

EDUCATIONAL EVALUATION

Woodcock-Johnson WIIP Interventions and Strategies Report Example

Name: Student, Seth
Date of Birth: 10/05/2001
Age: 7 years, 11 months
Sex: Male
Date of Testing: 01/14/2009

School: Your School
Teacher: Nice Teacher
Grade: 3.0
ID: 123.4567
Examiner: WJ Professional

TESTS ADMINISTERED

WJ III Tests of Achievement

These tests provide a measure of Seth's academic achievement. Relative strengths and weaknesses among his academic abilities are described in this report. A description of each ability is provided. His performance is compared to grade peers using a standard score range. Seth's proficiency is described categorically, ranging from very limited to average; his test performance can be generalized to similar, non-test, grade-level tasks. Additional interpretation of academic task performance is provided.

ACHIEVEMENT

Intra-Achievement Variations

Broad Reading includes reading decoding, reading speed, and the ability to comprehend connected discourse while reading. Seth's reading standard score is within the low average range (percentile rank range of 10 to 17; standard score range of 81 to 86) when compared to others in his grade. His overall reading ability is limited; reading tasks above the grade 2.5 level will be quite difficult for him. Seth will likely require intensive instructional support and targeted interventions in reading.

Broad Math includes mathematics reasoning and problem solving, number facility, and automaticity. His mathematics standard score is within the low range (percentile rank range of 4 to 11; standard score range of 74 to 82) for his grade. Seth's overall mathematics ability is limited; math tasks above the grade 2.6 level will be quite difficult for him. Intensive instructional support in math, including targeted interventions, will likely be needed for Seth.

Broad Written Language includes production of written text, including spelling ability, writing fluency, and quality of written expression. His written language standard score is within the low range (percentile rank range of 2 to 7; standard score range of 70 to 78) for his grade. His overall written language ability is limited; tasks measuring effective expression in written language above the grade 2.2 level will be quite difficult for him. Targeted interventions with intensive instructional support will likely be needed in writing.

Other Achievement Measures

Written Expression measures Seth's fluency of production and quality of expression in writing. Seth's written expression standard score is within the low average range (percentile rank range of 8 to 23; standard score range of 79 to 89) for his grade. His overall ability to express himself in writing is limited to average; writing fluency tasks above the grade 2.7 level will be quite difficult for him.

Woodcock-Johnson WIIP Interventions and Strategies Report Example

Math Calculation Skills measures Seth's computational skills and automaticity with basic math facts. His mathematics calculation skills standard score is within the low average range (percentile rank range of 8 to 23; standard score range of 79 to 89) for his grade. Seth's mathematics calculation skills are limited to average; he will probably find grade-level tasks requiring computational skills and automaticity with basic math facts difficult.

Academic Skills, Applications, and Fluency

Academic Skills. Overall, Seth's academic skills are limited. For example, his math calculation skill is limited to average. His sight reading ability and spelling are very limited.

Academic Fluency. The overall fluency with which Seth performs academic tasks is average. Specifically, his fluency with reading tasks and mathematics problems is average. His writing fluency is limited to average.

Academic Applications. Seth's overall ability to apply his academic skills is limited. In particular, his passage comprehension ability, quantitative reasoning, and writing ability are limited.

SUMMARY

When compared to the scores earned by others at his grade level, Seth's overall level of achievement is low. Seth's fluency with academic tasks is within the low average range. His ability to apply academic skills is within the low range.

When compared to others at his grade level, Seth's standard scores are low average in broad reading, brief reading, math calculation skills, and written expression. His standard scores are low (compared to grade peers) in broad mathematics, brief mathematics, broad written language, and brief writing. No significant strengths or weaknesses were found among the scores for a selected set of Seth's achievement areas.

INSTRUCTIONAL RECOMMENDATIONS & INTERVENTIONS

Seth will probably gain the most from reading instruction presented within the late first grade to middle second grade range.

It may be useful to determine exactly which capital and lower case letter names that Seth recognizes and can identify. To use this procedure, each of the 26 letters is printed on an index card. There should be one card for the capital and one card for the lowercase letter (52 cards in all). Letters should be presented to Seth in random order and the teacher should keep a list of known and unknown letters. The procedure can be repeated several times. Unidentified letters become instructional objectives. As a higher-level variation on the procedure, Seth may be asked to match capital and lowercase letters.

Seth may begin to think of himself as a reader when he can link printed word forms with words he knows orally.

Woodcock-Johnson WIIP Interventions and Strategies Report Example

Use of an explicit, systematic, synthetic phonics program may be beneficial for Seth. These programs begin instruction at the phoneme level and then introduce graphemes. Seth would be taught explicitly the relationship between sounds (phonemes) and letters (graphemes) and then how to blend the sounds to make words. Examples of such programs include *Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech*® (LiPS) and *Wilson Reading*®.

Increased time spent reading may increase Seth's exposure to printed words and may result in an increase in the number of words that he can recognize orthographically.

Word recognition strategies may help Seth build automatic sight-word recognition. These strategies include word walls, flow lists, word banks, flash cards, and games. It is beneficial to use high-frequency words when implementing these strategies, as this will enhance Seth's ability to read independently. For example, a word wall might present five high-frequency words that Seth needs to learn. The teacher engages him in activities, both planned and unplanned, which use the words on the wall. Word walls help build word recognition and analysis skills, vocabulary, and serve as a spelling reference.

Seth may benefit from keeping a word bank, a word recognition intervention. Each word is written on a card and then filed alphabetically. A variety of activities can be done with the word bank to assist Seth in learning or recalling sight words. Some activities include illustrating each word on one side of the card, classifying the words into semantic categories, pairing with another student to read their word cards, using word cards to form sentences, or using the words as flash cards.

A sight-word flow list provides a systematic method to help Seth build automatic sight word recognition. (This is a list where words are practiced until mastered and then reviewed systematically to ensure retention.) Using 3-5 words Seth fails to recognize in reading, a teacher would write the words on a flow list form. Seth studies the words and then is tested on the words. Provide daily testing and practice until Seth reads each word correctly five days in a row. When the mastered word is removed from the flow list, it is placed in a word bank and a new word is added. One week later the teacher checks the word in the word bank to ensure that Seth can still read it. If an error is made, the word is placed back again on the sight word flow list to be practiced again.

Multisensory methods, such as the Fernald method or the Look-Spell-See-Write approach, will help Seth build sight-word acquisition and word-identification skills. Using the Fernald method, Seth would select a word he wants to learn and the teacher would write the word and discuss its meaning. The teacher models tracing the word and saying each part as it is traced. After this modeling, Seth would trace the word until he feels he can write the word from memory. If there is an error, stop the writing, cover or erase the error, and have Seth use the tracing procedure again before proceeding. Once Seth writes the word from memory correctly three times without the model, have him file the word card in a word bank.

Look-Spell-See-Write is a method to learn sight words independently. In this method, a teacher identifies words Seth needs to master, makes sure he knows what each word means, and then writes the words on cards. Seth is instructed to follow steps in studying the words independently. A cue card can be provided.

Woodcock-Johnson WIIP Interventions and Strategies Report Example

Seth will look at each word and say it aloud. Then he says each letter in the word. Next, Seth looks carefully at the word, forms a mental picture, and tries to visualize the word with his eyes closed. Seth turns the card over and tries to write the word from memory. He checks the spelling and if correct, turns the card over and writes it again. If incorrect, Seth starts over with the first step. This continues until Seth writes the word three consecutive times with no mistakes.

A vocabulary-rich environment may provide Seth with exposure to a large number of words and their meanings. Frequent exposure and contact with an increasing number of words is essential for learning to use the words adequately. Objectives should include increased vocabulary development, including use of pronouns, verb tense, plurals, and prepositions.

Linking new facts to Seth's prior knowledge about the topic may increase inferential comprehension. Using a series of questions, the teacher activates Seth's prior knowledge and then models making predictions using a think aloud approach. The KWLS strategy uses a chart to help students organize information into four categories: (1) Know—what they already know about the topic; (2) Want to know—what they want or need to learn from reading; (3) Learned—what they learned from reading; and (4) Still need to learn—what additional information they still need on the topic.

Incorporating self-monitoring strategies may help Seth to recognize and resolve his comprehension errors as they arise. Click or Clunk is one example of a self-monitoring strategy that teaches students to monitor their performance while reading. For example, if Seth understands a word, a point, a sentence, etc., he says "click." If he doesn't understand, he says "clunk." Once students can recognize the "clunks," they are taught strategies to address them including use of a glossary, dictionary, a reading checklist, or discussion with a peer.

Encourage Seth and his parents to spend time reading every day outside of school.

Seth may benefit from a cross-age peer-tutoring program either as a tutee or a tutor. To improve Seth's ability to efficiently decode passages, Seth could be paired with an older student from another classroom and then engage in a weekly listening-while-reading intervention. Listening-while-reading requires the more competent tutor to read aloud while the less competent reader follows along. The less competent reader then reads the passage aloud and receives corrective feedback as needed from the tutor.

Math instruction presented within the middle first grade to middle second grade range will likely produce the greatest gains for Seth.

Use a sequential system to teach Seth how to complete various computations. Teaching the facts in a particular sequence will help Seth organize the information for retention and recall. For example, when teaching addition facts the suggested sequence is the plus-zero principle, plus-one principle, doubles facts, doubles-plus-one facts, doubles-plus-two facts, plus-ten facts, plus-nine facts, and then any remaining facts. For multiplication, the suggested sequence is the times-zero principle, times-one principle, times-two and two-times facts, times-five and five-times facts, times-nine and nine-times facts, perfect squares, and then any remaining facts.

Woodcock-Johnson WIIP Interventions and Strategies Report Example

The cover-copy-compare intervention requires teacher-made worksheets that provide correctly completed problems on the left side of the paper and the unsolved problem on the right side of the paper. The teacher instructs Seth to study the correctly completed problem, then cover it with an index card, complete the matching problem to the right, and then check his work by comparing it to the model problem.

As a strategy, teach Seth to draw a picture or diagram of a mathematical word problem before trying to represent the problem with numbers.

Direct instruction may be one of the most effective ways for building Seth's math calculation and problem-solving skills. Teachers provide instruction in a step-by-step manner, typically implementing six key teaching functions: review, presentation, guided practice, corrections and feedback, independent practice, and weekly and monthly reviews. It may be important to teach Seth in small, guided steps and provide him with opportunities for extensive practice.

Computer-assisted instruction (CAI) allows Seth to progress at his own pace and receive immediate error correction. A variety of websites and computer software programs for building basic math skills are available. Attempt to select a program that is engaging and motivating to Seth.

Writing instruction that is presented within the middle to late first grade level is appropriate for Seth.

Multisensory techniques involving repeated tracing and saying of letters and words may be especially helpful, particularly when introducing irregular words. Emphasize activities that involve writing or using letter tiles to spell words, rather than oral spelling as it is important for Seth to construct and then see the correctly printed word.

Use of explicit, systematic phonics instruction that incorporates the teaching of phonemic awareness may be a key to helping Seth develop a solid base for spelling.

Teach the spellings of common irregular words, such as of, what, and were. Also, teach important grade-appropriate words, especially those that cannot be spelled solely through the use of rules or phonics knowledge.

Encourage independent reading to increase exposure to printed words. The more Seth sees words in print, the more likely he is to remember how the words look.

Participation in a literate, motivating, risk-free classroom environment may assist Seth in developing a positive attitude toward writing as well as improving his writing skills. A literate classroom features students' written work prominently, is filled with reading and writing materials, and has word lists on the wall. A motivating and risk-free environment is created by the teacher setting an exciting mood that allows for student input and flexibility on topics, and also reinforces and supports the student's accomplishments.

Devote more time to writing. Daily writing practice at school and at home facilitates writing for different purposes and for different audiences. Making the connection between writing and real-world applications is an important motivator in developing Seth's writing skills.

**Woodcock-Johnson WIIP
Interventions and Strategies Report Example**

Explicit instruction in the mechanics of writing may improve Seth's fluency with writing tasks.

WJ Professional

SAMPLE

Woodcock-Johnson WIIP Interventions and Strategies Report Example

TABLE OF SCORES

Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
 Woodcock Interpretation and Instructional Interventions Program, Version 1.0
 Norms based on grade 3.0

<u>CLUSTER/Test</u>	<u>Raw</u>	<u>W</u>	<u>GE</u>	<u>EASY</u>	<u>to</u>	<u>DIFF</u>	<u>RPI</u>	<u>SS (68% Band)</u>	<u>AE</u>
BRIEF ACHIEVEMENT	-	446	1.7	1.4	2.1	19/90	75	(72-77)	7-1
TOTAL ACHIEVEMENT	-	466	1.9	1.5	2.4	54/90	75	(73-77)	7-3
BROAD READING	-	463	2.1	1.7	2.5	52/90	83	(81-86)	7-4
BROAD MATH	-	469	1.9	1.3	2.6	63/90	78	(74-82)	7-3
BROAD WRITTEN LANG	-	466	1.7	1.4	2.2	45/90	74	(70-78)	7-0
BRIEF READING	-	454	2.0	1.7	2.3	35/90	83	(81-85)	7-4
BRIEF MATH	-	460	1.8	1.4	2.4	47/90	78	(74-82)	7-2
MATH CALC SKILLS	-	478	2.1	1.4	3.2	78/90	84	(79-89)	7-6
BRIEF WRITING	-	459	1.6	1.4	1.9	27/90	72	(68-75)	6-11
WRITTEN EXPRESSION	-	476	2.0	1.6	2.7	70/90	84	(79-89)	7-4
ACADEMIC SKILLS	-	451	1.8	1.5	2.2	29/90	77	(75-80)	7-2
ACADEMIC FLUENCY	-	493	2.3	1.3	3.6	83/90	88	(83-93)	7-7
ACADEMIC APPS	-	464	1.8	1.5	2.3	45/90	78	(75-82)	7-2
Letter-Word Identification	35	440	2.1	1.9	2.4	24/90	86	(83-88)	7-5
Applied Problems	16	452	1.6	1.2	2.1	29/90	80	(75-84)	6-11
Spelling	21	445	1.4	1.1	1.7	9/90	71	(67-75)	6-8
Passage Comprehension	20	468	1.9	1.6	2.3	48/90	84	(80-88)	7-2
Calculation	13	469	2.1	1.6	2.8	68/90	86	(81-91)	7-6
Writing Samples	14-B	472	1.9	1.6	2.4	59/90	83	(78-88)	7-2
Reading Fluency	21	481	2.3	1.5	3.6	82/90	91	(86-96)	7-7
Math Fluency	30	487	2.3	<K.0	4.4	85/90	87	(83-92)	7-7
Writing Fluency	8	480	2.3	1.6	3.3	80/90	89	(81-97)	7-7

<u>VARIATIONS</u>	<u>STANDARD SCORES</u>			<u>VARIATION</u>		<u>Significant at + or - 1.50 SD (SEE)</u>
	<u>Actual</u>	<u>Predicted</u>	<u>Difference</u>	<u>PR</u>	<u>SD</u>	
<i>Intra-Achievement (Broad)</i> BROAD READING	83	80	3	63	+0.32	No
BROAD MATH	78	85	-7	26	-0.65	No
BROAD WRITTEN LANG	74	85	-11	14	-1.07	No