors.

Related to CCSS.ELA-LITERACY.L.K.2c; CCSS.ELA-LITERACY.RF.1.2c

Upon request, the student will state the FSZL rule: a one-syllable word that has one vowel and ends with the /f/, /s/, /z/, or /l/ sound will usually have that final consonant doubled.

Related to CCSS.ELA-LITERACY.L.3.2f

Short Vowel

When a list of short vowel sounds is pronounced, the student will write the vowel representing each sound with no more than ___ errors.

Related to CCSS.ELA-LITERACY.L.K.2c

When a list of ___ words containing ___ short vowel sounds is dictated, the student will spell the words with no more than ___ short vowel spelling errors.

Related to CCSS.ELA-LITERACY.RF.K.3b

When ___ sentences with ___ words containing short vowel sounds are dictated, the student will spell the words in each sentence with no more than ___ short vowel spelling errors.

Related to CCSS.ELA-LITERACY.RF.K.3b

Insertion/Omission

When a list of ___ words is dictated, the student will spell each word with no more than ___ errors due to inserted letters.

Related to CCSS.ELA-LITERACY.L.1.2-6.2b

When ___ sentences are dictated, the student will spell the words in each sentence with no more than ___ errors due to inserted letters.

Related to CCSS.ELA-LITERACY.L.1.2-6.2b

When a list of ___ words is dictated, the student will spell each word with no more than ___ errors due to omitted letters.

Related to CCSS.ELA-LITERACY.L.1.2-6.2b

When ___ sentences are dictated, the student will spell the words in each sentence with no more than ___ errors due to omitted letters.

Related to CCSS.ELA-LITERACY.L.1.2-6.2b

Nonphonetic

When a list of ___ words is dictated, the student will spell each word with no more than ___ errors due to nonphonetic substitutions.

Related to CCSS.ELA-LITERACY.L.1.2e

When ___ sentences are dictated, the student will spell the words in each sentence with no more than ___ errors due to nonphonetic substitutions.

Related to CCSS.ELA-LITERACY.L.1.2e

Interventions

For Younger Students

Make a sandbox by filling the top of a cardboard box with sand, or roll out a large flat square of clay. Ask the student to draw particular letters or words in the sand or clay and then to sound them out.

Related to CCSS.ELA-LITERACY.RF.K.3a-K.3b; CCSS.ELA-LITERACY.L.1.1a

All Ages

Ask the student to unscramble spelling words.

Related to CCSS.ELA-LITERACY.L.1.2d; CCSS.ELA-LITERACY.RF.1.3-5.3

Have one student say a word that he or she remembers and then spell it. Ask the next student to repeat the word and add a word of his or her own. Continue until a student misses a word and then begin again. Write the missed words on the chalkboard.

Related to CCSS.ELA-LITERACY.L.1.2d; CCSS.ELA-LITERACY.RF.1.3-5.3

Construct and decorate three small houses from cardboard boxes and place them at one end of a table. Fashion small flagstones from construction paper, print a spelling lesson word on each, and place them in rows leading to each house. Split the class into three teams. Choose one student from each team to pronounce the words on the stones and to move a marker (e.g., chip or token) along the path toward the house as the team members spell the words correctly. The teams take turns. The teacher notes each student's progress.

Related to CCSS.ELA-LITERACY.L.1.2d; CCSS.ELA-LITERACY.RF.1.3-5.3

Have the student use the four-sense modality process for learning difficult words: see the word, hear the word, read the word, and spell the word.

Instruct the student in the chunking method of spelling: read the word, say the word one syllable at a time, and write the syllable as it is spoken. Use auditory cues to help the student with sounds he or she is not familiar with.

Related to CCSS.ELA-LITERACY.RF.1.3e; CCSS.ELA-LITERACY.RF.3.3c

Provide four words for the student to choose from and ask the student to select the correct spelling. The words can be either four different words, all misspelled but one, or four versions of the same word, all misspelled but one.

Related to CCSS.ELA-LITERACY.RF.K.3d-3.3d

For Older Students

Have the student use the cued spelling method: select a word to study and confirm the correct spelling, spell the word aloud without looking at it, identify a rule that applies to the word, write the word, and finally read the word aloud.

Related to CCSS.ELA-LITERACY.L.3.2f

Listening Comprehension

Teaching Objectives

Literal/Narrative

After listening to ___ fictional stories in which information about the actions of characters is explicitly stated, the student will be able to restate specific facts or relate supporting details with no more than ___ errors.

Related to CCSS.ELA-LITERACY.SL.2.2

After listening to ___ fictional stories in which characters' actions, beliefs, thoughts, intentions, feelings, or emotions are explicitly stated, the student will be able to identify and restate those aspects of the character with no more than ___ errors.

Related to CCSS.ELA-LITERACY.SL.2.2

Literal/Expository

After listening to ___ informational passages in which factual information about topics in an academic area (science and technology/natural science/the arts, humanities, social science, or politics) is explicitly stated, the student will be able to restate specific facts or relate supporting details with no more than ___ errors.

Related to CCSS.ELA-LITERACY.SL.2.2

Inferential/Narrative

After listening to ___ fictional stories in which characters' actions, beliefs, thoughts, intentions, feelings, or emotions are not explicitly stated, the student will be able to identify and restate those aspects of the character with no more than ___ errors.

Related to CCSS.ELA-LITERACY.SL.4.3

Inferential/Expository

After listening to ___ informational passages, the student will be able to give an appropriate title to or state the main or supporting ideas for each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.SL.3.2

After listening to ___ informational passages, the student will be able to identify a word or phrase that best describes the nature of the events, the state of affairs in the stories, the state of the characters, or the events that will follow for each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.SL.3.2

After listening to ___ informational passages in which action takes place, the student will be able to infer actions, beliefs, thoughts, intentions, feelings, or emotions experienced by specific characters with no more than ___ errors.

Related to CCSS.ELA-LITERACY.SL.4.3

After listening to ___ informational passages in which information about topics in an academic area (science and technology/natural science/the arts, humanities, social science, or politics) is presented, the student will be able to state valid assumptions and/or draw appropriate conclusions or infer causes based on the information in each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.SL.6.3

After listening to ___ informational passages in which pronouns and/or indirect references are used, the student will be able to infer the subjects or objects indirectly referred to in each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.L.6.1d

After listening to ___ informational passages in which new vocabulary terms are introduced, the student will be able to infer a more complete definition, infer differences between two new terms, or identify an example or use of the term in each passage with no more than ___ errors.

Related to CCSS.ELA-LITERACY.L.6.4

Interventions

Literal/Narrative

All Ages

Listen to a fictional story or poem. Ask the student to tell the facts of the story (e.g. the setting, the main characters, the plot, a main event).

Related to CCSS.ELA-LITERACY.SL.2.2

Listen to a fictional story that contains strong sensory descriptions. Ask the student to describe what was heard, seen, smelled, tasted, or touched.

Related to CCSS.ELA-LITERACY.SL.2.2

Listen to a fictional story. Ask the student to retell the story in his or her own words and provide supporting details.

Related to CCSS.ELA-LITERACY.SL.4.2

Literal/Expository

All Ages

Listen carefully as a simple how-to procedure is read aloud. Ask the student to demonstrate the procedure using objects in the room.

Related to CCSS.ELA-LITERACY.SL.4.2

Listen carefully as a simple how-to procedure is read aloud. Ask the student to describe the procedure in the correct order.

Related to CCSS.ELA-LITERACY.SL.4.4

Listen to a non-fiction passage that contains strong sensory descriptions. Ask the student to describe what was heard, seen, smelled, tasted, or touched.

Related to CCSS.ELA-LITERACY.SL.2.2

Inferential/Narrative

All Ages

Listen to a fictional story or poem. Ask the student to infer the feelings of the persons in the story.

Related to CCSS.ELA-LITERACY.SL.3.2

Listen to a fictional story or poem. Describe what the main character was thinking at a certain part of the story.

Related to CCSS.ELA-LITERACY.SL.3.2

Listen to a fictional story or poem. Ask the student to provide an appropriate alternative title.

Related to CCSS.ELA-LITERACY.SL.3.2

Listen to a fictional story or poem. Ask the student to suggest what will happen next. If appropriate, ask the student to draw a picture of what he or she thinks will happen next in the story.

Related to CCSS.ELA-LITERACY.SL.3.2

Listen to a fictional story or poem. Read aloud three possible conclusions to the story, and ask the student to choose the most likely one and then to explain why.

Related to CCSS.ELA-LITERACY.SL.4.3

Listen to a fictional story. Ask the student to retell the story in his or her own words and then to provide a different ending that is supported by the events leading up to it.

Related to CCSS.ELA-LITERACY.SL.4.3

Listen to a fictional story that contains strong sensory descriptions. Ask the student to describe details that may have been left out of the story and to explain why they may have been left out.

Related to CCSS.ELA-LITERACY.SL.4.3

For Older Students

Listen to a fictional story. Ask the student to describe to the teacher or to another classmate what values the main character in the story demonstrated and to explain how evidence from the story supports these values.

Related to CCSS.ELA-LITERACY.SL.5.4

Listen to a fictional story. Give the student answers to detailed questions and ask him or her to make up his or her own corresponding questions.

Related to CCSS.ELA-LITERACY.SL.5.3

Listen to a fictional story. Ask the student to write a reflection on the topic of the story (i.e., what the student thought of the story, its characters, their behavior, or the setting while listening to the story).

Related to CCSS.ELA-LITERACY.SL.5.2; CCSS.ELA-LITERACY.W.5.1

Listen to a fictional story or poem. Help the student to identify what assumptions are being made by the author, and then ask him or her to provide evidence from the story to support that assumption.

Related to CCSS.ELA-LITERACY.SL.6.3

Inferential/Expository

All Ages

Listen to a news report on the radio or television. Ask the student to provide an appropriate title and to state the main idea.

Related to CCSS.ELA-LITERACY.SL.3.2

Listen to a news report on the radio or television. Ask the student to suggest what events may occur next. If appropriate, ask the student to draw a picture of what he or she thinks will happen next in the situation.

Related to CCSS.ELA-LITERACY.SL.3.2

Listen to a news report on the radio or television. Read aloud three possible conclusions, and ask the student to choose the most likely one and explain why.

Related to CCSS.ELA-LITERACY.SL.4.3

Listen to a non-fiction passage that contains strong sensory descriptions. Ask the student to describe details that may have been left out of the passage and to explain why they may have been left out.

Related to CCSS.ELA-LITERACY.SL.4.3

For Older Students

Listen to a news report on the radio or television. Help the student to identify an assumption being made, and then ask him or her to recount evidence from the news report to support that assumption.

Related to CCSS.ELA-LITERACY.SL.6.3

Oral Expression

Teaching Objectives

Task

When asked to provide ___ oral statements, each requiring the student to describe what is happening in a series of pictures that tell a story, the student will produce ___ statements that are related to the picture, logical, meaningful, and clear.
Related to CCSS.ELA-LITERACY.SL.1.4

When asked to orally state ___ questions, each designed to obtain information, the student will produce at least ___ questions that are logical, meaningful, and clear.
Related to CCSS.ELA-LITERACY.SL.K.3

When asked to provide ___ oral statements, each beginning with a specific word and describing the events shown in a single picture or series of pictures, the student will produce ___ statements that are related to the picture, logical, meaningful, and clear.
Related to CCSS.ELA-LITERACY.SL.1.4

When asked to provide ___ oral statements, each requiring the student to describe the actions of a character in a picture and to use specific words in the sentence, the student will produce ___ statements that are related to the picture, logical, meaningful, and clear.
Related to CCSS.ELA-LITERACY.SL.1.4

When asked to provide ___ oral statements, each requiring the student to describe what is happening in a picture and to start the description with a specific phrase, the student will produce ___ statements that are related to the picture, logical, meaningful, and clear.
Related to CCSS.ELA-LITERACY.SL.1.4

Word Form

When asked to provide ___ oral statements, each requiring the student to describe what is happening in a series of pictures that tell a story, the student will produce ___ statements with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.4

When asked to orally state ___ questions, each designed to obtain information, the student will produce at least ___ questions with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.2

When asked to provide ___ oral statements, each beginning with a specific word, and each describing the events shown in a single picture or series of pictures, the student will produce ___ statements with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.4

When asked to provide ___ oral statements, each requiring the student to describe the actions of a character in a picture and to use specific words in the sentence, the student will produce ___ statements with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.4

When asked to provide ___ oral statements, each requiring the student to describe what is happening in a picture and to start the description with a specific phrase, the student will produce ___ statements with no more than ___ word form errors.
Related to CCSS.ELA-LITERACY.L.1.1; CCSS.ELA-LITERACY.SL.1.4

Interventions

Task

For Younger Students

Display picture cards with characters in various situations. Encourage the student to ask questions about the characters in the pictures (e.g., *Who is in the picture?*, *What are they doing?*, *Where are they going?*, *When is this happening?*, *Why are they doing what they are doing?*). Repeat the questions (rephrasing if necessary) and have the student answer them.

Related to CCSS.ELA-LITERACY.SL.K.2

Read the student an article in a current children's magazine, while he or she looks at the accompanying pictures. Ask the student to describe what the article is about.

Related to CCSS.ELA-LITERACY.SL.2.2

All Ages

Ask the student to think about a recent activity he or she participated in (e.g., playing a sport, taking a test, cooking a meal). Ask the student to describe the events with attention to sequence of events, audience awareness, and descriptive detail.

Related to CCSS.ELA-LITERACY.SL.2.4

Display pictures from textbooks, magazines, or newspapers showing characters in various situations. Encourage the student to ask questions about the characters in the pictures (e.g., *Who is in the picture?*, *What are they doing?*, *Where are they going?*, *When is this happening?*, *Why are they doing what they are doing?*). Then repeat the questions and ask the student to answer them.

Related to CCSS.ELA-LITERACY.SL.1.2

Provide the student with a picture. Ask the student to describe the picture to someone who has never seen it before, using as much detail as possible.

Related to CCSS.ELA-LITERACY.SL.2.4

For Older Students

Ask the student to practice speaking with different audiences in mind for a specific purpose (e.g., how would you make a request, persuade, or explain something to your teacher, your parent, your friend, etc.). Focus on word choice, tone, and audience awareness.

Related to CCSS.ELA-LITERACY.SL.5.6

Word Form

All Ages

Ask the student to describe a recent activity he or she participated in with others. Ask the student to identify the correct pronouns of the persons in the description.

Related to CCSS.ELA-LITERACY.L.1.1d

Ask the student to describe a recent activity he or she participated in, emphasizing the past tense.

Related to CCSS.ELA-LITERACY.L.1.1e

For Older Students

Ask the student to describe a recent activity (e.g., playing a sport, taking a test, cooking a meal), with an emphasis on past tense. Then have the student identify his or her current feelings related to the activity using present tense. Finally, ask the student to explain what similar activities he or she will participate in in the future, with an emphasis on future tense.

Related to CCSS.ELA-LITERACY.L.3.1e; CCSS.ELA-LITERACY.SL.4.4

Have the student find quotes from three authors on the same topic. Ask the student to define the words and then to use them in a different sentence, spoken aloud.

Related to CCSS.ELA-LITERACY.L.4.4

Have the student find quotes from three authors on the same topic. Ask the student to find synonyms for one or more words in each sentence.

Related to CCSS.ELA-LITERACY.L.4.5c

Error Analysis Word List

Single/Double Consonant

bet	bed	cup	dive	den	feet
face	got	gem	hen	had	jet
keep	kite	lane	leg	mat	need
pot	pine	quit	rain	rot	save
seat	take	top	vine	wait	win
yes	zoo	tell	grill	pill	yell
dull	cell	kiss	mess	toss	less
dress	pass	stuff	stiff	buzz	
begun	wagon	turning	reformation	investigate	decorate
number	verbal	conversation	quantity	decimate	obtain
television	solitude	handsome	movement	wisdom	loneliness
never	pencil	rabbit	mitten	happen	stuffy
bottom	lesson	sudden	merry	hurry	jogging
batter	begged	hitting	telling	running	suffering
splatter	carried	happiness	submitting		

Initial Consonant Blend

blame	blend	bless	blister	bloom	brace
bread	brisk	broom	brush	claim	clever
cliff	cloud	club	cream	credit	crisp
crop	crow	draft	dragon	dream	dressing
drive	fragment	frame	free	frigid	from
frost	frozen	glad	glance	glass	glee
gloomy	grand	grape	great	green	ground
plant	plastic	plot	plug	plus	price
pride	prime	princess	print	quake	queen
quest	quite	quiz	scar	scarf	scheme
scheming	schism	scholar	school	scoop	score
scout	scrape	stratch	scream	screen	scrub
shrank	shrill	shrimp	shrine	shrink	sleek
slide	slip	slow	small	smell	smile
smog	smother	snake	snap	sneeze	sniff
snow	space	spark	speed	spin	splash
splat	spleen	splice	splinter	sport	spread
spree	spring	sprinkle	sprout	squall	squash
squeeze	squiggle	squirm	star	step	stilts
storm	stream	stress	strike	strong	sturdy
swam	sway	sweet	swing	swollen	traffic
trick	trim	truck	try	twenty	twig
twin	twirl	twist			

Medial/Final Consonant Blend

bland	sand	trend	lend	candy	pants
dent	joint	present	field	weld	mold
child	shield	crept	prompt	slept	deceptive
swept	discredit	recreate	increase	recruit	discreet
fist	best	feast	frequent	request	inquire
liquid	equal	third	hard	forward	reward
heard	desk	mask	tusk	briskly	task
smart	dirt	port	help	kelp	scalp
display	displease	cramp	stump	champ	lumpy
jumping	chirp	harp	carp	burp	sharp
replay	displace	unplug	duplex	complain	untwist
between	intertwine	hurtful	partly	trendy	song
string	rang	long	finger	romantic	disgust
restful	thank	rank	sprinkled	thankful	sunk
insect	conduct	direct	destructive	instruction	distraction
restructure	unstrained	apprehend	approve	impress	deprive
depress	responded	inspire	despair	suspect	inspection
digression	degree	disagree	regress	regret	tumbler
rumbling	crumbling	left	softly	drifted	shift

Short Vowel

past	sat	act	mass	cash	back
strap	fast	map	fat	snap	fed
ten	spent	cell	met	egg	melt
test	bed	step	spin	hid	miss
it	fin	stiff	sit	cliff	clip
dish	log	block	toss	cot	spot
rod	plot	not	doll	rock	tub
lump	bug	just	fun	up	hut
rub	bus	drum			
apple	plastic	fragment	atom	rapid	static
rational	representative	automatic	problem	puppet	splendid
telling	better	center	defense	melody	pencil
receptive	reverence	visit	solid	linen	rapid
missile	tennis	permit	transmitted	bristle	sixteen
tropic	seldom	closet	random	problems	comet
gossip	cotton	office	illogical	button	public
trumpet	fumble	bubble	thunder	mustard	glutton
punishment	customer	synonym	syllable	antonym	gym
gypsum	hypnosis	physical	cylinder	bicycle	

Vowel Team/Diphthong

season	dream	beach	clean	east	each
leaf	reach	bread	meant	instead	spread
feather	ready	leather	meadow	heavy	flee
deep	beef	seem	speed	sleep	agree
sixteen	valley	key	turkey	chimney	obey
convey	prey	survey	kidney	hockey	veins
reindeer	ceiling	deceit	either	neither	receive
protein	drew	threw	flew	curfew	mildew
soak	goal	roam	soap	foam	coach
coat	throat	toasted	shampoo	cartoon	platoon
cocoon	foolish	hood	mistook	crook	look
loud	found	count	sprout	group	youth
route	touch	double	couple	trouble	fabulous
famous	nervous	crown	flower	powerful	now
cow	plow	pillow	shadow	hollow	bowl
borrow	tomorrow	true	glue	avenue	tissue
continue	value	tie	lie	pie	brief
shield	field	relief	pierce	believe	haul
fault	audition	author	vault	awful	draw
straw	unlawful	sawdust	lawn	fail	pain
chain	wait	paid	waist	gain	mail
raised	detail	complaint	proclaim	entertain	relay
delay	essay	display	crayon	stalk	talk
walnut	already	smaller	altitude	alphabet	join
soil	boil	moist	noise	coin	voice
exploit	moisture	avoid	joy	toy	boy
annoy	loyal	destroy	employment	neutral	feudal
therapeutic	euphoria	truant	dual	annual	

Prefix/Word Beginnings

accent	accompany	accomplish	accuse	approve	appeal
approach	absent	absorb	abstain	abduct	absurd
announce	anoint	annoyance	allow	allocate	alleviate
antidepressant	antibacterial	antibiotic	archeology	architecture	become
befall	beside	between	comment	commute	commercial
complain	compare	compile	compose	complex	connect
confide	confuse	contribute	continue	convince	cohesive
coexist	cooperate	coordinate	delete	defend	depart
debate	deform	defect	demand	digestion	divert
digress	dimension	dilate	discover	disturb	disorganize
disagree	disembark	distribute	disappear	discount	express
exhibit	excitement	example	excellent	exact	explore
extend	export	explain	effect	effort	efficient
employment	empower	hypodermic	hypochondriac	forbade	forbidden
forever	forgive	forget	irregular	irrelevant	irresponsible
irrational	irresistible	investment	inhale	insert	increase
insistent	incidence	incapable	inactive	incompetent	immerse
impress	import	immune	impatient	impolite	immature
interact	intercept	interfere	interjection	international	intermission
interrupt	malformation	malfunction	malfeasance	mislead	misplace
mismatch	mistake	misspell	mediate	medicate	offense
offer	official	prepare	prevent	predict	pretend
prefer	preview	present	pentagon	pentangle	pentagram
protect	program	produce	propel	provide	profit
profile	progressive	perimeter	periscope	peristalsis	panorama
pandemonium	physiologist	physicist	physics	persist	perspire
perplex	synopsis	synergy	syndrome	syndicate	uneven
unknown	unfasten	unplug	undo	report	return
refill	reduce	receive	review	resist	repair

Suffix/Inflection

mosaic	archaic	mental	actual	rational	sectional
virtual	voluntary	ordinary	tributary	primary	portable
capable	dependable	profitable	perpendicular	singular	particular
popular	dollar	vacate	initiate	insulate	irritate
distant	defendant	applicant	constant	resistance	appearance
insurance	entrance	gracious	spacious	delicious	tenacious
radical	identical	medical	mother	kilometer	smarter
happier	deeper	broken	weaken	sunken	frozen
acted	landed	melted	needed	planted	tested
heated	bored	dialed	drilled	played	spelled
stayed	waved	asked	brushed	camped	chopped
slipped	danced	happiest	fastest	strongest	oldest
incident	different	intelligent	recent	novel	shovel
towel	princess	lioness	erroneous	simultaneous	outrageous
joyful	hopeful	playfully	useful	helpful	fable
waffle	candle	wiggle	ample	particle	possible
fearless	speechless	priceless	selfless	quickly	lately
swiftly	mostly	slowly	alimony	matrimony	testimony
basement	statement	payment	harassment	darkness	illness
goodness	happiness	shown	grown	blown	visitor
inspector	actor	exploratory	allegory	verbose	comatose
generous	fabulous	mountainous	monopoly	oligopoly	cavalry
registry	insects	valleys	baskets	bills	holes
cables	maps	she's	he's	expression	tension
profession	division	inclusion	exude	interlude	aptitude
operation	completion	rational	formation	traditional	reduction
location	observation	regulatory	obligatory	infectious	pretentious
ambitious	nutritious	tumultuous	virtuous	initial	partial
credential	presidential	hasn't	can't	won't	didn't
personality	capacity	humanity	neutrality	funniest	prettiest
loveliest	deductible	flexible	possible	fanatic	medical
electrical	fantastic	economic	specialist	dentist	pessimist
obnoxious	anxious	nutritious	egregious	suspicious	positive
relative	protective	expensive	demonstrative	standing	running
saving	passing	sitting	calling	something	fissure
measure	treasure	figure	secure	departure	culture

Hard/Soft C, G, S

center	city	cellar	civilize	century	celery
celebrate	cement	cereal	ceiling	decide	medicine
recede	incident	exceed	recent	deceive	process
dancing	spicy	copy	cart	code	cage
corn	cane	careful	convict	comfort	camper
conduct	record	picnic	panic	recoil	October
recount	recover	fiction	document	cancel	circuit
access	council	concert	circus	accent	circle
cyclone	accuracy	general	gem	germ	giant
magic	tragic	energy	engine	angel	allergy
age	register	submerge	largest	digest	garbage
gate	gold	golf	gamble	gas	gust
got	garden	leg	frog	flag	regulate
tangle	single	magnify	august	regain	has
raise	reason	resolve	seasoning	weasel	caused
manners	plausible	saw	silly	set	side
six	song	sand	simple	single	satisfy
support	loss	release	disagree	walrus	absolute
sadness	somersault	hassle	worse	dates	

Error Analysis Math Problems List

Subtraction

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$2 - 1 =$$

$$7 - 2 =$$

Subtraction

$$\begin{array}{r} 67 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ - 33 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 755 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 864 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ - 32 \\ \hline \end{array}$$

$$75 - 24 =$$

$$83 - 21 =$$

Mathematics Computation Problems Answer Key

Subtraction

6	4	4
1	9	9
7	9	6

1
5

44	21	22
14	12	32
732	851	444

51
62

Ability-Achievement Discrepancy Analysis

Ability Score Type: WISC-V: FSIQ
Ability Score: 121

Simple Difference Method

	FSIQ Score	KTEA-3 Score	Difference	Critical Value (.01)	Significant Difference Y/N	Base Rate
KTEA-3 Subtests						
Phonological Processing	121	99	22	13	Y	<=5%
Math Concepts & Applications	121	143	-	-	-	-
Letter & Word Recognition	121	52	69	10	Y	<=2%
Math Computation	121	155	-	-	-	-
Nonsense Word Decoding	121	89	32	10	Y	<=2%
Silent Reading Fluency	121	129	-	-	-	-
Math Fluency	121	119	2	14	N	>25%
Reading Comprehension	121	80	41	15	Y	<=2%
Written Expression	121	89	32	17	Y	<=2%
Spelling	121	101	20	11	Y	<=10%
Reading Vocabulary	121	105	16	13	Y	<=10%
Listening Comprehension	121	92	29	17	Y	<=2%
Word Recognition Fluency	121	73	48	16	Y	<=2%
Oral Expression	121	70	51	19	Y	<=2%
Decoding Fluency	121	102	19	17	Y	<=10%
KTEA-3 Composites						
Reading	121	64	57	11	Y	<=2%
Math	121	152	-	-	-	-
Written Language	121	94	27	12	Y	<=2%
Academic Skills Battery (ASB)	121	103	18	9	Y	<=2%
Sound-Symbol	121	92	29	11	Y	<=2%
Decoding	121	70	51	9	Y	<=2%
Reading Fluency	121	101	20	13	Y	<=10%
Reading Understanding	121	91	30	12	Y	<=2%
Oral Language	121	98	23	16	Y	<=5%
Oral Fluency	121	112	9	21	N	>25%
Comprehension	121	84	37	13	Y	<=2%
Expression	121	77	44	15	Y	<=2%
Orthographic Processing	121	79	42	14	Y	<=2%
Academic Fluency	121	113	8	14	N	>25%

Note. Scores are not reported when the achievement score equals or exceeds the ability scores.

Pattern of Strengths & Weaknesses Analysis

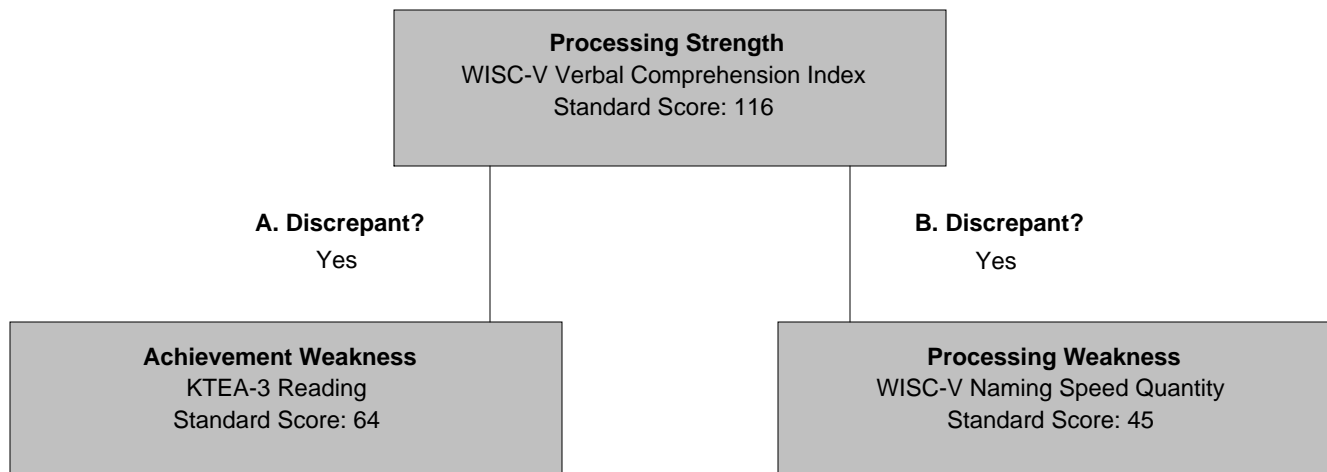
Area of Processing Strength: WISC-V Verbal Comprehension Index: 116

Area of Processing Weakness: WISC-V Naming Speed Quantity: 45

Area of Achievement Weakness: KTEA-3 Reading: 64

Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value (.01)	Significant Difference Y/N	Supports SLD hypothesis? Yes/No
Processing Strength/ Achievement Weakness	116	64	52	13	Y	Yes
Processing Strength/ Processing Weakness	116	45	71	18	Y	Yes

Note. The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. The analysis should only be used as part of a comprehensive evaluation that incorporates multiple sources of information.



Qualitative Observations

Qualitative observations are used to develop, confirm, or refute hypotheses about areas of processing weakness, which may help explain why an examinee is having academic difficulties. Cognitive processing weaknesses suggested by these qualitative observations are summarized in the following chart.

Areas of Cognitive Processing

Domain	Graphomotor	Visual Processing	Phonological Processing	Orthographic Processing	Language	Executive Functioning	Processing Speed	RAN & Long-term Memory	Working Memory
General Observations									
Oral Expression		X			X	X		X	X
Listening Comprehension									
Written Expression	X	X			X	X			X
Basic Reading									
Reading Fluency									
Reading Comprehension					X	X			
Mathematics Calculation									
Mathematics Problem Solving									

An "X" indicates that one or more qualitative observations suggested a possible area of processing weakness in a particular domain. A shaded box indicates that no qualitative observations were applicable to a particular area/domain.

Cross-validate the information suggested by qualitative observation data with other sources of assessment data, including KTEA-3 scores, error analysis data, and tests of cognitive processing.

Consider performance on the KTEA-3 Oral Fluency composite (Associational Fluency and Object Naming Facility subtests) or the Letter Naming Facility subtest to cross-validate a possible weakness in rapid automatic naming (RAN).

Cattell-Horn-Carroll (CHC) Abilities Score Report

Broad Ability	Narrow Ability	WISC-V Index/Subtest	Scaled/Standard Score	KTEA-3 Composite/Subtest	Standard Score	
<i>Gc</i>		Verbal Comprehension Index	116	Oral Language Composite	98	
				Expression Composite	77	
	Listening Ability (LS) & General Verbal Information (KO)		Information	7		
			Comprehension	7		
			Picture Concepts	10		
	Listening Ability (LS)			Listening Comprehension	92	
	Lexical Knowledge (VL)		Vocabulary	19		
			Similarities	7		
	Language Development (LD)			Reading Vocabulary	105	
	Communication Ability (CM)			Oral Expression	70	
Grammatical Sensitivity (MY)			Written Expression	89		
			Oral Expression	70		
<i>Gf</i>		Fluid Reasoning Index	147			
		Quantitative Reasoning Index	112			
	Induction (I)		Matrix Reasoning	19		
			Picture Concepts	10		
			Similarities	7		
	Quantitative Reasoning (RQ)		Figure Weights	17	Math Concepts & Applications	143
		Arithmetic	7			

Broad Ability	Narrow Ability	WISC-V Index/Subtest	Scaled/Standard Score	KTEA-3 Composite/Subtest	Standard Score
<i>Ga</i>				Sound-Symbol Composite	92
	Phonetic Coding (PC)			Nonsense Word Decoding	89
				Decoding Fluency	102
				Phonological Processing	99
<i>Gv</i>		Visual Spatial Index	102		
	Visualization (Vz)	Block Design	8		
		Visual Puzzles	13		
Visual Memory (MV)	Picture Span	13			
<i>Gs</i>		Processing Speed Index	89		
	Rate of Test-Taking (R9)	Coding	11		
		Naming Speed Literacy*	45	Object Naming Facility*	82
		Naming Speed Quantity*	45	Letter Naming Facility*	75
	Perceptual Speed (P)	Symbol Search	5		
Cancellation		3			
Number Facility (N)			Math Fluency	119	
<i>Gwm</i>		Working Memory Index	107		
		Auditory Working Memory Index	92		
	Memory Span (MS)	Digit Span	9		
		Digit Span	9		
	Working Memory Capacity (MW)	Letter-Number Sequencing	8		
Picture Span		13			
Arithmetic		7			

*Some experts classify RAN-type tasks as *Gs*, others as *Glr*. The report lists them as *Gs/R9* and *Glr/NA*.

Broad Ability	Narrow Ability	WISC-V Index/Subtest	Scaled/Standard Score	KTEA-3 Composite/Subtest	Standard Score
<i>Glr</i>		Naming Speed Index	45		
		Symbol Translation Index	108		
		Storage and Retrieval Index	72		
Ideational Fluency (FI)				Associational Fluency	136
Meaningful Memory (MM)				Listening Comprehension	92
Associative Memory (MA)		Immediate Symbol Translation	104		
		Delayed Symbol Translation	129		
		Recognition Symbol Translation	91		
Naming Facility (NA)		Naming Speed Literacy*	45	Object Naming Facility*	82
		Naming Speed Quantity*	45	Letter Naming Facility*	75
<i>Grw</i>				Reading Composite	64
				Written Language Composite	94
				Decoding Composite	70
				Reading Understanding Composite	91
				Reading Fluency Composite	101
	Reading Decoding (RD)				Letter & Word Recognition
			Nonsense Word Decoding	89	
			Decoding Fluency	102	

*Some experts classify RAN-type tasks as *Gs*, others as *Glr*. The report lists them as *Gs/R9* and *Glr/NA*.

Broad Ability	Narrow Ability	WISC-V Index/Subtest	Scaled/Standard Score	KTEA-3 Composite/Subtest	Standard Score
<i>Grw</i> (cont.)	Reading Comprehension (RC)			Reading Comprehension	80
				Reading Vocabulary	105
	Reading Speed (RS)			Silent Reading Fluency**	129
				Word Recognition Fluency**	73
				Decoding Fluency**	102
	Writing Ability (WA)			Written Expression	89
	English Usage Knowledge (EU)			Written Expression	89
	Spelling Ability (SG)			Spelling	101
	Writing Speed (WS)			Writing Fluency	110
	<i>Gq</i>				Math Composite
Mathematical Knowledge (KM)				Math Concepts & Applications	143
				Math Concepts & Applications	143
Mathematical Achievement (A3)				Math Computation	155

***Grw/Gs* is how some experts conceptualize the broad ability associated with the actual task; cross-loading is not uncommon due to the nature of many cognitive tasks.

The Cognitive Proficiency Index (CPI) can be thought of as *Gwm/Gs*.

Refer to *Essentials of Cross-Battery Assessment*, Third Edition (Flanagan, Ortiz, & Alfonso, 2013) for more information about using a CHC approach.

The information contained in this report is provided for examiners who use the CHC theory to guide their approach to assessment. These CHC test classifications do not necessarily reflect the views of Pearson, the WISC-V author/development team, or the KTEA-3 authors.

End of Report

NOTE: This and previous pages of this report contain trade secrets and are not to be released in response to requests under HIPAA (or any other data disclosure law that exempts trade secret information from release). Further, release in response to litigation discovery demands should be made only in accordance with your profession's ethical guidelines and under an appropriate protective order.