



WIAT®-III<sup>A&NZ</sup>

Wechsler Individual Achievement Test®-Third Edition: Australian & New Zealand  
Score Report

Examinee Name	Sarah Sample	Date of Report	08/09/2016	
Examinee ID	ID268	Year Level	Year 4 (AU) / Year 5 (NZ)	
Date of Birth	17/06/2006	Primary Language	English	
Gender	Female	Handedness	Right	
Ancestry/Ethnicity	Australian	Examiner Name	Edward Examiner	
Date of Testing	16/08/2015	Age at Testing	9 years 1 month	Retest? No

Norms:

A&NZ norms used for students in years AU PS-12/NZ 0-13 and/or ages 4:0-19:11

US norms used for ages 20:0 to 50:11

Comments:



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[ 1.3 / RE1 / QG1 ]

**WIAT-III<sup>A&NZ</sup>**

**Year Based Scores: Term 3-4**

**Subtest Score Summary**

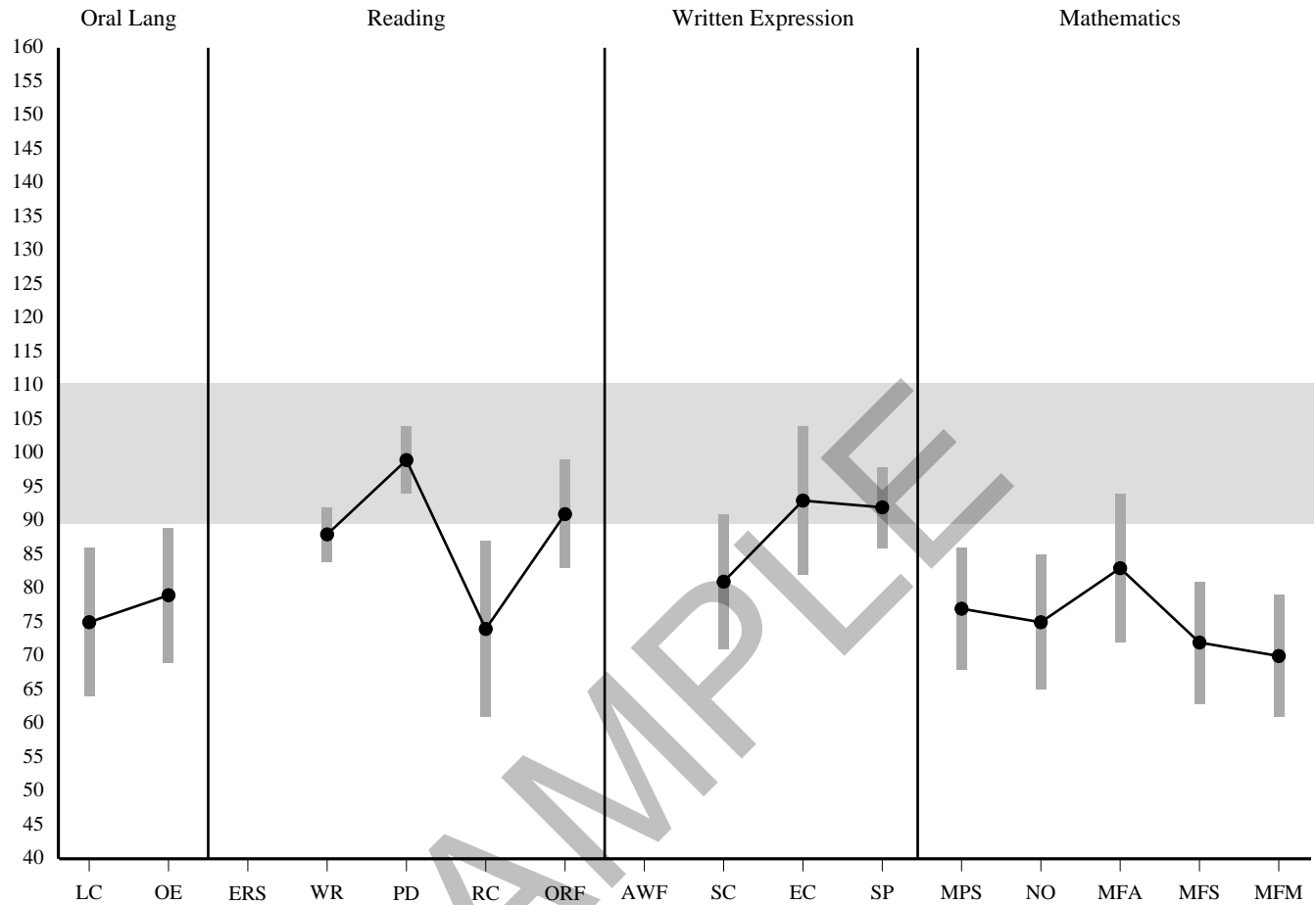
Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Year Equiv. (AU/NZ)	Age Equiv.	Growth Score
Listening Comprehension	-	75	64-86	5	15	2	1.2/2.2	6:2	469
Reading Comprehension	11 <sup>1</sup>	74	61-87	4	13	2	1.1/2.1	6:0	458
Maths Problem Solving	36	77	68-86	6	18	2	2.2/3.2	7:4	447
Sentence Composition	-	81	71-91	10	23	2	2.1/3.1	7:0	482
Word Reading	34	88	84-92	21	33	3	3.1/4.1	8:0	498
Essay Composition	-	93	82-104	32	40	4	3.3/4.3	8:4	503
Pseudoword Decoding	27	99	94-104	47	49	5	4.2/5.2	9:4	510
Numerical Operations	18	75	65-85	5	15	2	2.2/3.2	7:4	439
Oral Expression	-	79	69-89	8	21	2	1.4/2.4	6:9	474
Oral Reading Fluency	91 <sup>1</sup>	91	83-99	27	37	4	3.3/4.3	8:4	500
Spelling	22	92	86-98	30	39	4	3.3/4.3	8:8	527
Maths Fluency-Addition	17	83	72-94	13	26	3	2.3/3.3	7:8	435
Maths Fluency-Subtraction	5	72	63-81	3	11	1	1.3/2.3	6:4	381
Maths Fluency-Multiplication	2	70	61-79	2	8	1	<3.1/4.1	<8:0	415

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

<sup>1</sup> Indicates a raw score that is converted to a weighted raw score (not shown).

<sup>2</sup> Indicates that a raw score is based on a below year level item set.

### Subtest Score Profile



*Note.* The vertical bars represent the confidence interval at 95%.

### Supplemental Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Year Equiv. (AU/NZ)	Age Equiv.	Growth Score
Essay Composition: Grammar and Mechanics	-2	79	67-91	8	21	2	<3.1/4.1	<8:0	N/A
Oral Reading Accuracy	248*	93	81-105	32	40	4	3.3/4.3	8:4	N/A
Oral Reading Rate	164*	93	85-101	32	40	4	3.2/4.2	8:4	N/A

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

### Cumulative Percentages

<b>Word Reading Speed</b>	The score is the same as or higher than the scores obtained by 50% of students in the normative sample; 50% of students in the normative sample scored higher than this score.
<b>Pseudoword Decoding Speed</b>	The score is the same as or higher than the scores obtained by 25% of students in the normative sample; 75% of students in the normative sample scored higher than this score.

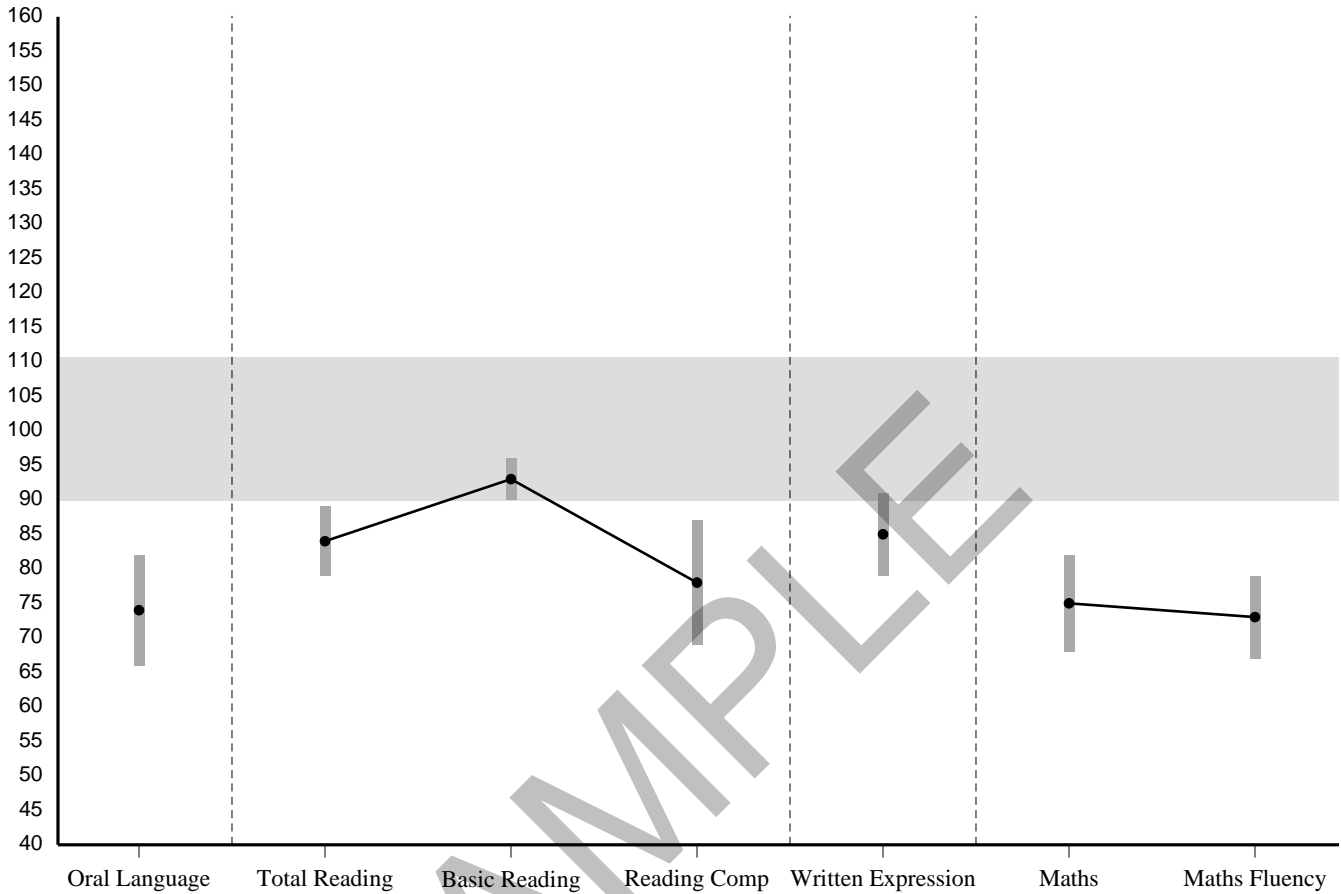
### Subtest Component Score Summary

Subtest Component	Raw Score	Standard Score	Percentile Rank	Normal Curve Equivalent	Stanine	Qualitative Description
<b>Listening Comprehension</b>						
Receptive Vocabulary	8	80	9	22	2	Low Average
Oral Discourse Comprehension	10	77	6	18	2	Very Low
<b>Sentence Composition</b>						
Sentence Combining	5	85	16	29	3	Low Average
Sentence Building	9	79	8	21	2	Very Low
<b>Essay Composition</b>						
Word Count	48	92	30	39	4	Average
Theme Development and Text Organisation	5	94	34	42	4	Average
<b>Oral Expression</b>						
Expressive Vocabulary	7	84	14	28	3	Low Average
Oral Word Fluency	26	87	19	32	3	Low Average
Sentence Repetition	12	78	7	19	2	Very Low

### Composite Score Summary

Composite	Sum of Subtest Standard Scores	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Qualitative Description
Oral Language	154	74	66-82	4	13	2	Very Low
Total Reading	352	84	79-89	14	28	3	Low Average
Basic Reading	187	93	90-96	32	40	4	Average
Reading Comprehension and Fluency	165	78	69-87	7	19	2	Very Low
Written Expression	266	85	79-91	16	29	3	Low Average
Mathematics	152	75	68-82	5	15	2	Very Low
Maths Fluency	225	73	67-79	4	12	2	Very Low
Total Achievement	832	77	73-81	6	18	2	Very Low

### Composite Score Profile



*Note.* The vertical bars represent the confidence interval at 95%.

### Differences Between Composite Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Oral Language vs. Total Reading	-10	11.14	N	>15%
Oral Language vs. Basic Reading	-19	10.86	Y	>15%
Oral Language vs. Reading Comprehension and Fluency	-4	13.25	N	>15%
Oral Language vs. Written Expression	-11	13.09	N	>15%
Oral Language vs. Mathematics	-1	12.12	N	>15%
Oral Language vs. Maths Fluency	1	12.38	N	>15%
Total Reading vs. Basic Reading	-9	7.40	Y	<=15%
Total Reading vs. Reading Comprehension and Fluency	6	10.60	N	>15%
Total Reading vs. Written Expression	-1	10.40	N	>15%
Total Reading vs. Mathematics	9	9.15	N	>15%
Total Reading vs. Maths Fluency	11	9.49	Y	>15%
Basic Reading vs. Reading Comprehension and Fluency	15	10.31	Y	>15%

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Basic Reading vs. Written Expression	8	10.10	N	>15%
Basic Reading vs. Mathematics	18	8.81	Y	>15%
Basic Reading vs. Maths Fluency	20	9.16	Y	>15%
Reading Comprehension and Fluency vs. Written Expression	-7	12.63	N	>15%
Reading Comprehension and Fluency vs. Mathematics	3	11.63	N	>15%
Reading Comprehension and Fluency vs. Maths Fluency	5	11.90	N	>15%
Written Expression vs. Mathematics	10	11.45	N	>15%
Written Expression vs. Maths Fluency	12	11.72	Y	>15%
Mathematics vs. Maths Fluency	2	10.63	N	>15%

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

SAMPLE

## WIAT-III<sup>A&NZ</sup> SKILLS ANALYSIS REPORT

<b>Reading Comprehension</b>			<b>Year 4/5 Item Set</b>
<b>Skill</b>	<b>Total Errors by Skill</b>	<b>Max. Errors by Skill</b>	<b>% Correct by Skill</b>
Literal	4	10	60%
Inferential	7	11	36%

### **Maths Problem Solving**

<b>Feature</b>	<b>Skill</b>	<b>Total Errors by Skill</b>	<b>Max. Errors by Skill</b>	<b>% Correct</b>	
				<b>By Skill</b>	<b>By Feature</b>
Basic Concepts	One-to-One Counting	0	5	100%	100%
	Recognising Shapes	0	2	100%	
	Recognising Numerals	0	2	100%	
	Basic Concepts	0	5	100%	
	Counting On	0	1	100%	
	Naming Numerals (<11)	0	3	100%	
	Comparing Numerals	0	3	100%	
	Ordering Numerals	0	3	100%	
	Addition and Subtraction of Objects	0	3	100%	
Everyday Applications	Interpreting Graphs	1	4	75%	95%
	Measuring an Object	0	1	100%	
	Interpreting a Number Line	0	1	100%	
	Interpreting a Calendar	0	2	100%	
	Completing Number Patterns	0	3	100%	
	Money	0	2	100%	
	Time	0	1	100%	
	Identifying Place Value	0	2	100%	
	Single-Operation Word Problems: General	0	2	100%	
	Single-Operation Word Problems: Time	0	1	100%	
	Mixed-Operations Word Problems: Money	0	3	100%	
Geometry	Interpreting Transformation of Figures	0	2	100%	63%
	Finding Perimeter	0	1	100%	
	Finding Angles and Sides/Distances	1	2	50%	
	Finding Circumference	1	1	0%	
	Geometry Word Problems	1	2	50%	
Algebra	Making Fractions (Less Than Whole)	0	2	100%	87%
	Ordering Fractions	0	1	100%	
	Converting Fractions to Decimals	0	1	100%	
	Fraction Word Problems	0	1	100%	
	Algebra Word Problems	1	1	0%	
	Solving Simultaneous Equations	1	1	0%	
	Recognising Prime Numbers	0	1	100%	
	Solving Probability Problems	0	2	100%	
	Solving Combination Problems	0	2	100%	
	Mean, Median, Mode	0	2	100%	
	Finding Slope and y-Intercept	0	1	100%	

## Numerical Operations

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct	
				By Skill	By Feature
Basic Concepts	One-to-One Counting	0	2	100%	100%
	Numeral Formation	0	1	100%	
	Discriminating Numbers From Letters	0	1	100%	
	Number Formation and Order	0	1	100%	
	Identifying Mathematical Symbols	0	2	100%	
Basic Maths Operations	Addition With Single-Digit Numbers	0	8	100%	95%
	Addition With Two-Digit Numbers	0	1	100%	
	Addition With Three-Digit Numbers	0	1	100%	
	Subtraction With Single-Digit Numbers	0	2	100%	
	Subtraction With Two-Digit Numbers	0	2	100%	
	Subtraction With Three-Digit Numbers	0	1	100%	
	Multiplication With Single-Digit Numbers	0	4	100%	
	Multiplication With Two-Digit Numbers	0	1	100%	
	Multiplication With Three-Digit Numbers	-	-	-	
	Division	1	1	0%	
	Long Division	-	-	-	
	Order of Operations	0	1	100%	
	Calculating the Percent of an Integer	-	-	-	
Adding Negative Integers	-	-	-		
Algebra	Addition of Fractions	1	1	0%	0%
	Multiplication of Fractions	-	-	-	
	Division of Fractions	-	-	-	
	Simplifying Fractions	-	-	-	
	Solving Two-Step Equations	-	-	-	
	Solving Three-Step Equations	-	-	-	
	Solving Simplified Quad. Equations (Finding Roots)	-	-	-	
	Solving Simultaneous Equations	-	-	-	
	Finding Functions	-	-	-	
	Factoring	-	-	-	
	Simplifying Exponents and Radicals	-	-	-	
Logarithms	-	-	-		
Geometry	Numerical Value of pi	-	-	-	-
	Finding Area	-	-	-	
	Finding Sides of a Triangle	-	-	-	
Advanced Maths	Trigonometry	-	-	-	-
	Limits	-	-	-	
	Differentiation	-	-	-	
	Integration	-	-	-	
Other	Regrouping	1			



## WIAT-III<sup>A&NZ</sup> INTERVENTION GOAL STATEMENTS REPORT

### Reading Comprehension

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#### Literal

Items with Errors: 25, 32, 35, 45

##### Annual Goal

- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then answer \_\_\_\_ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions with \_\_\_\_ percent accuracy, looking back to the passage as needed to answer the questions.

##### Short-Term Objectives

- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently), listen to each of \_\_\_\_ oral, open-ended literal comprehension questions, and then point to/read the part of the passage that explicitly provides the answer to each question with \_\_\_\_ percent accuracy.
- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then answer \_\_\_\_ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions about who, what, when, where, and why facts that were explicitly stated in the passage with \_\_\_\_ percent accuracy, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then answer \_\_\_\_ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) literal comprehension questions about the beliefs, thoughts, intentions, feelings, or emotions experienced by a specific character that were explicitly stated in the passage with \_\_\_\_ percent accuracy, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then sequence \_\_\_\_ events that were explicitly stated in the passage by ordering cards that show pictures/words that describe each event with no more than \_\_\_\_ errors, looking back to the passage as needed to answer the questions.

#### Inferential

Items with Errors: 28, 29, 31, 36, 37, 41, 44

##### Annual Goal

- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then answer \_\_\_\_ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions with \_\_\_\_ percent accuracy, looking back to the passage as needed to help answer the questions.

**Note:** Teachers may encourage students to provide support/evidence for their answers by reading out loud parts of the text that provide the basis for their inferences. In some cases, students may tell about background information and personal experiences that led to an inference; students should be encouraged to apply such knowledge to the understanding of texts, but also to find text-based justification for their inferences.

##### Short-Term Objectives

- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then answer \_\_\_\_ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions about who, what, when, where, and why information that was not explicitly stated in the passage with \_\_\_\_ percent accuracy, looking back to the passage as needed to answer the questions.

- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then answer \_\_\_\_ (*circle*: oral, written), (*circle*: open-ended, multiple-choice, true/false, yes/no) inferential comprehension questions about the beliefs, thoughts, intentions, feelings, or emotions experienced by a specific character and not explicitly stated in the passage with \_\_\_\_ percent accuracy, looking back to the passage as needed to help answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then sequence \_\_\_\_ events, some of which were not explicitly stated in the passage, by ordering cards that show pictures/words that describe each event with no more than \_\_\_\_ errors, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then answer \_\_\_\_ oral, open-ended inferential questions about predicting events and outcomes based upon what the text implies with \_\_\_\_ percent accuracy.  
**Note:** The student may also read a portion of a passage/chapter, predict events/outcomes, and then continue reading for confirmation.
- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then identify (say/mark) whether a/an (*circle*: oral, written) statement is a main idea or a detail with no more than \_\_\_\_ errors, looking back to the passage as needed to answer the questions.
- Given a/an (*circle*: expository, narrative) passage at a \_\_\_\_ reading level, the student will read the passage (*circle*: out loud, silently) and then orally define \_\_\_\_ unfamiliar words, using context to help determine word meaning, with \_\_\_\_ percent accuracy.

## Maths Problem Solving

### Interpreting Graphs

Items with Errors: 57

Annual Goal

- Given \_\_\_\_ mixed problems requiring the student to interpret data from a bar graph, a line graph, and a pie chart, the student will orally provide the answers with no more than \_\_\_\_ errors.

Short-Term Objectives

- Given \_\_\_\_ problems requiring the student to interpret and apply data from a pie chart involving (*circle*: whole numbers, percentages), the student will orally provide the answers with no more than \_\_\_\_ errors.  
Example: Show a pie graph showing percentage of allowance spent last year in various categories (\$500 total: 20% on food, 30% on clothes, 40% on entertainment, 10% to savings). Ask the student what percentage of allowance was spent on food. Ask the student how much money was spent on food.
- Given \_\_\_\_ problems requiring the student to interpret and apply data from a line graph involving (*circle*: single-digit, two-digit, three-digit) numbers, the student will orally provide the answers with no more than \_\_\_\_ errors.  
Example: Show a line graph of the number of students enrolled in a school over the last 5 years. Ask the student how many students were enrolled in 2014. Ask the student how many more students were enrolled in 2014 than 2012.
- Given \_\_\_\_ problems requiring the student to identify differences among data in a bar graph, the student will orally provide the answers with no more than \_\_\_\_ errors.  
Example: Show a bar graph comparing the number of different animals at the zoo. Ask the student how many more lions there are than tigers.
- Given \_\_\_\_ problems requiring the student to interpret a bar graph involving (*circle*: single-digit, two-digit, three-digit) numbers, the student will orally provide the answers with no more than \_\_\_\_ errors.

Example: Show a bar graph comparing favourite fruits among students. Ask the student which is the most popular fruit.

- Given \_\_\_ problems with stacks of cubes to represent results from a survey, the student will point to the appropriate stacks that represent the most popular response with no more than \_\_\_ errors.

Example: Show 2 stacks of cubes that represent the results of a survey: the number of students in the class who have pets and do not have pets. Ask the student: Are there more students who have pets or don't have pets? (The correct answer is the stack with the greatest number of cubes.)

### Finding Angles and Sides/Distances

Items with Errors: 72

#### Annual Goal

- Given \_\_\_ mixed problems, each requiring the student to calculate the missing angle of a triangle or to calculate distances using a map or grid, the student will write the solutions with no more than \_\_\_ errors.

#### Short-Term Objectives

- Given \_\_\_ problems requiring the student to calculate the missing angle of a triangle, the student will (*circle*: write, say) the solutions with no more than \_\_\_ errors.

Example: In triangle ABC, angle A measures 30 degrees, and angle B measures 90 degrees. What is the measure of angle C? (Student writes/says: 60 degrees)

- Given \_\_\_ problems requiring the student to calculate distances using a map or grid, the student will (*circle*: write, say) the solutions with no more than \_\_\_ errors.

### Finding Circumference

Items with Errors: 67

#### Annual Goal

- Given \_\_\_ problems requiring the student to solve a problem involving the calculation of the circumference of a circle (*circle*: with, without) using a calculator when given the (*circle*: radius, diameter) of the circle, the student will write the solutions with no more than \_\_\_ errors.

Example: A hula-hoop has a diameter of 1 metre. Approximately how far will it travel if it is rolled 10 complete revolutions? (Student writes: 31.4 metres)

#### Short-Term Objective

- Given \_\_\_ problems requiring the student to calculate the circumference of a circle (*circle*: with, without) using a calculator when given the (*circle*: radius, diameter) of the circle, the student will write the solutions with no more than \_\_\_ errors.

Example: A hula-hoop has a diameter of 1 metre. Find the circumference. (Student writes: 3.14 metres)

### Geometry Word Problems

Items with Errors: 63

#### Annual Goal

- Given \_\_\_ word problems requiring the student to use geometry and mixed operations (*circle two or more*: addition, subtraction, multiplication, division), the student will write the solutions with no more than \_\_\_ errors.

Example: How many 2-cm by 1-cm pieces can be cut from a 10-cm by 5-cm board? (Student writes: 25.)

### Short-Term Objective

- Given \_\_\_ word problems requiring the student to use geometry and a single operation (*circle*: addition, subtraction, multiplication, division), the student will write the solutions with no more than \_\_\_ errors.

Example: How many metres of fencing would be required to enclose a square yard that is 20 metres wide? (Student writes: 80.)

### Algebra Word Problems

Items with Errors: 71

#### Annual Goal

- Given \_\_\_ word problems requiring the student to use algebra, the student will (*circle*: write, say) the solutions with no more than \_\_\_ errors.

Example: Student A is ten years older than Student B, and next year she will be twice as old as Student B. How old are they now? (Student writes: Student A = 19 yrs; Student B = 9 yrs.)

### Short-Term Objective

- Given \_\_\_ word problems requiring the student to use algebra, the student will translate the word problem into an algebraic equation with no more than \_\_\_ errors.

Example: The sum of twice a number plus 15 is 75. (Student writes:  $2N + 15 = 75$ .)

**Note:** Solution of the final equation is not required for the purpose of meeting this goal.

### Solving Simultaneous Equations

Items with Errors: 59

#### Annual Goal

- Given \_\_\_ problems requiring the student to solve simultaneous equations, the student will write the solutions with no more than \_\_\_ errors.

Example:  
 $2x - 3y = 1$   
 $x + 3y = 5$   
 $xy = ?$

(Student writes:  $x = 2$ ,  $y = 1$ ,  $xy = 2$ .)

### Short-Term Objectives

- Given \_\_\_ written problems requiring the student to solve simultaneous equations that do *not* include a pair of coefficients that cancel each other out, the student will apply the method of substitution (the student will solve one equation either  $x$  or  $y$  and then substitute the solution into the other equation) with no more than \_\_\_ errors.

Example:  
 $2x + 3y = 8$   
 $x + 2y = 5$

Student writes:  
 $x = 5 - 2y$   
 $2(5 - 2y) + 3y = 8$

**Note:** Solution of the final equation is not required for the purpose of meeting this goal.

- Given \_\_\_ written problems requiring the student to solve simultaneous equations that include a pair of coefficients that cancel each other out, the student will write the solutions with no more than \_\_\_ errors.

Example:  $2x + y = 5$   
 $x - y = 10$   
Student writes:  $x = 5$   $y = -5$

## Sentence Composition

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### Semantics and Grammar

#### Annual Goal

- When asked to write \_\_\_\_ sentences that each include a different target word, the student will write a complete sentence that uses the target word with no more than \_\_\_\_ errors in semantics, grammar, or syntax.  
Target words will include (*circle*): nouns, verbs, adverbs, adjectives, pronouns, prepositions, articles, conjunctions
- When asked to combine (*circle*: two, three) written sentences into one complete sentence that means the same thing as the target sentences, the student will write a complete sentence that combines all essential information from the target sentences with no more than \_\_\_\_ errors in semantics, grammar, or syntax.  
Example: My dog is friendly. My dog's name is Benji. My dog likes to run. (Student writes: Benji, my friendly dog, likes to run.)

#### Short-Term Objectives

- Given \_\_\_\_ carrier phrases, the student will write complete sentences that begin with each given carrier phrase with no more than \_\_\_\_ errors in semantics, grammar, or syntax.  
Examples of carrier phrases: I have always...; I have never...; Today after school...; if I found a dog...
- Given \_\_\_\_ (*circle*: simple, compound, complex) sentences with a grammar/syntax error, the student will correct the grammar/syntax error with \_\_\_\_ percent accuracy.  
Examples: I gave my dog their food; I have a brother who I love; That's where me and my mum like to go.
- Given \_\_\_\_ pictures (of social situations, landscapes, animals, etc.), the student will write a complete sentence about the picture with no more than \_\_\_\_ errors in semantics, grammar, or syntax.
- Given three written words, the student will write a complete sentence that uses the three words (in any order, adding as many words as needed, without changing the three target words) with no more than \_\_\_\_ errors in semantics, grammar, or syntax.  
Example: cat small can (Student writes: I can see the small cat.)

### Mechanics

#### Annual Goal

- When asked to write \_\_\_\_ sentences that each include a different target word, the student will write a complete sentence that uses the target word with no more than \_\_\_\_ errors in spelling, punctuation, or capitalisation.  
Target words will include (*circle*): nouns, verbs, adverbs, adjectives, pronouns, prepositions, articles, conjunctions
- When asked to combine (*circle*: two, three) written sentences into one complete sentence that means the same thing as the target sentences, the student will write a complete sentence that combines all essential information from the target sentences with no more than \_\_\_\_ errors in spelling, punctuation, or capitalisation.  
Example: My dog is friendly. My dog's name is Benji. My dog likes to run. (Student writes: Benji, my friendly dog, likes to run.)

### Short-Term Objectives

- Given \_\_\_\_ (*circle*: simple, compound, complex) sentences with no capitalisation or punctuation, the student will add correct capitalisation and punctuation with \_\_\_\_ percent accuracy.  
Examples: where are you going after school; i love to play soccer and i also like to play basketball; i saw my friend my sister and my brothers two friends.
- Given \_\_\_\_ pictures (of social situations, landscapes, animals, etc.), the student will write a complete sentence about each picture with no more than \_\_\_\_ errors in spelling, punctuation, and capitalisation.
- Given three written words, the student will write a complete sentence that uses the three words (in any order, adding as many words as needed, without changing the three target words) with no more than \_\_\_\_ errors in spelling, punctuation, and capitalisation.  
Example: cat small can (Student writes: I can see the small cat.)

## Numerical Operations

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### Division

Items with Errors: 26

#### Annual Goal

- Given \_\_\_\_ written problems, presented in (*circle*: horizontal, vertical/long division) format, requiring division of a two-digit number by a single-digit number with no remainders in the quotient, the student will write the answers with no more than \_\_\_\_ errors.

#### Short-Term Objective

- Given \_\_\_\_ written problems, presented in (*circle*: horizontal, vertical/long division) format, requiring division of a single-digit number by another single-digit number with no remainders in the quotient, the student will write the answers with no more than \_\_\_\_ errors.

### Adding Fractions

Items with Errors: 30

#### Annual Goal

- Given \_\_\_\_ written problems requiring the student to add two or more fractions with different denominators, the student will write the solution in simplest terms with no more than \_\_\_\_ errors.  
Example:  $1/6 + 1/3$  (Student writes:  $3/6$  or  $1/2$ )

#### Short-Term Objectives

- Given \_\_\_\_ written problems requiring the student to add two or more fractions with the same denominators, the student will write the solution (*circle*: with, without) simplifying with no more than \_\_\_\_ errors.  
Example:  $1/6 + 5/6$  (Student writes:  $6/6$  or  $1$ )
- Given \_\_\_\_ written problems involving (*circle/enter*: two, three, four, \_\_\_\_ ) sets of fractions, the student will (*circle*: point to, circle) the fraction in each set that represents the largest value with no more than \_\_\_\_ errors.  
Example of a set of three fractions:  $2/4, 5/9, 5/6$

## Regrouping

Items with Errors: 23

### Annual Goal

- Given \_\_\_\_ written (*circle*: two-digit, three-digit, four-digit), (*circle*: addition, subtraction, multiplication, division) problems, requiring the student to use regrouping to solve the problem, the student will write the solutions with no more than \_\_\_\_ errors.

### Short-Term Objective

- Given \_\_\_\_ written (*circle*: addition, subtraction, multiplication, division) problems, requiring the student to use regrouping to solve the problem, the student will use base-ten blocks to solve the problems and (*circle*: write, say) the solutions with no more than \_\_\_\_ errors.

## End of Report

SAMPLE