

Woodcock-Muñoz Language Survey III

WMLS™ III Assessment Service Bulletin Number I

WMLS III: Comprehensive Assessment, Intervention, and Application

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The Woodcock-Munoz Language Survey® III (WMLS III; Woodcock, Alvarado, Ruef, & Schrank, 2017) and its companion product, the WMLS III Teacher and Parent Intervention System, combine to create a complete solution for measuring students' listening, speaking, reading, and writing skill development in English and/or Spanish. The optional "Language Background Information" and "Academic Language Exposure" sections offer an additional context for interpretation and, together with test results and proficiency levels, inform a variety of home- and school-based intervention recommendations. The reports generated by the WMLS III Teacher and Parent Intervention System illustrate such extensive information in a narrative format.

The WMLS III addresses needs presented by both bilingual educators and special education diagnosticians. A flexible, collaborative approach benefits both teams and has implications for a merging of respective policies. In the context of a comprehensive evaluation, the WMLS III offers an initial language evaluation and recommended interventions. Because it assesses levels of academic language proficiency, both within a language and across languages, the WMLS III assists evaluators with answering the question "Are challenges with language-based skills impacting the student's success in the classroom?" This Assessment Service Bulletin provides readers with an understanding of the test content, process, and construct delineations of the WMLS III within a Cattell-Horn Carroll (CHC) theory framework, enabling evaluators to maximize the powerful interpretive features of the battery.

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WMLS™ III: Comprehensive Assessment, Intervention, and Application

The *Woodcock-Munoz Language Survey® III* (WMLS III) is an individually administered, standardized, norm-referenced assessment that offers an extensive sampling of academic language proficiency, in English and/or Spanish, in the domains of listening, speaking, reading, and writing. It is appropriate for individuals ages 3 years, 0 months through 22 years, 11 months. The WMLS III includes three forms: two in English and one in Spanish. These are parallel forms of equivalent difficulty; thus, performance on one form can be directly compared to performance on another form to compare skill acquisition across languages or to measure growth within a language. Each form includes eight tests. In each of the four domains (listening, speaking, reading, and writing), there are two tests—one test of basic foundational skills and one test of applied functional skills. The listening and speaking tests combine to create five oral language clusters, and the reading and writing tests group to form five literacy clusters. Other combinations of tests produce cross-domain composites of comprehension and basic, broad, and applied language ability. Depending on the referral question(s) or purpose for the assessment, examiners may select any combination of tests to administer. Tables 1 and 2 present the English and Spanish battery Selective Testing tables. Table 3 provides a description of the task requirements and skill benefits for each WMLS III test.

Table 1.
*WMLS III English Selective
Testing Table*

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	Listening and Speaking						Reading and Writing				Cross-Domain Clusters			
	Listening	Speaking	Broad English Oral Language	Basic English Oral Language	Applied English Oral Language	Reading	Writing	Broad Reading and Writing	Basic Reading and Writing	Applied Reading and Writing	Comprehension	Broad English Language Ability	Basic English Language Ability	Applied English Language Ability
Test 1: Analogies	■		■	■							■	■		
Test 2: Oral Comprehension	■		■		■						■	■		■
Test 3: Picture Vocabulary		■	■	■								■	■	
Test 4: Oral Language Expression		■	■		■							■		■
Test 5: Letter-Word Identification						■		■	■			■	■	
Test 6: Passage Comprehension						■		■		■	■	■		■
Test 7: Dictation							■	■	■			■	■	
Test 8: Written Language Expression							■	■		■		■		■

Table 2.
WMLS III Spanish Selective
Testing Table

	Escuchar y hablar					Leer y escribir				Compuestos entre dominios		
	Escuchar	Hablar	Lenguaje oral amplio en español	Lenguaje oral básico en español	Lenguaje oral aplicado en español	Leer	Escribir	Lectura y escritura amplias en español	Lectura y escritura básicas en español	Lectura y escritura aplicadas en español	Comprensión	Habilidad amplia de lenguaje en español
Prueba 1: Analogías	■		■	■							■	■
Prueba 2: Comprensión oral	■		■		■						■	■
Prueba 3: Vocabulario sobre dibujos		■	■	■							■	■
Prueba 4: Expresión de lenguaje oral		■	■		■						■	■
Prueba 5: Identificación de letras y palabras						■		■	■		■	■
Prueba 6: Comprensión de textos						■		■		■	■	■
Prueba 7: Dictado							■	■	■		■	■
Prueba 8: Expresión de lenguaje escrito							■	■		■		■

Table 3.
Description of the
WMLS III Tests

Test	Language Domain	Required Task	Skill Benefits
Test 1: Analogies/ Analogías	Listening	Understand the analogical relationship between a pair of orally presented words in order to complete a second analogy with a single word.	The ability to make connections between unfamiliar concepts expands learning potential beyond literal presentation of content.
Test 2: Oral Comprehension/ Comprensión oral	Listening	Listen to and understand an oral passage, then orally provide a missing key word that makes sense in the passage.	The understanding of connected discourse allows for more complex verbal interactions.
Test 3: Picture Vocabulary/Vocabulario sobre dibujos	Speaking	Provide a verbal label for pictured objects.	Vocabulary development is the basis for learning language. An increase in word knowledge, or vocabulary, is the greatest contributor to reading comprehension and also supports more elaborate verbal interactions. Expanding oral and written vocabulary over time is critical for building knowledge and constructing language connections.
Test 4: Oral Language Expression/Expresión de lenguaje oral	Speaking	For early items, identify the function of objects and orally provide verbal labels for two objects together. For the majority of items, orally produce complete, coherent sentences using one, two, or three specified words, with or without the aid of a picture.	Spoken language is the most common way people express themselves and interact in their environments. The ability to verbally communicate with others creates connections and forms the basis for seeking and sharing information. Formal and informal conversations require taking turns producing verbal outputs.

Table 3. (cont.)
Description of the
WMLS III Tests

Test	Language Domain	Required Task	Skill Benefits
Test 5: Letter-Word Identification/ Identificación de letras y palabras	Reading	Identify printed letters and read words.	Drawing on a bank of lexical knowledge allows for analysis of unfamiliar combinations of sounds and/or letters. This analysis and application of conventional language usage permits individuals to decipher unknown words. This ability to decode serves as the foundation for reading.
Test 6: Passage Comprehension/ Comprensión de textos	Reading	Read and understand a written passage; orally provide a missing key word that makes sense in the context of the passage.	Reading is one of the primary methods of acquiring information. Reading allows for confirming current information, learning new information, enhancing and expanding one's knowledge base, and integrating a variety of diverse material. Reading serves as both a leisure activity and a professional endeavor.
Test 7: Dictation/Dictado	Writing	Spell orally presented words; apply knowledge of letter forms, punctuation, capitalization, and word usage to writing.	A great deal of communication requires writing. Mastering the basic rules of written language grants the writer the opportunity to express himself or herself, to provide information, to persuade, or to create a literary work.
Test 8: Written Language Expression/Expresión de lenguaje escrito	Writing	For early items, read and understand a written passage and then provide in writing a missing key word that makes sense in the context of the passage. For later items, write complete, coherent sentences using one, two, or three stimulus words, with or without the aid of a picture; complete a passage by writing in an appropriate phrase; write a second sentence of a three-sentence paragraph.	Written language is expressed by the author and received by the reader. The ability to clearly communicate, without immediate feedback, allows for a more extensive avenue of information dissemination. Writing skills are utilized throughout personal and professional everyday pursuits.

The extensive scope of skill content and the strong technical quality of the battery make the WMLS III appropriate for a variety of uses. In addition to helping examiners determine an examinee's language proficiency and language dominance, the WMLS III can also assist examiners with monitoring examinee growth in language ability; determining eligibility for remedial, accelerated, or bilingual programs; conducting comprehensive assessments for immersion instruction; evaluating for dyslexia; documenting program effectiveness; and collecting research data.

Overview of the WMLS III Teacher and Parent Intervention System

The basic reports available from the WMLS III online scoring and reporting program include a Teacher Score Report, a Parent Score Report in English and Spanish, and a Progress Monitoring Report. When examiners combine WMLS III administration with the optional WMLS III Teacher and Parent Intervention System, they can generate an interpretive intervention report, tailored for either a teacher or a parent, that is specific to the examinee. The intervention report incorporates some combination of a Table of Scores, a plot showing language proficiency levels, narrative statements describing the examinee's language use and language background information, a detailed explanation of test results, proficiency descriptions, diagnostic statements, proposed activities and books for future learning, and recommendations for additional support. The Teacher Intervention Report is available in English only, while the Parent Intervention Report is available in both English and Spanish. This best-practice coupling of assessment results with individualized instructional recommendations deepens the teachers' and parents' understanding of the learner and informs both educational placement and instruction.

Teacher and Parent Intervention Report Features

The teacher and parent intervention reports contain a wealth of information to assist evaluators, educators, and parents in placement and decision making.

Language Background Information

Examiners have the option to capture information regarding the examinee's language background and academic language exposure during the assessment process. Although this information is not required input, it provides critical context for interpretation of the test results. Research shows that 4 to 5 years of academic English language exposure is sufficient to become fluent (August & Shanahan, 2006; Demie, 2013; Greenberg Motamedi, 2015; MacSwan & Pray, 2005; Thomas & Collier, 2002). Therefore, information regarding language use in various environments and duration of academic language exposure is critical to gauge an English learner's progress toward proficiency. Knowledge of the examinee's native language and timing of introduction of a second language helps to classify the learner. This knowledge can be supplemented with information regarding the primary language spoken by others in the examinee's home and the main language spoken by the examinee at home, in school, and with peers. Information about the types of educational programs the examinee has been and will be enrolled in, both in the United States and in other countries, portrays a more precise picture of the learner. When this information is entered into the WMLS III online scoring and reporting program, it is presented in a narrative format in the report. Information about behavioral factors that tend to facilitate or inhibit performance, such as confidence, attention, and cooperation, can also be entered into optional "Test Session Observations" fields. Collectively, this information provides examiners with a foundational understanding of the learner and provides a rich context for interpretation.

Language Proficiency Levels

The WMLS III language proficiency levels (LPLs) describe an examinee's functionality, or quality of performance, in cognitive academic language. Cummins (1984, 2003)

formalized a framework to distinguish between language that is learned naturally and is employed in informal settings and language that originates and is utilized in formal educational environments. The WMLS III specifically measures the latter—discrete language skills and academic language skills that are separate from conversational fluency. The WMLS III LPLs span from *Initial Development* through *Advanced Proficient*, with *Early Development*, *Continuing Development*, *Emerging Proficiency*, and *Proficient* in between the two extremes. These six levels represent the skill progression of language acquisition.

The LPL is determined by the examinee's score distance, or *difference* (in *W* points), from average peers. Because the *W* scale is an equal-interval metric, *W* Difference scores have interpretive implications for an examinee's likelihood of success on tasks measured by the test items. For example, an examinee at the *Proficient* level will be between 74% and 97% successful on tasks that same-age or same-grade peers perform with 90% success. In contrast, an examinee of the same age who is at the *Early Development* level will only be between 3% and 17% successful with those tasks. Table 4 contains the WMLS III language proficiency levels along with their *W* Difference score ranges, the likelihood of examinee success on grade- or age-level tasks, a short description of the skills and abilities characterizing the level, and the implications for student learning.

Table 4.
WMLS III Language Proficiency Levels: Descriptions and Implications

Proficiency Level	<i>W</i> Difference Score Range	Likelihood of Examinee Success on Age- or Grade-Level Tasks	Description	Implications
Initial Development	–51 and below	0% to 3%	The individual is at the very beginning stages of learning academic language and displays minimal receptive and expressive language skills.	Significant supports are required at this point for learning to occur.
Early Development	–50 to –35	3% to 17%	The individual has progressed to the beginning phase of academic language learning. Although receptive and expressive language skills are still very limited, the individual is starting to use and understand words that are repeated regularly in a similar context. This stage is commonly associated with a skill level several years below that of native-language peers.	Substantial supports continue to be required for further learning to occur.
Continuing Development	–34 to –20	17% to 51%	The individual's skill level now reflects necessary conversational proficiency and basic understanding of academic language.	A moderate amount of support in the classroom remains needed to facilitate learning.
Emerging Proficiency	–19 to –11	51% to 74%	The individual has an understanding of the academic language utilized in an educational environment. Individuals at this stage often have a skill level near that of average native-language peers.	Instructional support continues to be beneficial to maximize learning.

Table 4. (cont.)
WMLS III Language
Proficiency Levels:
Descriptions and
Implications

Proficiency Level	W Difference Score Range	Likelihood of Examinee Success on Age- or Grade-Level Tasks	Description	Implications
Proficient	–10 to +10	74% to 97%	The individual is achieving at a level comparable to that of average native-language peers and can effectively communicate and handle classroom tasks.	Typical educational interactions and instructions are understood without additional supports.
Advanced Proficient	+11 and above	97% to 100%	The individual has surpassed the proficiency of average native-language peers. All domains of language have been mastered, and complex analytical skills in reading, writing, listening, and speaking are dominant.	The individual is capable of full engagement in all educational contexts.

In addition to a detailed narrative description of all six LPLs, all WMLS III reports include a Plot of Scores that displays the examinee's WMLS III LPLs in English and/or Spanish for each cluster administered, providing a visual comparison of language proficiency both within and between languages. To further aid in interpretation of the LPLs, the horizontal axis of the plot displays percentages indicating the likelihood of success on grade- or age-level tasks at the boundaries between LPLs. The Teacher Score Report and Teacher Intervention Report also include a customizable Table of Scores for all tests and clusters administered, along with a narrative interpretation of the examinee's test results and a comparison of English and Spanish test results, if applicable.

Diagnostic Statements

Teacher Intervention Reports include diagnostic statements to help evaluators more fully understand the examinee's relative strengths and weaknesses within the language domains. Within the domains of oral language and of reading and writing skills, the diagnostic statements provide a comparison of the examinee's basic and applied skills. This section also includes statements comparing the examinee's oral language skills to his or her reading and writing skills. These interpretive statements regarding the comparison of test scores across academic areas are separate and distinct from the interpretation of composites offered through cluster scores. The degree of consistency of an examinee's performance within and across these domains may indicate specific needs otherwise not considered with respect to task complexity and cross-functional achievement. The diagnostic statements are available for both English and Spanish test results and can be used to help evaluators determine language dominance for bilingual examinees.

Classroom Interventions and Home-Based Recommendations

A hallmark feature of the WMLS III Teacher and Parent Intervention System is a library of instructional support activities. Based on the examinee's age or grade, language background, and unique WMLS III score profile, these activity recommendations appear as classroom interventions in the Teacher Intervention Report and as home-based recommendations in the Parent Intervention Report. Some classroom interventions are best-practice guidelines for teachers to employ with all learners, while others are more specific to the examinee's learning needs based on his or her individual profile. Many of

the classroom activities are appropriate for teachers to implement in large-group format, in small group work, or in dyad interaction with a more knowledgeable person such as a teacher or peer. Many of the home-based recommendations are family activities, while others the student can engage in independently or with a sibling or other family member. Recommendations range from formal teaching strategies to play-based activities. Suggestions include activities to enhance all four skill areas—listening, speaking, reading, and writing—as skill development in any one of these areas will enhance progression in the others. The recommended scaffolding of supports promotes a breadth and depth of learning in school and home environments.

Book Recommendations

The WMLS III Teacher Intervention Report and Parent Intervention Report include lists of appropriate book titles to promote increased engagement in a language-rich environment. Separate sections are provided for book titles for listening, instructional supports for listening and speaking, book titles for reading, and instructional supports for reading. These books and activities are appropriate for both school and home settings, thus supporting family participation in language instruction.

Examiners have the option to include book recommendations from the leveled readers series *BOLDPRINT® Kids Anthologies* and *BOLDPRINT Kids Graphic Readers* (grades K–12), *Rigby® PM* (grades K–5), and *HMH® Science and Engineering* (grades K–5) in the Teacher Intervention Report. If this option is selected during report generation, the examinee's overall language, reading, or writing score (for native English-speaking examinees) or overall language or oral language score (for English learners) will trigger the inclusion of appropriate book recommendations from these three series. These book series each include a set of support recommendations, and the Teacher Intervention Report offers additional scaffolding instructions that are appropriate for the examinee.

ESL (English as a Second Language) Programs

Three Houghton Mifflin Harcourt ESL programs have been aligned to the WMLS III: *On Our Way to English®*, *Escalate English®*, and *English 3D®*. For students whose native language is not English, if the school district utilizes any of these programs, the Teacher Intervention Report can incorporate guidance regarding the appropriate level for the student's entry into the ESL program, the amount of support the student will likely require within the curriculum, and other recommendations to increase student learning.

Recommendations for the ESL program *On Our Way to English* will be triggered for inclusion in the report when the student is a non-native English speaker whose LPL in the identified cluster targeting overall language or oral language ability is *Initial Development*, *Early Development*, *Continuing Development*, or *Emerging Proficiency*. *On Our Way to English* uses an integrated approach, encompassing listening, speaking, reading, and writing instruction simultaneously, mainly with science and social studies content. Materials such as newcomer books, big books, songs, shared writing cards, and leveled readers are employed with beginning, intermediate, or advanced levels of scaffolding.

The report will include recommendations for *Escalate English* for students in grades 4 through 8 when the student is a non-native English speaker at any level of proficiency who has been administered an identified cluster targeting overall language or oral language ability. These recommendations include lists of graphic novels and podcasts and suggestions for light, moderate, or substantial scaffolding.

For students in grades 4 through 12, *English 3D* recommendations will be included in the report when the student is a non-native English speaker whose language proficiency level in the identified cluster is *Continuing Development* or *Emerging Proficiency*. The *English 3D* program employs high-interest books regarding relevant issues with differentiated levels of scaffolding to support long-term English learners who are struggling with academic language proficiency.

Implications

The WMLS III and the companion WMLS III Teacher and Parent Intervention System create a powerful portrait of a student's language abilities in the context of a comprehensive evaluation. The extensive derived scores, narrative summaries, and interpretive offerings available fill needs identified by both bilingual educators and special education diagnosticians. The WMLS III fosters professional collaborations across fields and potential merging of respective assessment policies. An understanding of the test content, process, and construct delineations within a Cattell-Horn-Carroll (CHC) theory framework assists evaluators with answering the question "Are challenges with language-based skills impacting the student's success in the classroom?"

English learners should be assessed both in their native language and in English to determine language dominance and the extent, if any, that limited English skills are impacting the student's classroom learning. According to Wagner, Francis, and Morris (2005), comparable assessments should assess the same domain at identical levels with similar precision. With three parallel forms—two in English and one in Spanish—the WMLS III is well suited for this purpose. According to the Individuals with Disabilities Education Improvement Act (IDEA) regulations (2006), assessments must be administered "in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally." As a first step in a comprehensive evaluation, the WMLS III helps examiners determine whether additional testing should be conducted in English or in the student's native language. If the WMLS III is administered and the scores indicate minimal English language skills, then further testing in English would not yield "accurate information."

Ideally, the assessment team would comprise a well-trained bilingual educator and diagnostician or psychologist to maximize the information obtained. O'Bryon and Rogers (2010) report inadequate training, lack of necessary language skills, and lack of appropriate instruments as significant challenges in assessing students who are English learners. The WMLS III promotes collaboration among professionals to address these concerns. As noted in the WMLS III Comprehensive Manual (Woodcock, Alvarado, Ruef, & Schrank, 2017), "Examiners who administer the WMLS III English forms need to be fluent and literate in English, just as those who administer the WMLS III Spanish Form need to be fluent and literate in Spanish" (p. 10). Chapter 6 of the *Woodcock-Johnson® IV Tests of Oral Language Examiner's Manual* (Mather & Wendling, 2014) outlines a training sequence for this model of administration. Preferably, English learners should be assessed both in their native language and in English to compare the influence of language on learning. When school psychology/special education and bilingual education professionals are working with the same student, the WMLS III allows assessment information to be blended and braided instead of duplicated and disconnected.

The WMLS III is part of the Woodcock-Johnson family of test batteries and is co-normed with the *Woodcock-Johnson IV* (WJ IV™). This is important because derived

scores from tests that are common to the two batteries can be directly compared. Additionally, WMLS III scores can be interpreted via CHC theory, which is a prevalent framework for classifying human cognitive abilities and is the structural basis for the WJ IV. In the case of an English learner suspected of having a specific learning disability (SLD) or dyslexia, the WMLS III is an efficient and effective tool to administer as part of a comprehensive evaluation. By administering the WMLS III as an initial test, the examiner is able to measure not only language proficiency, but several cognitive and academic abilities that are relevant to the federal definition of SLD:

Specific learning disability means a disorder in one or more of the basic **psychological processes** involved in **understanding** or in **using language, spoken or written**, that may manifest itself in an imperfect ability to **listen, think, speak, read, write, spell**, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (IDEA, 2004; bold print added for emphasis)

Using the WMLS III as an initial measure within a comprehensive evaluation helps the examiner(s) determine whether additional testing is necessary and if so, which test(s) would be appropriate. The data collected using the WMLS III can be interpreted and integrated with additional information from the WJ IV to provide a more comprehensive picture of the student's abilities. The data gathered during the WMLS III administration can also be used to explore and document the exclusionary factors considered regarding the identification of SLD and the learner's language, culture, and instructional history. Table 5 presents the broad and narrow CHC ability designation and language component for each test, as well as the relationship of each test to the IDEA (2004) SLD definition. The information in this table can assist examiners in interpreting initial WMLS III results and planning next steps.

Table 5.
CHC Abilities, Language Components, and Relationship to SLD Definition for WMLS III Tests

Test	Components of Cognition and Language	Relationship to SLD Definition/ Psychological Processes
Test 1: Analogies/ Analogías	Comprehension-Knowledge (<i>Gc</i>) Language development (LD) Lexical knowledge (VL) Induction (I) Receptive-expressive vocabulary	Understanding spoken language Listening Thinking Speaking
Test 2: Oral Comprehension/ Comprensión oral	Comprehension-Knowledge (<i>Gc</i>) Listening ability (LS) Lexical knowledge (VL) Receptive-expressive vocabulary Syntactic knowledge Semantic knowledge Inferential thinking	Understanding spoken language Listening Thinking Speaking
Test 3: Picture Vocabulary/Vocabulario sobre dibujos	Comprehension-Knowledge (<i>Gc</i>) Lexical knowledge (VL) Language development (LD) Expressive vocabulary	Understanding spoken language Thinking Speaking
Test 4: Oral Language Expression/Expresión de lenguaje oral	Lexical knowledge (VL) Expressive vocabulary Morphological knowledge Syntactic knowledge Semantic knowledge Inferential thinking	Understanding spoken language Listening Thinking Speaking

Table 5. (cont.)
CHC Abilities, Language Components, and Relationship to SLD Definition for WMLS III Tests

Test	Components of Cognition and Language	Relationship to SLD Definition/ Psychological Processes
Test 5: Letter-Word Identification/ Identificación de letras y palabras	Reading and Writing Ability (<i>Grw</i>) Reading decoding (RD) Print awareness Letter and letter-sound knowledge Sight word reading	Understanding written language Speaking Reading
Test 6: Passage Comprehension/ Comprensión de textos	Reading and Writing Ability (<i>Grw</i>) Reading comprehension (RC) Reading decoding (RD) Semantic knowledge Inferential thinking	Understanding written language Speaking Reading
Test 7: Dictation/Dictado	Spelling ability (SG) Capitalization Punctuation Word usage	Understanding written language Listening Writing Spelling
Test 8: Written Language Expression/Expresión de lenguaje escrito	Lexical knowledge Reading and Writing Ability (<i>Grw</i>) Writing ability (WA) Meaningful spelling Morphological knowledge Syntactic knowledge Semantic knowledge Inferential thinking	Understanding written language Listening Reading Writing

As shown in Table 5, the WMLS III measures many of the most salient features of the SLD definition at enough depth to understand examinees' language dominance; listening, speaking, and verbal comprehension in both English and Spanish; and some critical reading and writing markers. Because the majority of specific learning disabilities involve reading, using the WMLS III as the initial measure provides evaluators with a time-efficient means of testing many aspects of reading. Despite the breadth and depth of obtainable information from the WMLS III, additional selective testing procedures are necessary to comprehensively identify SLD. For example, although the WMLS III helps measure a student's ability to handle the language demands of math word problems, it does not include a quantitative reasoning measure. If a student who is struggling in math scored low on the WMLS III English tests, an appropriate next step might include administering the math clusters from the WJ IV Tests of Achievement (Schrang, Mather, & McGrew, 2014) or the *Batería III Pruebas de aprovechamiento* (Muñoz-Sandoval, Woodcock, McGrew, & Mather, 2005, 2007). Also, while aspects of auditory processing are measured in WMLS III tests, for a child suspected of having dyslexia, additional testing would be needed in the areas of auditory processing and memory. These tests are available in the WJ IV and *Batería III* batteries. Because examiners would have all of the WMLS III data, selective testing can occur at both the construct and language (English or Spanish) level.

An understanding of three knowledge systems—syntactic, semantic, and morphological—that are measured by several WMLS III tests will assist examiners in interpretation of assessment results. These language components are important to acquire cognitive academic language proficiency. Syntactic knowledge refers to the understanding of parts of speech and rules that govern how sentences and paragraphs are formed (Friedberg, Mitchell, & Brook, 2017) and the understanding of grammatical categories of words in sentences (e.g., a verb becomes a noun when the suffix *-ment* is added, such as *amuse* and *amusement*; Claravall, 2016). Semantic knowledge, sometimes

more broadly described as conceptual knowledge, includes knowledge of objects through experience and teaching and can become quite sophisticated as knowledge increases (Fisher, Godwin, Matlen, & Unger, 2015). Morphological knowledge refers to attaching meaning to word structure and is related to semantic knowledge. While these definitions are somewhat simplistic, important cognitive processing such as categorical thinking, induction, and reasoning occur when these types of knowledge are accessed.

The example student profile below illustrates the benefits of administering the WMLS III as an initial step in a comprehensive evaluation to address both bilingual and special education questions.

Student Profile: Katarina S.—Bilingual in English and Spanish, Special Education Referral

The purpose of including this example student profile is to demonstrate the use of the WMLS III with a bilingual student. This example illustrates how the WMLS III English and Spanish tests can be used to determine language proficiency and/or language dominance for educational placement decisions, to inform instructional programming, and to guide further test selection for a comprehensive special education eligibility evaluation.

Katarina is a 12-year-old student currently in fifth grade at Washington Middle School. She has been enrolled in an English-only program for 3 years, 8 months. Previously, Katarina was enrolled in a bilingual program in English and Spanish in the United States for 2 years. She also had 2 years of prior academic instruction in Spanish while she lived in Mexico during kindergarten and first grade. Katarina was retained once in first grade and again in third grade. Due to continued academic struggles, a referral for a special education evaluation was initiated. The WMLS III was administered as part of the evaluation to describe Katarina's current oral language proficiency levels in English and Spanish. This information was needed to determine which language would be most appropriate for further cognitive testing.

Information about Katarina's language use was gathered from her parents, teachers, school records, self-report, and Home Language Survey. Katarina is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish; consequently, at home, Katarina speaks primarily Spanish. With peers and at school, Katarina speaks both English and Spanish.

After administering the WMLS III to Katarina in English and Spanish, the examiner entered her demographic data, test scores, language background information, and academic language exposure information from the Test Record into the WMLS III online scoring and reporting program. Additionally, the examiner selected from among options to describe Katarina's level of cooperation, attention and concentration, and self-confidence during testing. These are factors that tend to facilitate or inhibit performance.

Teacher Intervention Report for Katarina

The Teacher Intervention Report for Katarina appears on the following pages. The Tables of Scores on pages 2 and 3 of the report present Katarina's age-equivalent scores, relative proficiency index (RPI) scores, language proficiency levels, percentile ranks, and standard scores for English and Spanish, respectively. The Plot of Scores on page 4 graphically

displays Katarina's language proficiency levels in both English and Spanish, allowing comparison within and between the clusters. In-depth narrative descriptions of Katarina's performance are provided on pages 5 through 13. Page 14 contains a summary of Katarina's language proficiency in narrative form, and pages 15 and 16 provide diagnostic information for both languages. Based on Katarina's performance on the WMLS III tests and her language background and exposure, pages 17 through 20 of the report contain recommendations for classroom interventions, examples of books for listening and reading (along with suggested instructional supports), and suggestions for English as a second language programs and leveled readers.

Teacher Intervention Report

WMLS III Teacher Intervention Report, 10/10/2017
S, Katarina, Age 12-3**Name:** S, Katarina**Date of Birth:** 07/05/2005**Age:** 12 years, 3 months**Sex:** Female**Date of Testing:** 10/01/2017 (WMLS III Spanish)
10/10/2017 (WMLS III English Form A)**School/Organization:** Washington Middle School**Teacher/Department:** Ms. Jones**Grade:** 5.1**ID:** 31245**Examiners:** Ms. Salvatore

EXAMINEE INFORMATION

Katarina S is a 12-year-old student currently enrolled in Grade 5 at Washington Middle School. She has been enrolled in an English-only program for 3 years, 8 months. She had 2 years of prior academic instruction in Spanish in Mexico. Previously, Katarina was enrolled in a bilingual program in English and Spanish in the United States for 2 years, 0 months. She will be attending an English-only program.

LANGUAGE BACKGROUND INFORMATION

Information about Katarina's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Katarina is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish. At home, Katarina speaks primarily Spanish. With peers, Katarina speaks both English and Spanish. At school, Katarina speaks both English and Spanish.

TEST(S) ADMINISTERED

Katarina was administered the *Woodcock-Muñoz Language Survey® III* (WMLS™ III). On 10/10/2017, she took English Form A of the WMLS III. On 10/01/2017, she took the Spanish form of the WMLS III.

Katarina's performance on the English form of the tests is compared to the performance of English-speaking individuals of the same age. Katarina's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals of the same age.

TEST SESSION OBSERVATIONS

Observations of Katarina's behavior were made during the administration of the English WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

Observations of Katarina's behavior were made during the administration of the Spanish WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

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S, Katarina, Age 12-3

TABLE OF SCORES

Woodcock-Muñoz Language Survey III, English Form A (Norms based on age 12-3)

<u>CLUSTER/Test</u>	<u>Language</u>				
	<u>AE</u>	<u>RPI</u>	<u>Proficiency Level</u>	<u>PR (68% Band)</u>	<u>SS (68% Band)</u>
LISTENING (1,2)	7-9	49/90	Continuing Devt	3 (1-6)	72 (67-77)
SPEAKING (3,4)	7-6	25/90	Continuing Devt	<1 (<1-1)	63 (58-67)
BROAD ORAL LANG (1-4)	7-8	36/90	Continuing Devt	1 (<1-2)	65 (62-69)
BASIC ORAL LANG (1,3)	7-3	38/90	Continuing Devt	1 (<1-2)	65 (60-70)
APPD ORAL LANG (2,4)	7-11	34/90	Continuing Devt	2 (<1-3)	68 (64-73)
1. Analogies	8-0	53/90	Emerging Prof	6 (2-13)	77 (70-83)
2. Oral Comprehension	7-7	44/90	Continuing Devt	3 (1-9)	73 (66-79)
3. Picture Vocabulary	6-5	25/90	Continuing Devt	<1 (<1-2)	64 (58-71)
4. Oral Lang Expression	8-3	25/90	Continuing Devt	2 (<1-4)	67 (62-73)
READING (5,6)	8-5	26/90	Continuing Devt	5 (3-8)	75 (72-78)
WRITING (7,8)	8-5	29/90	Continuing Devt	5 (3-7)	75 (72-78)
BROAD READNG/WRTNG (5-8)	8-5	28/90	Continuing Devt	6 (5-8)	77 (75-79)
BASIC READNG/WRTNG (5,7)	8-8	20/90	Continuing Devt	6 (4-8)	76 (74-79)
APPD READNG/WRTNG (6,8)	8-1	37/90	Continuing Devt	11 (8-15)	81 (79-84)
5. Letter-Word ID	8-6	18/90	Continuing Devt	6 (3-9)	76 (72-80)
6. Passage Comprehension	8-2	37/90	Continuing Devt	4 (2-9)	75 (69-80)
7. Dictation	8-10	22/90	Continuing Devt	6 (4-10)	77 (73-81)
8. Written Lang Expression	7-11	38/90	Continuing Devt	7 (4-12)	78 (73-82)
COMPREHENSION (2,6)	8-0	40/90	Continuing Devt	5 (3-9)	76 (72-80)
BROAD ABILITY (1-8)	8-1	32/90	Continuing Devt	2 (2-3)	70 (68-72)
BASIC ABILITY (1,3,5,7)	8-3	28/90	Continuing Devt	3 (2-4)	71 (69-74)
APPD ABILITY (2,4,6,8)	8-0	36/90	Continuing Devt	4 (3-6)	74 (71-77)

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WMLS III Teacher Intervention Report, 10/10/2017
S, Katarina, Age 12-3

TABLE OF SCORES

Woodcock-Muñoz Language Survey III, Spanish (Norms based on age 12-3)

<u>CLUSTER/Test</u>	<u>AE</u>	<u>RPI</u>	<u>Language</u> <u>Proficiency Level</u>	<u>PR (68% Band)</u>	<u>SS (68% Band)</u>
ESCUCHAR (1,2)	11-11	89/90	Proficient	47 (33-61)	99 (94-104)
HABLAR (3,4)	12-3	90/90	Proficient	50 (37-62)	100 (95-105)
LENG ORAL AMPLIO (1-4)	12-1	90/90	Proficient	48 (38-58)	99 (96-103)
LENG ORAL BÁSICO (1,3)	12-4	90/90	Proficient	51 (36-66)	100 (95-106)
LENG ORAL APLIC (2,4)	11-11	89/90	Proficient	46 (34-59)	99 (94-103)
1. Analogías	11-1	86/90	Proficient	39 (23-56)	96 (89-102)
2. Comprensión oral	13-2	92/90	Proficient	56 (38-73)	102 (95-109)
3. Voc. sobre dibujos	13-8	93/90	Proficient	62 (46-76)	105 (98-111)
4. Expr. de leng/oral	11-6	85/90	Proficient	38 (24-53)	95 (90-101)
LEER (5,6)	9-7	59/90	Emerging Prof	17 (12-24)	86 (82-89)
ESCRIBIR (7,8)	9-7	58/90	Emerging Prof	15 (10-22)	85 (81-88)
LECT/ESCR AMPLIAS (5-8)	9-7	58/90	Emerging Prof	18 (15-23)	86 (84-89)
LECT/ESCR BÁSICASP (5,7)	9-11	54/90	Emerging Prof	19 (14-24)	87 (84-89)
LECT/ESCR APLIC (6,8)	9-1	62/90	Emerging Prof	22 (16-29)	88 (85-92)
5. Ident. letras/plabras	9-9	53/90	Emerging Prof	19 (13-26)	87 (83-90)
6. Comprensión de textos	9-4	64/90	Emerging Prof*	16 (8-28)	85 (79-91)
7. Dictado	10-1	56/90	Emerging Prof	20 (13-28)	87 (83-91)
8. Expr. de leng/escr	8-10	60/90	Emerging Prof*	16 (9-26)	85 (80-90)
COMPRESIÓN (2,6)	10-6	82/90	Proficient*	33 (24-44)	93 (89-98)
HAB AMPLIA LENG (1-8)	10-5	78/90	Proficient*	26 (21-31)	90 (88-93)
HAB BÁSICA LENG (1,3,5,7)	10-6	77/90	Proficient*	27 (21-34)	91 (88-94)
HAB APLIC LENG (2,4,6,8)	10-4	78/90	Proficient*	29 (22-35)	91 (89-94)

Notes: (*) Indicates the examinee's obtained score was within 1 standard error of measurement (SEM) of the *Proficient* category cutoff.

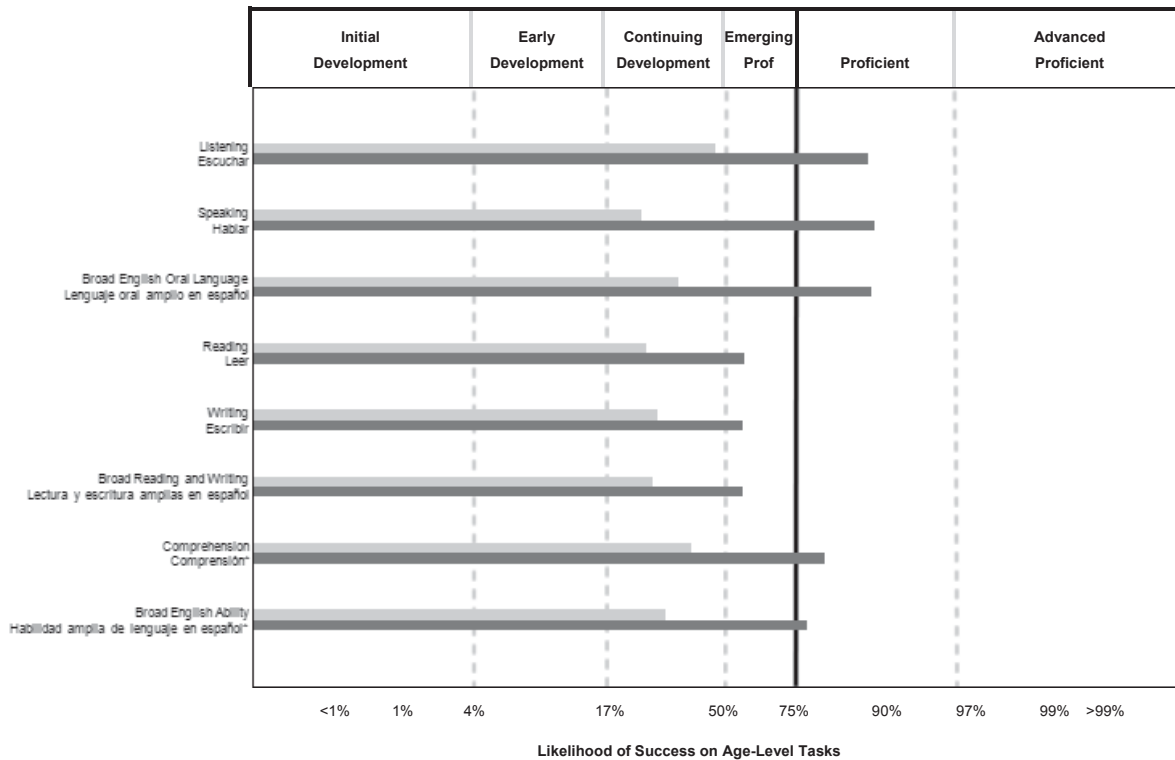


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PLOT OF SCORES

S Katarina, Age 12-3

Woodcock-Muñoz Language Survey III, English Form A
Woodcock-Muñoz Language Survey III, Spanish



Notes:

English: Spanish:

"Likelihood of Success on Age-Level Tasks" indicates the examinee's likelihood of success on tasks that typical age peers can complete with 90% success. For example, a student who scores in the *Proficient* level will be between 75% and 96% successful on tasks that typical same-age peers perform with 90% success.

(*) Indicates the examinee's obtained score was within 1 standard error of measurement (SEM) of the *Proficient* category cutoff.

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LANGUAGE PROFICIENCY LEVEL DESCRIPTIONS

Initial Development: An individual at the *Initial Development* level is at the preproduction or silent stage of academic language learning, requiring substantial instructional scaffolding in the classroom environment for effective learning. An *Initial Development* level indicates that an individual's receptive and expressive skills are very limited and that he or she has minimal comprehension and speech. The individual typically struggles to understand simple conversations/discussions, even when topics are familiar and the speaker uses linguistic supports. Spoken language often consists of single words or familiar phrases. In reading and writing, an *Initial Development* level suggests that an individual derives little or no meaning from grade-level text, and has little or no ability to use reading or writing in the academic context. Participation in the classroom may be minimal unless substantial instructional scaffolding is provided for all language and academic content. Scaffolding methods at this level may include Total Physical Response methods, "buddy system," visuals and realia, allowing drawing and pointing responses, the use of audio books with repetitive and predictive language, and instruction delivered using slower speech and simpler vocabulary.

Early Development: An individual at the *Early Development* level is in the early stages of academic language learning, requiring moderate to substantial instructional scaffolding in the classroom environment for effective learning. An *Early Development* level indicates that an individual's receptive and expressive skills are very limited but that he or she is beginning to understand and speak high-frequency words and phrases. The individual typically understands simple or predictable context-embedded conversations when there are significant linguistic accommodations. His or her spoken language consists of short phrases and simple sentences, but grammatical errors are frequent. Language learners at this level often superimpose the sound system, expressions, and language structures of their native language onto the second language. In reading and writing, an *Early Development* level suggests literacy skills several years below native-language age or grade peers. The individual can read and write simple, repetitive, context-embedded material that has visual cues. Ability to participate in the classroom is increasing, but moderate to substantial instructional scaffolding is required for language and content learning. Scaffolding methods at this level may include Total Physical Response methods; visuals and realia; simplified language of the content learning; interactive grouping; graphic organizers, charts, and graphs; sentence frames/stems to support writing and speaking; accessing background knowledge to anchor the learning; content broken into manageable pieces (chunking); and instruction delivered using simplified vocabulary, rephrasing, and slower speech.

Continuing Development: An individual at the *Continuing Development* level has sufficient conversational proficiency to interact with others in day-to-day situations and is beginning to grasp academic language. Moderate instructional scaffolding in the classroom environment is needed for effective learning. In oral language, a *Continuing Development* level indicates that an individual's receptive and expressive skills are at a level sufficient for most context embedded conversations and discussions. The individual typically understands longer, more elaborate conversations and can initiate and sustain social conversation. His or her spoken language consists of complete, sometimes complex, sentences, although grammatical and pronunciation errors may still be evident. Language learners at this level sometimes superimpose the sound system, expressions, and language structures of their native language onto the second language. Although reading and writing skills are still below the level of average native-language age or grade peers, an individual at the *Continuing Development* level can comprehend and produce written language if the material has context-embedded cues and if background knowledge is provided. The individual can participate extensively in the classroom with moderate instructional scaffolding in language and academic content. Scaffolding methods at this level may include visual cues or realia; interactive grouping; graphic organizers, charts, and graphs; sentence frames/stems to support writing; background knowledge to anchor the learning; content broken into manageable pieces; and instruction through different modalities.

Emerging Proficiency: An individual at the *Emerging Proficiency* level demonstrates understanding of the specialized academic language required in the school setting but still requires some instructional scaffolding in the classroom environment for effective learning. In oral language, an *Emerging Proficiency* level indicates that an individual's receptive and expressive proficiency is near the level of average native-language peers. The individual typically understands the majority of elaborate classroom conversations. His or her spoken language consists of complete, and often complex, sentences. Grammatical and

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pronunciation errors are still evident, but his or her language is easily understandable. In reading and writing, an *Emerging Proficiency* level suggests that the individual can manage context-reduced, cognitively demanding classroom material when provided with instructional scaffolding. Scaffolding methods may include background knowledge to anchor learning, content broken into manageable pieces, and instruction through different modalities.

Proficient: An individual at the *Proficient* level has achieved language proficiency comparable to that of average native-language speakers. The individual is able to communicate effectively and handle the demands of the mainstream classroom with no instructional support needed. In oral language, a *Proficient* level indicates listening and speaking skills are comparable to those of average native-language speakers. In reading and writing, a *Proficient* level suggests on-level literacy skills comparable to those of average native-language speakers. The individual understands standard classroom interactions and instruction. He or she has a substantial vocabulary, rarely struggling finding words.

Advanced Proficient: An individual at the *Advanced Proficient* level has achieved proficiency at a level above that of average native-language speakers. The individual communicates clearly in all domains of language and manages the demands of the classroom easily. In oral language, an *Advanced Proficient* level indicates an expansive vocabulary and an advanced understanding of language, above the level of average native-language peers. The individual can manage the morphological, syntactic, and semantic complexities of language. In reading and writing, an *Advanced Proficient* level suggests that literacy is above the level of average native language peers and that the individual can perceive complex relationships and ideas in written language. The individual is able to fully participate in all classroom situations.

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WMLS III ENGLISH TEST RESULTS

Listening

In the **Analogies** test, Katarina demonstrated comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to ____*. She scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at age 8-0 in the norming sample. The RPI suggests that Katarina is predicted to be 53% successful on Analogies tasks that average native English-speaking age peers perform with 90% success.

The **Oral Comprehension** test requires Katarina to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, she scored in the *Continuing Development* level. Her performance was comparable to the performance of average native English speakers at age 7-7 in the norming sample. The RPI suggests that Katarina is predicted to be 44% successful on Oral Comprehension tasks that average native English-speaking age peers perform with 90% success.

Katarina's performance on the **Listening** cluster was at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 7-9 in the norming sample and is predicted to be 49% successful on listening tasks that average native English-speaking age peers perform with 90% success.

Speaking

Picture Vocabulary measures the ability to orally identify pictured objects that range from easy to difficult. On this test, she scored in the *Continuing Development* level. Her performance was comparable to the performance of average native English speakers at age 6-5 in the norming sample. The RPI suggests that Katarina is predicted to be 25% successful on Picture Vocabulary tasks that average native English-speaking age peers perform with 90% success.

Various item tasks elicit oral language communication on the **Oral Language Expression** test. Katarina scored in the *Continuing Development* level on this test. Her performance was comparable to the performance of average native English speakers at age 8-3 in the norming sample. The RPI suggests that Katarina is predicted to be 25% successful on Oral Language Expression tasks that average native English-speaking age peers perform with 90% success.

On the **Speaking** cluster, Katarina's score was at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 7-6 in the norming sample and is predicted to be 25% successful on speaking tasks that average native English-speaking age peers perform with 90% success.

Oral Language: Listening and Speaking

A comparison of the oral language tests administered indicates that Katarina's English listening and speaking skills are generally similar.

The **Broad English Oral Language** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Katarina demonstrated performance at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 7-8 in the norming sample and is predicted to be 36% successful on oral language tasks that average native English-speaking age peers perform with 90% success.

The **Basic English Oral Language** cluster measures the foundational skills of listening and speaking. Katarina demonstrated performance at the *Continuing Development* level on this cluster. The **Applied English Oral Language** cluster measures the ability to use listening and speaking skills in functional oral language. Her score on this cluster was in the *Continuing Development* level.

Reading

The **Letter-Word Identification** test requires beginning readers to identify letters of the alphabet and requires more experienced readers to read words in isolation automatically and fluently. Katarina demonstrated ability in the *Continuing Development* level on this test. Her performance was comparable to the performance of average native English speakers

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at age 8-6 in the norming sample. The RPI suggests that Katarina is predicted to be 18% successful on Letter-Word Identification tasks that average native English-speaking age peers perform with 90% success.

The **Passage Comprehension** test requires beginning readers to read and comprehend words with pictures as visual clues. More experienced readers are asked to provide a missing word that fits into a short written passage. Katarina scored in the *Continuing Development* level on this test. Her performance was comparable to the performance of average native English speakers at age 8-2 in the norming sample. The RPI suggests that Katarina is predicted to be 37% successful on Passage Comprehension tasks that average native English-speaking age peers perform with 90% success.

Katarina's performance on the **Reading** cluster was at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 8-5 in the norming sample and is predicted to be 26% successful on reading tasks that average native English-speaking age peers perform with 90% success.

Writing

The **Dictation** test measures Katarina's knowledge of English spelling, word usage, punctuation, and capitalization rules. She scored in the *Continuing Development* level on this test. Her performance was comparable to the performance of average native English speakers at age 8-10 in the norming sample. The RPI suggests that Katarina is predicted to be 22% successful on Dictation tasks that average native English-speaking age peers perform with 90% success.

In the **Written Language Expression** test, various item tasks are used to elicit written language communication. Katarina's performance on this test was at the *Continuing Development* level. Her performance was comparable to the performance of average native English speakers at age 7-11 in the norming sample. The RPI suggests that Katarina is predicted to be 38% successful on Written Language Expression tasks that average native English-speaking age peers perform with 90% success.

Katarina's performance on the **Writing** cluster was at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 8-5 in the norming sample and is predicted to be 29% successful on writing tasks that average native English-speaking age peers perform with 90% success.

Reading and Writing

A comparison of the reading and writing tests administered indicates that Katarina's English reading and writing skills are generally similar.

The **Broad Reading and Writing** cluster provides a comprehensive measure of reading and writing ability, including reading at the single word and/or passage levels and writing at the single word and/or passage levels. Katarina demonstrated performance at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 8-5 in the norming sample and is predicted to be 28% successful on reading and writing tasks that average native English-speaking age peers perform with 90% success.

The **Basic Reading and Writing** cluster measures the foundational skills of reading and writing. Katarina demonstrated performance at the *Continuing Development* level on this cluster. The **Applied Reading and Writing** cluster measures functional reading and writing skills. Her score on this cluster was in the *Continuing Development* level.

Comprehension

The **Comprehension** cluster score is composed of one measure of listening comprehension and one measure of reading comprehension. Katarina's score indicated Comprehension ability at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 8-0 in the norming sample and is predicted to be 40% successful on comprehension tasks that average native English-speaking age peers perform with 90% success.

Total Language Ability in English

A comparison of the WMLS III tests administered indicates that Katarina's English oral language and reading/writing skills are generally similar.

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The **Broad English Ability** cluster provides an overall measure of English language ability. Katarina demonstrated performance at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 8-1 in the norming sample and is predicted to be 32% successful on English-language proficiency tasks that average native English-speaking age peers perform with 90% success.

The **Basic English Ability** cluster measures the foundational skills of listening, speaking, reading, and writing. Katarina demonstrated performance at the *Continuing Development* level on this cluster. The **Applied English Ability** cluster measures functional listening, speaking, reading, and writing skills. Her score on this cluster was in the *Continuing Development* level.

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WMLS III SPANISH TEST RESULTS

Listening in Spanish

In the **Analogías** test, Katarina demonstrates comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to ____*. She scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native Spanish speakers at age 11-1 in the norming sample. The RPI suggests that Katarina is predicted to be 86% successful on Analogías tasks that average native Spanish-speaking age peers perform with 90% success.

The **Comprensión oral** test requires Katarina to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, she scored in the *Proficient* level. Her performance was comparable to the performance of average native Spanish speakers at age 13-2 in the norming sample. The RPI suggests that Katarina is predicted to be 92% successful on Comprensión oral tasks that average native Spanish-speaking age peers perform with 90% success.

Katarina's performance on the **Escuchar** cluster was at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at age 11-11 in the norming sample and is predicted to be 89% successful on listening tasks that average native Spanish-speaking age peers perform with 90% success.

Speaking in Spanish

Vocabulario sobre dibujos tests Katarina's ability to orally identify pictured objects that range from easy to difficult. On this test, she scored in the *Proficient* level. Her performance was comparable to the performance of average native Spanish speakers at age 13-8 in the norming sample. The RPI suggests that Katarina is predicted to be 93% successful on Vocabulario sobre dibujos tasks that average native Spanish-speaking age peers perform with 90% success.

Various item tasks elicit oral language communication on the **Expresión de lenguaje oral** test. Katarina scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native Spanish speakers age 11-6 in the norming sample. The RPI suggests that Katarina is predicted to be 85% successful on Expresión de lenguaje oral tasks that average native Spanish-speaking age peers perform with 90% success.

On the **Hablar** cluster, Katarina performed at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at age 12-3 in the norming sample and is predicted to be 90% successful on speaking tasks that average native Spanish-speaking age peers perform with 90% success.

Oral Language in Spanish: Listening and Speaking

A comparison of the oral language tests administered indicates that Katarina's Spanish listening and speaking skills are generally similar.

The **Lenguaje oral amplio en español** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Katarina demonstrated performance at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at age 12-1 in the norming sample and is predicted to be 90% successful on oral language tasks that average native Spanish-speaking age peers perform with 90% success.

The **Lenguaje oral básico en español** cluster measures the foundational skills of listening and speaking. Katarina demonstrated performance at the *Proficient* level on this cluster. The **Lenguaje oral aplicado en español** cluster measures the ability to use listening and speaking skills in functional oral language. Her score on this cluster was in the *Proficient* level.

Reading in Spanish

The **Identificación de letras y palabras** test requires beginning readers to identify letters of the alphabet and requires more experienced readers to read words in isolation automatically and fluently. Katarina demonstrated ability in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native Spanish

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speakers at age 9-9 in the norming sample. The RPI suggests that Katarina is predicted to be 53% successful on Identificación de letras y palabras tasks that average native Spanish-speaking age peers perform with 90% success.

The **Comprensión de textos** test requires beginning readers to read and comprehend words with pictures as visual clues. More experienced readers are asked to provide a missing word that fits into a short written passage. Katarina scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native Spanish speakers at age 9-4 in the norming sample. The RPI suggests that Katarina is predicted to be 64% successful on Comprensión de textos tasks that average native Spanish-speaking age peers perform with 90% success.

Katarina's performance on the **Leer** cluster was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native Spanish speakers at age 9-7 in the norming sample and is predicted to be 59% successful on reading tasks that average native Spanish-speaking age peers perform with 90% success.

Writing in Spanish

The **Dictado** test measures Katarina's knowledge of Spanish spelling, word usage, punctuation, and capitalization rules. She scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native Spanish speakers at age 10-1 in the norming sample. The RPI suggests that Katarina is predicted to be 56% successful on Dictado tasks that average native Spanish-speaking age peers perform with 90% success.

In the **Expresión de lenguaje escrito** test, various item tasks are used to elicit written language communication. Katarina's performance on this test was at the *Emerging Proficiency* level. Her performance was comparable to the performance of average native Spanish speakers at age 8-10 in the norming sample. The RPI suggests that Katarina is predicted to be 60% successful on Expresión de lenguaje escrito tasks that average native Spanish-speaking age peers perform with 90% success.

Katarina's performance on the **Escribir** cluster was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native Spanish speakers at age 9-7 in the norming sample and is predicted to be 58% successful on writing tasks that average native Spanish-speaking age peers perform with 90% success.

Reading and Writing in Spanish

A comparison of the reading and writing tests administered indicates that Katarina's Spanish reading and writing skills are generally similar.

The **Lectura y escritura amplias en español** cluster provides a comprehensive measure of reading and writing ability, including reading at the single word and/or passage levels and writing at the single word and/or passage levels. Katarina demonstrated performance at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native Spanish speakers at age 9-7 in the norming sample and is predicted to be 58% successful on reading and writing tasks that average native Spanish-speaking age peers perform with 90% success.

The **Lectura y escritura básicas en español** cluster measures the foundational skills of reading and writing. Katarina demonstrated performance at the *Emerging Proficiency* level on this cluster. The **Lectura y escritura aplicadas en español** cluster measures functional reading and writing skills. Her score on this cluster was in the *Emerging Proficiency* level.

Comprehension in Spanish

The **Comprensión** cluster score is composed of one measure of listening comprehension and one measure of reading comprehension. Katarina's score indicated Comprehension ability at the *Proficient* level. She demonstrated ability comparable to the ability of average native English speakers at age 10-6 in the norming sample and is predicted to be 82% successful on comprehension tasks that average native Spanish-speaking age peers perform with 90% success.

Total Language Ability in Spanish

A comparison of the WMLS III tests administered indicates that Katarina's Spanish oral language skills are generally better developed than her Spanish reading and writing skills.

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S, Katarina, Age 12-3

The **Habilidad amplia de lenguaje en español** cluster provides an overall measure of Spanish language ability. Katarina demonstrated performance at the *Proficient* level. She demonstrated ability comparable to the ability of average native Spanish speakers at age 10-5 in the norming sample and is predicted to be 78% successful on tasks that average native Spanish-speaking age peers perform with 90% success.

The **Habilidad básica de lenguaje en español** cluster measures the foundational skills of listening, speaking, reading, and writing. Katarina demonstrated performance at the *Proficient* level on this cluster. The **Habilidad aplicada de lenguaje en español** cluster measures functional listening, speaking, reading, and writing skills. Her score on this cluster was in the *Proficient* level.

Teacher Intervention Report

COMPARISON OF ENGLISH AND SPANISH TEST RESULTS

A comparison of the WMLS III tests administered indicates that Katarina's Spanish language abilities are generally better developed than her English language abilities.

Comparison of her English and Spanish test results suggests that she will be 32% successful overall on age-level English language tasks and 78% successful overall on age-level Spanish language tasks.

A comparison of the WMLS III tests administered indicates that Katarina's Spanish oral language abilities are generally better developed than her English oral language abilities.

Comparison of her English and Spanish test results suggests that she will be 36% successful overall on age-level English oral language tasks and 90% successful overall on age-level Spanish oral language tasks.

A comparison of the WMLS III tests administered indicates that Katarina's Spanish reading and writing abilities are generally better developed than her English reading and writing abilities.

Comparison of her English and Spanish test results suggests that she will be 28% successful overall on age-level English reading and writing tasks and 58% successful overall on age-level Spanish reading and writing tasks.

Teacher Intervention Report

WMLS III Teacher Intervention Report, 10/10/2017
S, Katarina, Age 12-3

Examinee Language Proficiency Information

Katarina is a second-language learner of English. Katarina has had English academic exposure for 5 years, 8 months. Interpret the English test results in light of this information.

She has been enrolled in an English-only program for 3 years, 8 months. Previously, Katarina was enrolled in a bilingual program in English and Spanish in the United States for 2 years, 0 months. She will be attending an English-only program.

Her performance on the WMLS III English oral language tests suggests that she is at the *Continuing Development* level. Katarina's English oral language development does not appear to be developing at a typical pace. Evaluate her current oral language program and make appropriate changes. A rigorous, comprehensive, and intensive oral language development program should be considered at this time.

Katarina's performance on the WMLS III Spanish oral language tests suggests that she is at the *Proficient* level.

Teacher Intervention Report

Diagnostic Information-English

The Analogies and Picture Vocabulary tests measure vocabulary, the basic foundational skill needed in English oral language. The Oral Comprehension and Oral Language Expression tests measure vocabulary use in more meaningful situations that require the understanding and use of connected speech as in normal conversation. Katarina's performance on these English tests suggests that she has relatively uniform development of listening and speaking skills; however, her performance in both domains is low. Consider providing a strong oral language program appropriate for her age and abilities.

The Letter-Word Identification and Dictation tests measure the basic foundational skills needed for reading and writing, respectively, in English. The Passage Comprehension and Written Language Expression tests measure the ability to read and write connected speech, respectively, in English. Katarina's performance on these tests suggests that she has relatively uniform development of basic skills and applied knowledge of reading and writing; however, her performance in both domains is low. Consider providing a focused literacy program appropriate for her age and abilities.

Comparison of Katarina's performance suggests relatively uniform development of English oral language skills and English reading and writing skills; however, her performance in these domains is low.

The Oral Comprehension and Passage Comprehension tests both measure English language comprehension—one through listening and the other through reading. Katarina demonstrates an academic need in both comprehension areas. She exhibits difficulty understanding language, regardless of whether information was presented orally or in writing. Reading comprehension does not develop until listening comprehension does, so instruction needs to focus on understanding what is heard as well as what is read. Comprehension is a process that requires the student to be engaged in the text; thus, she would benefit from first activating or building background knowledge to facilitate engagement and understanding. Katarina demonstrated an academic need on the Oral Language Expression and Written Language Expression tests. Both of these tests measure the ability to communicate in connected speech in English—one through listening and the other through writing. She exhibited difficulty expressing language, regardless of modality, which implies that she might benefit from literacy instruction that is focused on learning how to express ideas, needs, and information in complete sentences. Without oral language skills, writing skills typically lag behind. Classroom strategies such as using sentence frames to help "frame" communication in grammatically correct, complete sentences when speaking and writing may be beneficial. The Oral Comprehension and Oral Language Expression tests both measure connected discourse in English oral language. Oral Comprehension primarily tests receptive skills, or understanding language input, while Oral Language Expression measures expressive skills, or language output. Katarina's performance indicates low ability in both, suggesting an overall language deficit. She needs to understand spoken language before she can use language effectively. A robust, comprehensive, and intensive oral language program is recommended. Classroom strategies that might be beneficial include providing opportunities for her to listen to stories that target the sentence structures being introduced and using sentence frames to help "frame" communication in grammatically correct, complete sentences when speaking.

Teacher Intervention Report

WMLS III Teacher Intervention Report, 10/10/2017
S, Katarina, Age 12-3

Diagnostic Information-Spanish

The Analogías and Vocabulario sobre dibujos tests measure vocabulary, the basic foundational skill needed in Spanish oral language. The Comprensión oral and Expresión de lenguaje oral tests measure vocabulary use in more meaningful situations that require the understanding and use of connected speech, as in normal conversation. Katarina's performance on these Spanish tests suggests that she has relatively uniform and typical development of basic skills and applied knowledge of oral language.

The Identificación de letras y palabras and Dictado tests measure the basic foundational skills needed for reading and writing, respectively, in Spanish. The Comprensión de textos and Expresión de lenguaje escrito tests measure the ability to read and write connected speech, respectively, in Spanish. Katarina's performance on these tests suggests that she has relatively uniform development of basic skills and applied knowledge of reading and writing; however, her performance in both domains is low. Consider providing a focused literacy program appropriate for her age and abilities.

Comparison of Katarina's performance suggests relatively uniform and typical development of Spanish oral language skills and reading and writing skills.

Teacher Intervention Report

Classroom Interventions

The following list of classroom-based activities and interventions might be appropriate for Katarina, given her performance on the WMLS III tests:

- Maintain high standards and demonstrate high expectations for all students, regardless of linguistic and/or cultural diversity. Katarina will learn more when she is challenged.
- Employ a variety of heterogeneous grouping strategies. Katarina will learn more by being actively engaged in cooperative, interactive learning than by passive listening. Ensure that the groupings are fluid and are built around meaningful tasks that encourage work-related communication.
- Instruction should be closely linked to real-life experiences. Building and accessing background knowledge will provide relevance to instructional material. Help build background knowledge by introducing new topics with short video clips, demonstrations, or field experiences. To access background knowledge, discuss Katarina's prior experiences with the topic or content prior to the lesson.
- Reading, writing, and oral language skill development is mutually reinforcing. Katarina likely will benefit from integrated instruction in reading, writing, listening, and speaking across all curriculum domains. Do not sacrifice oral language development activities for greater emphasis on reading and writing.
- Students who have a strong knowledge base of words in Spanish will learn vocabulary words in English more easily. Intentional, explicit teaching of specific Spanish words and related word-learning strategies may increase the breadth and depth of Katarina's Spanish vocabulary. Use of Spanish word walls may be particularly helpful for her.
- Bilingual dictionaries and glossaries as well as periodicals and websites in the native language are helpful resources.
- Katarina may benefit from listening to audio books in English, particularly if she is able to follow along with a written text. Strategic use of audio books may provide models for pronunciation of printed words. In addition, introducing new words in the context of sentences and stories may also increase her comprehension of words.
- Modeling the thinking, reading, and writing process in front of Katarina may help her later with reading and writing. For example, the teacher might say aloud to the group, "I need to remember that your music class today is at 2:30 p.m. and not at the usual time." The teacher might then write on the board as she reads, "Music class is at 2:30 p.m. today." The benefits of modeling the thinking, reading, and writing process may not become evident until much later, but Katarina may begin to internalize these processes.
- Instruction using specific strategies may help Katarina organize her thinking before speaking. For example, the STORE strategy provides a framework for organizing the key elements of a story in sequential order. STORE is an acronym for setting, trouble, order of events, resolution, and end. Introduce and explain the acronym cue, model how to explain each story element, and provide guided and then independent practice. A graphic organizer can be used to illustrate the story components.
- Speak slowly and clearly. Model good pronunciation, grammar, and word usage for Katarina. When she makes a pronunciation, grammar, or usage error, reaffirm her idea(s) and then say the mispronounced or misused word correctly and in context.
- Using content-text reading material, ask Katarina and her classmates to select key words that they believe are essential to understanding the central concepts of the lesson. Compile a list of mutually agreed-upon words and discuss them with the entire class. Use these words for instructional activities such as entering the words into word lists or asking Katarina and others to use the words in oral and written activities.
- Preview and contextualize key vocabulary words with Katarina prior to formally introducing them in a lesson. This requires introducing key terms before a lesson is taught so that she will have an understanding of the terms before they are used in the context of the lesson. Define each word in terms that she can understand. Include a limited number of words in each activity and select words that are the key words needed for an upcoming lesson. Review the vocabulary words after an instructional activity to help increase vocabulary development.
- A Word Sort is a teacher-made activity that may be used in multiple ways to increase language proficiency. In this activity, have Katarina sort previously learned words into categories based on meaning, similarities, structure, or word derivations. Type a list of selected words on a sheet of paper using a large font and ask her to cut each word into a separate small piece of paper. After the words are cut into the smaller pieces of paper, instruct

Teacher Intervention Report

Katarina to sort the words into different categories based on a language-learning objective.

- Katarina should benefit from clear instructions presented in a step-by-step manner for assignments and class activities. Demonstrations or modeling of task requirements may also be helpful. Provide both oral and written directions for assignments so that she may refer to them at a later time.
- Katarina will need to hear important key words used repeatedly in a variety of ways. Paraphrase and repeat keywords to enhance understanding.
- Even in simple sentences, unclear references may be difficult for Katarina to understand. Use simple sentence structures (subject/verb/object), even if doing so makes a grouping of simple sentences seem redundant. For example, "Sara likes the giraffes at the zoo. Sara likes the lions too. Sara likes animals."
- To increase her vocabulary, teach Katarina to look for words in English that are similar to known words in Spanish. For example, if Katarina knows the Spanish word for *tree* (*árbol*), she could use this knowledge to determine the meaning of more complex English words or concepts such as *arboretum*, *Arbor Day*, and *arborist*. Another example is the Spanish word for the color *blue* (*azul*) and the more difficult English word *azure*. Online cognate dictionaries are useful resources for identifying Spanish cognates for key English vocabulary words.
- To assist Katarina in following classroom discussions or lectures, outline the key points on the board or on a projector before class. Review the key points at the end of class as well.
- Encourage parents to discuss with Katarina, in their native language, events that occurred during the day, and to ask and answer questions.
- Barrier games are a motivating way to practice listening, following directions, or giving directions. Place a barrier between two people. One person gives directions, and the other person follows the instructions. Tasks may include drawing pictures or designs, building objects, writing information, or finding a location on a map. Then have students reverse roles so both people get practice giving and receiving directions.
- Encourage Katarina's family to provide native-language literacy experiences at home by reading native-language books, newspapers, and magazines. Literacy knowledge in Katarina's native language may ultimately contribute to enhanced literacy development in English, and biliteracy is advantageous.
- Katarina may benefit from keeping a personal dictionary as a vocabulary and spelling resource. Encourage her to routinely and systematically write newly acquired words in this personal dictionary.
- Katarina may benefit from access to high-interest texts that present a wide variety of topics within her reading instructional range.
- Katarina's reading language proficiency may be addressed by passage previewing, in which she is given the opportunity to read or listen to a passage before being instructed or tested on that passage. In the listening form of passage previewing, she would listen to a more skilled reader (e.g., a teacher or peer) or a recorded reading while she follows along silently. In the reading form of passage previewing, Katarina would be allowed to practice reading a passage before reading it orally to another person. You may want to record the number of errors, as well as the time she took to read the passage. When Katarina completes a passage, review the misread words and then have her read the passage again. Continue this approach until she has read the passage three to five times or has reached a preestablished goal for accuracy or rate.
- Provide Katarina opportunities to read text that has meaning or is of interest to her.
- Free reading or reading for pleasure in Katarina's native language may contribute to native-language literacy development and ultimately to increased English language proficiency.

Teacher Intervention Report

EXAMPLES OF BOOKS FOR LISTENING

Below is a list of books that are appropriate for Katarina to listen to, based on her WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville
Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR LISTENING AND SPEAKING

Based on Katarina's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during listening and speaking instruction.

- Select books or have Katarina select books that relate to her experiences. Using books that she wants to listen to and can relate to will help increase motivation, comprehension, and ultimately, learning.
- Before reading the book, consider doing a picture walk of the story with Katarina. Look at the illustrations and discuss what might be happening in the story. Encourage her to describe the picture in her own words.
- As long as she enjoys listening to the book, keep it available to her. Repeated listening of a story will allow her to internalize vocabulary and sentence structures.
- Have Katarina retell the story. Without interrupting or appearing to correct, rephrase and extend her words. Model grammatically-correct complete sentences.
- Have Katarina differentiate fact, opinion, and inference.
- Provide opportunities for Katarina to participate in dramatic play of the storyline of a book, such as play the role of one of the major characters.
- Not during the initial reading of a book, but during a subsequent reading, identify for Katarina synonyms and antonyms presented in the book. Point out compound words, titles for people, descriptive words, etc. Isolate "how" adverbs, such as *excitedly*, *happily*, and *sadly*, and act them out.
- Have Katarina make and verify predictions of what she thinks will happen next or change the ending of the story.
- Play a guessing game by providing clues to Katarina and having her try to guess characters in a story. For example, you could say, "This character often wears red." Take turns.
- Use Katarina's native language when it will provide greater facility to explore ideas that may later be expressed in English.
- Do not be reluctant to have Katarina read a book or listen to a book in her native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.

Teacher Intervention Report

WMLS III Teacher Intervention Report, 10/10/2017
S, Katarina, Age 12-3

EXAMPLES OF BOOKS FOR READING

Below is a list of books that are appropriate for Katarina to read, based on her WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville
Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR READING

Based on Katarina's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during reading instruction.

- Select books or have Katarina select books that relate to her experiences. Using books that she wants to read and can relate to will help increase motivation, comprehension, and ultimately, learning.
- Introduce and write down reading vocabulary words that may be challenging for Katarina. Creating language proficiency word cards or developing a glossary of reading vocabulary words may be helpful.
- If possible, have Katarina listen to the story first. Allow her to enjoy the story without any interruptions. Listening to someone read will provide a model for speed, accuracy, and expression.
- Have Katarina read the story or book orally to you, a peer, or someone else she feels comfortable with. Encourage Katarina to read the same story or book aloud several times. Allow her to become an "expert" on it.
- As long as Katarina reads with enjoyment, keep the book available to her. Repeated reading will allow Katarina to internalize the reading vocabulary and sentence structures used in the story. A mastered story can be used to extend Katarina's learning into other new reading vocabulary words and other sentence structures. Using sentences that Katarina is familiar with, change one noun, verb, or prepositional phrase to make new sentences. For example, you might take a sentence such as "He quietly walked up to look in the closet" and change the phrase *in the closet* to *behind the tree*. You can then use visuals to represent the change. Similarly, you might change the adverb quietly in the sentence to *noisily*, *calmly*, or *suspiciously* and then act out the different words.
- Consider using audio books in the classroom and at home. Have Katarina first track the print while listening to the story. Next, ask her to read along with the audio. Finally, have her read the story independently.
- Do not be reluctant to have Katarina read a book or listen to a book in her native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.

Teacher Intervention Report

ESL PROGRAM: *ESCALATE ENGLISH®*

The English language development program *Escalate English®* 5 may be beneficial at this time for Katarina based on her tested reading and language ability. The program provides varying levels of scaffolding or instructional support. Katarina would receive the most instructional benefit from the moderate level of scaffolding.

Escalate English 5 contains the following graphic novels:

- *Around the World in 80 Days*
- *Jane Goodall*
- *The Legend of Robin Hood*
- *A Tale from the Arabian Nights*
- *The Quillworker Girl*
- *Neil Armstrong*

Escalate English 5 contains the following podcasts:

- *East of the Sun and West of the Moon*
- *Website Warrior: Blogging for the Animals' Benefit*
- *Our Declaration of Independence*
- *Art of Storytelling Alive and Well in Audio Books*
- *No Boss but the Land and Cattle: A Rancher's Coming of Age*
- *Living 63 Feet Underwater Helps Cousteau Team Conduct Experiments*

Some additional instructional scaffolding to consider for Katarina includes:

- Ask Katarina to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Katarina needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Katarina can visibly access the information. The sentence frames can provide Katarina the necessary support she needs to make her own well-developed sentences.
- Avoid using idiomatic phrases during instruction except when specifically teaching idiomatic phrases.
- Employ a variety of grouping strategies for Katarina, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Set up opportunities and plan activities for Katarina to orally interact with peers and adults.
- Accept language errors and avoid correcting Katarina in front of the class. Instead, encourage and praise her for speaking. Ask simple questions and model correct grammar. Without interrupting or appearing to correct, rephrase and extend her words. Address vocabulary and grammatical errors one on one or in a group setting that targets several students who may be making the same mistakes. Then provide practice exercises.

Escalate English® is a registered trademark of Houghton Mifflin Harcourt.

Teacher Intervention Report

ESL PROGRAM: *ENGLISH 3D*®

The English language development program *English 3D*® Course A may be beneficial for Katarina based on her language ability. The program specifically targets long-term English learners and advanced ELL/ELD students. *ENGLISH 3D* Course A provides high interest books covering current issues and relevant materials for 4th- and 5th-grade students. Katarina will receive instructional benefits from the expanding level of differentiated scaffolding support included in the program.

Some additional instructional scaffolding to consider for Katarina includes:

- Ask Katarina to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Katarina needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Katarina can visibly access the information. The sentence frames can provide Katarina the necessary support she needs to make her own well-developed sentences.
- Employ a variety of grouping strategies for Katarina, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Encourage and praise Katarina for reading. To minimize errors, model the upcoming reading selection and/or employ choral reading using correct pacing and prosody.
- To avoid repetition of material already mastered, provide opportunities for Katarina to take what she knows or has learned and apply it to the next level. Enrichment and extension activities promote higher forms of thinking.

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Teacher Intervention Report

ESL PROGRAM: *ON OUR WAY TO ENGLISH*®

The English language development program *On Our Way to English*® Grade 5 may be beneficial for Katarina. *On Our Way to English*® uses an integrated approach that includes listening, speaking, reading, and writing and organizes instruction in thematic units primarily around science and social studies content. Issues related to phonetic sound differences between English and Spanish are addressed. The program includes newcomer books, big books, song or chant charts, shared writing cards, and more.

On Our Way to English contains leveled readers at three incremental levels of difficulty. The program provides beginning, intermediate, and advanced levels of scaffolding. At this time, Katarina would receive the most instructional benefit from the intermediate level of scaffolding.

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Teacher Intervention Report

LEVELED READERS: **BOLDPRINT®**

If the school is using or has access to the leveled reader series *BOLDPRINT® Kids Anthologies* and *BOLDPRINT Kids Graphic Readers*, the Grade 3 level may be the most beneficial for Katarina based on her tested ability. The *BOLDPRINT Kids* program identifies high frequency words and targets reading vocabulary. The series provides recommendations to activate prior knowledge, make connections, and develop reading fluency. Students progress through modeled, shared, and independent reading for each story. The Grade 3 series includes the following anthologies and graphic readers:

Anthologies:

B-Ball
Castles and Dragons
Danger Ahead!
Kid Power
Off the Wall
Seals
Stand Tall
That's Incredible!
Tigerrrr!
Yuck!

Graphic Readers:

A Dangerous Move
Built to Last
Camp Kinawata
Charlie's Choice
Detective Dean
Emily Carr
Everyday Alice
Fire! Fire!
Giant Trouble
Gobble! Gobble!
Growing Tall
Nature's Story
Nian's Mountain
Now You See Me
Penguin Pranks
Pet Vet
Robo Buddy
Rock, Paper, Scissors
Shaping Up
The Environmenteers
The Gamers
The Grateful Ants
The Lemonade Stand
The Trouble With Treasure
Then and Now
Tiger's Challenge
Town and Country
Westward HO!
Whiz Kid

This series includes support recommendations for English learners, but some additional instructional scaffolding to consider for Katarina includes:



Teacher Intervention Report

- Ask Katarina to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Katarina needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Katarina can visibly access the information. The sentence frames can provide Katarina the necessary support she needs to make her own well-developed sentences.
- Avoid using idiomatic phrases during instruction except when specifically teaching idiomatic phrases.
- Employ a variety of grouping strategies for Katarina, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Modify the pacing of instruction and select lessons based on priority.
- Set up opportunities and plan activities for Katarina to orally interact with peers and adults.
- Accept language errors and avoid correcting Katarina in front of the class. Instead, encourage and praise her for speaking. Ask simple questions and model correct grammar. Without interrupting or appearing to correct, rephrase and extend her words. Address vocabulary and grammatical errors one on one or in a group setting that targets several students who may be making the same mistakes. Then provide practice exercises.
- Encourage and praise Katarina for reading. To minimize errors, model the upcoming reading selection and/or employ choral reading using correct pacing and prosody.

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Teacher Intervention Report

LEVELED READERS: *RIGBY® PM*

If the school is using or has access to the leveled reader series *Rigby® PM*, beginning with the Silver Grade 3 level may be the most beneficial for Katarina based on her tested ability. The program provides meaningful stories that slowly develop in vocabulary and sentence structure and have strong oral language development activities. On average, the student is introduced to one new word in every twenty. The program also monitors sentence structure and provides accompanying illustrations. The Silver Grade 3 level includes three sets of books (*Rigby PM Collection*, *Rigby PM Plus*, and *Rigby PM Stars Bridge Books*) that are integrated and sequenced by level of difficulty.

This series includes support recommendations for English learners, but some additional instructional scaffolding to consider for Katarina includes:

- Ask Katarina to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Katarina needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Katarina can visibly access the information. The sentence frames can provide Katarina the necessary support she needs to make her own well-developed sentences.
- Avoid using idiomatic phrases during instruction except when specifically teaching idiomatic phrases.
- Employ a variety of grouping strategies for Katarina, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Modify the pacing of instruction and select lessons based on priority.
- Set up opportunities and plan activities for Katarina to orally interact with peers and adults.
- Accept language errors and avoid correcting Katarina in front of the class. Instead, encourage and praise her for speaking. Ask simple questions and model correct grammar. Without interrupting or appearing to correct, rephrase and extend her words. Address vocabulary and grammatical errors one on one or in a group setting that targets several students who may be making the same mistakes. Then provide practice exercises.
- Encourage and praise Katarina for reading. To minimize errors, model the upcoming reading selection and/or employ choral reading using correct pacing and prosody.

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Teacher Intervention Report

LEVELED READERS: HMH® SCIENCE AND ENGINEERING

The HMH Science and Engineering leveled readers provide *on-level* and *extra support* reading instruction on science and engineering topics and contain embedded oral language development activities. *Enrichment* book sets further extend the subject matter. The digital format of the Science and Engineering leveled readers includes audio and highlighting for additional support.

Based on Katarina's tested ability, the Grade 3 Extra Support readers may be the most beneficial for her. This set includes the following 11 units of study:

A Trip to the Planetarium
Building With Machines
Designing Amusement Park Rides
Double Danger: Thunderstorms and Tornadoes
Engineering Materials
Hawaii's Volcanoes
Let's Recycle and Reuse!
Rain Forest Adventure
Surprising Adaptations
Which Instrument Will She Play?
Zoom Into Science

This series includes support recommendations for English learners, but some additional instructional scaffolding to consider for Katarina includes:

- The Science and Engineering series is also available in Spanish. Consider making these available to Katarina for additional support.
- Ask Katarina to tell about her experience with the topic or focus of the lesson. If she has had no related experience, help build a foundation. When new content is associated with an experience or with knowledge already in a student's repertoire, the content is more meaningful and the student will be more likely to remember it.
- Prior to reading, focus first on the oral language skills Katarina needs to understand the material. Explain new vocabulary and allow time for practice and rehearsal. Be deliberate in teaching different kinds of sentences (declarative, interrogative, exclamatory, and imperative) and forms of sentences (simple, compound, complex, and compound-complex). Use sentence strips for sentence frames. Post the sentence strips in a place where Katarina can visibly access the information. The sentence frames can provide Katarina the necessary support she needs to make her own well-developed sentences.
- Avoid using idiomatic phrases during instruction except when specifically teaching idiomatic phrases.
- Employ a variety of grouping strategies for Katarina, such as teacher-led groups, student-led groups, and student dyads, or pairs. Avoid using exclusively whole-group or ability-group instruction.
- Modify the pacing of instruction and select lessons based on priority.
- Set up opportunities and plan activities for Katarina to orally interact with peers and adults.
- Accept language errors and avoid correcting Katarina in front of the class. Instead, encourage and praise her for speaking. Ask simple questions and model correct grammar. Without interrupting or appearing to correct, rephrase and extend her words. Address vocabulary and grammatical errors one on one or in a group setting that targets several students who may be making the same mistakes. Then provide practice exercises.
- Encourage and praise Katarina for reading. To minimize errors, model the upcoming reading selection and/or employ choral reading using correct pacing and prosody.

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Interpretation of the Teacher Intervention Report for Katarina

The comprehensive information contained in the WMLS III Teacher Intervention Report helped the evaluation team better understand several aspects of Katarina's language development with respect to her strengths and challenges. First, Katarina's English oral language proficiency is at the *Continuing Development* level, despite almost 6 years of English academic instruction; in contrast, her Spanish oral language is at the *Proficient* level. Although Katarina's low English oral language development is concerning, her Spanish oral language development appears to be within expectations for a typically developing native Spanish speaker. Thus, a language delay is not likely. Second, the WMLS III English and Spanish oral language test results, together with information provided by her parents, teachers, and school, helped the evaluation team determine that Spanish is Katarina's dominant language. This is critical because IDEA 2004 requires that a special education evaluation be conducted in the language and form most likely to yield accurate information. Cognitive testing in Spanish should yield the most accurate information regarding Katarina's abilities. Third, the WMLS III tests measure five of the eight IDEA 2004 specific learning disability areas: listening comprehension, oral expression, basic reading skills, reading comprehension, and written expression. The evaluation team can integrate the results of Katarina's WMLS III testing into a comprehensive special education evaluation that includes measures of the other three specific learning disability areas (reading fluency, math calculations, and math problem solving) as well as any additional necessary cognitive testing to complete a full individualized evaluation for special education.

The WMLS III Teacher Intervention Report contains several pieces of information that Katarina's evaluation team should keep in mind as further testing is conducted. Although Katarina has had no Spanish academic instruction in school in the last 5 to 6 years, her Spanish reading (*Leer*) and writing (*Escribir*) skills are at the *Emerging Proficiency* level. These results provide additional support to rule out a language delay. As noted earlier, Katarina's English oral language development was lower than expected, given her 5 to 6 years of English exposure in school. Her English reading and writing scores appear to be generally commensurate with her low English oral language scores. Clearly, further investigation is warranted to determine the cause of Katarina's challenges with English.

The Teacher Intervention Report provides instructional recommendations to support Katarina's classroom learning, suggestions for appropriate books and leveled readers, and recommendations (including scaffolding supports) for three different ESL programs. Katarina's evaluation team can use the recommendations in these sections of the report to inform goals and objectives.

Parent Intervention Report for Katarina

In an attempt to bridge language learning from school to home, a Parent Intervention Report is also available through the WMLS III Teacher and Parent Intervention Program. The Parent Intervention Report includes the same background information, Plot of Scores, language proficiency level descriptions, and book recommendations that appear in the Teacher Intervention Report. Additionally, this report includes home-based recommendations for listening, speaking, reading, and writing development. The following pages contain the Parent Intervention Report for Katarina.

Parent Intervention Report

WMLS III Parent Intervention Report, 10/10/2017
S, Katarina, Age 12-3**Name:** S, Katarina**Date of Birth:** 07/05/2005**Age:** 12 years, 3 months**Sex:** Female**Date of Testing:** 10/01/2017 (WMLS III Spanish)
10/10/2017 (WMLS III English Form A)**School/Organization:** Washington Middle School**Teacher/Department:** Ms. Jones**Grade:** 5.1**ID:** 31245**Examiners:** Ms. Salvatore

EXAMINEE INFORMATION

Katarina S is a 12-year-old student currently enrolled in Grade 5 at Washington Middle School. She has been enrolled in an English-only program for 3 years, 8 months. She had 2 years of prior academic instruction in Spanish in Mexico. Previously, Katarina was enrolled in a bilingual program in English and Spanish in the United States for 2 years, 0 months. She will be attending an English-only program.

LANGUAGE BACKGROUND INFORMATION

Information about Katarina's language use was gathered from her Parent(s), Teacher(s), School record(s), Examinee self-report and Home Language Survey. Katarina is a second-language learner of English. Her native language is Spanish. Others in her home speak primarily Spanish. At home, Katarina speaks primarily Spanish. With peers, Katarina speaks both English and Spanish. At school, Katarina speaks both English and Spanish.

TEST(S) ADMINISTERED

Katarina was administered the *Woodcock-Muñoz Language Survey® III* (WMLS™ III). On 10/10/2017, she took English Form A of the WMLS III. On 10/01/2017, she took the Spanish form of the WMLS III.

Katarina's performance on the English form of the tests is compared to the performance of English-speaking individuals of the same age. Katarina's performance on the Spanish form of the tests is compared to the performance of Spanish-speaking individuals of the same age.

TEST SESSION OBSERVATIONS

Observations of Katarina's behavior were made during the administration of the English WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

Observations of Katarina's behavior were made during the administration of the Spanish WMLS III. She was cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

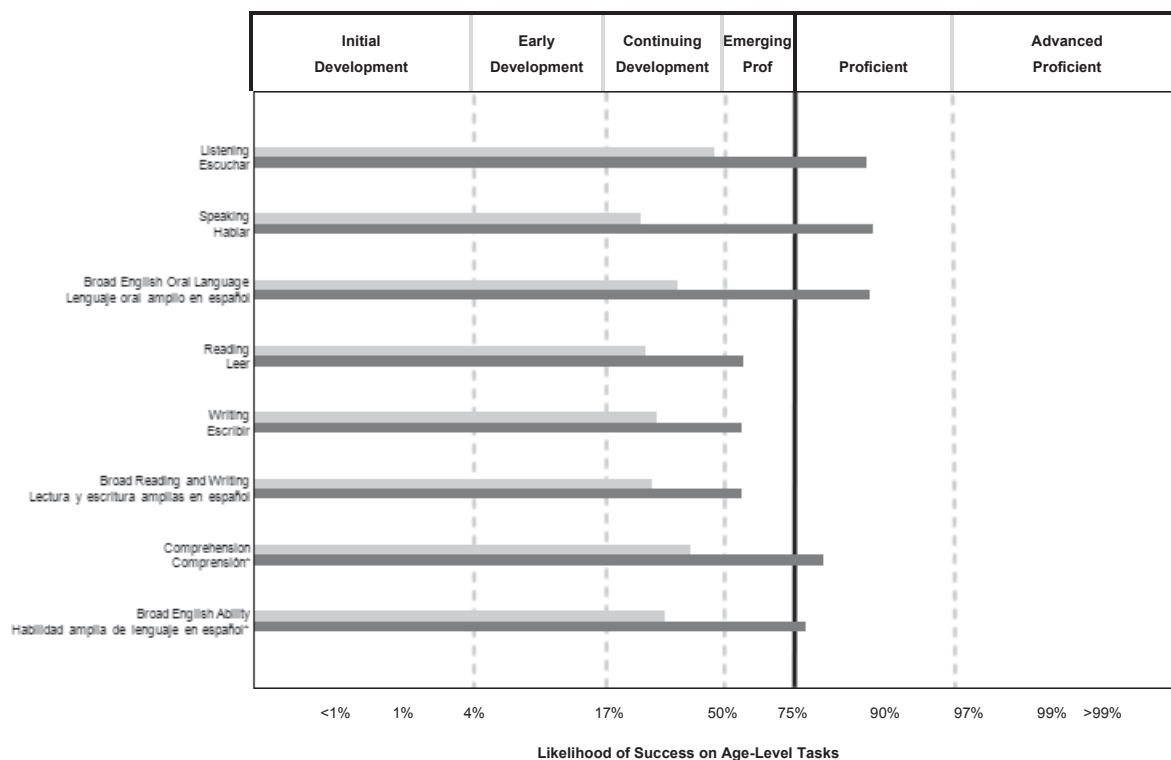
Parent Intervention Report

WMLS III Parent Intervention Report, 10/10/2017
S, Katarina, Age 12-3

PLOT OF SCORES

S Katarina, Age 12-3

Woodcock-Muñoz Language Survey III, English Form A
Woodcock-Muñoz Language Survey III, Spanish



Notes:

English:

Spanish:

"Likelihood of Success on Age-Level Tasks" indicates the examinee's likelihood of success on tasks that typical age peers can complete with 90% success. For example, a student who scores in the *Proficient* level will be between 75% and 96% successful on tasks that typical same-age peers perform with 90% success.

(*) Indicates the examinee's obtained score was within 1 standard error of measurement (SEM) of the *Proficient* category cutoff.

Parent Intervention Report

LANGUAGE PROFICIENCY LEVEL DESCRIPTIONS

Initial Development: An individual at the *Initial Development* level is at the preproduction or silent stage of academic language learning, requiring substantial instructional scaffolding in the classroom environment for effective learning. An *Initial Development* level indicates that an individual's receptive and expressive skills are very limited and that he or she has minimal comprehension and speech. The individual typically struggles to understand simple conversations/discussions, even when topics are familiar and the speaker uses linguistic supports. Spoken language often consists of single words or familiar phrases. In reading and writing, an *Initial Development* level suggests that an individual derives little or no meaning from grade-level text, and has little or no ability to use reading or writing in the academic context.

Early Development: An individual at the *Early Development* level is in the early stages of academic language learning, requiring moderate to substantial instructional scaffolding in the classroom environment for effective learning. An *Early Development* level indicates that an individual's receptive and expressive skills are very limited but that he or she is beginning to understand and speak high-frequency words and phrases. The individual typically understands simple or predictable context-embedded conversations when there are significant linguistic accommodations. His or her spoken language consists of short phrases and simple sentences, but grammatical errors are frequent. Language learners at this level often superimpose the sound system, expressions, and language structures of their native language onto the second language. In reading and writing, an *Early Development* level suggests literacy skills several years below native-language age or grade peers. The individual can read and write simple, repetitive, context-embedded material that has visual cues.

Continuing Development: An individual at the *Continuing Development* level has sufficient conversational proficiency to interact with others in day-to-day situations and is beginning to grasp academic language. Moderate instructional scaffolding in the classroom environment is needed for effective learning. In oral language, a *Continuing Development* level indicates that an individual's receptive and expressive skills are at a level sufficient for most context embedded conversations and discussions. The individual typically understands longer, more elaborate conversations and can initiate and sustain social conversation. His or her spoken language consists of complete, sometimes complex, sentences, although grammatical and pronunciation errors may still be evident. Language learners at this level sometimes superimpose the sound system, expressions, and language structures of their native language onto the second language. Although reading and writing skills are still below the level of average native-language age or grade peers, an individual at the *Continuing Development* level can comprehend and produce written language if the material has context-embedded cues and if background knowledge is provided.

Emerging Proficiency: An individual at the *Emerging Proficiency* level demonstrates understanding of the specialized academic language required in the school setting but still requires some instructional scaffolding in the classroom environment for effective learning. In oral language, an *Emerging Proficiency* level indicates that an individual's receptive and expressive proficiency is near the level of average native-language peers. The individual typically understands the majority of elaborate classroom conversations. His or her spoken language consists of complete, and often complex, sentences. Grammatical and pronunciation errors are still evident, but his or her language is easily understandable. In reading and writing, an *Emerging Proficiency* level suggests that the individual can manage context-reduced, cognitively demanding classroom material when provided with instructional scaffolding.

Proficient: An individual at the *Proficient* level has achieved language proficiency comparable to that of average native-language speakers. The individual is able to communicate effectively and handle the demands of the mainstream classroom. In oral language, a *Proficient* level indicates listening and speaking skills are comparable to those of average native-language speakers. In reading and writing, a *Proficient* level suggests on-level literacy skills comparable to those of average native-language speakers. The individual understands standard classroom interactions and instruction. He or she has a substantial vocabulary, rarely struggling finding words.

Advanced Proficient: An individual at the *Advanced Proficient* level has achieved proficiency at a level above that of average native-language speakers. The individual communicates clearly in all domains of language and manages the demands of the

Parent Intervention Report

WMLS III Parent Intervention Report, 10/10/2017
S, Katarina, Age 12-3

classroom easily. In oral language, an *Advanced Proficient* level indicates an expansive vocabulary and an advanced understanding of language, above the level of average native-language peers. The individual can manage the morphological, syntactic, and semantic complexities of language. In reading and writing, an *Advanced Proficient* level suggests that literacy is above the level of average native language peers and that the individual can perceive complex relationships and ideas in written language. The individual is able to fully participate in all classroom situations.

Parent Intervention Report

EXAMPLES OF BOOKS FOR LISTENING

Below is a list of books that are appropriate for Katarina to listen to, based on her WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville
Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR LISTENING AND SPEAKING

Based on Katarina's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during listening and speaking instruction.

- Select books or have Katarina select books that relate to her experiences. Using books that she wants to listen to and can relate to will help increase motivation, comprehension, and ultimately, learning.
- Before reading the book, consider doing a picture walk of the story with Katarina. Look at the illustrations and discuss what might be happening in the story. Encourage her to describe the picture in her own words.
- As long as she enjoys listening to the book, keep it available to her. Repeated listening of a story will allow her to internalize vocabulary and sentence structures.
- Have Katarina retell the story. Without interrupting or appearing to correct, rephrase and extend her words. Model grammatically-correct complete sentences.
- Have Katarina differentiate fact, opinion, and inference.
- Provide opportunities for Katarina to participate in dramatic play of the storyline of a book, such as play the role of one of the major characters.
- Not during the initial reading of a book, but during a subsequent reading, identify for Katarina synonyms and antonyms presented in the book. Point out compound words, titles for people, descriptive words, etc. Isolate "how" adverbs, such as *excitedly*, *happily*, and *sadly*, and act them out.
- Have Katarina make and verify predictions of what she thinks will happen next or change the ending of the story.
- Play a guessing game by providing clues to Katarina and having her try to guess characters in a story. For example, you could say, "This character often wears red." Take turns.
- Use Katarina's native language when it will provide greater facility to explore ideas that may later be expressed in English.
- Do not be reluctant to have Katarina read a book or listen to a book in her native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.

Parent Intervention Report

WMLS III Parent Intervention Report, 10/10/2017
S, Katarina, Age 12-3

EXAMPLES OF BOOKS FOR READING

Below is a list of books that are appropriate for Katarina to read, based on her WMLS III performance.

The Skull of Truth: A Magic Shop Book by Bruce Coville
Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
Smart Dog by Vivian Vande Velde

INSTRUCTIONAL SUPPORTS FOR READING

Based on Katarina's WMLS III performance, the following scaffolding or instructional supports are proposed to promote a deeper level of learning during reading instruction.

- Select books or have Katarina select books that relate to her experiences. Using books that she wants to read and can relate to will help increase motivation, comprehension, and ultimately, learning.
- Introduce and write down reading vocabulary words that may be challenging for Katarina. Creating language proficiency word cards or developing a glossary of reading vocabulary words may be helpful.
- If possible, have Katarina listen to the story first. Allow her to enjoy the story without any interruptions. Listening to someone read will provide a model for speed, accuracy, and expression.
- Have Katarina read the story or book orally to you, a peer, or someone else she feels comfortable with. Encourage Katarina to read the same story or book aloud several times. Allow her to become an "expert" on it.
- As long as Katarina reads with enjoyment, keep the book available to her. Repeated reading will allow Katarina to internalize the reading vocabulary and sentence structures used in the story. A mastered story can be used to extend Katarina's learning into other new reading vocabulary words and other sentence structures. Using sentences that Katarina is familiar with, change one noun, verb, or prepositional phrase to make new sentences. For example, you might take a sentence such as "He quietly walked up to look in the closet" and change the phrase *in the closet* to *behind the tree*. You can then use visuals to represent the change. Similarly, you might change the adverb quietly in the sentence to *noisily*, *calmly*, or *suspiciously* and then act out the different words.
- Consider using audio books in the classroom and at home. Have Katarina first track the print while listening to the story. Next, ask her to read along with the audio. Finally, have her read the story independently.
- Do not be reluctant to have Katarina read a book or listen to a book in her native language. Using the native language in the instructional process honors the language of the family, may increase self-confidence and motivation, and often raises the level of comprehension.

Parent Intervention Report

HOME-BASED RECOMMENDATIONS FOR ORAL LANGUAGE DEVELOPMENT

Create a home environment that is rich with language and provides activities for oral language interaction. Language activities that are deliberately planned, are repetitive (preferably in different contexts), and allow active participation are the most beneficial. Keep in mind that oral language is the foundation for all learning. The list below provides examples of home-based oral language activities.

These activities can be conducted in English or in the native language. Research strongly indicates that oral language development in the native language helps develop oral language in the second language. Do not hesitate to read books and to engage in language activities in the native language because any development of oral language—regardless of the language used—is beneficial.

- Ask Katarina what she would like to be when she grows up. Have her describe the tasks required for that job. Ask her why that job sounds interesting. Have her tell you what she is doing or could be doing that would help to get that dream job. Ask questions and model correct grammar. Without interrupting or correcting, rephrase and extend Katarina's words.
- Together watch Katarina's favorite TV show or movie. Encourage her to talk to you about the sequence of events in the storyline. Guide Katarina's retelling of the story by asking questions and helping her outline the sequence. Use questions such as "What happened first?" "What happened next?" and "How did the story end?" Encourage her to include *first*, *then*, *next*, and *finally* or *at the end*. Do the same with stories that you read together.
- Allow Katarina to switch roles with you for a pretend day. Ask Katarina the following questions: While she is the "parent," does she have any other rules to enforce? What are the responsibilities of a parent? Does she think that your job as a parent is harder than she thought it would be? Use words such as *parent*, *responsibilities*, *rules*, *harder*, and *easier*.
- Check out some audiobooks from your library and listen to them together. At the end of each chapter, discuss what happened. ("What were your favorite parts?" "Did anything surprising happen?" "What do you think will happen next?") Review the book together as a family once the story is completed.
- Conduct a debate at home. Choose a topic that you are not all in agreement about (such as what to have for dinner or what movie to watch). Conduct a debate and let all family members have a chance to present and defend their choice.
- Have Katarina "interview" an older family member or friend, and then have her recount what she has learned about that person. Let her introduce the other person to you, telling you about the person's favorite things and what the person has experienced in his or her life.
- Have Katarina measure large objects in her bedroom, such as the bed, dresser, bookshelf, and the size of the room itself. Talk about the process. Use words such as *tape measure*, *measure*, *feet*, *inches*, *long*, and *wide*. Have her create a "map" of the room, to scale, by drawing an outline with a ruler. Then have her cut out pieces of paper in the same dimensions as the large objects in the room. Have her arrange a model of the room using the pieces of paper. Ask simple questions and model correct grammar as Katarina puts the room together. Use words such as *map*, *place*, *arrange*, *move*, and *fit*. If she feels it should be arranged differently, let her explain to you why.
- Most communities have many free local activities for families to attend. Check your community newspaper, library, school, and bulletin boards as well as the internet. Have your family discuss these activities and have each family member explain why he or she thinks you should choose a certain activity. Take a vote to decide which activity interests the family most and then go as a family.
- Talk about Katarina's favorite things and outings. Look through photographs, find favorite foods in the pantry, and ask whether she has kept any mementos from family outings (such as movie ticket stubs or sand from the beach). Follow Katarina's lead and see whether you can predict what her favorite items will be. Let Katarina try to predict what you would pick.
- Read stories together. Discuss each story. Ask Katarina about her favorite scene of the story. Have her tell you why it was her favorite part. Make a diorama of a story using a shoebox. Discuss the different objects and characters as well as the scenery that she is putting into the diorama.
- Together, using small notebooks to create "flipbooks," draw cartoon characters on each page that change slightly



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in their position or actions. Have Katarina make up a story and tell you that story as you both draw your cartoons. Once you have completed the drawings, show her how to flip through the flipbook quickly to make an action cartoon. Have her show family members and tell them the stories.

- Using modeling clay, have Katarina create something she likes to do, or an object or character from a favorite book, or an object that shows the meaning of a new word learned in school that day. For example, if she learned the term deciduous in school, perhaps create a tree and some leaves that have fallen from it.
- Have Katarina state a preference or dislike and give a reason, followed by a second sentence expounding on that reason. An example is, "I like hot weather because I can swim and water ski. Hot weather allows you to do just about any activity that does not involve snow." Another example is, "I don't like flying because I feel unsafe. Flying makes me feel out of control."
- Have Katarina take a simple sentence, such as "The boy runs," and expand it using adjectives, adverbs, prepositional phrases, etc. For example, she might say, "Without much warning, the small quiet boy runs quickly down the corridor and through the lunchroom."

HOME-BASED RECOMMENDATIONS FOR READING AND WRITING

A solid foundation in reading and writing is critical. For a successful instructional environment at home, the setting must be calm, quiet, and comfortable. The material should be of interest. A supportive adult should be nearby. Confidence in reading and writing will increase with practice.

These activities can be conducted in English or in the native language. Reading and writing in the native language is strongly linked to reading and writing in the second language. Many skills transfer from one language to another; practice in one language impacts the second language.

- Give Katarina a highlighter and a list of commonly used words and sight words to search for in a children's magazine. Have her highlight these words every time they appear in print.
- Read a story together. Write down the sequence of events on notecards using the words first, next, then, after that, and last. Mix them up and have Katarina put them in the correct order while reading them out loud.
- Let Katarina create thank-you cards for things that others have done for her or for gifts received. Make sure she includes what she is grateful for! Use words such as *thank you*, *gift*, and *enjoy*.
- Have Katarina write lyrics to a song and perform it for the family. The lyrics could be about a family memory or a family event. It could be about a day in the life of Katarina. You may need to help with the writing of the song, but then have her read or sing the words. Keep the lyrics and have her practice reading or singing it several times in the next few days.
- Have Katarina fold her own paper airplane and write down the instructions for how she made it. Have her read the instructions back to you. Encourage the use of the sequence words first, next, then, after that, and last. Correct any omissions or instructions that could be misinterpreted. To determine how accurate the instructions are, have Katarina read the instructions to a friend or family member while that person folds his or her own paper airplane.
- Look at photographs in a newspaper and read the captions together. Have Katarina do the following: (1) Match what the caption says to what the picture shows. (2) Guess what the story is about. (3) Tell why that picture might have been chosen to represent the story.
- Encourage Katarina to keep a daily journal about what she did each day. Did she learn anything new? Did something happen today to make her laugh or to make her sad? Read Katarina's journal each night, and respond by asking at least one question about her day.
- Find some wordless picture books and have Katarina write her own stories to go along with them. Have Katarina read the stories to you. Ask questions about each story as she is reading to you.
- Have Katarina look up her favorite movie star, athlete, or TV celebrity on the internet and write some facts about that person that she will later read to you.
- Play a family game using notecards that each have the name of a common object on one side. Turn the notecards upside down so that the writing cannot be seen. Have Katarina pick a notecard and describe the object to the family without telling what the object is. Whoever guesses correctly first picks the next card.
- Have Katarina research her favorite sport using books or the internet. Encourage her to take notes on the sport's physical demands, rules, and what a typical season looks like for the athletes. Ask her to write her own book



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about that sport. Help as needed. Have her read the book to a family member, pointing out any particularly interesting facts.

- On separate pieces of paper or large index cards, write spelling words or sentences. Use handwriting that your child uses in school, whether print or cursive, and the appropriate font size. Place one piece of paper or card inside a plastic sandwich or gallon-sized bag so that Katarina can clearly see the writing. Have her trace the word or sentence using a dry-erase marker while reading the word or sentence back to you. Take out the paper or card and insert a new one for Katarina to trace and read.
- Take turns going through the alphabet and naming things within a category, such as restaurants, stores, and occupations, that begin with each letter (A is for *astronaut*, B is for *barber*, C is for *carpenter*, etc.).
- Have Katarina write down names of organs (for example, liver, heart, lung) or parts of the muscular or skeletal system on sticky notes. Have her read them to you and stick the notes on her own body to label the body parts. Have her check for accuracy in books or on the internet.
- Before going on a family trip, have Katarina look for information online and/or in a book about the location. Have her keep notes and then write a letter to a friend or family member describing where the family will be going. Have her put together an itinerary for what your family will do while you are there.
- Have Katarina create the family's grocery list and weekly menu. Have her use a dictionary to find the spelling of any unknown words.
- Have Katarina write down the instructions for how to make an origami item. Have a friend or family member read and follow the instructions to determine how accurate they are.
- After Katarina attends a sporting event or movie, ask her to write a few sentences that tell you about what she saw.

Summary

The *Woodcock-Muñoz Language Survey III* and the WMLS III Teacher and Parent Intervention System provide a powerful means to assess and understand an individual's unique language profile. With these combined tools, evaluators can produce an interpretive report that blends derived test scores, qualitative observations, and language exposure and educational placement history with recommended interventions and activities that will help advance language proficiency. Skill development in the domains of listening, speaking, reading, and writing is considered and compared both within and between the languages of English and Spanish, using descriptive narrative alongside a graphical display of the examinee's academic language proficiency.

Assessment professionals continually strive to maximize relevant information from an evaluation. Both bilingual educators and special educators can benefit from utilizing the WMLS III and the WMLS III Teacher and Parent Intervention System. Together, they provide an efficient, comprehensive, and effective tool to inform placement, support instruction, and guide future testing.

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