Score Report

Student Name	Apoor Reader	Date of Report	9/10/2010
Student ID	000-00-0000	Grade	5
Date of Birth	8/30/1999	Home Language	English
Gender	Male	Handedness	Right
Race/Ethnicity	African-American	Examiner Name	Gloria Maccow

Tests Administered	WISC–IV Core/Supplemental (10/31/2009)	Age at Testing	10 years 2 months	Retest?	Yes
	WIAT–III (10/31/2009)		10 years 2 months		Yes
	WISC–IV Process Approach (11/5/2009)		10 years 2 months		
Background Information	Apoor has received direct specialized instruction since 2nd grade. He is classified with a Specific Learning Disability in reading. His performance in mathematics is consistent with grade-level expectations. However, he continues to struggle with reading decoding despite targeted intervention.				

WISC–IV Results

Composite Scores Summary

Scale	Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description
Verbal Comprehension (VCI)	17	75	5	70-83	Borderline
Perceptual Reasoning (PRI)	30	100	50	92-108	Average
Working Memory (WMI)	11	74	4	68-84	Borderline
Processing Speed (PSI)	15	85	16	78-96	Low Average
Full Scale (FSIQ)	73	80	9	76-86	Low Average

Picture Completion was substituted for Block Design.

Index Level Discrepancy Comparisons

Index Comparisons	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y / N	Base Rate
VCI - PRI	75	100	-25	10.6	Y	3.7%
VCI - WMI	75	74	1	10.99	N	48.9%
VCI - PSI	75	85	-10	11.75	N	29.5%
PRI - WMI	100	74	26	11.38	Y	4.8%
PRI - PSI	100	85	15	12.12	Y	16.5%
WMI - PSI	74	85	-11	12.46	N	28.8%

Note. Base Rate by Overall Sample
Statistical Significance (Critical Values) at the .05 level

Differences between Subtest and Mean of Subtest Scores

Subtest	Subtest Scaled Score	Mean Scaled Score	Diff.	Critical Value	S / W	Base Rate
Block Design	5	8.3	-3.30	2.22	W	
Similarities	6	5.7	0.30	2.23		>25%
Picture Concepts	9	8.3	0.70	2.38		>25%
Vocabulary	5	5.7	-0.70	2.11		>25%
Matrix Reasoning	11	8.3	2.70	2.09	S	
Comprehension	6	5.7	0.30	2.41		>25%

Note. Perceptual Reasoning: Mean = 8.33, Scatter = 6, Base Rate = 16.9%
Statistical Significance (Critical Values) at the .05 level

Verbal Comprehension Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtest	Raw Score	Scaled Score	Percentile Rank
Similarities	11	6	9
Vocabulary	19	5	5
Comprehension	14	6	9
(Information)	13	7	16
(Word Reasoning)	14	10	50

Verbal Domain Process Score Summary (Total Raw Score to Scaled Score Conversions)

Process Score	Raw Score	Scaled Score	Percentile Rank
Similarities Multiple Choice (SIMC)	32	12	75
Vocabulary Multiple Choice (VCMC)	43	10	50
Picture Vocabulary Multiple Choice (PVMC)	24	10	50
Comprehension Multiple Choice (COMC)	35	15	95
Information Multiple Choice (INMC)	15	7	16

Verbal Domain Discrepancy Comparisons

Subtest / Process Score	Scaled Score 1	Scaled Score 2	Diff.	Critical Value	Sig. Diff. Y / N	Base Rate
SI - SIMC	6	12	-6	3.62	Y	1.4%
VC - VCMC	5	10	-5	3.05	Y	2.4%
VC - PVMC	5	10	-5	3.09	Y	3.3%
VCMC - PVMC	10	10	0	3.34	N	
CO - COMC	6	15	-9	3.93	Y	0.3%
IN - INMC	7	7	0	3.26	N	

Note. Statistical Significance (Critical Values) at the .05 level

Perceptual Reasoning Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Block Design	14	5	5
Picture Concepts	16	9	37
Matrix Reasoning	22	11	63
(Picture Completion)	25	10	50

Working Memory Subtest Score Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Digit Span	11	6	9
Letter-Number Sequencing	10	5	5
(Arithmetic)	25	13	84

Processing Speed Subtest Scores Summary (Total Raw Score to Scaled Score Conversions)

Subtests	Raw Score	Scaled Score	Percentile Rank
Coding	27	5	5
Symbol Search	22	10	50
(Cancellation)	67	9	37

Composite Score Summary

Composite	Sum of Subtest Standard Scores	Std. Score	95% Conf. Interval	%ile Rank	NCE	Stanine	Qualitative Description
Total Reading	284	69	65–73	2	6	1	Low
Basic Reading	127	63	59–67	1	<1	1	Low
Reading Comprehension and Fluency	157	75	68–82	5	15	2	Below Average
Mathematics	208	104	97–111	61	56	6	Average
Math Fluency	343	116	109–123	86	72	7	Above Average

WIAT–III Results

Subtest Score Summary

Subtest	Raw Score	Std. Score	95% Conf. Interval	%ile Rank	NCE	Stanine	GE	AE
Listening Comprehension	—	96	85–107	39	44	4	4.4	9:6
Reading Comprehension	26*†	87	77–97	19	32	3	2.2	7:4
Math Problem Solving	50	113	104–122	81	68	7	6.4	11:4
Word Reading	6	60	55–65	0.4	<1	1	<1.0	6:0
Pseudoword Decoding	3	67	62–72	1	4	1	<1.0	6:0
Numerical Operations	27	95	87–103	37	43	4	4.5	9:8
Oral Reading Fluency	37*†	70	62–78	2	8	1	1.8	7:0
Spelling	7	59	52–66	0.3	<1	1	K.7	5:8
Math Fluency—Addition	36	116	103–129	86	72	7	7.8	12:8
Math Fluency—Subtraction	31	115	105–125	84	71	7	7.2	12:4
Math Fluency—Multiplication	26	112	103–121	79	67	7	6.4	11:8

– Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).

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

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

Supplemental Subtest Score Summary

Score Name	Raw Score	Std. Score	95% Conf. Interval	%ile Rank	NCE	Stanine	GE	AE
Oral Reading Accuracy	200*	82	70–94	12	25	3	2.1	7:4
Oral Reading Rate	324*	70	60–80	2	8	1	1.4	6:8

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

Cumulative Percentages

Word Reading Speed	The score is the same as or higher than the scores obtained by 1% of students in the normative sample; 99% of students in the normative sample scored higher than this score.
Pseudoword Decoding Speed	The score is the same as or higher than the scores obtained by 1% of students in the normative sample; 99% of students in the normative sample scored higher than this score.

Subtest Component Score Summary

Subtest Component	Raw Score	Std. Score	%ile Rank	NCE	Stanine	Qualitative Description
Listening Comprehension	**--**	**96**	**39**	**44**	**4**	**Average**
Receptive Vocabulary	12	104	61	56	6	Average
Oral Discourse Comprehension	13	90	25	36	4	Average

Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .05)	Significant Difference Y/N	Base Rate
Total Reading vs. Basic Reading	6	5.12	Y	>15%
Total Reading vs. Reading Comprehension and Fluency	-6	7.87	N	>15%
Total Reading vs. Mathematics	-35	6.65	Y	≤1%
Total Reading vs. Math Fluency	-47	7.16	Y	≤1%
Basic Reading vs. Reading Comprehension and Fluency	-12	7.55	Y	>15%
Basic Reading vs. Mathematics	-41	6.26	Y	≤1%
Basic Reading vs. Math Fluency	-53	6.80	Y	≤1%
Reading Comprehension and Fluency vs. Mathematics	-29	8.66	Y	≤5%
Reading Comprehension and Fluency vs. Math Fluency	-41	9.06	Y	≤1%
Mathematics vs. Math Fluency	-12	8.01	Y	>15%

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

Differences Between Subtest Standard Scores

Comparison	Difference	Critical Value (Significance Level .05)	Significant Difference Y/N	Base Rate
Listening Comprehension vs. Reading Comprehension	9	13.38	N	>15%
Listening Comprehension vs. Word Reading	36	10.83	Y	≤5%
Listening Comprehension vs. Pseudoword Decoding	29	10.97	Y	≤10%
Reading Comprehension vs. Word Reading	27	9.61	Y	≤10%
Reading Comprehension vs. Pseudoword Decoding	20	9.77	Y	>15%
Reading Comprehension vs. Spelling	28	10.66	Y	≤10%

Ability–Achievement Discrepancy Analysis

Ability Score Type:	WISC–IV PRI	Ability Score:	100

Predicted Difference Method

	Predicted Score	Actual Score	Expected Diff.	Critical Value .05	Significant Difference Y / N	Base Rate
WIAT–III Subtest						
Listening Comprehension	100	96	4	12.74	N	>15%
Reading Comprehension	100	87	13	11.65	Y	>15%
Math Problem Solving	100	113	-13	9.97	Y *	N/A
Word Reading	100	60	40	6.13	Y	≤1%
Pseudoword Decoding	100	67	33	5.67	Y	≤5%
Numerical Operations	100	95	5	8.67	N	>15%
Oral Reading Fluency	100	70	30	8.07	Y	≤5%
Oral Reading Accuracy	100	82	18	12.57	Y	≤15%
Oral Reading Rate	100	70	30	8.22	Y	≤5%
Spelling	100	59	41	7.37	Y	≤1%
Math Fluency—Addition	100	116	-16	11.61	Y *	N/A
Math Fluency—Subtraction	100	115	-15	10.57	Y *	N/A
Math Fluency—Multiplication	100	112	-12	9.46	Y *	N/A
WIAT–III Composite						
Total Reading	100	69	31	6.13	Y	≤5%
Basic Reading	100	63	37	5.17	Y	≤1%
Reading Comprehension and Fluency	100	75	25	8.36	Y	≤5%
Mathematics	100	104	-4	8.10	N	N/A
Math Fluency	100	116	-16	7.68	Y *	N/A

Note. Base rates and standard deviation discrepancies are not reported when the achievement score equals or exceeds the ability scores.

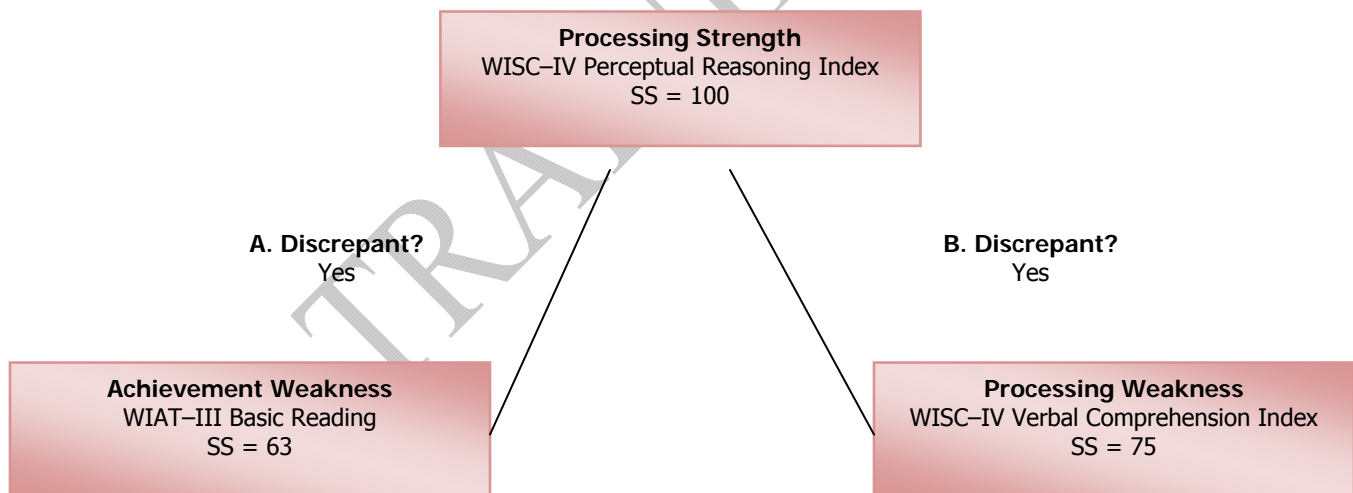* Indicates that the achievement score exceeds the ability score.

Pattern of Strengths and Weaknesses Analysis

Area of Achievement Weakness	WIAT–III	Basic Reading: 63
Area of Processing Weakness	WISC–IV	VCI: 75
Area of Processing Strength	WISC–IV	PRI: 100

Comparison	Relative Strength Score	Relative Weakness Score	Diff.	Critical Value .05	Sign. Diff. Y / N	Supports SLD hypothesis? Yes / No
A Processing Strength / Achievement Weakness	100	63	37	8.82	Y	Yes
B Processing Strength / Processing Weakness	100	75	25	10.60	Y	Yes

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. This analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model

Processing Strength
WISC–IV Perceptual Reasoning Index
SS = 100

A. Discrepant?
Yes

B. Discrepant?
Yes

Achievement Weakness
WIAT–III Basic Reading
SS = 63

Processing Weakness
WISC–IV Verbal Comprehension Index
SS = 75

WISC-IV
WECHSLER INTELLIGENCE SCALE FOR CHILDREN® – FOURTH EDITION

WIAT-III
WECHSLER INDIVIDUAL ACHIEVEMENT TEST® – THIRD EDITION

WIAT-III Skills Analysis Report

Word Reading

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct By Skill	% Correct By Feature
Morphology Types	Common Prefixes/ Word Beginnings	-	-	-	-
	Common Suffixes/ Word Endings	-	-	-	
Vowel Types	VCE Syllables	0	1	100%	
	Irregular Vowels	0	2	100%	
	Single Short Vowels	0	3	100%	
	Single Long Vowels	1	1	0%	
	Schwa Vowel Sounds	1	1	0%	75%
	Vowel Digraphs	0	2	100%	
	Diphthongs	0	1	100%	
	R-Controlled Vowels	1	1	0%	
	Silent Vowels	-	-	-	
Consonant Types	Consonant Digraphs	2	4	50%	
	Single Consonants	1	10	90%	
	Double Consonants	-	-	-	
	S as \z\ or \zh\	-	-	-	
	T as \sh\ or \ch\	-	-	-	
	C as \sh\	-	-	-	75%
	R-Family Blends	-	-	-	
	L-Family Blends	-	-	-	
	S-Family Blends	0	1	100%	
	Consonant Blends/Clusters	1	1	0%	
	Silent Consonants	-	-	-	
Other	Insertions	0			
	Mis-Sequence of Sounds	0			
	Whole Word Error	4			

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct By Skill	% Correct By Feature
Morphology Types	Common Prefixes/ Word Beginnings	-	-	-	-
	Common Suffixes/ Word Endings	-	-	-	
Vowel Types	VCE Syllables	-	-	-	71%
	Irregular Vowels	-	-	-	
	Single Short Vowels	1	6	83%	
	Single Long Vowels	-	-	-	
	Schwa Vowel Sounds	1	1	0%	
	Vowel Digraphs	-	-	-	
	Diphthongs	-	-	-	
	R-Controlled Vowels	-	-	-	
	Silent Vowels	-	-	-	
Consonant Types	C–le Syllables	-	-	-	75%
	Consonant Digraphs	0	1	100%	
	Single Consonants	2	10	80%	
	Double Consonants	-	-	-	
	S as \z\ or \zh\	-	-	-	
	T as \sh\ or \ch\	-	-	-	
	C as \sh\	-	-	-	
	R-Family Blends	-	-	-	
	L-Family Blends	1	1	0%	
	S-Family Blends	-	-	-	
	Consonant Blends/Clusters	-	-	-	
	Silent Consonants	-	-	-	
Other	Insertions	0			
	Mis-Sequence of Sounds	0			
	Whole Word Error	3			

Spelling

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct By Skill	% Correct By Feature
Word Types	Homophones	1	2	50%	50%
Morphology Types	Common Prefixes/ Word Beginnings	-	-	-	-
	Common Suffixes/ Word Endings	-	-	-	
Vowel Types	VCE Syllables	2	2	0%	71%
	Irregular Vowels	-	-	-	
	Single Short Vowels	0	4	100%	
	Single Long Vowels	0	1	100%	
	Schwa Vowel Sounds	-	-	-	
	Vowel Digraphs	-	-	-	
	Diphthongs	-	-	-	
	R-Controlled Vowels	-	-	-	
	Silent Vowels	-	-	-	
Consonant Types	C–le Syllables	-	-	-	92%
	Consonant Digraphs	-	-	-	
	Single Consonants	1	13	92%	
	Double Consonants	-	-	-	
	S as \z\ or \zh\	-	-	-	
	T as \sh\ or \ch\	-	-	-	
	R-Family Blends	-	-	-	
	L-Family Blends	-	-	-	
	S-Family Blends	-	-	-	
	Consonant Blends/Clusters	-	-	-	
	Silent Consonants	-	-	-	
Other	Insertions	0			
	Mis-Sequence of Sounds	0			
	Whole Word Error	0			

Word Reading

Single Long Vowels

Items with Errors: 8

Annual Goal

- Given a list of ____ (*circle/enter:* one, two, three, _____) -syllable words containing ____ long vowel sounds, the student will read the list aloud with no more than ____ long vowel errors.

  Single long vowels will include (*circle*): a, e, i, o, u, y.

Short-Term Objectives

- Given _____ two-syllable words containing one or two open syllables, with each word presented with a space between the two syllables (or shown on separate cards), the student will read each syllable separately, and then read the whole word with no more than _____ errors.

  Single long vowels will include (*circle*): a, e, i, o, u, y.

  Syllable card examples: [fo][cus], [de][ny], [re][ply]

- Given _____ word cards, each containing a two-syllable word that may or may not have an open syllable as the first syllable, the student will read each word silently, sort the cards into two rows/piles according to whether the first syllable of each word is an open syllable (with a single long vowel) or not, and then read the words in each row/pile aloud, with no more than _____ sorting or reading errors.

  Single long vowels will include (*circle*): a, e, i, o, u, y.

  Word card examples: *Pile 1:* [remind], [prefer], [label], [focus]; *Pile 2:* [forest], [funny], [correct], [hello]

  Note: The student may also sort by whether the open syllable is the second syllable of each word (yes/no).

- Given a list of ____ sentences, each containing ____ words with long vowel sounds, the student will read the sentences aloud with no more than ____ long vowel sound errors.

  Single long vowels will include (*circle*): a, e, i, o, u, y.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level with at least _____ words containing long vowel sounds, the student will read the passage aloud with at least _____ percent of the words with long vowels read correctly.

  Single long vowels will include (*circle*): a, e, i, o, u, y.

Schwa Vowel Sounds

Items with Errors: 10

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) -syllable words containing ___ schwa vowel sounds, the student will read the list aloud with no more than ___ schwa vowel errors.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

  Schwa vowel (a) examples: above, alone, disappoint

Short-Term Objectives

- Given a list of ___ sentences, each containing ___ words with schwa vowel sounds, the student will read the sentences aloud with no more than ___ schwa vowel sound errors.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing schwa vowel sounds, the student will read the passage aloud with at least ____ percent of the words with schwa vowels read correctly.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

R-Controlled Vowels

Items with Errors: 10

Annual Goal

- Given a list of ___ words containing ___ r-controlled vowels per word, the student will point to/identify the r-controlled vowel and read the list aloud with no more than ___ errors.

  R-controlled vowels will include (*circle*): ar, er, ir, or, ur.

  Word examples: part, bird, short; car, fur, her

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ target words/nonwords containing r-controlled vowels (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ errors.

  R-controlled vowels will include (*circle*): ar, er, ir, or, ur.

  Card examples: [c] [ar] [t]; [p] [ar] [t]; [p] [or] [t]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud.

- Given a list of _____ sentences with _____ r-controlled vowels per sentence, the student will read the sentences aloud with no more than ___ errors.

  R-controlled vowels will include (*circle*): ar, er, ir, or, ur.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level with at least _____ words containing r-controlled vowels, the student will read the passage aloud with at least _____ percent of the words with r-controlled vowels read correctly.

  R-controlled vowels will include (*circle*): ar, er, ir, or, ur.

Consonant Digraphs

Items with Errors: 9, 10

Annual Goal

- Given a list of ___ words containing (*circle:* initial/medial/final) position consonant digraphs, the student will identify the digraphs and read the list aloud with no more than ___ consonant digraph errors.

  Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, _____.

Short-Term Objectives

- The student will watch the teacher use letter cards to form _____ one-syllable words/nonwords containing consonant digraphs (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than _____ errors.

  Consonant digraphs will include the following (circle/enter): ch, sh, th, wh, ng, dg, gh, _____.

  Card examples: [ch] [o] [p], [sh] [o] [p], [p] [o] [sh]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of _____ sentences with _____ consonant digraphs per sentence, the student will read the sentences aloud with no more than ___ consonant digraph errors.

  Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, _____.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level with at least _____ words containing consonant digraphs the student will read the passage aloud with at least _____ percent of the words with consonant digraphs read correctly.

  Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, _____.

Single Consonants

Items with Errors: 7

Annual Goal

- Given a list of ____ words containing (*circle:* initial/medial/final) position single consonants, the student will read the list aloud with no more than ____ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ one-syllable words/nonwords containing single consonants (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

  Card examples: [n][i][p], [s][i][p], [l][i][p], [l][a][p], [t][a][p]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of ____ sentences from a ____ reading level text, the student will read the sentences aloud with no more than ____ (*circle:* initial/medial/final) single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level, the student will read the passage aloud with no more than ____ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Consonant (Vowel) Blends/Clusters

Items with Errors: 8

Annual Goal

- Given a list of ____ words, each word containing a consonant (or a consonant-vowel) blend/cluster, the student will read the list aloud with no more than ____ errors.

  Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

  Word examples: port, pond, pact, tact, twill, quick, strict

Short-Term Objectives

- The student will watch the teacher use letter cards to form _____ one-syllable target words/nonwords containing consonant (or consonant-vowel) blends/clusters (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than _____ errors.

    Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

    Card examples: [p][o][rt], [p][o][nd], [p][a][ct], [t][a][ct]; [tw][i][ll], [qu][i][ll], [qu][i][ck]

    Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of _____ sentences from a _____ reading level text with at least _____ word(s) per sentence containing a consonant (or a consonant-vowel) blend/cluster in the (*circle:* initial, medial, final) position, the student will read the sentences aloud with at least _____ percent of the words read correctly.

    Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level with at least _____ words containing a consonant *(*or consonant-vowel) blend/cluster in the (*circle:* initial, medial, final) position, the student will read the passage aloud with at least _____ percent of the words with a consonant (vowel) blend/cluster read correctly.

    Consonant (vowel) blends/clusters will include (*circle/enter*): ct, gu, nd, nc(e), nt, sm, str, tw, qu, _____.

Whole Word Error

Items with Errors: 7, 8, 9, 10

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) -syllable words, the student will read the list aloud with no more than ___ whole word errors.

Short-Term Objectives

- Given a list of ____ visually similar words/nonwords that vary by only one (*circle:* morphology/vowel/consonant) feature at a time, the student will read the list aloud with no more than ____ errors.

  List examples: spark, sperk, spork; spark, stark, start

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a target word and a list of ____ visually similar words/nonwords that vary slightly from the target word (with one or more instances of the target word appearing in the list), the student will read the target word aloud and then silently read/scan the list of words and circle all instances of the target word within the list with no more than ____ errors.

  The target words will include (*circle:* one/two/three/four/five)-syllable words.

  Note: The student may also be challenged to decrease the time he/she takes to complete this task, as well as to improve his/her accuracy.

Pseudoword Decoding

Single Short Vowels

Items with Errors: 5

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) - syllable words containing ___ short vowel sounds, the student will read the list aloud with no more than ___ short vowel errors.

  Short vowel sounds will include (*circle*): a, e, i, o, u.

Short-Term Objectives

- Given ____ two-syllable words containing two closed syllables (formed by a single short vowel), with each word presented with a space between the two syllables (or shown on separate cards), the student will read each syllable separately, and then read the whole word with no more than ____ errors.

Short vowel sounds will include (*circle*): a, e, i, o, u.

Syllable card examples: [for][est], [win][dow], [thun][der], [tim][id]

- Given a list of ___ sentences, each containing ___ words with short vowel sounds, the student will read the sentences aloud with no more than ___ short vowel sound errors.

  Short vowel sounds will include (*circle*): a, e, i, o, u.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing short vowel sounds, the student will read the passage aloud with at least ____ percent of the words with short vowels read correctly.

  Short vowel sounds will include (*circle*): a, e, i, o, u.

Schwa Vowel Sounds

Items with Errors: 7

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) -syllable words containing ___ schwa vowel sounds, the student will read the list aloud with no more than ___ schwa vowel errors.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

  Schwa vowel (a) examples: above, alone, disappoint

Short-Term Objectives

- Given a list of ___ sentences, each containing ___ words with schwa vowel sounds, the student will read the sentences aloud with no more than ___ schwa vowel sound errors.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing schwa vowel sounds, the student will read the passage aloud with at least ____ percent of the words with schwa vowels read correctly.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

Single Consonants

Items with Errors: 4, 6

Annual Goal

- Given a list of ___ words containing (*circle:* initial/medial/final) position single consonants, the student will read the list aloud with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Short-Term Objectives

- The student will watch the teacher use letter cards to form _____ one-syllable words/nonwords containing single consonants (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than _____ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

  Card examples: [n][i][p], [s][i][p], [l][i][p], [l][a][p], [t][a][p]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of _____ sentences from a _____ reading level text, the student will read the sentences aloud with no more than ___ (*circle:* initial/medial/final) single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

- Given a/an (*circle:* expository/narrative) passage at a _____ reading level, the student will read the passage aloud with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

L-Family Blends

Items with Errors: 7

Annual Goal

- Given a list of ___ words, each word containing an L-family consonant blend in the (*circle:* initial, medial) position, the student will read the list aloud with no more than ___ errors.

  L-family blends will include (*circle/enter*): bl, cl, fl, gl, pl, sl, _____.

  Word examples: slim, slow, slam, clap, clam, clip, flip, flex, flap

Short-Term Objectives

- The student will watch the teacher use letter cards to form _____ one-syllable target words/nonwords containing L-family blends (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than _____ errors.

  L-family blends will include (*circle/enter*): bl, cl, fl, gl, pl, sl, _____.

  Card examples: [sl][i][m], [sl][a][m], [cl][a][m], [cl][a][p], [cl][i][p]

Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of ____ sentences from a ____ reading level text with at least ____ word(s) per sentence containing an L-family consonant blend in the (*circle:* initial, medial) position, the student will read the sentences aloud with at least ____ percent of the words read correctly.

  L-family blends will include (*circle/enter*): bl, cl, fl, gl, pl, sl, _____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing an L-family consonant blend in the (*circle:* initial, medial) position, the student will read the passage aloud with at least ____ percent of the words with an L-family consonant blend read correctly.

  L-family blends will include (*circle/enter*): bl, cl, fl, gl, pl, sl, _____.

Whole Word Error

Items with Errors: 5, 6, 7

Annual Goal

- Given a list of ____ (*circle/enter:* one, two, three, ____) -syllable words, the student will read the list aloud with no more than ____ whole word errors.

Short-Term Objectives

- Given a list of ____ visually similar words/nonwords that vary by only one (*circle:* morphology/vowel/consonant) feature at a time, the student will read the list aloud with no more than ____ errors.

  List examples: spark, sperk, spork; spark, stark, start

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a target word and a list of ____ visually similar words/nonwords that vary slightly from the target word (with one or more instances of the target word appearing in the list), the student will read the target word aloud and then silently read/scan the list of words and circle all instances of the target word within the list with no more than ____ errors.

  The target words will include (*circle:* one/two/three/four/five)-syllable words.

  Note: The student may also be challenged to decrease the time he/she takes to complete this task, as well as to improve his/her accuracy.

Spelling

Homophones

Items with Errors: 8

Annual Goal

- Given a list of _____ short sentences, each with a blank space where a homophone was omitted, the student will follow along as the entire sentence is read aloud (including the homophone), and then write the homophones in the blank spaces with no more than _____ spelling errors.

  Homophones will include (*circle/enter*): acts/ax, air/heir/err, aisle/isle/I'll, allowed/aloud, alter/altar, ant/aunt, assistance/assistants, ate/eight, ball/bawl, band/banned, bare/bear, base/bass, bases/basis, be/bee, beat/beet, berry/bury, billed/build, blew/blue, board/bored, bolder/boulder, bread/bred, brake/break, but/butt, buy/by/bye, capital/capitol, ceiling/sealing, cell/sell, cent/scent/sent, cereal/serial, chance/chants, chews/choose, chilly/chili, cite/sight/site, coarse/course, council/counsel, creak/creek, days/daze, dear/deer, desert/dessert, dew/do/due, die/dye, discreet/discrete, eye/I, fair/fare, faze/phase, feat/feet, find/fined, fir/fur, flea/flee, flew/flu/flue, flour/flower, for/four/fore, foreword/forward, forth/fourth, foul/fowl, gene/jean, gnu/knew/new, grate/great, groan/grown, guessed/guest, hall/haul, halve/have, hay/hey, heal/heel/he'll, hear/here, heard/herd, hi/high, higher/hire, hoarse/horse, hole/whole, hour/our, idle/idol, in/inn, knead/kneed/need, knight/night, knot/not, know/no, knows/nose, lead/led, leased/least, lessen/lesson, loan/lone, made/maid, mail/male, main/mane/Maine, mall/maul, marry/merry, meat/meet, medal/metal/mettle/meddle, might/mite, missed/mist, mode/mowed, one/won, overdo/overdue, pail/pale, pain/pane, pair/pare/pear, passed/past, patience/patients, peace/piece, peak/peek/pique, pedal/peddle/petal, peer/pier, plain/plane, pole/poll, pray/prey, presence/presents, principal/principle, rain/reign/rein, raise/rays/raze, rap/wrap, read/red, recede/reseed, right/rite/write, ring/wring, road/rode/rowed, role/roll, root/route, rose/rows, sail/sale, scene/seen, sea/see, seam/seem, sew/so/sow, shone/shown, side/sighed, soar/sore, some/sum, son/sun, stair/stare, stake/steak, stationary/stationery, steal/steel, tacks/tax, tail/tale, their/there/they're, theirs/there's, threw/through, thrown/throne, tic/tick, tide/tied, to/too/two, toad/towed, toe/tow, vain/vane/vein, vary/very, wail/whale, waist/waste, wait/weight, waive/wave, ware/wear/where, way/weigh/whey, weak/week, weather/whether, which/witch, whine/wine, who's/whose, yore/your/you're, _____.

Short-Term Objectives

- Given _____dictated short sentences, the student will listen to the sentence read aloud, and then write the sentences from dictation with no more than _____ spelling errors.

    Homophones will include (*circle/enter*): acts/ax, air/heir/err, aisle/isle/I'll, allowed/aloud, alter/altar, ant/aunt, assistance/assistants, ate/eight, ball/bawl, band/banned, bare/bear, base/bass, bases/basis, be/bee, beat/beet, berry/bury, billed/build, blew/blue, board/bored, bolder/boulder, bread/bred, brake/break, but/butt, buy/by/bye, capital/capitol, ceiling/sealing, cell/sell, cent/scent/sent, cereal/serial, chance/chants, chews/choose, chilly/chili, cite/sight/site, coarse/course, council/counsel, creak/creek, days/daze, dear/deer, desert/dessert, dew/do/due, die/dye, discreet/discrete, eye/I, fair/fare, faze/phase, feat/feet, find/fined, fir/fur, flea/flee, flew/flu/flue, flour/flower, for/four/fore, foreword/forward, forth/fourth, foul/fowl, gene/jean, gnu/knew/new, grate/great, groan/grown, guessed/guest, hall/haul, halve/have, hay/hey, heal/heel/he'll, hear/here, heard/herd, hi/high, higher/hire, hoarse/horse, hole/whole, hour/our, idle/idol, in/inn, knead/kneed/need, knight/night, knot/not, know/no, knows/nose, lead/led, leased/least, lessen/lesson, loan/lone, made/maid, mail/male, main/mane/Maine, mall/maul, marry/merry, meat/meet, medal/metal/mettle/meddle, might/mite, missed/mist, mode/mowed, one/won, overdo/overdue, pail/pale, pain/pane, pair/pare/pear, passed/past, patience/patients, peace/piece, peak/peek/pique, pedal/peddle/petal, peer/pier, plain/plane, pole/poll, pray/prey, presence/presents, principal/principle, rain/reign/rein, raise/rays/raze, rap/wrap, read/red, recede/reseed, right/rite/write, ring/wring, road/rode/rowed, role/roll, root/route, rose/rows, sail/sale, scene/seen, sea/see, seam/seem, sew/so/sow, shone/shown, side/sighed, soar/sore, some/sum, son/sun, stair/stare, stake/steak, stationary/stationery, steal/steel, tacks/tax, tail/tale, their/there/they're, theirs/there's, threw/through, thrown/throne, tic/tick, tide/tied, to/too/two, toad/towed, toe/tow, vain/vane/vein, vary/very, wail/whale, waist/waste, wait/weight, waive/wave, ware/wear/where, way/weigh/whey, weak/week, weather/whether, which/witch, whine/wine, who's/whose, yore/your/you're, _____.

- Given a list of ____ short sentences that each include one homophone and all alternate spellings, the student will silently read the sentence and circle the correct spelling of the homophone with no more than ____ errors.

    Sentence example: I lost a (pear, pair, pare) of socks.

Homophones will include (*circle/enter*): acts/ax, air/heir/err, aisle/isle/I'll, allowed/aloud, alter/altar, ant/aunt, assistance/assistants, ate/eight, ball/bawl, band/banned, bare/bear, base/bass, bases/basis, be/bee, beat/beet, berry/bury, billed/build, blew/blue, board/bored, bolder/boulder, bread/bred, brake/break, but/butt, buy/by/bye, capital/capitol, ceiling/sealing, cell/sell, cent/scent/sent, cereal/serial, chance/chants, chews/choose, chilly/chili, cite/sight/site, coarse/course, council/counsel, creak/creek. days/daze, dear/deer, desert/dessert, dew/do/due, die/dye, discreet/discrete, eye/I, fair/fare, faze/phase, feat/feet, find/fined, fir/fur, flea/flee, flew/flu/flue, flour/flower, for/four/fore, foreword/forward, forth/fourth, foul/fowl, gene/jean, gnu/knew/new, grate/great, groan/grown, guessed/guest, hall/haul, halve/have, hay/hey, heal/heel/he'll, hear/here, heard/herd, hi/high, higher/hire, hoarse/horse, hole/whole, hour/our, idle/idol, in/inn, knead/kneed/need, knight/night, knot/not, know/no, knows/nose, lead/led, leased/least, lessen/lesson, loan/lone, made/maid, mail/male, main/mane/Maine, mall/maul, marry/merry, meat/meet, medal/metal/mettle/meddle, might/mite, missed/mist, mode/mowed, one/won, overdo/overdue, pail/pale, pain/pane, pair/pare/pear, passed/past, patience/patients, peace/piece, peak/peek/pique, pedal/peddle/petal, peer/pier, plain/plane, pole/poll, pray/prey, presence/presents, principal/principle, rain/reign/rein, raise/rays/raze, rap/wrap, read/red, recede/reseed, right/rite/write, ring/wring, road/rode/rowed, role/roll, root/route, rose/rows, sail/sale, scene/seen, sea/see, seam/seem, sew/so/sow, shone/shown, side/sighed, soar/sore, some/sum, son/sun, stair/stare, stake/steak, stationary/stationery, steal/steel, tacks/tax, tail/tale, their/there/they're, theirs/there's, threw/through, thrown/throne, tic/tick, tide/tied, to/too/two, toad/towed, toe/tow, vain/vane/vein, vary/very, wail/whale, waist/waste, wait/weight, waive/wave, ware/wear/where, way/weigh/whey, weak/week, weather/whether, which/witch, whine/wine, who's/whose, yore/your/you're, _____.

VCE Syllables

Items with Errors: 9, 11

Annual Goal

- Given ____ (*circle/enter:* one, two, three, ____) VCE (vowel-consonant-e) words that the student can read, the student will listen to each dictated word (within the context of a sentence), and then spell (write) the list of words with no more than ____ errors.

  VCE one-syllable word examples: bake, bike, bone, cake, cone, daze, dice, dine, dome, face, fine, hike, hope, lace, lake, late, like, lone, make, male, mice, mine, pace, pile, pose, take, tale, wine

  VCE two-syllable word examples: debate, relate, replace, concede, confide, decide, alike, compile, alone, arose, elope

Short-Term Objectives

- Given a list of ___ one-syllable word pairs, each pair including one VCE syllable word and the same word without the silent e, the student will listen to each word, dictated within the context of a sentence, and spell (write) the words with no more than ___ errors.

Word pair examples: win, wine; fin, fine; tap, tape; mop, mope; wip, wipe

- Given a list of ___ short sentences, each containing (*circle/enter:* one, two, three, _____) VCE (vowel-consonant-e) words that the student can read, the student will write the sentences from dictation with no more than _____ VCE word errors.

    Sentence examples: I can bake a cake; I like to ride my bike.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ VCE spelling word errors uncorrected.

Single Consonants

Items with Errors: 10

Annual Goal

- Given a dictated list of ___ (*circle:* one, two) - syllable words that the student can read and that contain single consonants, the student will spell (write) each word with no more than ___ single consonant errors.

    Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

    Word examples: tap, sip, bad, mop

Short-Term Objectives

- Given a list of _____ (*circle:* closed/open), (*circle:* one/two/three/four/five) - syllable words (appropriate for the student's reading level) with single consonant(s) omitted in the (*circle:* initial/medial/final) position, the student will listen to each word as it is read aloud, and then write in the missing consonant(s) with _____ percent accuracy.

    Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

    Word examples: _ice; _ip, si_, be_in

- Given a dictated list of ___ short sentences that the student can read, each containing (*circle/enter:* one, two, three, _____) words with single consonants, the student will write the sentences from dictation with no more than _____ single consonant spelling errors.

    Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than _____ single consonant spelling errors uncorrected.

    Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.