

Record Form

Calculation of Student's Age		
Year	Month	Day
2024	11	10



Student Name: [REDACTED]

Sex: [REDACTED]

Test Date:

Birth Date: [REDACTED]

School:

Grade: [REDACTED]

Test Age: [REDACTED]

Examiner: Katie Morgan
Reminder: Do not round up to next month or year

Composite Score Summary

Norms Used: ☒ Age Based ☐ Grade Based (Fall, Winter, Spring)

Grade Level					Page	Subtest	Oral Language PreK-12+	Total Reading 1-12+	Basic Reading 1-12+	Reading Comp & Fluency 2-12+	Written Expression K-12+	Mathematics K-12+	Math Fluency 1-12+	Total Achievement				
PreK	K	1-2	3	4-12+										PreK	K	1	2	3-12+
✓	✓	✓	✓	✓	5	Listening Comprehension	112											104
✓	✓	✓	✓	✓	9	Early Reading Skills												
		✓	✓	✓	10	Reading Comprehension		40		40								80
✓	✓	✓	✓	✓	17	Math Problem Solving						95						95
✓	✓	✓	✓	✓	20	Alphabet Writing Fluency					132							
		✓	✓	✓	20	Sentence Composition					7.0							70
		✓	✓	✓	23	Word Reading		120	120									240
		✓	✓	✓	25	Essay Composition					149							149
	✓	✓	✓	✓	26	Pseudoword Decoding		118	118									236
	✓	✓	✓	✓	27	Numerical Operations					90							90
✓	✓	✓	✓	✓	29	Oral Expression	157											157
	✓	✓	✓	✓	33	Oral Reading Fluency		84		84								168
	✓	✓	✓	✓	46	Spelling					108							
		✓	✓	✓	49	Math Fluency—Addition						103						
		✓	✓	✓	49	Math Fluency—Subtraction						103						
		✓	✓	✓	49	Math Fluency—Multiplication						104						

Composite Score Summary

Sum of Subtest Standard Scores	269	362	238	124	459	185	208											1384
Composite Standard Score	139	87	122	60	159	91	67											150
Confidence Interval (90 %)	7	4	4	7	6	4	6											4
Percentile Rank	99.5	19	93	4	99.9	27	1											79.1

(Use Table B.2, C.2, or L.18)
(Use Table B.4, C.4, or L.20)
(Use Table D.1)

Note: Use tables in appendix B to calculate grade-based scores and appendix C or L to calculate age-based scores.

Oral Language PreK-12+	Total Reading 1-12+	Basic Reading 1-12+	Reading Comp & Fluency 2-12+	Written Expression K-12+	Mathematics K-12+	Math Fluency 1-12+	Total Achievement				
PreK	K	1	2	3-12+	PreK	K	1	2	3-12+		

Reminder: Fall months (Aug–Nov), Winter months (Dec–Feb), Spring months (March–July)

Composite Standard Score Profile



Subtest Score Summary

Norms Used: ☒ Age Based ☐ Grade Based (Fall, Winter, Spring)

Subtest	Raw Score	Standard Score	Confidence Interval (B.3/C.3/L.19)	Percentile Rank (D.1)	Grade Equivalent (D.2)	Age Equivalent (D.3)	Growth Scale Value (D.4)
Listening Comprehension*(LC)		<221>	10	84	(A+B)+7	(A+B)+7	(A+B)+7
Receptive Vocabulary	16	115 A		66	A	A	A
Oral Discourse Comprehension	20	106 B	112	79	B	B	B
Early Reading Skills (ERS)	34	<76>		2			
Reading Comprehension (RC)	12	44	<40>	10			
Math Problem Solving (MPS)	53	9	<95>	7	37		
Alphabet Writing Fluency (AWF)	25	<130>		99			
Sentence Composition*(SC)		<221>	9	81	(A+B)+7	(A+B)+7	(A+B)+7
Sentence Combining	21	113 A		70	A	A	A
Sentence Building	26	108 B	70	2	B	B	B
Word Reading (WR)	72	<120>	4	91			
Essay Composition*(EC)		<144>	9	61	(A+B)+7	(A+B)+7	(A+B)+7
Word Count	189	56 A		47	A	A	A
Theme Development and Text Organization	9	99 B	48	61	B	B	B
Grammar and Mechanics†	10	62	10	1			
Pseudoword Decoding (PD)	47	<118>	4	88			
Numerical Operations (NO)	34	<90>	6	25			
Oral Expression*(OE)		<306>	8	55	(A+B+C)+7	(A+B+C)+7	(A+B+C)+7
Expressive Vocabulary	13	102 A		25	A	A	A
Oral Word Fluency	53	90 B	157	82	B	B	B
Sentence Repetition	25	114 C		79	C	C	C
Oral Reading Fluency (ORF)	110	44	<84>	6	19		
Oral Reading Accuracy†	528	142	150	11	98		
Oral Reading Rate†	130	117	117	6	87		
Spelling (SP)	45	<108>	9	70			
Math Fluency—Addition (MFA)	40	<103>	9	58			
Math Fluency—Subtraction (MFS)	36	<103>	9	58			
Math Fluency—Multiplication (MFM)	33	<104>	8	61			

*Indicates a subtest that uses component standard scores to calculate the subtest standard score.

†Indicates a supplemental score.

XX Use corresponding table number for scoring.

XX Use Table B.1 for grade-based scores. Use Table C.1 (4:0–19:11) or L.17 (20:0–50:11) for age-based scores.

General Administration Directions for the WIAT-III^{CDN}

Say, I'll be asking you to do a number of things today. Some of the things may be easy for you, but some things may seem hard. Most people do not know every answer or finish everything, but please try your best. Do you have any questions?

Listening Comprehension

Receptive Vocabulary

- Materials**
Stimulus Book
- Start Point**
Grades PreK-12+: Item 1
- Discontinue Rule**
Discontinue after 4 consecutive scores of 0.
- Timing**
Allow sufficient time for the student to respond.
- Repetitions**
Item prompts may be repeated as needed.
- Recording and Scoring**
Correct responses are in colour. Circle the letter that corresponds to the student's response.
Circle **DK** for Don't Know responses.
Circle **1** for each correct response.
Circle **0** for each incorrect or DK response.

Prior to administration, listen to the Audio CD, Track 22, and refer to the Examiner's Manual to familiarize yourself with the acceptable pronunciation(s) of the vocabulary words. For words with more than one pronunciation, choose the one you think is most familiar to the student. Use alternate pronunciations as needed (e.g., when the student expresses confusion about the pronunciation of the word).

Administration: Administration directions in parentheses are optional when the student has demonstrated sufficient task comprehension. Older or more mature students may be encouraged to provide the letter that corresponds to the picture, rather than pointing.

To begin administration, open the Stimulus Book to Receptive Vocabulary and proceed to Item 1.

Item	Response/ Correct Answer	Score
1. Say, Empty . Point to the picture that shows empty . If the student does not respond correctly, score the item as 0, point to the correct picture, and say, This picture shows empty because this box has no more pizza in it. It is empty. None of the other pictures show an empty box. Let's try again. Point to the picture that shows empty. Encourage the student to provide the correct response, and then proceed to Item 2 by saying, Let's try some more.	A B C D DK 1 0	
2. Say, (Point to) jar.	A B C D DK 1 0	
3. Say, (Point to) pair.	A B C D DK 1 0	
4. Say, (Point to) doze.	A B C D DK 1 0	
5. Say, (Point to) pen.	A B C D DK 1 0	
6. Say, (Point to) festive.	A B C D DK 1 0	
7. Say, (Point to) exhausted.	A B C D DK 1 0	
8. Say, (Point to) identical.	A B C D DK 1 0	
9. Say, (Point to) canine.	A B C D DK 1 0	
10. Say, (Point to) astounded.	A B C D DK 1 0	
11. Say, (Point to) currency.	A B C D DK 1 0	
12. Say, (Point to) descending.	A B C D DK 1 0	
13. Say, (Point to) ravine.	A B C D DK 1 0	
14. Say, (Point to) tethered.	A B C D DK 1 0	
15. Say, (Point to) pinnacle.	A B C D DK 1 0	
16. Say, (Point to) opaque.	A B C D DK 1 0	
17. Say, (Point to) solitary.	A B C D DK 1 0	
18. Say, (Point to) bucolic.	A B C D DK 1 0	
19. Say, (Point to) ponderous.	A B C D DK 1 0	
Receptive Vocabulary Raw Score		16
(Maximum = 19)		

Early Reading Skills

Materials
Stimulus Book

Start Point
Grades PreK-3;
Item 1

Discontinue Rule
None: Administer
all items.

Timing
Allow sufficient time for
the student to respond.

Repetitions
Item prompts
may be repeated
as needed.

Recording and Scoring
Circle DK for Don't Know responses.
Circle 1 for each correct response.
Circle 0 for each incorrect or DK response.

It requires no expensive equipment or clothing, and it can be done at any time of day
s no stress put on the walker's joints. Best of all, it stimulates the heart and lungs and

ing? DK 1 0

rt of walking? DK 1 0

ve at any time of day; Can be done in almost any place
one reason why.

ion, emphasizing Besides...

of Olympic Sports absolutely free. Just join the Sportswriters' Book
ten by top sportswriters and carefully selected by our staff. You'll be
than you'd expect to pay in a bookstore. And for a limited time only,
less than half price. Just imagine: Less than half price for the first
: Send seven ninety-five today, or call toll free to use your credit
weeks. Each month thereafter, we'll send a new book in the
ick up the phone and call now.

DK 1 0

DK 1 0

Canada. The trip begins on the West Coast, at
no. Because the trip takes an entire week, the

he wants to win? DK 1 0

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DK 1 0

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DK 1 0

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DK 1 0

Raw Score

(sum = 27)

Administration: Note that some Stimulus Book pages are used to administer more than one item. A dotted line between items indicates items that use the same Stimulus Book page.

When reading letters within slash marks (e.g., /a/), be sure to say the letter sounds, not the letter names.

How to read correct responses: The mode of response for correct answers is designated as (O) for oral, (P) for pointing, and (P or O) when either a pointing response or an oral response is acceptable. If the student responds orally when the response indicates that he or she should point, encourage the student to point to the answer.

To begin administration, open the Stimulus Book to Early Reading Skills and proceed to Item 1.

Item	Correct Answer(s)	Score
Items 1-6		
1. To administer Items 1-6, say, Tell me the names of these letters. Point to each letter, in order, as the student reads.	(O) o DK 1 0	
	(O) s DK 1 0	
	(O) z DK 1 0	
	(O) e DK 1 0	
	(O) w DK 1 0	
	(O) m DK 1 0	
Items 7-11		
To administer Items 7-11, say, Tell me the names of these letters. Point to each letter, in order, as the student reads.	(O) a DK 1 0	
	(O) u DK 1 0	
	(O) d DK 1 0	
	(O) g DK 1 0	
	(O) b DK 1 0	
12. Say, Here are some letters. Which letter makes the /a/ sound like in apple? Encourage the student to point.	(P) a DK 1 0	
13. Say, Which letter makes the /g/ sound like in gate? Encourage the student to point.	(P) g DK 1 0	
14. Say, Listen to these three different words. Two of them rhyme. Which one does not rhyme with the others? Point to the corresponding picture as you say each word: <i>Hat, mat, sun.</i> You may repeat the three words at the student's request.	(P or O) Sun DK 1 0	
If the student does not respond, or an incorrect response is given, score the item 0 points and say, When words rhyme, the sounds at the end of the words are the same. Say the words with me: hat, mat, sun. Hat and mat rhyme because they both end with /at/. So the word that does not rhyme with the others is sun. Let's try another one.		
15. Say, This time there are no pictures. Just listen. Fish, duck, dish. Which one does not rhyme with the others?	(O) Duck DK 1 0	
16. Say, Now, tell me a word that rhymes with fly.	(O) Any rhyming word / nonword (e.g., sky, kie) DK 1 0	
17. Say, Tell me a word that rhymes with star.	(O) Any rhyming word / nonword (e.g., far, lar) DK 1 0	
18. Say, Let's think about beginning sounds now. Point to the corresponding picture as you say each word. Here are a bat, bike, and truck. Which two words begin with the same sound?	(P or O, any order) Bat, Bike DK 1 0	
If the student does not respond, or an incorrect response is given, score the item 0 points and say, Bat and bike begin with the /b/ sound, but truck does not. Now you say bat and bike. Pause for the student to repeat the words.		
19. Say, Let's try another one. Listen. Point to the corresponding picture as you say each word: Man, van, mud. Which two words begin with the same sound?	(P or O, any order) Man, Mud DK 1 0	
20. Say, Listen. Point to the corresponding picture as you say each word: Flag, frog, freeze. Which two words begin with the same two sounds?	(P or O, any order) Frog, Freeze DK 1 0	
21. Say, Listen. Point to the corresponding picture as you say each word: Clock, cat, clip. Which two words begin with the same two sounds?	(P or O, any order) Clock, Clip DK 1 0	
22. Say, This time listen for ending sounds that are alike. Point to the corresponding picture as you say each word: Clip, plum, drip. Which two words end with the same sounds?	(P or O, any order) Clip, Drip DK 1 0	
23. Say, Again, listen for ending sounds that are alike. Point to the corresponding picture as you say each word: Fish, clock, duck. Which two words end with the same sound?	(P or O, any order) Clock, Duck DK 1 0	

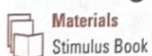
Early Reading Skills (continued)

Reminder: Do not discontinue. Administer all items.

Item	Correct Answer(s)	Score
24. Say, This time there are no pictures. I am going to say a word in two parts. Listen carefully to the parts, then put them together to make a word. (Pause for 1 second between the two word parts.) Listen: p an . What is the word? If the student does not respond correctly, score the item 0 points, and say, Listen again: p an . The word is pan.	(0) Pan DK (1) 0	
25. Say, Put these parts together to make a word. (Pause for 1 second between the two word parts.) Listen: m op . What is the word?	(0) Mop DK (1) 0	
26. Say, Put these parts together to make a word. (Pause for 1 second between the two word parts.) Listen: sh ell . What is the word?	(0) Shell DK (1) 0	
27. Say, Here are some letter groups. Which letter group makes the sh sound like in ship? Encourage the student to point.	(P) sh DK (1) 0	
28. Say, Which letter group makes the st sounds like in stop?	(P) st DK (1) 0	
29. Say, Which letter group makes the dr sounds like in drop?	(P) dr DK (1) 0	
30. Say, Point to the picture that matches this word. Point to the word green, but do not read it aloud.	(P) Green crayon DK (1) 0	
31. Say, Point to the picture that matches this word. Point to the word on, but do not read it aloud.	(P) Ball on top of box DK (1) 0	
32. Say, Point to the picture that matches these words. Point to the words red box, but do not read them aloud.	(P) Red box DK (1) 0	
33. Say, Point to the picture that matches this word. Point to the word ball, but do not read it aloud.	(P) Ball DK (1) 0	
34. Say, Point to the picture that matches these words. Point to the words two fish, but do not read them aloud.	(P) Fish bowl with two fish DK (1) 0	

Early Reading Skills Total Raw Score
(Maximum = 34) **34**

Reading Comprehension



Materials

Stimulus Book



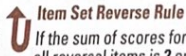
Start Points

Grade 1: Item 1
Grade 2: Item 5
Grade 3: Item 11
Grade 4: Item 25
Grade 5: Item 32
Grade 6: Item 38
Grade 7: Item 46
Grade 8: Item 54
Grades 9–12+: Item 60



Stop Points

Grade 1: After Item 18
Grade 2: After Item 24
Grade 3: After Item 31
Grade 4: After Item 45
Grade 5: After Item 53
Grade 6: After Item 59
Grade 7: After Item 67
Grade 8: After Item 75
Grades 9–12+: After Item 84



Item Set Reverse Rule

If the sum of scores for all reversal items is 2 or less, go back one start point and continue administration. The reverse rule may be applied a maximum of 3 times; do not go back more than 3 start points from the grade-appropriate start point.



Timing

Allow sufficient time for the student to respond.

Repetitions

Item prompts may be repeated as needed.



Recording and Scoring

Record student responses beneath each question, and then score responses according to the criteria provided.
Circle any applicable 2-pt or 1-pt responses.
Circle **DK** for Don't Know responses.
Circle **1** or **2** for each correct response.
Circle **0** for each incorrect or DK response.

Administration: Allow and encourage the student to continue looking at each reading passage as the questions are asked and answered.

Do not read any words for the student. If the student asks for reading or vocabulary assistance, say, **I cannot help you with any of the words. Just do the best you can.**

In response to an item, if the student points to the passage without telling about it or vaguely refers to part of the passage (e.g., the middle), say, **Tell me what it says.**

How to read correct responses: A slash (/) indicates that either word or phrase is correct. Semicolons (;) separate alternative correct responses. Words or phrases in parentheses are optional, and the item is correct without them.

To begin administration, say, **I have some stories and passages for you to read. You can choose to read out loud or silently. After each one, I will ask you questions about what you have read. Open the Stimulus Book to Reading Comprehension and proceed to the grade-appropriate start point. Do not read the story titles aloud.**

The Frog Grade 1

Say, **Tell me when you have finished reading this story. Start reading now.**

Item	Correct Answer(s)	Score
1. What colour was the frog?	DK 2 1 0	
2. What scared the frog?	DK 2 0	

Baobab Tree Grade 1

(Baobab should be pronounced "bow-bab".)

Say, **Tell me when you have finished reading this story. Start reading now.**

11. In what type of land does the Baobab tree live?

12. What does the story say about the Baobab tree?

13. What are two ways that people use the Baobab tree?

14. When does the tree get leaves?

15. What causes the Baobab tree to live so long?

16. How long can the Baobab tree live?

17. Why do elephants dig holes in the ground near the Baobab tree?

18. Which part of the Baobab tree does the elephant use to get water?

STOP Grade 1

Reading Comprehension (continued)

74. Approximately when were there over 100,000 humpback whales in the world?

Before 1960. Any date before 1960 (e.g., 1920, the 1900s)

DK 2 0

75. What does the passage suggest is likely to happen to the humpback whale in the future?

Their numbers will grow; They will recover

DK 2 1 0

STOP Grade 8

City Zoo *Start point*

Grade 8 Item Set Total Raw Score (Maximum = 40)

76. According to Tanisha, what three things might happen if zoo prices are not raised?

Refers to at least three of the following: (1) Zoo closes, animals sold off; (2) Children lose learning experiences; (3) Families lose entertainment

DK 0 1 0

77. Why does Tanisha believe that increasing the cost of snacks and souvenirs is an unrealistic solution?

Refers to both of the following: (1) Only 25% of zoo revenue comes from snack sales; (2) Zoo patrons may start bringing their own snacks / Reduced concession sales

DK 0 1 0

78. What is the main reason that Tom is against raising zoo prices?

Raising ticket prices leads to a drop in attendance. The last ticket increase led to a drop in attendance

DK 0 1 0

79. According to Tom, how should the zoo boost its income?

Refers to both of the following: (1) Concession sales; (2) Souvenir sales

DK 0 1 0

80. What important information is missing from Tom's letter to prove that zoo attendance dropped because of the price increase?

Attendance data prior to 1992; Data on support (entertainment, personal items); An evaluation of other (3rd) variables affecting zoo attendance

DK 0 1 0

The Rock

Say: Tell me when you have finished reading this passage. Start reading now. After the student finishes reading, ask the following questions:

81. What suddenly made this hike so difficult?

A 6 metre escarpment / cliff; A dump of rocks

DK 2 0 0

82. What was the most important thing the women had to overcome in order to scale the rock?

Fatigue; Their mental defeat

DK 2 1 0

83. What kept the women from turning back when they saw the 6 metre cliff above them?

They were determined to keep going / refused to surrender

DK 2 1 0

84. Near the end of the climb, why did Angela refuse to check on Sherry's progress?

Angela needed to stay focused (on herself); Angela needed to get herself to the top

DK 2 1 0

STOP Grades 9-12+

word

Grades 9-12+ Item Set Total Raw Score (Maximum = 50)

Math Problem Solving

Materials: Stimulus Book, Paper, Pencil

Start Point: Grade 10 Item 1

Reverse Rule: If score of 0 on any of the first 3 items, reverse order until scores of 1.

Discontinue after: Allow sufficient time for student to respond

Repetitions: Item prompts are repeated as needed

Recording and Scoring: Circle DK for Don't Know response; Circle 1 for each correct response; Circle 8 for each incorrect or DK response; Circle Y if the student uses paper and pencil.

Grades 11-12+ Item 35

Grades 9-12+ Item 40

Administration: Note that some Stimulus Book pages are used to administer more than one item. A dotted line between items indicates items that use the same Stimulus Book page. The student is not permitted to use a calculator.

If the student asks for help identifying numbers/stimuli or defining terms, say: *I cannot help. Just do the best you can.*

Award credit if the student provides an answer that is not listed but is equivalent to the correct answer (e.g., Item 52: 8.5 hours).

How to record correct responses: The mode of response for correct answers is designated as (O) for oral, (P) for pointing, and (Y) when either a pointing response or an oral response is acceptable. If the student responds orally when the response indicates that he or she should point, encourage the student to point to the answer.

To begin administration, give the student a pencil and a blank piece of paper and say: *I will read some questions to you. You may use this paper and pencil at any time to help you work a problem.* Open the Stimulus Book to Math Problem Solving and proceed to the grade-appropriate start point.

Grade 10 Item 1: Say: Ready? Watch me.

Say: One, as you hold up one finger then say: Two, as you hold up the second finger. Keeping both fingers raised, say: *How many fingers am I holding up?*

Trial 2: If the student does not respond correctly, score the item 0 points, and repeat Trial 1 directions.

Grade 10 Item 2: Say: Point to the circle.

Grade 10 Item 3: Say: Point to the empty glass.

Grade 10 Item 4: Say: This time there are no pictures. Just watch me. Raise three fingers, one at a time, without counting them, and say: *How many fingers am I holding up?*

Grade 10 Item 5: Say: Point to the number 9.

Grade 10 Item 6: Say: Point to the number 5.

Grade 10 Item 7: Say: This time there are no pictures. Let's count to six. I'll start and then you go on. Remember, count to six. Ready? One, two, three... what comes after three? Do not penalize for counting beyond six.

Grade 10 Item 8: Say: Point to the hand holding the most balloons.

Grade 10 Item 9: Say: How many wagnons are there?

Grade 10 Item 10: Say: Point to the longest line.

Grade 10 Item 11: Point to the number 2 and say: What is this number?

Grade 10 Item 12: Say: Point to the triangle.

Grade 10 Item 13: Say: Count aloud all the chips and tell me how many there are.

Grade 10 Item 14: Say: Which number is least? Encourage the student to point.

Grade 10 Item 15: Say: Which two hands have the same number of balloons?

Grade 10 Item 16: Point to the number 7 and say: What is this number?

Grade 10 Item 17: Point to the number 10 and say: What is this number?

Grade 10 Item 18: Say: A group of students were asked which toy they liked best. This graph shows the choices of the students. Point to each row as you name the toys. Some students chose bears. Some chose bikes. Others chose balls. Each toy equals one student. How many students liked the bears best?

Grade 10 Item 19: Say: Which number is more? Encourage the student to point.

Grade 10 Item 20: Say: Which number is least? Encourage the student to point.

Grade 10 Item 21: Say: Use your hand to cover up three birds. How many birds are left uncovered?

Grade 10 Item 22: Say: How many shapes in all? Point to a circular motion across the entire page.

Item	Correct Answer(s)	Score	Response
1. Trial 1: Say: Ready? Watch me. Say: One, as you hold up one finger then say: Two, as you hold up the second finger. Keeping both fingers raised, say: <i>How many fingers am I holding up?</i> Trial 2: If the student does not respond correctly, score the item 0 points, and repeat Trial 1 directions.	(O) 2	DK 1 0 Y	
2. Say: Point to the circle.	(P) Circle	DK 1 0 Y	
3. Say: Point to the empty glass.	(P) Empty glass	DK 1 0 Y	
4. Say: This time there are no pictures. Just watch me. Raise three fingers, one at a time, without counting them, and say: <i>How many fingers am I holding up?</i>	(O) 3	DK 1 0 Y	
5. Say: Point to the number 9.	(P) 9	DK 1 0 Y	
6. Say: Point to the number 5.	(P) 5	DK 1 0 Y	
7. Say: This time there are no pictures. Let's count to six. I'll start and then you go on. Remember, count to six. Ready? One, two, three... what comes after three? Do not penalize for counting beyond six.	(O) All three in order 4-5-6	DK 1 0 Y	
8. Say: Point to the hand holding the most balloons.	(P) Hand with three balloons	DK 1 0 Y	
9. Say: How many wagnons are there?	(O) 4	DK 1 0 Y	
10. Say: Point to the longest line.	(P) Longest line	DK 1 0 Y	
11. Point to the number 2 and say: What is this number?	(O) 2	DK 1 0 Y	
12. Say: Point to the triangle.	(P) Triangle	DK 1 0 Y	
13. Say: Count aloud all the chips and tell me how many there are.	(O) 9	DK 1 0 Y	
14. Say: Which number is least? Encourage the student to point.	(P) 3	DK 1 0 Y	
15. Say: Which two hands have the same number of balloons?	(P) Both hands with one balloon	DK 1 0 Y	
16. Point to the number 7 and say: What is this number?	(O) 7	DK 1 0 Y	
17. Point to the number 10 and say: What is this number?	(O) 10	DK 1 0 Y	
18. Say: A group of students were asked which toy they liked best. This graph shows the choices of the students. Point to each row as you name the toys. Some students chose bears. Some chose bikes. Others chose balls. Each toy equals one student. How many students liked the bears best?	(O) 3	DK 1 0 Y	
19. Say: Which number is more? Encourage the student to point.	(P) 8	DK 1 0 Y	
20. Say: Which number is least? Encourage the student to point.	(P) 10	DK 1 0 Y	
21. Say: Use your hand to cover up three birds. How many birds are left uncovered?	(O) 5	DK 1 0 Y	
22. Say: How many shapes in all? Point to a circular motion across the entire page.	(O) 10	DK 1 0 Y	

Math Problem Solving (continued)

Reminders: Reverse Rule: Reverse if student does not obtain 3 consecutive scores of 1. Discontinue Rule: 4 consecutive scores of 0.

Item	Correct Answer(s)	Score	Answer
23. Say: Point to the second apple from the bowl.	(P) Second apple from bowl	DK 1 0 Y	
24. Say: If you are counting in order, which of these numbers would you say first?	(P or O) 2	DK 1 0 Y	
25. Say: How many centimetres long is the pencil?	(O) 13	DK 1 0 Y	
26. Say: If you are counting in order, which of these numbers would you say first?	(P or O) 11	DK 1 0 Y	
27. Say: And which of these numbers would come next?	(P or O) 13	DK 1 0 Y	
28. Say: If two of these ducks flew away, how many would be left?	(O) 5	DK 1 0 Y	
29. Say: If all the dots on the line had numbers, what number would go here? Point to the A.	(O) 30	DK 1 0 Y	
30. Say: On what day of the week is the 14th?	(O) Tuesday If student points to the T, C. What does the T mean?	DK 1 0 Y	
31. Say: Neal had five marbles and was given three more. How many marbles does Neal have now?	(O) 8	DK 1 0 Y	
32. Say: These beads form a pattern on the pegs. How many beads should be put on the empty peg to complete this pattern?	(O) 4	DK 1 0 Y	
33. Say: How many pennies does it take to equal the value of one dime?	(O) 10	DK 1 0 Y	
34. Say: This graph shows the number of books given to the city library by students from four different schools. Going across the bottom of the graph, the schools are (point to each bar as you name the school) Central, Johnson, West, and Eastman. The numbers on the side (point to the y-axis) show the number of books given by each school. How many books did Eastman School give?	(O) 40	DK 1 0 Y	
35. Say: What number goes here (point to the empty circle)?	(O) 7 (O) 8, 15 Quarter after / past 8, 15 minutes after / past 8, 15 after / past 8	DK 1 0 Y	
36. Say: What time is shown on this clock?	(O) 5 nickels	DK 1 0 Y	
37. Say: Which is worth more: seven pennies, six nickels, or one quarter?	(O) Any one of the following: 14, 15, 16	DK 1 0 Y	
38. Say: This graph shows the number of people who rode each fair ride. The rides were (point to each bar as you name the ride) the Ferris wheel, roller coaster, merry-go-round, water slide, pirate ship, and train. The numbers on the side (point to the y-axis) show the number of people who rode each ride. How many people rode the Ferris wheel? Point to Ferris wheel.	(O) 10	DK 1 0 Y	
39. Say: Which digit is in the tens place?	(P or O) 5	DK 1 0 Y	
40. Say: Which digit is in the hundred-thousands place?	(P or O) 9	DK 1 0 Y	
41. Say: Robert has six toys. Together Robert and Max have 15 toys. How many toys does Max have?	(O) 9	DK 1 0 Y	
42. Say: If you flipped a coin 10 times, how many times would you expect the coin to land on heads?	(O) 5	DK 1 0 Y	
43. Say: Mrs. Rivera served cake for dessert. She cut the cake into six equal pieces. If Carlos eats two pieces and Jenna eats one piece, what fraction of the cake would be left?	(O) $\frac{1}{2}$, $\frac{3}{6}$	DK 1 0 Y	
44. Say: A classroom has four rows of desks. Each row has the same number of desks. There are a total of 24 desks. How many desks are in each row?	(O) 6	DK 1 0 Y	
45. Say: If today is the 3rd of the month, and Anita's cousin will come to visit on the 17th, how many weeks must Anita wait until her cousin arrives?	(O) 2	DK 1 0 Y	
46. Say: If you cut a cake into six equal pieces, what fraction of the cake would each piece be?	(O) $\frac{1}{6}$	DK 1 0 Y	
47. Say: Which choice (sweep finger across answer choices) shows what this triangle (point to the top triangle) will look like if the graph paper is rotated 90 degrees to the right?	(O) One-third, $\frac{1}{6}$	DK 1 0 Y	
48. Say: Put these fractions in order from smallest to largest.	(P or O) B	DK 1 0 Y	
49. Say: Find the perimeter in metres.	(P or O) $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{1}{2}$	DK 1 0 Y	
50. Say: What is the next number in this pattern? Point to the "?" in the pattern.	(O) 18	DK 1 0 Y	

Reminders: Discontinue Rule: 4 consecutive scores of 0.

Item	Correct Answer(s)	Score	Answer
51. Say: Assuming angle A is 90 degrees and angle B is 20 degrees, what is the number of degrees in angle C?	(O) 70	DK 1 0 Y	
52. Say: Kurt went to sleep at 10:30 p.m. and woke up at 7:00 a.m. the next morning. How long did Kurt sleep?	(O) 8 $\frac{1}{2}$ hours, 8 hours, 30 minutes	DK 1 0 Y	
53. Say: Paul has scores of 95, 80, 85, and 80 on his first four math tests. What is his average test score?	(O) 85	DK 1 0 Y	
54. Say: Which choice (sweep finger across answer choices) shows what this figure (point to the top figure) will look like if the graph paper is rotated 180 degrees?	(P or O) C	DK 1 0 Y	
55. Say: Mary had 200 dollars. Then she bought four tires. Each tire cost 35 dollars and 50 cents, plus 3 dollars each for balancing. How much money did she have left?	(O) \$6.00	DK 1 0 Y	
56. Say: Which decimal is closest in value to $\frac{5}{6}$?	(P or O) 0.8	DK 1 0 Y	
57. Say: This pie chart shows the money made by each booth at a fair. Which booth raised exactly 90 dollars?	(P or O) Sweet Shop / the brown one	DK 1 0 Y	
58. Say: The charity drive reached one-fourth of its goal in March, one-third of its goal in April, and one-sixth of its goal in May. What part of the goal was reached during these three months?	(O) 25 percent, $\frac{9}{12}$, $\frac{3}{4}$	DK 1 0 Y	
59. Say: What is the solution to this problem?	(O) 48	DK 1 0 Y	
60. Say: Of these numbers, which ones are prime numbers?	(P or O) in sequence (2, 3, 5, 7) If fewer than four are given on the first try, C. Are there more?	DK 1 0 Y	
61. Say: A bank charges a monthly fee of eight dollars. You may write 20 cheques a month for free. After 20 cheques, you are charged 30 cents for each additional cheque you write. What will your charges be for a month in which you write 40 cheques?	(O) \$14.00	DK 1 0 Y	
62. Say: How many different kinds of sandwiches can Kevin make using one kind of bread, one kind of meat, and one kind of cheese? For his sandwich, Kevin can choose from two types of bread, two types of meat, and two types of cheese.	(O) 8	DK 1 0 Y	
63. Say: What is the maximum number of 6 cm by 6 cm pieces that can be cut from a 30 cm by 24 cm cake?	(O) 20	DK 1 0 Y	
64. Say: The Carver baseball team bought 10 dozen candy bars at 3 dollars and 75 cents per dozen. They sold the candy as a money-making project for 50 cents per bar. What was their profit?	(O) \$22.50	DK 1 0 Y	
65. Say: What are the mean, median, and mode for these test scores?	(O) Mean = 18.8, median = 16.5, mode = 17	DK 1 0 Y	
66. Say: What are the slope and y-intercept for the red line?	(O) Slope = -2/3, y-intercept = 2	DK 1 0 Y	
67. Say: To answer this question, you may wish to use one or more of these formulas (point to formula). If this ball were to roll exactly 100 complete revolutions, approximately how far would it travel in centimetres?	(O) 3.140	DK 1 0 Y	
68. Say: Jessica is mowing the lawn with a mower that has a 50 cm wide cut. If her lawn is 30 metres by 15 metres, what is the fewest number of trips needed, from one end to the other, to complete the job?	(O) 30	DK 1 0 Y	
69. Say: What is the probability that both spinners will stop on blue on the first spin?	(O) 0.05, 5 percent, $\frac{1}{20}$	DK 1 0 Y	
70. Say: How many different ways are there to arrange four books on a shelf?	(O) 24	DK 1 0 Y	
71. Say: Scuba Bob is planning to dive to a depth of 60 metres, and his scuba tanks will last 19.5 minutes while on the surface. Assuming Scuba Bob can safely descend and rise to the surface at 2 metres per second, and at a depth of 60 metres he uses 10% more air, how many minutes can he safely stay on the bottom?	(O) Any response between 16.50 to 18.82 minutes, 16 minutes, 39 to 49 seconds	DK 1 0 Y	
72. Say: To answer this question, you may wish to use one or more of these formulas (point to formula). Assume that each unit of the grid is two centimetres by two centimetres and only paths that do not pass through a red square are possible. What is the shortest distance between point A and point B? Round your answer to the nearest centimetre.	(O) 19	DK 1 0 Y	

Math Problem Solving Total Raw Score
(Maximum = 72)

Alphabet Writing Fluency

Materials
Response Booklet
Pencil without eraser

Start Point
Grades PreK-3
Item 1

Time Limit
Allow a maximum of 30 seconds to complete. If all letters are written prior to the time limit, the student cannot earn any more letters. Record the completion time.

Repetitions
Instructions may be repeated as needed.

Recording and Scoring
Record the elapsed time (in seconds).

Administration: The student may write the letters however he or she is most comfortable, in upper- or lowercase, in print or cursive. If the student begins writing the same letters in both uppercase and lowercase (or in both print and cursive), say, "Write each letter only once." If at any time the student does not understand the task, say, "You can write the letters of the alphabet in order, starting with a-b-c, or you can write any letters you know, like the letters in your name."

To begin administration, give the student a pencil without an eraser and say, "You will be using a pencil without an eraser, so if you make a mistake, just cross it out. Open the Response Booklet to Alphabet Writing Fluency and hand it to the student."

Item 1

Say, "I want you to write as many letters of the alphabet as you can. Write them as quickly as you can. The letter a has been done for you. Point to the letter a in the Response Booklet and say, 'Next to the letter a, write other letters you know. Do you have any questions?' When the student is ready, say, 'Begin. Start timing.' If the student finishes before the time limit, check the box marked *Other* and record the elapsed time. Otherwise, at the end of 30 seconds say, 'Stop,' and check the box marked *30 seconds*."

Elapsed Time: ☐ 30 seconds ☒ Other 21 seconds

Circle Letters That Receive Credit:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
b c d e f g h i j k l m n o p q r s t u v w x y z

Errors

*Use scoring rules in appendix B.1.

Alphabet Writing
Fluency Total Raw Score
(Maximum = 25) 25

Sentence Composition Sentence Combining

Materials
Response Booklet
Pencil without eraser

Start Point
Grades 1-12
Sample A

Discontinue Rule
If score is 0 on first 2 items, record a raw score of 0 for Sentence Building.

Timing
Allow sufficient time for the student to respond.

Repetitions
Item prompts may be repeated as needed.

Recording and Scoring
Check the prompt box as appropriate for each item.

Administration: After the student has finished each item, read the response and administer the prompt, if relevant. Allow the student to make corrections after the prompt, but do not provide assistance. Prompt: If the student's response contains an abbreviation, texting language, or a symbol (e.g., lol, btw, @, &), say, "Please write out the words instead of using symbols or abbreviations."

To begin administration, give the student a pencil without an eraser and say, "Now I will ask you to write some sentences. You will be using a pencil without an eraser, so if you make a mistake, just cross it out. Open the Response Booklet to Sample A of Sentence Combining and hand it to the student."

Reminder: If score is 0 on first 2 items, record a raw score of 0 for Sentence Combining and proceed to Sentence Building.

Item

Required prompt: Please write out the words instead of using symbols or abbreviations?

Sample: Point to Sample A in the Response Booklet and say, "This one has been done for you. Here are two sentences: *The dog has fur. A. The cat has fur.* These sentences can be put together in many ways. One good sentence that combines these two is, 'The dog and cat have fur.' Point to the sample sentence. This is a complete sentence that means the same thing as these two. Point to the two target sentences. It also uses correct spelling, capitalization, and punctuation. Now you try. Proceed to Item 1."

- Point to the target sentences in the Response Booklet and say, "Here are two sentences: *Cats are pets. Dogs are pets.* Write one sentence that means the same thing as these two. Remember to write a complete sentence with correct spelling, capitalization, and punctuation. Write your sentence here. Point to the writing space under the target sentences." ☐
- Point to the target sentences in the Response Booklet and say, "Here are two sentences: *The frog is green. The frog jumps.* Write one sentence that means the same thing." ☐
- Point to the target sentences in the Response Booklet and say, "Here are two sentences: *Mark has a sister named Ann. Ann is six years old.* Write one sentence that means the same thing." ☐
- Point to the target sentences in the Response Booklet and say, "Now try putting three sentences together: *Antonio is a fast runner. Antonio is a strong student. Antonio won the Best Athlete award.* Write one sentence that means the same thing." ☐
- Point to the target sentences in the Response Booklet and say, "Here are three sentences: *Mark bought a new car. Her old car cost too much to repair. Mark's new car is smaller than her old car.* Write one sentence that means the same thing." ☐

Item	Meets Progress & Grammar	Scores	Extra Credit	Semantics & Grammar	Record Errors	If Extra Credit = 8 points, circle correct
1. Cat...	☒ N ☐ 1 ☐ 0 ☐ 2 ☐ 1 ☐ 0	1 ☐ 0	1 ☐ 0	1. ☐ 1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.
2. The frog...	☒ N ☐ 1 ☐ 0 ☐ 2 ☐ 1 ☐ 0	1 ☐ 0	1 ☐ 0	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.
3. Mark...	☒ N ☐ 1 ☐ 0 ☐ 2 ☐ 1 ☐ 0	1 ☐ 0	1 ☐ 0	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.
4. Antonio...	☒ N ☐ 2 ☐ 1 ☐ 0 ☐ 2 ☐ 0 ☐ 0	1 ☐ 0	1 ☐ 0	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.
5. Marc...	☒ N ☐ 2 ☐ 1 ☐ 0 ☐ 2 ☐ 1 ☐ 0	1 ☐ 0	1 ☐ 0	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.	1. ☐ 2. ☐ 3.

Use scoring rules in appendix B.3.

Semantics & Grammar
Raw Score

Sentence Combining
Raw Score
(Maximum = 25) 21

Sentence Composition

Materials
Response Booklet
Pencil without eraser

Start Point
Grades 1-12
Sample A

Discipline Rule
If a score is 0 on first 2 items, record a raw score of 0 for Sentence Building.

Timing
Allow sufficient time for the student to respond.

Repetitions
Item prompts may be repeated as needed.

Recording and Scoring
Check the prompt boxes, as appropriate, for each item.

Administration: After the student has finished each item, read the response and administer any relevant prompts. Allow the student to make corrections after the prompt(s), but do not provide assistance.

Prompts: If the student's response uses the target word within a title or as the subject or object of the sentence (e.g., *At is a word*; *I just said, at*; *At the World Turns is a show*), say, **Please write a new sentence that uses this word in a different way.** If the student's response contains an abbreviation, texting language, or a symbol (e.g., lol, brw, @, &), say, **Please write out the words instead of using symbols or abbreviations.**

To begin administration, give the student a pencil without an eraser and say, **Now I will ask you to write a different kind of sentence.** Open the Response Booklet to Sample A of Sentence Building and hand it to the student.

Item
Required prompt to Please write out the words instead of using symbols or abbreviations?
Required prompt to Please write a new sentence that uses this word in a different way?

Sample Prompt to Sample A in the Response Booklet and say, **This one has been done for you. The word is and. Here is a complete sentence that uses the word and: I like dogs and cats. It also uses correct spelling, capitalization, and punctuation. Now you try. Proceed to Item 1.**

- Point to the target word in the Response Booklet and say, **Think of a sentence that uses the word the (pronounce thə), rather than there. Remember to write a complete sentence with correct spelling, capitalization, and punctuation. Write your sentence here.** Point to the writing space below the target word. ☐
- Point to the target word in the Response Booklet and say, **Write a sentence using the word or.** ☐
- Point to the target word in the Response Booklet and say, **Write a sentence using the word until.** ☐
- Point to the target word in the Response Booklet and say, **Write a sentence using the word of.** ☐
- Point to the target word in the Response Booklet and say, **Write a sentence using the word an.** ☐
- Point to the target word in the Response Booklet and say, **Write a sentence using the word when.** ☐
- Point to the target word in the Response Booklet and say, **Write a sentence using the word as.** ☐

Item	Meets Prompts	Scores		Record Errors	
		Semantics & Grammar	Mechanics	Semantics & Grammar	Mechanics
1. the	☒ N	2 1 0	2 1 0	1. ☐	2. ☐
2. or	☒ N	2 1 0	2 1 0	1. ☐	2. ☐
3. until	☒ N	2 1 0	2 1 0	1. ☐	2. ☐
4. of	☒ N	2 1 0	2 1 0	1. ☐	2. ☐
5. an	☒ N	2 1 0	2 1 0	1. ☐	2. ☐
6. than	☒ N	2 1 0	2 1 0	1. ☐	2. ☐

Word Reading

Materials
Word Card
Stopwatch
Audio recorder

Start Point
Grades 1-12
Item 1

Discipline Rule
Discontinue after 4 consecutive scores of 0.

Timing
Record the item response time completed at 30 seconds. (Continue to administer items until the Discipline Rule is met.)

Repetitions
Instructions: Pronunciations must be fluent to receive credit. Circle DK for Don't Know response. Circle 0 for each incorrect or DK response. Record the item completed at 30 seconds. Record a check mark if the student takes longer than 3 seconds (>3) to respond or self-corrects (SC). For skills analysis, record reading errors in the item column.

Item	Meets Prompts	Scores		Record Errors	
		Semantics & Grammar	Mechanics	Semantics & Grammar	Mechanics
7. as	☒ N	2 1 0	2 1 0	1. ☐	2. ☐

Word Reading

Prior to administration, listen to the Audio CD, Track 23, and refer to the Examiner's Manual for scoring assistance. Administration: Audio record student responses for later reference to facilitate accurate scoring and recording of reading errors. If a word or row is skipped, redirect the student to the appropriate place and make a note of this.

If multiple attempts are made to read an item, score only the last attempt. Prompts: If the student does not say a word clearly, circle the item number and continue administration. After the final item is administered, point to the row containing the item in question and say, **I did not hear you clearly. Please read these words again, and score only the target word.** If the response is still unclear, score the item 0. Pronunciations must be fluent to receive credit. If a pronunciation is slow or choppy, prompt the student once per item by saying, **Say it all together.** If the next attempt is not fluent, score the item 0 and say, **Try the next one.**

To begin administration, show the Word Card to the student and say, **I want you to read these words out loud.** Point to the first word and say, **Start here and read across this way** (sweep your finger from left to right across the first row and then the next row). If you finish this page, turn to the next page (turn card over to demonstrate). Give the Word Card to the student, point to the first word, and say, **Go ahead. Start timing.**

Item	Score	>3"	SC
1. in	DK 1 0	☐	☐
2. to	DK 1 0	☐	☐
3. my	DK 1 0	☐	☐
4. they	DK 1 0	☐	☐
5. cow	DK 1 0	☐	☐
6. when	DK 1 0	☐	☐
7. bear	DK 1 0	☐	☐
8. don't	DK 1 0	☐	☐
9. shop	DK 1 0	☐	☐
10. other	DK 1 0	☐	☐
11. stone	DK 1 0	☐	☐

Reminder: Discontinue Rule 4 consecutive scores of 0

24

Word Reading Speed
Total Raw Score
(Item completed at 30 seconds)

 Materials
Response Booklet

 Time Limit
Allow 10 minutes

 Recording and Scoring
Record the elapsed time (in seconds).

Under Say, On this page I would like you to write an essay. Do your best writing, and also write neatly so I can read it later.

► If the student is still writing at the end of 5 minutes (300 seconds), say, **You have 5 more minutes to write.**

► If the student is still writing at the end of 9 minutes (540 seconds), say, **You have 1 minute to finish.**

the students' answers took the time limit, pause the stopwatch and check to see that the student has written at least 20 words (count numbers and abbreviations as words):

▶ If fewer than 30 words have been written, prompt the student once by saying, **Try to write a full page**, and continue timing. If the student does not write more, check the box marked *Other* and record the elapsed time in seconds.

Note: If fewer than 30 words have been written and the page is full, turn to the next page in the Response Booklet, and say, *Try to write more.*

► If more than 30 words have been written, check the box marked *Other* and record the elapsed time in seconds.

At the end of 10 minutes say, **Stop**, and check the box marked 10 minutes.

Elapsed Time: ☐ 10 minutes (600 seconds) ☒ Other: 540 seconds : 54

Thesis

esis

Qydm

9

As a

Key words restated	Key words restated
1.	1.

505

points of view

out from molting

2. 2.

game

2 In the game 2 If you kill the

دب

3.

have consequences
may affect you

Raw Score	Percentile
9	62
8	41
7	21
6	10

Incorrect Word Sequences (IWS)

9

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

Total Raw Score (CWS)

10

* See also Quick Score Guide for Essay Composition.

*Use scoring rules in appendix B 7 for Grammar and Mechanics

1

Pseudoword Decoding

Materials
 Pseudoword Card
 Stopwatch
 Audio recorder

Start Point
 Grades 1-12

Discipline Rule
 Discourage after 4 consecutive scores of 0

Timing
 Record the item number completed at 30 seconds. Continue to write the Discipline Rule a met

Repetitions
 Instructions may be repeated. Circle DK for Don't Know responses. Circle 1 for each correct response. Circle 0 for each incorrect or DK response. Record the item completed at 30 seconds. For skills analysis, record errors in the Correct Pronunciations column.

Recording and Scoring
 Pronunciations must be fluent to receive credit. Circle DK for Don't Know responses. Circle 1 for each correct response. Circle 0 for each incorrect or DK response. Record the item completed at 30 seconds. For skills analysis, record errors in the Correct Pronunciations column.

Prior to administration, listen to the Audio CD, Track 24, and refer to the Examiner's Manual for scoring assistance.

Administration: Audio record student responses for later reference to facilitate accurate scoring and recording of reading errors.

If a word or row is skipped, redirect the student to the appropriate place and make a note of this.

If multiple attempts are made to read an item, score only the last attempt.

Pronouns: If the student does not say a word clearly, circle the item number and continue administration. After the final item is administered, point to the row containing the item in question and say, I did not hear you clearly. Please read these words again. Pronunciations must be fluent to receive credit. If a pronunciation is slow or choppy, prompt the student once per item by saying, Say it all together. If the next attempt is not fluent, score the item 0 and say, Try the next one.

To begin administration, say, I want you to read some words that are not real words, but read them as if they were. Give the Pseudoword Card to the student and proceed to Sample A.

Sample Items

A. Point to the sample item *ak* on the Pseudoword Card and say, Say this word.
 If the student does not respond correctly, say, The word is *ak* (yak).

B. Point to the sample item *mb* and say, Say this word.
 If the student does not respond correctly, say, The word is *mb* (ymb).

Point to the next word and say, Start here and read across this way (sweep your finger from left to right across the first row and then the next row). If you finish this page, turn to the next page (turn card over to demonstrate). Point to item 1 and say, Go ahead. Start timing.

Item	Correct Pronunciations	Score	Item	Correct Pronunciations	Score
1. ik	DK	0	13. clurt	DK	0
2. ab	DK	0	14. plid	DK	0
3. fip	DK	0	15. caft	DK	0
4. rix	DK	0	16. lirst	DK	0
5. seb	DK	0	17. ched	DK	0
6. zad	DK	0	18. glatch	DK	0
7. sluck	DK	0	19. rap h	DK	0
8. rith	DK	0	20. sorb	DK	0
9. deerp	DK	0	21. ruffie	DK	0
10. snay	DK	0	22. ruckid	DK	0
11. dro y	DK	0	23. h e f f i e	DK	0
12. joom	DK	0	24. pr a g m e n t	DK	0

Reminder: Discourage Rule: 4 consecutive scores of 0.

Item	Correct Pronunciations	Score	Item	Correct Pronunciations	Score
25. sca w	DK	0	40. ostique	DK	0
26. h ro a n	DK	0	41. r r i n o n	DK	0
27. w u n R	DK	0	42. tu f f i e	DK	0
28. w a l m	DK	0	43. l i b n a t i u s	DK	0
29. s t i g h t	DK	0	44. h e f f i e	DK	0
30. s y l e	DK	0	45. e m i n a c i o u s	DK	0
31. f l o i t	DK	0	46. p u r e l l i a n	DK	0
32. u n f r o d d i n g	DK	0	47. p s i b e r a t i a n	DK	0
33. s m a u t	DK	0	48. a p r a r i a l	DK	0
34. k n e p	DK	0	49. d i m i n e c i a l	DK	0
35. r e c a h m e n t	DK	0	50. m i l l e m i g n a l i a n	DK	0
36. i n t r e c t i o n s	DK	0	51. p r e c m b u r i c	DK	0
37. c e l l e r y	DK	0	52. d i p h a l b a r b a d i n y l	DK	0
38. m u d g e r	DK	0			
39. v i g n a m p d e l	DK	0			

Pseudoword Decoding Total Raw Score
 (Maximum = 52)
37

Numerical Operations

Materials
 Response Card
 Pencil
 Eraser

Start Point
 Grades 4-12

Discipline Rule
 Discourage after 4 consecutive scores of 0

Timing
 Allow sufficient time for the student to respond.

Repetitions
 Instructions and item prompts (items 1-7) may be repeated as needed.

Recording and Scoring
 Circle DK for Don't Know responses. Circle 1 for each correct response. Circle 0 for each incorrect or DK response.

Administration: It is recommended that you either (a) allow the student to complete as many items (8-61) as possible and then apply the reverse and discourage rules after the administration is complete, or (b) surreptitiously record and score the student's responses during administration, without interrupting or distracting the student, and apply reverse and discourage rules during administration. Do not award credit for items answered correctly past the discourage rule.

The student is not permitted to use a calculator.
 How to read correct responses: For early items, the mode of response for correct answers is designated as (N) for written, (O) for oral, and (P) for pointing.

Numerical Operations

(continued)

Reminders: Reverse Rule: Reverse if student does not obtain 3 consecutive scores of 1. Discontinue Rule: 4 consecutive scores of 0. To begin administration, give the student a pencil without an eraser, so if you make a mistake, just cross it out. Open the Response Booklet to the grade-appropriate start point of Numerical Operations and hand it to the student.

Item	Correct Answer(s)	Score
1. Point to item 1 and say, Here are some balls. Count them. How many balls are there?	(1) 5	DK 1 0
2. Point to the box beside item 2 and say, Write that number here. Write the number of balls you counted.	(W) 5 Penalize for reversed and unrecognizable numbers. No letters, circles all numbers. 3, 2, 5, 4	DK 1 0
3. Point to item 3 and say, Here are some letters and numbers. Draw a circle around each number. Circle only the numbers.	Circles 6 triangles (bottom left)	DK 1 0
4. Point to each box in item 4 and say, Here are groups of triangles. Draw a circle around the group of 6 triangles.	(W) 8	DK 1 0
5. Point to item 5 and say, Here are numbers from 1 to 10, but one number has been left out. Point to the blank line. Write the number that was left out.	(P) +	DK 1 0
6. Sweep your finger from left to right across the row for items 6-7 and say, Look at each of these. Point to the one that means "add" or "plus."	(P) -	DK 1 0
7. Again, sweep your finger from left to right across the row for items 6-7 and say, Look at each of these again. Point to the one that means "subtract" or "take away."		DK 1 0

Item	Correct Answer(s)	Score
8. $1 + 1$	2	DK 1 0
9. $1 + 2$	3	DK 1 0
10. $3 + 1$	4	DK 1 0
11. $3 + 3$	6	DK 1 0
12. $4 + 1$	5	DK 1 0
13. $5 + 5$	10	DK 1 0
14. $3 - 1$	2	DK 1 0
15. $6 - 2$	4	DK 1 0
16. $5 + 1 + 5 + 2$	13	DK 1 0
17. $7 + 6$	13	DK 1 0
18. $12 - 5$	7	DK 1 0
19. $63 + 16$	79	DK 1 0
20. 5×5	25	DK 1 0
21. 4×3	12	DK 1 0
22. 6×5	30	DK 1 0
23. $885 + 236$	1100	DK 1 0
24. $70 - 24$	46	DK 1 0
25. $140 - 15$	125	DK 1 0
26. $24 \div 6$	4	DK 1 0
27. 29×6	174	DK 1 0
28. 7×9	63	DK 1 0
29. $49 \div 7 + 3$	10	DK 1 0
30. $67 + 37$	104	DK 1 0
31. $72 \div 3$	24	DK 1 0
32. $4 + 1 = 9$	12	DK 1 0
33. $906 - 488$	418	DK 1 0
34. $-25 + (-2)$	-27	DK 1 0

Item	Correct Answer(s)	Score
35. $834 \div 6$	139	DK 1 0
36. pi	3.14	DK 1 0
37. Simplify 10/55	2/11	DK 1 0
38. $5 \times 3 + 11 + 3 \times 2$	27	DK 1 0
39. $594 \div 22$	27	DK 1 0
40. $12 \times 6 - 6 \times 18$	4	DK 1 0
41. 408×321	130,968	DK 1 0
42. $2/3 \times 30$	20	DK 1 0
43. order of operations	225	DK 1 0
44. $(x + 2)(x - 1) = 0$	-2, 1	DK 1 0
45. $40\% \text{ of } 80$	320	DK 1 0
46. $4/5 \div 2/10$	4	DK 1 0
47. area of triangle	50 (sq. centimeters)	DK 1 0
48. solve for x and y	$x = 15$ $y = 3$	DK 1 0
49. geometry	Solves all three: $AB = 12$ $BC = 12$ $AC = 6$	DK 1 0
50. find f(1)	0	DK 1 0
51. simplify	b^3	DK 1 0
52. $21.5 \div 4$	5.375	DK 1 0
53. geometry	17	DK 1 0
54. logarithm	16	DK 1 0
55. simplify	2^3	DK 1 0
56. trigonometry	$\tan A = 4/7$ $\sin B = 3/5$ $\cos A = 3/5$	DK 1 0
57. factor	$3xy(x + 2y - 1)$	DK 1 0
58. find the limit	0	DK 1 0
59. find the limit	0	DK 1 0
60. differentiate	$15(x - 4)^3$	DK 1 0
61. integrate	$10.5 \text{ or } 10 1/2 \text{ or } 21/2$	DK 1 0

Numerical Operations Total Raw Score
(Maximum = 61)

34

Oral Expression

Expressive Vocabulary

Administration: Ambiguous but possibly correct responses, related synonyms, and slang terms should be queried by saying, **Tell me another word.** If the student responds to an item with more than one word, say, **Tell me one word.** To begin administration, open the Stimulus Book to Expressive Vocabulary and proceed to item 1.

Item	Correct Answer(s)	Score
1. Say, Look at this picture. Tell me the word that means a brush for cleaning teeth. If the student does not respond correctly, score the item as 0, point to the toothbrush, and say, What is this? If the student does not answer correctly, say, This is a toothbrush. Let's try again. Tell me the word that means a brush for cleaning teeth. Encourage the student to provide the correct response, and then proceed to item 2 by saying, Let's try some more.	Toothbrush	DK 1 0
2. Say, Tell me the word that means a flying insect with large, brightly coloured wings.	Butterfly, Moth	DK 1 0
3. Say, Tell me the word that means a small place where clothes are stored.	Closet, Wardrobe	DK 1 0
4. Say, Tell me the word that means to move on hands and knees.	Crawl, Crawling	DK 1 0
5. Say, Tell me the word that means a small electronic device used to do math problems. If the student says <i>cell phone</i> or <i>alarm clock</i> , say, Tell me another word that means a small electronic device used to do math problems.	Calculator	DK 1 0
6. Say, Tell me the word that means not crooked.	Straight	DK 1 0
7. Say, Tell me the word that means to find how long something is.	Measure, Measuring	DK 1 0
8. Say, Tell me the word that means the part of the piano played with the fingers.	Keys, Keyboard	DK 1 0
9. Say, Tell me the word that means the place where two roads cross. If the student says <i>crossroad</i> or <i>corner</i> , say, Tell me another word that means the place where two roads cross.	Intersection	DK 1 0
10. Say, Tell me the word that means to make your choice known in an election.	(Vote) Voting	DK 1 0
11. Say, Tell me the word that means to change the way you look, so others won't recognize you. If the student says <i>mask</i> , say, Tell me another word that means to change the way you look, so others won't recognize you.	(Dis)guise, Masquerade	DK 1 0
12. Say, Tell me the word that means to break loose or get free.	Escape, Liberate, Emancipate, Extricate	DK 1 0
13. Say, Tell me the word that means a person who is working. If the student says <i>worker</i> , say, Tell me another word that means a person who is working.	Peasantry	DK 1 0
14. Say, Tell me the word that means a long piece of land that just out into a sea or lake.	Peninsula	DK 1 0
15. Say, Tell me the word that means able to use both hands equally well.	Ambidextrous	DK 1 0
16. Say, Tell me the word that means a fertile, green area where water can be found in a desert.	Oasis	DK 1 0
17. Say, Tell me the word that means a person who is at least 100 years old.	Centenarian	DK 1 0

Expressive Vocabulary Raw Score
(Maximum = 17)

15

Oral Expression

Oral Word Fluency

Materials	Start Point	Discipline Rule	Time Limit	Repetitions	Recording and Scoring
Materials Audio recorder	Start Point Grades PreK-12+	Discipline Rule None Administer both items	Time Limit Allow 60 seconds for each item	Repetitions Item prompts may be repeated as needed	Recording and Scoring Record responses without interrupting the student

Administration: Audio record student responses to facilitate accurate verbalization recording.

Item 1: Animals
Say: Name as many animals as you can in one minute. For example, you can say bear and goat. Now you name some more animals.
Start now. Start timing. After exactly 60 seconds, say: Stop.

have cow cat dog chicken duck goose Swan
pigeon crow eagle cat mouse pig mole sheep
highland cow bug slug fish shark whale dolphin
jellyfish shrimp mosquito polar bear fox
ark fox mole rat mole, red, hamster guinea pig
various guinea pig

Item 1 Raw Score **33**

Item 2: Colours
Say: Name as many colours as you can in one minute. For example, you can say red and lavender. Now you name some more colours. Start now. Start timing. After exactly 60 seconds, say: Stop.

blue purple green violet yellow lime turquoise
indigo magenta orange pink white black grey
eggshell off white brown sage cream
indigo brick red

Item 2 Raw Score **20**

Oral Word Fluency Raw Score **53**

Use scoring rules in appendix B.8.

Oral Expression

Sentence Repetition

Materials	Start Point	Discipline Rule	Time Limit	Repetitions	Recording and Scoring
Materials Audio recorder	Start Point Grades PreK-12+; Sample A	Discipline Rule Continue after 4 consecutive scores of 0.	Time Limit Allow sufficient time for the student to respond.	Repetitions Do not repeat items.	Recording and Scoring Record responses by marking up the sentence or writing the incorrect response verbatim. Circle DK for Don't Know responses. Circle 2 if the sentence is repeated exactly. Circle 1 if there are one or two errors. Circle 0 if there are three or more errors or for a DK response.

Administration: Audio record student responses for later reference to facilitate accurate recording and counting of errors. If the student's response is unclear, do not ask the student to repeat his or her response. If the pronunciations are also unclear on the audio recording, score those words as substitution/omission errors.
Familiarize yourself with the items prior to administration to ensure that the sentences are read accurately and fluently.
Read each item only once. Use your normal speaking voice and rate.

Recording and Scoring of Errors:

- ▶ Additions: Draw a caret (^) wherever one or more words or phrases are added. Record the added word(s) above the caret. Each addition equals one error, regardless of the number of words added.
 - ▶ Substitutions/Omissions: Draw a line (/) through substituted, mispronounced, and omitted words. Record the substituted word(s) above the line. Each substitution or omission counts as one error. Refer to appendix B.9 for more detailed scoring rules.
 - ▶ Transposition: Draw an S-curve (~) to indicate transposed words. Each transposition equals one error, regardless of the number of words transposed.
- Note: Self-corrections, repetitions, forming or separating correct contractions (e.g., *it's* for *it is* or *it's* for *its*), and using dialectal/regional pronunciations are *not* marked as errors.

To begin administration, say: **I am going to say some sentences. I want you to repeat exactly what I say. Just say what I say. Let's try.**
Proceed to Sample A.

Sample Item
Sample A. Sample A is a teaching item. Do not teach on any other item. (Do not score Sample A.)

Grader Say: The boy smiled.
Prk Say: The boy smiled.
If the student repeats the sentence *repeating*, say, **Let's try some more. Remember to say exactly what I say.** Proceed to item 1.
If the student does not repeat the sentence verbatim, does not respond, or asks for a repetition, say, **Let's try again. Say exactly what I say,** and repeat the item. If the student still does not respond correctly, say, **You need to say The boy smiled.** Proceed to item 1 by saying, **Let's try some more. Remember to say exactly what I say.**

Item	Score
1. Games are fun.	DK (2) 1 0
2. Cats don't like to swim.	DK (2) 1 0
3. That is mine, but this one is yours.	DK (2) 1 0
4. It is cold outside and many of the roads are icy.	DK (2) 1 0
5. When you go climbing, watch for falling rocks.	DK (2) 1 0

Oral Expression (Sentence Repetition continued)

Reminder: Discontinue Rule: 4 consecutive scores of 0.

Recording and Scoring of Errors:

- ▶ Additions: Draw a caret (^) wherever one or more words or phrases are added. Record the added word(s) above the caret. Each addition equals one error, regardless of the number of words added.
- ▶ Substitutions/Omissions: Draw a line (/) through substituted, mispronounced, and omitted words. Record the substituted word(s) above the line. Each substitution or omission counts as one error. Refer to appendix B.9 for more detailed scoring rules.
- ▶ Transposition: Draw an S-curve (~) to indicate transposed words. Each transposition equals one error, regardless of the number of words transposed.

Note: Self-corrections, repetitions, forming or separating correct contractions (e.g., *it's* for *it is* or *it is* for *it's*), and using dialectal/regional pronunciations are *not* marked as errors.

Item	Score		
	OK	1-2 Errors	3+ Errors
6. The bird escaped from the cage and flew out the window.	DK	2	1 0
7. Unless you have permission, you are not allowed to go swimming.	DK	2	1 0
8. I walked to the store and bought a sandwich, an apple, and a drink.	DK	2	1 0
9. The cat was asleep by the window while the dog chased butterflies in the grass.	DK	2	1 0
10. I studied every day this week for the exam, so I think I will get a good grade.	DK	2	1 0
11. That restaurant has become popular since it moved to a new location last summer.	DK	2	1 0
12. The man wanted to keep the wallet he found on the ground, yet he knew it was not the right thing to do.	DK	2	1 0
13. The animals at the zoo had gone inside because of the heat, so we did not see a single one.	DK	2	1 0
14. The baby always used to cry when her mother left the room, and nothing but her mother's return would stop her crying.	DK	2	1 0
15. The driver charged everyone the same fee for the trip, but when the bus got stuck in the mud all the money had to be refunded.	DK	2	1 0

Use scoring rules in appendix B.9.

Sentence Repetition Raw Score
(Maximum = 30)

25

Oral Reading Fluency



Materials
Oral Reading Fluency (ORF)
Booklet
Stopwatch
Audio recorder



Start Points

Letters identify passages:

Grade 1: A

Grade 2: C

Grade 3: E

Grade 4: G

Grade 5: I

Grade 6: K

Grades 7-8: M

Grades 9-12+: O



Stop Points

Letters identify passages:

Grade 1: A

Grade 2: A

Grade 3: I

Grade 4: F

Grade 5: F

Grade 6: F

Grade 7: F

Grade 8: F

Grade 9: F

Grade 10: F

Grade 11: F

Grade 12: F

Administration: Audio record student reading the first word of the passage, read, and answered.

Recording and Scoring Errors:

- ▶ Additions: Draw a caret (^) above the addition as one error, regardless of the number of words added.

The following errors are scored as one error:

- ▶ Supplied Words: Record a word as one error.

- ▶ Substitutions/Omissions: Draw a line (/) above the line. Score each substitution or omission as one error (e.g., *eat* for *eats*) is scored as one error.

- ▶ Transpositions: Draw an S-curve (~) above the line. Score each transposition as one error.

Deviations from print

- ▶ Contractions: Form contractions as one error.

- ▶ Self-Corrections: Record self-corrections as one error.

- ▶ Repetitions: If a word is repeated, record it as one error.

- ▶ Skipped Line: Record a skipped line as one error.

To begin administration, read the first word of the passage. Be sure to read the first word of the passage.



Passage A

Grade 1

Open the book to the beginning of the passage.

I see a

I see

Oral Reading Fluency (continued)

Passage 0

Open the ORF Booklet to Passage 0. Say: **This story is called "The Wonders of Volcanoes."** Give the student the ORF Booklet. Point to the beginning of the story and say, **Start here. Begin. Start timing.**

150 sec Reverse to Passage M if reading time exceeds 150 seconds (2 minutes 30 seconds).

Among the many wonders of nature, few can match the powerful grandeur exhibited by an active volcano. An

erupting volcano is most often pictured and described as a large mountain spewing from its summit great clouds

of smoke with vast sheets of flame. The truth is, however, that a real volcano seldom emits either true smoke or

true flame. What is mistaken for smoke consists merely of great volumes of fine dust, mingled with steam and

other vapors. What people often mistake as flames is simply the glare from the glowing materials that are

thrown up towards the top of the mountain. This glare is reflected from the clouds of dust and steam. ¶ The most

interesting products of an active volcano are the streams of lava that it pours forth, sometimes from

the principal crater on the summit and sometimes from the smaller craters lower down. This lava consists of

melted stone, and when it erupts from the mountain, its heat is intense and it glows like a furnace. During the

night especially, these fiery rivers present a magnificent yet frightful spectacle. The lava streams widen and

sometimes attain a breadth of several kilometres with a depth of several hundred metres. The longest

stream of lava ever recorded was 80 kilometres long!

Say, Now I will ask you a question about what you just read.

Duration
According to the passage, what do many people mistakenly believe comes out of an active volcano?

Correct Answer
Smoke and flame

Student Response
Smoke and fire

Correct
✓

Incorrect

Passage 0
Subtotal Raw Scores

Completion Time
62

Addition Errors

Other Errors
5

Word Count
212

Passage P

Turn to Passage P. Say, **This story is called "Chicago Transit Posters."** Point to the beginning of the story and say, **Start here. Begin. Start timing.**

During the 1920s, the Chicago Rapid Transit Company commissioned the city's finest graphic artists to create

advertising posters. The purpose of these posters was to encourage the public to use rapid transit for more than

just getting to and from work. ¶ The images that were produced beckoned the public to take the elevated train

to the city's parks, museums, and other urban spots, as well as to more rural locations beyond the city limits.

Curiously, with one exception, none of the posters actually featured the elevated "L" train itself. Rather, the

posters portrayed scenic views of local destinations, including universities, city churches, and lighthouses. ¶

There seem to be no complete records of how many transit posters were produced, which destinations were

promoted, or what images were displayed. However, researchers estimate that around 160 posters were made

for the city of Chicago between 1921 and 1929. Some of the original Chicago transit posters have survived and

have become part of the city's rich history.

Say, Now I will ask you a question about what you just read.

Question
According to the passage, what was the purpose of the Chicago Transit Posters?

Correct Answer
To promote rapid transit.

Correct
✓

Incorrect

Student Response
To promote rapid transit. Not just to go to and from work but to go to places like parks and museums.

Passage P
Subtotal Raw Scores

Completion Time
55

Addition Errors

Other Errors
4

Word Count
163

Oral Reading Fluency: Prosody Scale

Complete this scale after the Oral Reading Fluency passages have been administered.

Check the box next to the category with the most accurate description of the student's reading, averaging across the administered passages. The student does not need to exhibit all features within a category.

- ☐ Monotone—Little sense of phrase boundaries; frequent word-by-word reading; little or no expression or intonation
- ☐ Choppy—Frequent two- and three-word groupings; failure to attend to ends of sentences/clauses; improper intonation
- ☐ Variable—Sometimes choppy or monotone, sometimes appropriate
- ☐ Appropriate—Generally well-phrased clauses and sentences; appropriate pauses, expression, and intonation

Oral Reading Fluency (continued)

Oral Reading Fluency Passage Subtotal Raw Scores (Use to calculate oral reading scores)

Completion Time	Addition Errors	Other Errors	Word Count
First Passage in Item Set	0	3	212
Second Passage in Item Set	0	4	105
Sum of Subtotal Raw Scores	0	7	317
Oral Reading Fluency = $\left[\left(\frac{317}{317} - \frac{0}{0} \right) / \frac{117}{117} \right] 60 = 3.21$			
Oral Reading Accuracy = $\left(\frac{317}{317} - \left(\frac{0}{0} + \frac{7}{7} \right) \right) = 3 \times 7$			
Oral Reading Rate = 130			

Spelling

Materials	Start Points	Reverse Rule	Discipline Rule	Timing	Repetitions	Recording and Scoring
Response Booklet	Grades K-1: Item 1	If score of 1 on any of the first items given, administer preceding items in reverse order until 3 consecutive scores of 1	Discipline after score of 0	Allow sufficient time for the student to respond.	Instructions and item prompts may be repeated as needed	Circle DK for Don't Know response. Circle 1 for each correct response. Circle 0 for each incorrect or DK response. For skills analysis, record spelling errors in the Correct Answer column.
Pencil without eraser	Grade 2: Item 7 Grade 4-8: Item 16 Grade 9-12: Item 20					

Prior to administration, listen to the Audio CD, Track 25, and refer to the Examiner's Manual to familiarize yourself with the acceptable pronunciation(s) of the spelling words. For words with more than one pronunciation, choose the one you think is most familiar to the student. Use alternate pronunciations as needed (e.g., when the student expresses confusion about the pronunciation of the word).

For Grades K-1 only: Do not penalize for letter reversals on any item administered, except when the letter reversal forms a different letter. Administration: Read item prompts clearly and at a conversational pace. Do not pronounce spelling words slowly or in parts. Surprisingly record and score the student's responses during administration, without interrupting or distracting the student while he or she is writing; in order to apply reverse and discipline rules. If you cannot see the student's response, ask to see the Response Booklet after the student has completed the item.

To begin administration, give the student a pencil without an eraser and say: You will be using a pencil without an eraser, so if you make a mistake, just cross it out. Open the Response Booklet to the grade-appropriate start point of Spelling and hand it to the student.

Item	Correct Answer	Score
1. I am going to ask you to write some letters and words. Next to number 1 (point to the appropriate line) please write your first name. If the student does not respond, encourage him or her to write as much of his or her name as he or she can.	Student's first name spelled correctly, disregard capitalization	DK 1 0
Say 2. Write the letter that makes the <i>ai</i> sound in <i>apple</i> .	A or a, disregard reversals	DK 1 0
Say 3. Write the letter that makes the <i>ai</i> sound in <i>zoo</i> .	Z or z, disregard reversals	DK 1 0
Say 4. Write the letter that makes the <i>y</i> sound in <i>jump</i> .	J or j, disregard reversals	DK 1 0
Say 5. Write the letter that makes the <i>k</i> sound in <i>kite</i> .	K or k, disregard reversals	DK 1 0

For Grades K-1 only: Say, Now let's try writing words. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write.

Reminders: Reverse Rule: Reverse if student does not obtain 3 consecutive scores of 1. Discipline Rule: 4 consecutive scores of 0. For Grades 2-12, only: Say, I want you to write some words. I will say a word, then use it in a sentence, and say the word again. Listen to the sentence so you know what word to write.

Item	Correct Answer	Score
Say 6. Cat. The cat is chasing a mouse. Cat.	cat	DK 1 0
Say 7. In. My books are in my room. In.	in	DK 1 0
Say 8. Be. Be careful. Be.	be	DK 1 0
Say 9. Game. The children played a game outside. Game.	game	DK 1 0
Say 10. Fix. She used tape to fix the book. Fix.	fix	DK 1 0
Say 11. Cake. I had cake for dessert. Cake.	cake	DK 1 0
Say 12. Cold. It is cold outside. Cold.	cold	DK 1 0
Say 13. Tall. The bird made a nest in a tall tree. Tall.	tall	DK 1 0
Say 14. Mother. The child asked his mother for a cookie. Mother.	mother	DK 1 0
Say 15. Night. The stars can be seen at night. Night.	night	DK 1 0
Say 16. Page. The book was missing a page. Page.	page	DK 1 0
Say 17. Began. Class began five minutes late. Began.	began	DK 1 0
Say 18. Windy. On windy days the leaves blow through the air. Windy.	windy	DK 1 0
Say 19. Camped. We camped in the forest and slept in a tent. Camped.	camped	DK 1 0
Say 20. Suspect. The suspect was arrested at the bank. Suspect.	suspect	DK 1 0
Say 21. Inactive. People are usually inactive while watching television. Inactive.	inactive	DK 1 0
Say 22. Known. The author was known throughout the world. Known.	known	DK 1 0
Say 23. Happily. The characters lived happily ever after. Happily.	happily	DK 1 0
Say 24. Stationary. Stationary objects do not move. Stationary.	stationary	DK 1 0
Say 25. Collection. I have a collection of coins. Collection.	collection	DK 1 0
Say 26. Budget. A budget helps to organize finances. Budget.	budget	DK 1 0
Say 27. Width. The width of the door was too narrow for the box to fit through. Width.	width	DK 1 0
Say 28. Guitar. I am learning how to play the guitar. Guitar.	guitar	DK 1 0
Say 29. Photography. Photography is a hobby of mine. Photography.	photography	DK 1 0
Say 30. Factual. A factual statement is true. Factual.	factual	DK 1 0
Say 31. Resign. I want to resign and start a new job. Resign.	resign	DK 1 0
Say 32. Doubt. I doubt it will rain today because the sky is clear. Doubt.	doubt	DK 1 0
Say 33. Progressive. Progressive research uses new ideas to make advances. Progressive.	progressive	DK 1 0
Say 34. Suppose. I studied for the test, so I suppose I'll do well. Suppose.	suppose	DK 1 0
Say 35. Confide. I will confide in you if you will keep a secret. Confide.	confide	DK 1 0

Spelling (continued)

Reminder: Discontinue Rule: 4 consecutive scores of 0.

Item	Correct Answer	Score
Say: 36. Resistance. A healthy diet may improve our resistance to illness. Resistance.	resistance	DK 1 0
Say: 37. Exerting. I opened the heavy door by exerting pressure. Exerting.	exerting	DK 1 0
Say: 38. Presence. The dog barks in the presence of a stranger. Presence.	presence	DK 1 0
Say: 39. Reign. The queen would reign for fifty years. Reign.	reign	DK 1 0
Say: 40. Ambitious. To become a world leader is an ambitious goal. Ambitious.	ambitious	DK 1 0
Say: 41. Outrageous. The announcer's outrageous comments made the crowd laugh. Outrageous.	outrageous	DK 1 0
Say: 42. Sympathetic. I felt sympathetic towards the crying baby. Sympathetic.	sympathetic	DK 1 0
Say: 43. Leisure. In my leisure time, I enjoy watching movies. Leisure.	leisure	DK 1 0
Say: 44. Oxidize. Oxygen causes copper to oxidize. Oxidize.	oxidize	DK 1 0
Say: 45. Achievement. Graduating from high school is an important achievement. Achievement.	achievement	DK 1 0
Say: 46. Absurd. It is absurd to think you can get water out of a stone. Absurd.	absurd	DK 1 0
Say: 47. Kindliness. I try to practice kindness with everyone I meet. Kindliness.	kindliness	DK 1 0
Say: 48. Metabolize. Exercise helps our bodies metabolize food. Metabolize.	metabolize	DK 1 0
Say: 49. Exhaustion. The runner collapsed from exhaustion after the marathon. Exhaustion.	exhaustion	DK 1 0
Say: 50. Affluent. Many people cannot afford to live in an affluent neighbourhood. Affluent.	affluent	DK 1 0
Say: 51. Filtration. The male peacock showed off his feathers in a filtration manner. Filtration.	filtration	DK 1 0
Say: 52. Stasis. During a time of stasis, little or no change occurs. Stasis.	stasis	DK 1 0
Say: 53. Receiving. My teacher enjoys receiving letters from students. Receiving.	receiving	DK 1 0
Say: 54. Heterodox. Heterodox beliefs do not agree with traditional beliefs. Heterodox.	heterodox	DK 1 0
Say: 55. Vacuum. I vacuum the rug once a week. Vacuum.	vacuum	DK 1 0
Say: 56. Conferred. I conferred with my lawyer before making a decision. Conferred.	conferred	DK 1 0
Say: 57. Physicist. A physicist studies the natural world. Physicist.	physicist	DK 1 0
Say: 58. Recede. I waited for the tide to recede before looking for seashells. Recede.	recede	DK 1 0
Say: 59. Perceived. The audience perceived the nervousness in the speaker's voice. Perceived.	perceived	DK 1 0
Say: 60. Abhors. My friend abhors insects and avoids them at all cost. Abhors.	abhors	DK 1 0
Say: 61. Marionette. There was a dancing marionette in the talent show. Marionette.	marionette	DK 1 0
Say: 62. Impeccable. After studying for many years, the student speaks impeccably French. Impeccable.	impeccable	DK 1 0
Say: 63. Gherkin. A gherkin is a young, pickled cucumber. Gherkin.	gherkin	DK 1 0

Spelling Total Raw Score
(Maximum = 63)

Math Fluency—Addition, Subtraction, Multiplication

Materials
Response Booklet
Pencil without eraser
Staple

Students to Administer
Grades 1-2: Addition, Subtraction
Grades 3-12: Addition, Subtraction, Multiplication

Time Limit
Allow 60 seconds for each student.

Repetitions
Instructions may be repeated as needed.

Recording and Scoring
Record the elapsed time in seconds.

Administration: Use the full administration instructions when administering Math Fluency—Addition, Subtraction, Multiplication.

Use the abbreviated administration instructions when administering Math Fluency—Addition, Subtraction, Multiplication (and then Math Fluency—Addition, Subtraction, Multiplication) for Grades 3-12.

If there is any delay between the administrations of these subtests, use the full administration instructions each time. For each of the Math Fluency subtests, redirect the student as needed to complete the problems from left to right, row by row, down the first page and then from left to right, row by row, down the second page.

Full Administration Instructions

To begin administration, give the student a pencil without an eraser and say, **You will be using a pencil without an eraser, so if you make a mistake, just cross it out.**

Open the Response Booklet to the appropriate Math Fluency subtest, with both pages facing the student, and say, **I want you to write the answers to as many math problems as you can in one minute.**

Point to the first item and say, **Start here and work the problems in this order.**

Demonstrate by sweeping your finger from left to right across the first row and then across the next row of the first page. Encourage the student to proceed by row, completing the left page first, then the right page.

Say, **If you come to a problem that you don't know, just skip it. Do you have any questions?**

When the student is ready, point to the first item and say, **Begin.** Start timing. If the student does not work the problems in the order specified, immediately redirect the student to the appropriate item order, but do not stop timing.

If the student finishes before the time limit, check the box marked **Other** and record the elapsed time. At the end of 60 seconds say, **Stop**, and check the box marked **60 seconds**.

Abbreviated Administration Instructions

Turn the Response Booklet to the appropriate Math Fluency subtest, with both pages facing the student, and say, **Now write the answers to as many of these math problems as you can in one minute. Work the problems in the same order as before.** Demonstrate again by sweeping your finger from left to right across the first row and then across the next row of the first page.

Point to the first item and say, **Begin.** Start timing. If the student does not work the problems in the order specified, immediately redirect the student to the appropriate item order, but do not stop timing.

If the student finishes before the time limit, check the box marked **Other** and record the elapsed time. At the end of 60 seconds say, **Stop**, and check the box marked **60 seconds**.

Math Fluency—Addition		Math Fluency—Subtraction		Math Fluency—Multiplication	
Grades 1-12		Grades 1-12		Grades 3-12	
Elapsed Time	☒ 60 seconds ☐ Other: _____ seconds	Elapsed Time	☒ 60 seconds ☐ Other: _____ seconds	Elapsed Time	☒ 60 seconds ☐ Other: _____ seconds
Math Fluency—Addition Total Raw Score (Maximum = 48)		Math Fluency—Subtraction Total Raw Score (Maximum = 48)		Math Fluency—Multiplication Total Raw Score (Maximum = 40)	
40		36		33	