What's New In Assessment? Bateria IV, WMLS-III, and More...

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Agenda

- Discuss the Updates made to the Bateria IV • Test Structure, Tests, & Scoring
- Introduce the Woodcock Munoz Language Survey, Third Edition (WMLS III)
 - Many Uses of the WMLS III
- Highlight the Dyslexia Report from the WIIIP



Batería Woodcock-Muñoz IV

Pruebas de habilidades cognitivas Pruebas de aprovechamiento

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- Design a comprehensive assessment system to evaluate individuals whose native language is Spanish
- Facilitate exploration of strengths and weaknesses across cognitive, linguistic, and academic abilities
- Reframe variation and ability/achievement comparison procedures
- \bullet Go beyond CHC theory as conceived in the Baterı́a III

Revision Goals

- Enhance diagnostic capabilities by focusing on describing cognitive performance and understanding the nature of learning problems
- Highlight important narrow abilities and consider cognitive complexity of tasks
- Increase ease and flexibility of use for examiners

Overview

- WJ IV provides blueprint for Batería IV
- Batería IV tests are adaptations or translations of tests in WJ IV
- Batería IV includes the most educationally- and diagnostically-useful WJ IV tests
- Batería IV can be used in conjunction with Batería III and WJ IV Tests of Oral Language

Components

- Test Books: Cognitive & Achievement
- · Test Record
- Response Booklet
- Audio Recording
 - In online scoring & reporting program
- · Comprehensive Manual
- · Online Scoring & Reporting
- Online training video



Overview

Batería IV

Cognitive





13 tests 17 clusters

Options to Extend Assessment

- Include tests in Spanish from the WJ IV Tests of Oral Language
- Include specific tests from the Batería III

Ove	rvi	ew

- Provides a core set of tests in each battery
 - -Cognitive: Tests 1-7
 - -Achievement: Tests 1-6
- Adds interpretive options with each additional test administered
- Increases ease and efficiency of testing

Overview

- Pinpoints cognitive correlates of learning
 - -Measures broad abilities
 - -Focuses on important narrow abilities
- Offers a new *Gf-Gc* composite
 - –Determines strengths or weaknesses between high g abilities and other abilities, including achievement
 - -Provides an alternative for GIAs attenuated by lower-level processing difficulties
 - -Facilitates gifted evaluations

Comparison of Batería III to Batería IV

Batería III COG

Standard Battery (Tests 1-10) Extended Battery (Tests 11-20) Diagnostic Supplement (Tests 21-

Batería III APROV

Standard Battery (Tests 1-12) Extended Battery (Tests 13-22)

Batería IV COG

One Test Book (Tests 1-14)

Batería IV APROV

One Test Book (Tests 1-13)

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Comparison of WJ IV to Batería IV	
WJ IV has 3 batteries: Cognitive, Oral Language, and Achievement	
Batería IV has 2 batteries: Cognitiva and Aprovechamiento	
WJ IV has a standard and extended battery for the cognitive tests and also for the achievement tests.	<u> </u>
 and also for the achievement tests Batería IV has one test book for cognitiva and one for aprovechamiento 	
 WJ IV technical qualities and norms underlie Batería IV Batería IV calibration data equated to WJ IV norms 	
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Technical Summary	
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Blueprint for Batería IV	
The Woodcock-Johnson IV serves as the blueprint.	
Batería IV is the parallel Spanish version of selected tests from the WI	
IV	

Both Batería IV and WJ IV rely on the same norming sample.
 Selected WJ IV tests were translated or adapted for use in Batería IV.
 Calibration and equating data were collected on native Spanish

speakers.

Translation or Adaptation

- \bullet $Translated\ tests$ have the same items as the WJ IV version. Only the directions were translated into Spanish. For example:
 - COG Prueba 2: Series numéricas
 - APROV Prueba 5: Cálculo
- Adapted tests have the same measurement concept but the items were changed in some way (e.g., different items, different order)
 - COG Prueba 1: Vocabulario oral
 - APROV Prueba 3: Ortografía

Calibration and Equating

- Spanish language calibration data is based on a sample of 600 native Spanish speakers
- Data were used to calibrate test items and to equate them to the scales underlying the WJ IV tests
- Age range: 2 years to 95 years (majority of tests best suited for ages 5 to 95)

Calibration

- \bullet Tests that were new the Baterı́a IV or had undergone new item development were included in the calibration study.
- \bullet Six tests were included in the calibration study:
 - COG 5: Procesamiento fonético (A: Acceso de palabras & C: Sustitución)
 - · COG 6: Rememoración de cuentos
 - COG 12: Repetición de palabras sin sentido APROV 8: Lectura Oral

 - · APROV 12: Rememoración de lectura
- Primary purpose of the calibration study was to determine difficulty levels of the new Spanish items to equate them to the scales underlying the English forms of those tests.

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Eq			

- Calibration study data were analyzed using the Rasch
- Item difficulties for the Spanish tests were then linked to the W scale underlying each corresponding English test through the Rasch equating procedures.
- This allows Batería IV to be linked to the WJ IV norm

- 7,416 participants
 - Preschool (664) K-12 (3,891)

 - College/University (775) Adult (2,086)
- Ages 2-90+ years, grades K.0-17+
- 100 geographically diverse communities from 46 states

The Standards for Educational and Psychological Testing (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999) guided the norming and technical analyses.

7 Broad CHC Abilities

- ullet Comprehension-Knowledge (Gc)
- Fluid Reasoning (Gf)
- Short-term Working Memory (Gwm)
- Cognitive Processing Speed (Gs)
- Auditory Processing (Ga)
- Long-term Storage and Retrieval (Glr)*
- Visual Processing (Gv)**
- * Must use Visual-Auditory Learning test from Bateria III
- ** Must use Picture Recognition test from Bateria III

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Cognitiva:	What's	New?
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- One Test Book
- 14 Tests
- 6 new or modified tests
- New clusters
- Conormed with Batería IV Pruebas de aprovechamiento
- Web-based online scoring and reporting

Cognitiva: What's New?

6 new or modified tests:

Vocabulario oral
 Atención verbal
 Pareo de letras idénticas
 Procesamiento fonético
 Visualización
 Repetición de palabras sin sentido
 Oral Vocabulary
 Letter-Pattern Matching
 Phonological Processing
 Visualization
 Nonword Repetition

		¬
Cognitiva: What's New?		
Clusters:		
• Gf-Gc combinado	Gf-Gc Composite	
 Aptitudes académicas 	Scholastic Aptitudes	
 Rapidez perceptual 	Perceptual Speed	
Destreza numérica	Number Facility	
• Vocabulario*	Vocabulary	
• Eficiencia cognitiva	Cognitive Efficiency	
*Requires WJ IV OL Prueba 10: Vocabulario	sobre dibujos	
		_
Cognitiva: What's New?		
cognitiva. What's New:		
	4. =	
 Emphasis on core set of test 	is (1-7)	
• <i>Gf-Gc</i> composite		
- Daviged alugton composition	to ingrange gognitive	
 Revised cluster composition complexity 	i to increase cognitive	
• •	atoria III and MI IV Toota	
 Allows specific tests from Book of Oral Language to be included 	ided in the evaluation	
3.18.11		
		7
Cognitiva: What's New?		
May include the 3 Spanish language		
 Prueba 10: Vocabulario sobre dibujo Prueba 11: Comprensión oral)S	
- Prueba 12: Comprensión de indicaci	ones	
May include two Batería III tests to	obtain the <i>Glr</i> and <i>Gv</i> clusters	
 Prueba 2: Aprendizaje visual-auditiv 	vo	
- Prueba 13: Reconocimiento de dibuj		
 Must administer and score these op to running the Batería IV report. All 	stional tests within 30 days prior	
to running the bateria iv report. All	Scored using daterra iv norms.	

Changes from Batería III COG to Batería IV COG Batería IV COG Batería III COG 1. Oral Vocabulary 1. Verbal Comprehension Modified 2. Number Series (was in DS) 2. Visual-Auditory Learning (Use Bat III) 3. Spatial Relations Modified 3. Verbal Attention NEW 4. Sound Blending Dropped 4. Letter-Pattern Matching NEV 5. Concept Formation 5. Phonological Processing NEW 6. Visual Matching Renamed 6. Story Recall (moved from APROV) 7. Number Reversed 7. Visualization NEW 8. Incomplete Words Dropped 8. General Information 9. Auditory Working Memory Dropped 9. Concept Formation 10. Visual-Auditory Learning-Delayed Dropped 10. Numbers Reversed Changes from Batería III COG to Batería IV COG Batería III COG Batería IV COG 11. General Information 11. Number-Pattern Matching (was Visual Matching) 12. Retrieval Fluency Dropped 12. Nonword Repetition NEW 13. Picture Recognition (Use Bat III) 13. Pair Cancellation 14. Auditory Attention Dropped 14. Rapid Picture Naming 15. Analysis-Synthesis Dropped 16. Decision Speed Dropped There is no 17. Memory for Words Dropped **Extended Battery** 18. Rapid Picture Naming in Batería IV. 19. Planning Dropped 20. Pair Cancellation Changes from Batería III COG to Batería IV COG Batería III COG DS Batería IV COG 21. Memory for Names Dropped 22. Visual Closure Dropped There is no 23. Sound Patterns-Voice Dropped Diagnostic 24. Number Series (in Bat IV COG) Supplement 25. Number Matrices (in BAT IV APROV) in Batería IV. 26. Cross Out Dropped 27. Memory for Sentences Dropped 28. Block Rotation (in BAT IV COG)

29. Sound Patterns-Music Dropped
30. Memory for Names-Delayed Recall Dropped
31. Verbal Comprehension-Bilingual Dropped

Tests in the Batería IV COG

Prueba 1: Vocabulario oral

Prueba 2: Series numéricas

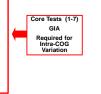
Prueba 3: Atención verbal

Prueba 4: Pareo de letras idénticas

Prueba 5: Procesamiento fonético

Prueba 6: Rememoración de cuentos

Prueba 7: Visualización



Tests in the Batería IV COG

Prueba 8: Información general

Prueba 9: Formación de conceptos

Prueba 10: Inversión de números

Prueba 11: Pareo de números idénticos

Prueba 12: Repetición de palabras sin sentido

Prueba 13: Cancelación de pares

Prueba 14: Rapidez en la identificación de dibujos

Intellectual Ability Options

- *Habilidad intelectual general* (General Intellectual Ability: GIA) Tests 1–7 (35–40 minutes) Median reliability: .97
- Habilidad intelectual breve (Brief Intellectual Ability: BIA) Tests 1–3 (10–15 minutes) Median reliability: .94
- *Gf-Gc* Combinado (*Gf-Gc* Composite) Tests 1, 2, 8, & 9 (15–20 minutes) Median reliability: .95

Summary of Batería IV COG

- Provides a streamlined and efficient assessment of cognitive abilities in Spanish
- Measures 7 CHC abilities (when using 2 tests from Bateria III)
- Includes 14 tests in one test book
- Offers new *Gf-Gc* composite
- Explores several important narrow abilities
- Conormed with Batería IV APROV
- Allows inclusion of specific tests from WJ IV OL and BAT III
- · Uses web-based scoring and reporting system



Aprovechamiento: What's New?

- One Test Book
- 13 Tests
- 17 Clusters
- No audio-recorded tests
- New norms
- Web-based online scoring

Aprovechamiento: What's New?

- Co-normed with Batería IV Pruebas de habilidades cognitivas
- Qualitative Observation checklists for Tests 1-11
 - Located in Test Record
 - Help document important information about how examinee performed on the task
 - Include data on percentage of age mates at each rating (based on WJ IV norms)

Aprovec	hamiento:	What	's N	ew?
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4 new tests:

Lectura oral Oral Reading
 Rememoración de lectura Reading Recall
 Expresión de lenguaje escrito Expression

• *Números matrices* Number Matrices

Aprovechamiento: What's New?

• 5 new clusters – Lectura

Lectura Reading
 Fluidez en lectura Reading Fluency
 Lenguaje escrito Written Language
 Mathematics
 Aprovechamiento breve Brief Achievement

Changes from Batería III APROV	to Batería IV APROV
Three Batería III APROV tests have measurement of the academic skill	
Batería III APROV	Batería IV APROV
Bateria III APROV	вацена и аркоу
Conceptos cuantitativos Muestras de redacción	Números matrices Expresión de lenguaje
escrito Vocabulario de lectura	Rememoración de lectura
Changes from Batería III APROV	to Batería IV APROV
Three Batería III APROV tests mea	
located in the WJ IV Tests of Oral L	anguage.
Batería III APROV	Batería IV APROV
Comprensión de indicaciones Vocabulario sobre dibujos	Use the 3 Spanish language tests in
Comprensión oral	the WJ IV OL.
Changes from Batería III APROV	to Batería IV APROV
6 Batería III APROV tests are not inclu	ded:
 Corrección de textos (Editing) Análisis de sonidos (Spelling of So 	.13
Conocimientes académicos (Acade Discernimiento de sonidos (Soun	emic Knowledge)
Memoria diferidaRememoracio Puntuación y mayusculas (Puncto	ón de cuentos (Story Recall-Delayed)
	-

Batería III APROV-Estándar Batería IV APROV 1. Identificación de letras y palabras 1. Identificación de letras y palabras 2. Fluidez en la lectura Renamed 2. Problemas aplicados 3. Ortografía 3. Rememoración de cuentos Moved to COG 4. Comprensión de indicaciones In WJ IV OL 4. Comprensión de textos 5. Cálculo 5. Cálculo 6. Expresión de lenguaje escrito NEW 6. Fluidez en matimáticas Renamed 7. Análisis de palabras 7. Ortografía 8. Fluidez en la escritura Renamed 8. Lectura oral NEW 9. Fluidez en lectura de frases 9. Comprensión de textos 10. Fluidez en datos matimáticos 10. Problemas aplicados 11. Fluidez en escritura de frases 11. Muestras de redacción Replaced 12. Memoria diferida--Rememoración de cuentos **Dropped** 12. Rememoración de lectura NEW 13. Números matrices NEW Batería III APROV-Extendida Batería IV APROV 13. Análisis de palabras 14. Vocabulario sobre dibujos In WJ IV OL 15. Comprensión oral In WJ IV OL 16. Corrección de textos Dropped No Extended **Battery in Bateria IV** 17. Vocabulario de lectura Replaced 18. Conceptos cuantitativos Replaced 19. Conocimientos académicos Dropped 20. Análisis de sonidos Dropped 21. Discernimiento de sonidos Dropped 22. Puntuación y mayusculas Dropped Tests in the Batería IV aprovechamiento Core Tests (1-6) Prueba 1: Identificación de letras y palabras Required for intra-ACH variation Prueba 2: Problemas aplicados Prueba 3: Ortografía Creates 6 clusters: Lectura Matemáticas Prueba 4: Comprensión de textos Prueba 5: Cálculo Matematicas Lenguaje escrito Destrezas académicas Aplicaciones académicas Aprovechamiento breve Prueba 6: Expresión de lenguaje escrito Prueba 7: Análisis de palabras

Prueba 8: Lectura oral

Prueba 9: Fluidez en lectura de frases Prueba 10: Fluidez en datos matimáticos Prueba 11: Fluidez en escritura de frases Prueba 12: Rememoración de lectura Prueba 13: Números matrices

Interpretation

Levels of Interpretive Information

Level 1	Qualitative, informal, error analysis	Useful for instructional planning
	Test Session Observations Checklist	Useful for behavioral observations
Level 2	Level of Development	Age Equivalent
	Level of Instruction	Grade Equivalent
Level 3	Level of Proficiency	Relative Proficiency Index, CALP
	Easy to Difficult Range	Developmental/Instructional Zone
Level 4	Relative Standing in Group	Standard Scores
	Rank Order	Percentile Ranks
	Significantly high or low standing	Discrepancy PR, SD

Scores Available (Levels 2 through 4)

- Raw Scores (number correct, number of points, or number of errors)
- Age or Grade Equivalents (reflects age or grade level at which median score is same as examinee's raw score)
- RPIs or CALP levels

(RPI=0/90 to 100/90) (CALP=1-6, extremely limited to very advanced)

- Standard Scores, Percentile Rank (Mean=100, SD=15) Range: SS= 0-200+,PR=0.1 to 99.9
- Discrepancy Scores (SD, PR)

CALP Levels: Six Language Proficiency Levels

	CALP Level	W Difference	RPI	Instructional Implications
6	Very Advanced	+31 and above	100/90	Extremely easy
5	Advanced	+14 to +30	98/90 to 100/90	Very easy
4-5 (4.5)	Fluent to Advanced	+7 to +13	95/90 to 98/90	Easy
4	Fluent	-6 to +6	82/90 to 95/90	Manageable
3-4 (3.5)	Limited to Fluent	-13 to -7	67/90 to 82/90	Difficult
3	Limited	-30 to -14	24/90 to 67/90	Very difficult
2	Very Limited	-50 to -31	3/90 to 24/90	Extremely difficult
1	Extremely Limited	-51 and below	0/90 to 3/90	Nearly impossible

Proficiency levels are based on how far above or below the examinee's score falls from the average score for age or grade mates.

The W Difference score represents this distance.

Online Scoring



Implications for Practice

- Bateria IV and WJ IV can be used together for conducting bilingual evaluations for SLD determination.
- Bateria IV and WJ IV or WMLS III can be used together for bilingual evaluations for Dyslexia.
- Bateria IV can be used to assess Spanish speakers
- Gifted evaluations for Spanish speakers.

Pre-Publication Orders NOW!!!	
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Houghton Millin Harcourt.	

Overview of WMLS III

Provides a broad sampling of academic language proficiency in the areas of:

• Listening Oral Language

• Speaking Reading-Writing

- Reading
- Comprehension
- Writing
- English or Spanish Language Ability

Appropriate for use with $\it ages~3~through~22~years~of~age~$ Available in English and Spanish



WM	Woodcock-Muñoz Language Survey III
P	,

Components

- · Test Books: English Form A & B, Spanish Form
- Test Record
- · Response Booklet
- Audio Recording
- In online scoring & reporting program
- Comprehensive Manual
- · Online Scoring & Reporting
- Online training video



What's New About the WMLS III?

- Includes 8 tests
- · Offers 2 forms in English and 1 form in Spanish
- · Links to WJ IV for comprehensive evaluations
- Provides online scoring and reporting
- \bullet Improves cluster composition to better measure listening, speaking, reading, and writing domains
- Links assessment results to interventions, curriculum, and book recommendations (WMLS III Online Parent & Teacher Intervention System).



What's New About the WMLS III?

Includes 3 new tests:

- Oral Comprehension
- Oral Language Expression
- Written Language Expression

Retains 5 tests from WMLS-R:

- Analogies
- Picture Vocabulary
- Letter-Word Identification
- · Passage Comprehension
- Dictation

Eliminates 2 tests from WMLS-R:

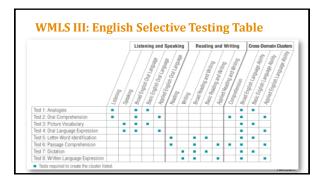
- · Understanding Directions
- Story Recall

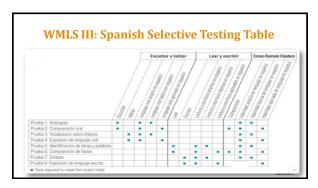


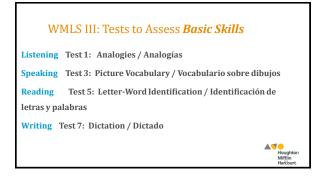
Organization				
WMLS III Tests in English A & B 1. Analogies	n English and Spanish Spanish 1. Analogías]		
 Oral Comprehension Picture Vocabulary Oral Language Expression Letter-Word Identification Passage Comprehension Dictation 	2. Comprensión oral 3. Vocabulario sobre dibujos 4. Expresión de lenguaje oral 5. Identificación de letras y palabras 6. Comprensión de textos 7. Dictado 3. 8. Expresión de lenguaje escrito 4. Harbourt.			
	Harcourt.	J		

WMLS III Structure

- Designed to provide 2 tests for each language domain—one test of <u>basic</u> or <u>foundational skills</u> and one test of skill <u>application or functional skills</u>:
 - Listening
 - Speaking
 - Reading
 - Writing
- The Comprehension cluster is designed to measure functional skills in listening comprehension and reading comprehension





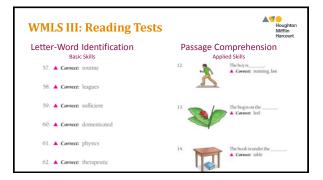


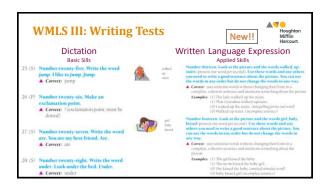
WMLS III: Tests to Assess Applied Skills Listening Test 2: Oral Comprehension / Comprensión oral Speaking Test 4: Oral Language Expression / Expresión de lenguaje oral Reading Test 6: Passage Comprehension / Comprensión de textos Writing Test 8: Written Language Expression / Expresión de lenguaje escrito

Tests



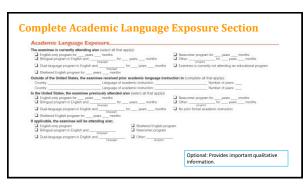






Identifying Information	First	
Name	Name	Additional Information Does the examinee have glasses?
Sex: OM OF	D	Yes No
Date of Birth:///	Group ID	Were they used during testing? ☐ Yes ☐ No Does the examinee have a hearing aid
School/Organization		Does the examinee have a hearing aid
Teacher/Department		Was it used during testing?
Date of Testing://///	Other Information	
Grade Age		Adjusted School-Year Dates (Optional)
Examiner's Name		School-year start date / /
Normative Basis (Check one) Age Grade	K.0-12.9) 2-Year College (13.0-14.9) 4-Year College/University (13.0-18.0)	School-year end date//

Language Background Information Language Background Information 1 bid membro down the examines collected from (solic) of Pol 4 (1975) 1 bid membro down the examines collected from (solic) of Pol 4 (1975) 1 bid for the cores 1 bid membro down the examines collected from (solic) of Pol 4 (1975) 1 bid for the cores 2 bid for the cores 3 bid for the cores 4 bid for the cores 5 b



Reports	

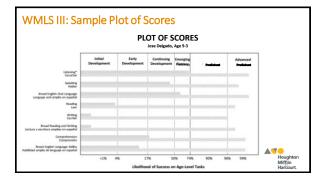
Online Scoring and Reporting Program

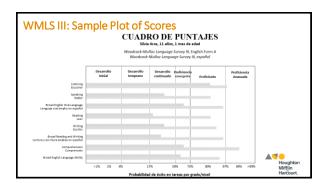
- $\bullet \quad Included \ with \ purchase \ of \ test \ records$
- Provides access to the audio file needed for the Oral Comprehension test



Comprehensive Teacher Report Harrier Latiente, Lory Davier of British C70/12/055 Ager 11 years, 1 month Son Fernish Date of British C70/12/055 Ager 12 years, 1 month Son Fernish Date Office Office

W M L S	Informe para los padres
Nombre: Silvia Arce	Escuela: Hadley Junior High School
Fecha de nacimiento: 07/01/2006	Maestro (a): Mr. Ortiz
Edad: 11 años, 1 mes	Grado: 6.0
Sexo: Femenino	Identificación: 874632
Fecha del examen:	Examinador(es):
08/01/2017 (WMLS III English Form A)	Mr. Lofgren
08/03/2017 (WMLS III Spanish)	Mrs. Alvarado
	sente se encuentra en Grado 5º en Sleview Junior High School. Ha asistido a un programa de enseñanza 2 altos de educación académica en español en Guatemala. También tuvo 2 años de educación académica
INFORMACIÓN SOBRE EL CONTEXTO LINGÜÍSTICO	D
	e Silvia, ha sido obtenida de su padre y/o madre, sus maestros, su autoevaluación y la Encuesta sobre el filoma nativo de Silvia, quién además está aprendiendo inglés como segunda idioma. Las otras personas
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WMLS III: Sample	Tak	م ما	of Scores		
WIVIES III. Sample	Iar	ne c	Language		
CLUSTER/Test	GE	RPI	Proficiency Level	PR (68% Band)	
LISTENING (1,2)	<k.0< td=""><td>22/90</td><td>Continuing Devt</td><td><1 (<1-1)</td><td></td></k.0<>	22/90	Continuing Devt	<1 (<1-1)	
SPEAKING (3,4)	<k.0< td=""><td>12/90</td><td>Early Devt</td><td><1 (<1-<1)</td><td></td></k.0<>	12/90	Early Devt	<1 (<1-<1)	
BROAD ENG ORAL LANG (1-4)	<k.0< td=""><td>16/90</td><td>Early Devt</td><td><1 (<1-<1)</td><td>Maribel</td></k.0<>	16/90	Early Devt	<1 (<1-<1)	Maribel
BASIC ENG ORAL LANG (1,3)	<k.0< td=""><td>24/90</td><td>Continuing Devt</td><td><1 (<1-1)</td><td>Norms based on grade 3.4</td></k.0<>	24/90	Continuing Devt	<1 (<1-1)	Norms based on grade 3.4
APPLD ENG ORAL LANG (2,4)	<k.0< td=""><td>11/90</td><td>Early Devt</td><td><1 (<1-<1)</td><td>Norms based on grade 5.4</td></k.0<>	11/90	Early Devt	<1 (<1-<1)	Norms based on grade 5.4
1. Analogies	K.3	40/90	Continuing Devt	3 (1-7)	
Oral Comprehension	<k.0< td=""><td>10/90</td><td>Early Devt</td><td><1 (<1-1)</td><td></td></k.0<>	10/90	Early Devt	<1 (<1-1)	
Picture Vocabulary	<k.0< td=""><td>13/90</td><td>Early Devt</td><td><1 (<1-1)</td><td></td></k.0<>	13/90	Early Devt	<1 (<1-1)	
4. Oral Lang Expression	K.0	11/90	Early Devt	<1 (<1-1)	
READING (5,6)	1.6	19/90	Continuing Devt	7 (5-9)	
WRITING (7,8)	1.0	7/90	Early Devt	2 (1-2)	Optional columns can be added
BROAD READING/WRTING (5-8)	1.3	11/90	Early Devt	4 (3-5)	to the Table of Scores.
BASIC READNG/WRTNG (5,7)	1.7	21/90	Continuing Devt	9 (7-12)	
APPLD READING/WRTING (6,8)	1.0	6/90	Early Devt	1 (1-2)	
5. Letter-Word ID	2.1	39/90	Continuing Devt	19 (14-25)	
Passage Comprehension	1.2	8/90	Early Devt	2 (1-3)	
7. Dictation	1.2	10/90	Early Devt	4 (3-7)	
8. Written Language Expression	n K.9	4/90	Early Devt	2 (1-3)	
COMPREHENSION (2,6)	K.7	9/90	Early Devt	<1 (<1-<1)	A 10
BROAD ENG ABILITY (1-8)	K.9	14/90	Early Devt	1 (<1-1)	Houghton
BASIC ENG ABILITY (1.3.5.7)	1.2	23/90	Continuing Devt	2 (1-3)	Mifflin
APPLD ENG ABILITY (2.4.6.8)	K.7	8/90	Early Devt	<1 (<1-1)	Harcourt.

The Versatility of the WMLS III

User Qualification Levels of the WMLS III

$\bullet \ Administration \,\&\, Scoring \, Requirements$

- Examiners who administer and score the WMLS III should have proper training in the administration and scoring of the WMLS III.
 Teachers, Educational Diagnosticians, Speech-Language Pathologists, School Psychologists

· Interpretation Requirements

Examiners who interpret the WMLS III test results should have proper training in interpretation of the WMLS III, graduate-level training in language assessment, and a background in diagnostic decision making.



Primary Uses of the WMLS III

- Determine language proficiency (English/Spanish)
- Determine oral language dominance (English/Spanish)
- · Monitor growth or change in language ability
- Determine eligibility for bilingual education/ESL services
- Assess readiness for English-only instruction
- \bullet Assess for SLD in Reading, Writing, Listening, or Speaking



Additional Uses of the WMLS III

- Helps determine eligibility for language impairment
- \bullet Provides information for assessment of dyslexia and dysgraphia
- \bullet Assists with educational planning and program evaluation
- Describes examinees' language characteristics in research studies



Assessing Language Proficiency and/or Dominance Using the WMLS III

Lane		Duck	-		_
Lan	guage	Pron	CI	en	Сy

- Language Proficiency is the ability of an individual to speak or perform in a language (speaking, listening, reading, and writing).
- Cummins (1984) described language proficiency as having two components:
 - Basic Interpersonal Communication Skills (BICS): Playground language; less cognitively demanding (2-3 years to acquire)
 - Cognitive Academic Language Proficiency (CALP): Academic language; more cognitively demanding (5-7 years to acquire)
- Academic language proficiency is necessary for success in all areas of academics.

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Language Dominance

- Language dominance is the degree of bilingualism manifested by individuals who know two languages.
- The individual may have a balanced bilingualism (know both languages equally well) or the individual may be stronger in one language than the other (dominant in first language)
- It is imperative that a student's language dominance be identified prior to the evaluation of special education to ensure an accurate, non-discriminatory assessment of the student's abilities.

8

Guidance for Oral Language Proficiency & Dominance Testing using the WMLS III

- Oral language testing (formal & informal) should be conducted in both languages of students identified as ELL and of students, not necessarily identified as ELL, but where another language has had a real and significant impact on the student's development of English language proficiency.
- Strive for parallel and equated oral language testing in both languages because test results in the two languages are usually compared to determine dominance.
- Be aware that oral language tests may measure different aspects of language (e.g., conversational language vs. academic language vs. discrete language skills).
- SLPs usually test functional language, while educational diagnosticians and other evaluators usually test academic language.

Alvarado (2017)

...

Guidance for Oral Language Proficiency & Dominance Testing using the WMLS III

- Interpret results based on amount and quality of student's exposure to the language of the test.
- Determine dominance by comparing oral language total in English and oral language total in other language. Administer cognitive/IQ test in dominant language.
- If dominance is unclear after comparing oral language totals in the two languages, do a task analysis based on the level of complexity of the language tasks. Compare and determine if on the more complex aspects of language, a dominant language is indicated.
- If still unclear dominance, administer the cognitive/IQ test in the student's native language.
- Be knowledgeable about the second language acquisition and learning process. Interpret results in relation to what is known about L2 learning.
 - Alvardo, 2017

Texas - Language Proficiency Evaluation

Basic Skills *

- PreK-K-1st
 Listening and Speaking
- Tests 1 & 3
- · Grades 2 and Up
 - Listening, Speaking, Reading & Writing
- Tests 1, 3, 5, 7
- * Most Texas Districts Use this Combination

Applied Skills

- PreK-K- 1st
 Listening and Speaking
 - Tests 2 & 4
- · Grades 2 and up
 - Listening, Speaking, Reading, and Writing
 - Tests 2, 4, 6, 8

WMLS III: Language Proficiency Levels

Language Proficiency	Level	W Difference Score Range	Relative Proficiency	Index (RPI)
Advanced Proficient		+11 and above	97/90 to 100/90	
Proficient		-10 to + 10	74/90 to 97/90	
Emerging Proficiency		-19 to -11	51/90 to 74/90	
Continuing Development		-34 to -20	17/90 to 51/90	
Early Development		-50 to -35	3/90 to 17/90	
Initial Development		-51 and below	0/90 to 3/90	

Assessing a Specific Learning Disability Using the WMLS III

Assessing SLD in Reading, Writing, Listening, Speaking

Specific Learning Disability

• ...Means a DISORDER in one or more basic psychological processes, involved in understanding or in using LANGUAGE, either written or spoken, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations....

Specific Learning Disability (SLD) (English)

SLD Eligibility Area	WMLS III Tests
Reading	Test 5: Letter-Word Identification Test 6: Passage Comprehension
Writing	Test 7: Dictation Test 8: Written Language Expression
Listening Comprehension	Test 1: Analogies Test 2: Oral Comprehension
Oral Expression	Test 3: Picture Vocabulary Test 4: Oral Language Expression

31

Specific Learning Disability (SLD) (Spanish)

SLD Eligibility Area	WMLS III Tests
Leer	Prueba 5: Identificacion de letras y palabras Prueba 6: Compresion de textos
Escribir	Prueba 7: Dictado Prueba 8: Expresion de lenguaje escrito
Escuchar	Prueba 1: Analogias Prueba 2: Comprehension oral
Hablar	Prueba 3: Vocabulario sobre dibujos Prueba 4: Expresion de lenguaje oral

Using Core-Selective Evaluation Process (C-SEP) for SLD Evaluation

- If the WMLS III tests had been administered previously, the results should be reviewed and compared with multiple forms of data (e.g., RTI, work samples, benchmarks, state testing, etc.) and used in the planning of a comprehensive evaluation.
- For a special education referral in Reading, Writing, Listening, or Speaking, the WMLS III tests can serve as the "core" or foundation of the comprehensive evaluation. More "selective" testing can be used from the WJ IV Achievement.

Bilingual Evaluation for Special Education

- Bilingual special education evaluation means testing in two languages (e.g., English & Spanish)
- A student may require an assessment that is almost all in English with minimal Spanish testing or an assessment that is predominantly in Spanish with minimal English testing or anywhere in between.
- The student's language status, linguistic environment, and educational history will dictate the amount of testing in a given language.

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Assessing Listening Comprehension & Oral Expression Skills Using the WMLS III

Part of a Speech &	Language Evaluation (English or Spanish)
SLD Eligibility Area	WMLS III Tests
Listening Comprehension	Test 1: Analogies Test 2: Oral Comprehension
Oral Expression	Test 3: Picture Vocabulary Test 4: Oral Language Expression
Escuchar	Prueba 1: Analogias Prueba 2: Comprehension oral
Hablar	Prueba 3: Vocabulario sobre dibujos Prueba 4: Expresion de lenguaje oral

Assessing Dyslexia for English & Spanish Speakers Using the WMLS III

Dyslexia Testing



Academic Skills

- Letter knowledge Reading words in isolation Decoding unfamiliar words
- Reading fluency (rate/accuracy)
- Reading comprehension Spelling

- Cognitive Processes Phonological/phonemic awareness
- Rapid naming

Additional Areas

- Vocabulary

- Vocabulary
 Listening
 Comprehension
 Verbal expression
 Written expression
 Handwriting
 Memory for letter
 sequences
 Phonological memory
 Verbal working memory
 Processing sneed
- Processing speed



Oral Language	WMLS III English Test 1: Analogies Test 2: Oral Comprehension Test 3: Picture Vocabulary Test 4: Oral Language Expression	and	WMLS III Spanish Test 1: Analogies Test 2: Oral Comprehension Test 3: Picture Vocabulary Test 4: Oral Language Expression
Phonological Processing	WJ IV Auditory Process. COG Tests 5, 12 Phonetic Coding COG Tests 3, 7, 9 TAPS-3 Phonologic Subtests 1, 2, 3 CTOPP	or/ and	Bateria III Auditory Processing COG Tests 4, 14 Phonemic Perception COG Tests 4, 8 & ACH Test 21 TAPS-3: SBE Phonologic Subtests 1, 2, 3
Academic Testing	WMLS III English Test 5: Letter-Word Identification Test 6: Passage Comprehension Test 7: Dictation Test 8: Written Lang. Expression WJ IV Basic Reading ACH 1, 7 Reading Fluency ACH 8, 9 Reading Comprehension ACH 4, 12 Spelling ACH 3, 16 Written Expression ACH 6, 11 EasySBM Sont. Read. Fluency Gr K-2	and /or	WMLS III Spanish Test 5: Letter-Word Identification Test 6: Passage Comprehension Test 7: Dictation Test 8: Written Language Expression Bateria III Basic Reading ACH 1, 13 Reading Comprehension ACH 9, 17 Basic Writing ACH 7, 16 Written Expression ACH 8, 11 EasyCBM Sent. Read. Fluency Gr 1-2

Bilingual Dyslexia Testing

"Because of differences between writing systems, the measurement models used to identify dyslexia should not merely be adapted by changing the language of the measurement tools. For example, testing Spanish dyslexia, instead of English dyslexia, cannot be appropriately accomplished by simply administering the same kinds of tests in Spanish as would be given in English. The profiles often used in identifying the characteristics of dyslexia may also need to be altered because these characteristics may have changed."



Bilingual Dyslexia Testing

"Assessment of dyslexia for bilingual students requires knowing the student's ability in his/her two or more languages.

•By comparing the student's abilities, side-by-side, in his/her two or more languages, the examiner gets insight into whether a profile is indicative of developmental dyslexia or from issues associated with second language acquisition."



Assessing Dysgraphia Using the WMLS III

Dysgraphia Evaluation

- The Dyslexia Handbook-Revised 2014: Procedures Concerning Dyslexia and Related Disorders
 - Provides guidelines for dyslexia evaluations, but does not for related disorders such as dysgraphia
 - Guidelines for dysgraphia evaluations are developed by each district following federal and state laws



105

Dysgraphia Evaluation and the WMLS III

- Opportunity for evaluator to collect qualitative data for handwriting difficulties:
 - Observe how much time and effort to complete task (automaticity)
 - Observe for body posture, handedness, pencil grip, controlled strokes, and erasures
 - Review completed tasks for letter formation, size and proportion, spacing, slant, alignment and line quality

Linking Assessment Results to Interventions

WMLS III: Online Teacher and Parent **Intervention System**

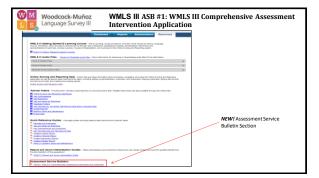


- Statements on the Linguistic Status of Examinee (in teacher report)
- Current Language Proficiency Levels (in teacher report)
- Diagnostic Statements (in teacher report)
- Classroom Interventions (in teacher
- Statements on the Linguistic Characteristic "Examples of Books for Listening" and of Examinee (in teacher report) "Examples of Books for Reading" Based on Tested Ability (in teacher and parent
 - Home-Based Activities (in parent report)
 - ESL Program Recommendations with Second-Language Scaffolding Suggestions (planned enhancement in teacher report)
 - Leveled Readers Recommendations with Second-Language Scaffolding Suggestions (planned enhancement, in teacher report)

Resources

- An Assessment Services Bulletin (ASB) is in development for the WMLS III.
- Dr. Criselda Alvarado's recorded Webinar is located at the following link: https://www.hmhco.com/classroom/evaluate-and-sample/webinars/professional-webinars
- Past webinar recordings available featuring Virginia Gonzales speaking about using the WMLS III for dyslexia evaluations and dysgraphia evaluations.
- If interested, email me at: Tammy.Stephens@hmhco.com

109



Summary: WMLS III

- Yields important information about oral language abilities, reading, and writing skills
- Offers two English forms and one parallel Spanish form
- Allows comparison of English and Spanish oral language, reading, and writing abilities
- Explores language proficiency and dominance
- Linked to the WJ IV for more comprehensive evaluations
- Online Parent & Teacher Intervention Program & Electronic Record Form

W2 IV Dyslexia Report	Monday N	
Name: Jason Sample School ASC Elementary Date of Birth: 09-1109 Teacher: Mrs. Houghton Age: Tunes Security Gradu 1	Dyslexia Evaluation Checklist-Parent Form	
Age: 7 years, 5 months Grade: 1.9 Sex Molds ID: 10002 Date of Testine: 2050017 Examiner: Mr. Examiner	Parent's Name Date Completed:	_
Parameter of Element: This record conscious and parameter house's assessment county and other	Child's Name Grade Age:	_
referent information in a masser that may be useful for demensioning if he exhibits a profile that is consistent with the characteristics of dyslexia.	Check only the items that describe your child. Include examples where indica	sted.
Dyshrain Definition: Journational Dyshrain Association definition (SDA, 2002) The near consisting used definition of dyshrain in the United Stress is the IDIA definition which mater "Dyshrain is a specific ferming fundable first in convenience in cognic Trick the sometime of the IDIA definition which mater "Dyshrain is a specific ferming fundable first in convenience in cognic Tric characterised."	wo-gasta.	
the state of the s	Dyslexia Evaluation ChecklistTeacher Form	
language that is often scenare-tred in relation to other cognitive shifties and the pervision of effective classicolous instruction. Becoming consequences may include prolifering in reading comprehension and reduced making superiorate that can impedit the germin of variabilities and	Teacher's Name Class: Date:	
becignosed immindge." (Adopted by the International Dyshnia Association Board of Directors, November 12, 2002)	Student's Name: Grade: Age:	
Puretional definition of dyalonia Dischesia afficial reading at the single word level, reading flavour and one, and seeling. In	Check only the items that apply to the student. Provide examples where indicated.	out
tain, these ventioness is see difficulties with reading comprehension and written expression. According to research, the major cognitive convolutes of dysfenia include	Oval Language Has difficulty rhyming words.	n/her.
weaknesses in one or more of the following abolities: phonological awareness, orthographic awareness, memory, repid naming, and perceptual speed. Other abolities that the not require reading, such as general undifference, removing, and language, mathematics, and language readings of the control of the con	Has difficulty isolating the first and/or last sound in one syllable words. Has trouble pronouncing multisyllable words.	ple and
are offes usinguized its other words, the reading and spelling difficulties are offes usexpected in relation to the person's other abilities.	Has trouble retrieving words quickly. Often uses the wrong word when speaking or has difficulty recalling the word.	
Test(s) and Checklies Administrated: Weedsock-Johnson (Y Tests of Cognitive Addition	he/she wants to use. Has difficulty following oral multi-step directions.	
Weedensin-Johnson IV Texts of Oral Language Weedensin-Johnson IV Texts of Assistances Form A Oxidensin Designation Processing Systems Form Oxidensing Designation Processing Systems	Non-reading skills	
Dystenii Enalisation Checklion Farmii Fermii Dystenii Enalisation Checklion Ziascher Fermii Nati Remon Checklion Adolescenti Mali	Has age-appropriate oral language. Is creative (e.g., art, music, problem solving).	
Clearness Behavior Charmations Writing Evaluation Stale	If checked, please provide example(s): Is strong in visual-spatial tasks (e.g., puzzles, Legos, visual designs).	
	If checked, clease records example(s):	

Dyslexia Report Elements & Checklists

Dyslexia Report Elements

The WJ IV Dyslexia Report provides an organizational framework for assessing the characteristics of dyslexia. The report includes a dyslexia score profile and interpretive overviews with comparisons. Examiners can include interventions and information from the new Dyslexia Teacher and Parent Checklists, as well as other WIIIP checklists.

WIIIP Checklists

Examiners can use the following checklists with the WJ IV Dyslexia Report:

Dyslexia Evaluation Checklist: Parent Form Dyslexia Evaluation Checklist: Teacher Form Self-Report Checklist: Adolescent/Adult Classroom Behavior Observations Writing Evaluation Scale

Required & Optional Tests/Clusters

Required and Optional Tests and Clusters
To generate the VII VDyslexia Report, examiners must enter the test scores necessary to generate at least one of the following test clusters:

- Gf-Gc Composite (WJ IV COG)
 Academic Knowledge Cluster (WJ IV ACH)
 Broad Oral Language Cluster (WJ IV OL)

 * Examiners can choose to use all three clusters but at least one is required to generate the Dyslexia Report.

Examiners are also required to enter test scores for the following test and clusters all included within the Achievement Form:

Spelling Test (WJ IV ACH)

Basic Reading Skills Cluster (WJ IV ACH)

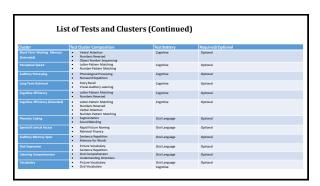
Phoneme-Grapheme Knowledge (WJ IV ACH)

Reading Fluency Cluster (WJ IV ACH)

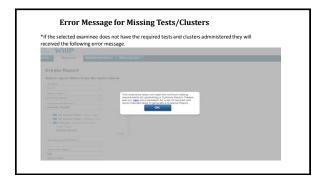
 $^{\ast}\text{The Reading Fluency Cluster}$ is required for all examinees ages 7 and older or grade 2 and above.

	List of Tests and Clu	sters (Optional	l/Required)
Cluster	Test Cluster Composition	Test Battery	Required/Optional
Basic Reading Skills	Letter Word Identification Word Attack	Achievement	Required
Reading Fluency	Oral Reading Sentence Reading Fluency	Achievement	Required (Examinees age 7 and older or grade 2 and above)
Phoneme/Grapheme	Word Attack Spelling of Sounds	Achievement	Required
Gf-Gc Composite	Oral Vocabulary Number Series General Information Concept Formation	Cognitive	Required (At least one required from Gf-Gc, Broad Oral Language, or Academic Knowledge Clusters)
Broad Oral Language	Picture Vocabulary Oral Comprehension Understanding Directions	Oral Language	Required (At least one required from Gf-Gc, Broad Oral Language, or Academic Knowledge Clusters)
Academic Knowledge	Science Social studies Humanities	Achievement	Required (At least one required from Gf-Gc, Broad Oral Language, or Academic Knowledge Clusters)
N/A	Spelling Test	Achievement	Required
	Sound Awareness Test	Oral Language	Optional
	Sentence Reading Fluency Word Reading Fluency	Achievement	Optional
Reading Comprehension	Passage Comprehension Reading Recall	Achievement	Optional
Reading Comprehension (Extended)	Passage Comprehension Reading Recall Reading Vocabulary	Achievement	Optional

List of Tests and Clusters (Continued)				
lluster	Test Cluster Composition	Test Battery	Required/Optional	
Written Expression	Writing Samples Sentence Writing Fluency	Achievement	Optional	
Short-Term Working Memory	Verbal Attention Numbers Reversed	Cognitive	Optional	
Short-Term Working Memory (Extended)	Verbal Attention Numbers Reversed Object Number Sequencing	Cognitive	Optional	
Perceptual Speed	Letter-Pattern Matching Number-Pattern Matching	Cognitive	Optional	
Auditory Processing	Phonological Processing Norword Repetition	Cognitive	Optional	
Long-Term Retrieval	Story Recall Visual-Auditory Learning	Cognitive	Optional	
Cognitive Efficiency	Letter-Pattern Matching Numbers Reversed	Cognitive	Optional	
Cognitive Efficiency (Extended)	Letter-Pattern Matching Numbers Reversed Verbal Attention Number-Pattern Matching	Cognitive	Optional	
Phonetic Coding	Segmentation Sound Blending	Oral Language	Optional	
Speed of Lexical Access	Rapid Picture Naming Retrieval Fluency	Oral Language	Optional	
Written Expression	Writing Samples Sentence Writing Fluency	Achievement	Optional	
Short-Term Working Memory	Verbal Attention Numbers Reversed	Cognitive	Optional	

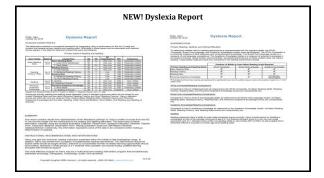


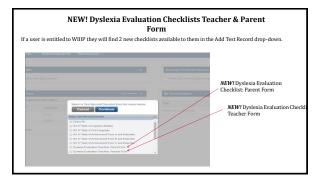
NEW! D	yslexia Report
o generate a Dyslexia Report you can navigate to (yslexia Report under Report Type Options in the	the Create Reports page from the Reports tab on the Dashboard. You will see WJIV product if you are entitled to WIIIP.
Create Report	
Select report filters from the menu below	
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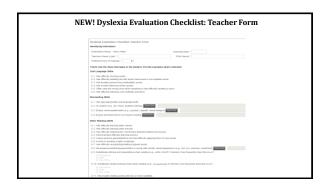


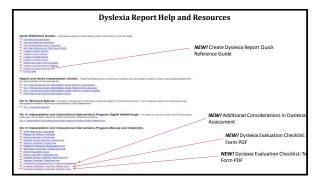
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Wheelcreek Johnson IV Teetr of One Language Wisselscok Jehnson IV Teetr of Advisionment Classroom Berhenter Observation Form Dysless Explication Checkler, Parent Form Opplains Explication Checkler, Teacher Form Self Report Checkler, Advision/stituted Winting Scientific Checkler, Teacher Form Self Report Checkler, Advision/stituted Winting Scientific Scientific Checkler, Teacher Form Self Report Checkler, Advision/stituted Winting Scientific Scientific Scientific Checkler, Teacher Scientific	Porm A and Enterobyl	transport and the second secon	into by pulling the assests in the enemy order of beauty absorbs and recentages who have that difficulty learning to their and open (flatter that touch recentages when have their difficulty with selection	we
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Dynamic affects reading at the single-word level, reading fluency and rate, and spelling, in turn, these sessionsesses cause officialises with reading companisation and extension expressions. According to receive this region cognitive contracted to sessions are considered, contracting and percentage spelling fluent processing and according to contracted to sessions according to the contraction of the contraction of the contraction fluence of the sessions according to the contractions are contracted to the contraction of the contraction		Contractions activate and finite checking. (ET Intelligent inclined also Security Serges, Intelligent Security Contraction than discount or information regarding transport in resemble to increasing the Operation Evaluation Cheesings' Teacher Parks on Cheesing 19, 2018. Teacher Contraction Contraction Contraction Contraction Contraction (Contraction Contraction		
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NEW! Dvslexi	a Evaluation Checklist: Parent Fo
3	
Dysiteda Evaluation Checklist: Paren Mentifying Information	t Form
Examples Fame: Heavy Poter	Checkled Date: *
Respondent's home (Last) *	(Plant Name) *
Preferred Form of Address *	Fundaments * Total Francisco
Check only the terms that describe your ch	IIII. Provide examples where indicated.
Development	
() 1. How a binkey of our infections.	(i) 7. Currently has some difficulty pronouncing new annits
(i) 2. Had our balles inserted	U.S. Mapronounces some words by putting the sounds in the wrong order (e.g., aminot for animal or puspets for specifieds or leaving.
U.S. Had difficulty learning to sex.	II S. Has difficulty following directions
() 4. Had speech therapy	(i) 10. Has difficulties remembering the statistic of a story that has been read about
U.S. Currently has speech therapy	11. Has difficulty with word noticeval such as remembering the names of people and proces
() E. Had some difficulty pronouncing words	(i) 12. Often uses the among acres when repreting or her difficulty on along the sound halder simila to use.
Family History	
El 1. Title one or more family members who h	marked difficulty learning to read and apply \$1000.000
(i) 2. Here were or more family remotions, who he	maked difficulty with editrition \$1,000.07
Normading Skills	
U.S. to creative (e.g., loves to draw, ang. ect.	event) September
(i) 2. In good at assembling puzzles.	
(i) 3. Enjoya many activities that its not require	Appendix Spendix
Premiating Skills	
D. Y. Lifewa to Reten to Gooks	(i) 7. Has trouble breaking upon the abunds in words and then blanding them back together to pronounce the words
U.S. Does not the to took at part when indexing to looks mad by others	II E. Currently has difficulty recognizing some bitters
() 2. Had brouble bearing how to dryon word	s III B. Completes about heavy to read
D.4. Currently has trouble rhyming words	III 10. Shows arrively or flustration about having to read
() S. Had broadle braming the alphabet	() 11. Distinct making about
II II. Has toubs renembering letter sounds	
Sensing Skills	
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