WIAT-III CDN
WECHSLER INDIVIDUAL ACHIEVEMENT TEST - THIRD EDITION: CANADIAN

Clinician Report

Student Name:	Sample Report 1	Date of Report:	10/02/2011
Student ID:	52164	Grade:	6
Date of Birth:	01/09/1998	Home Language:	English
Gender:	Female	Handedness:	Right
Race/Ethnicity:	White/Caucasian	Examiner Name:	Sample Examiner

Test Administered: WIAT–III (14/09/2010) Age at Testing: 12 years 0 months Retest? No

WIAT–III Comments:

WIAT–III

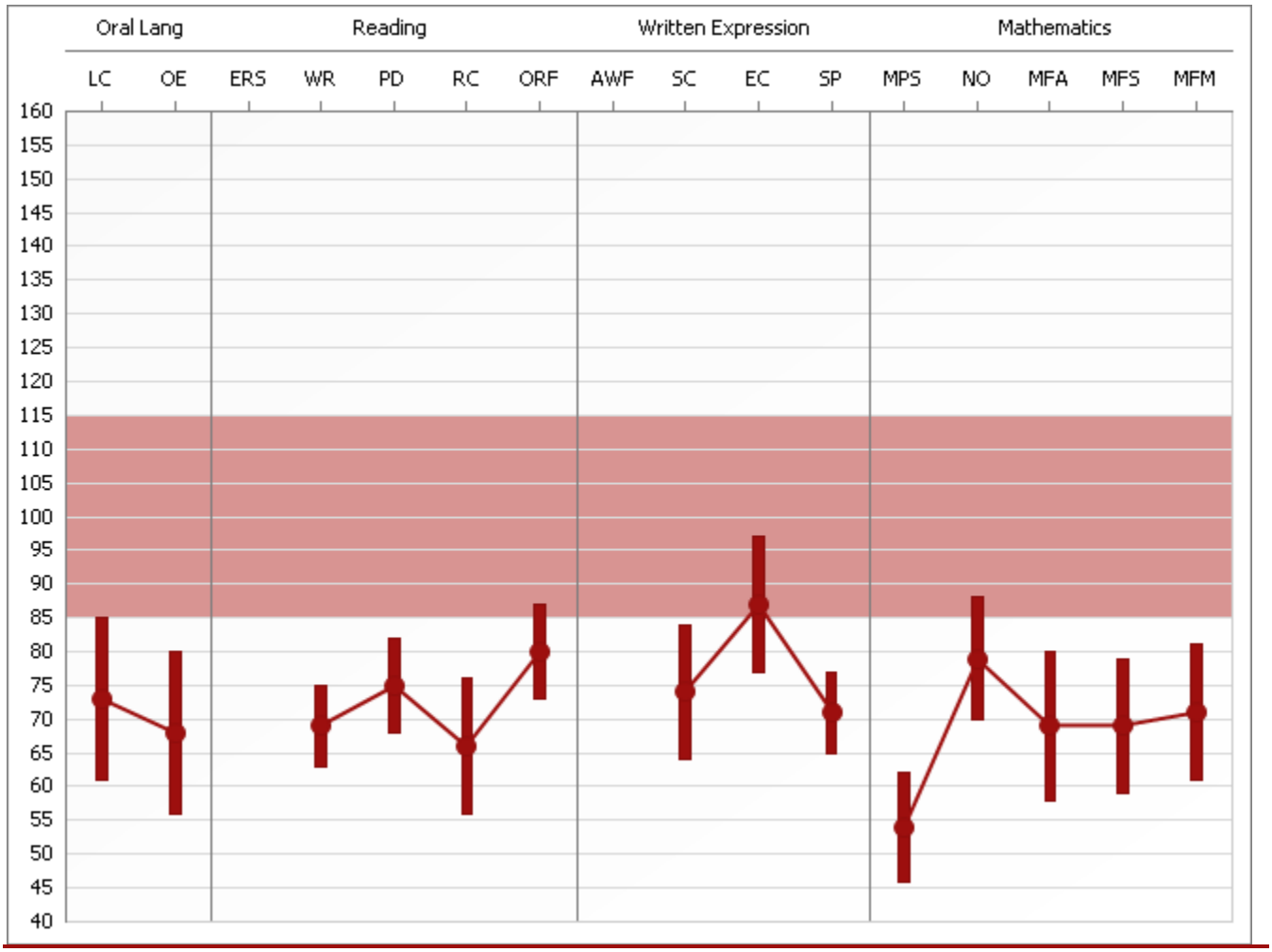
Age Based Scores

Subtest Score Summary

Subtest	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Listening Comprehension	—	73	61–85	4	12	2	2.6	7:6	487
Reading Comprehension	8*	66	56–76	1	2	1	1.5	6:4	450
Math Problem Solving	30	54	46–62	0.1	<1	1	1.4	6:4	381
Sentence Composition	—	74	64–84	4	13	2	2.6	7:8	489
Word Reading	25	69	63–75	2	6	1	2.2	7:4	447
Essay Composition	—	87	77–97	19	32	3	4.4	9:6	510
Pseudoword Decoding	15	75	68–82	5	15	2	2.3	7:4	461
Numerical Operations	24	79	70–88	8	21	2	4.1	9:0	517
Oral Expression	—	68	56–80	2	5	1	1.5	6:4	459
Oral Reading Fluency	81*	80	73–87	9	22	2	4.2	9:4	507
Spelling	16	71	65–77	3	9	1	2.4	7:8	448
Math Fluency—Addition	18	69	58–80	2	6	1	2.9	8:0	442
Math Fluency—Subtraction	10	69	59–79	2	6	1	2.4	7:4	430
Math Fluency—Multiplication	8	71	61–81	3	9	1	3.5	8:8	479

– Indicates a subtest with multiple raw scores (shown in the Subtest Component Score Summary).
* Indicates a raw score that is converted to a weighted raw score (not shown).
† Indicates that a raw score is based on a below grade level item set.

Subtest Score Profile



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

Supplemental Subtest Score Summary

Score Name	Raw Score	Standard Score	95% Confidence Interval	Percentile Rank	Normal Curve Equiv.	Stanine	Grade Equiv.	Age Equiv.	Growth Score
Essay Composition: Grammar and Mechanics	1	70	58–82	2	8	1	<3.0	<8:0	N/A
Oral Reading Accuracy	386*	80	67–93	9	22	2	2.4	7:4	N/A
Oral Reading Rate	300*	80	73–87	9	22	2	3.4	8:8	N/A

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

Cumulative Percentages

Word Reading Speed	The score is the same as or higher than the scores obtained by 10% of students in the normative sample; 90% of students in the normative sample scored higher than this score.
Pseudoword Decoding Speed	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
Listening Comprehension						
Receptive Vocabulary	10	82	12	25	3	Below Average
Oral Discourse Comprehension	11	73	4	12	2	Below Average
Sentence Composition						
Sentence Combining	8	81	10	23	2	Below Average
Sentence Building	9	69	2	6	1	Low
Essay Composition						
Word Count	47	80	9	22	2	Below Average
Theme Development and Text Organization	7	94	34	42	4	Average
Oral Expression						
Expressive Vocabulary	8	81	10	23	2	Below Average
Oral Word Fluency	20	73	4	12	2	Below Average
Sentence Repetition	10	66	1	2	1	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	141	67	57–77	1	4	1	Low
Total Reading	290	70	66–74	2	8	1	Below Average
Basic Reading	144	72	68–76	3	11	1	Below Average
Reading Comprehension and Fluency	146	70	63–77	2	8	1	Below Average
Written Expression	232	74	67–81	4	13	2	Below Average
Mathematics	133	66	59–73	1	2	1	Low
Math Fluency	209	68	62–74	2	5	1	Low
Total Achievement	725	66	62–70	1	2	1	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	-3	12.39	N	>15%
Oral Language vs. Basic Reading	-5	12.04	N	>15%
Oral Language vs. Reading Comprehension and Fluency	-3	14.50	N	>15%
Oral Language vs. Written Expression	-7	14.27	N	>15%
Oral Language vs. Mathematics	1	13.36	N	>15%
Oral Language vs. Math Fluency	-1	13.70	N	>15%
Total Reading vs. Basic Reading	-2	7.57	N	>15%
Total Reading vs. Reading Comprehension and Fluency	0	11.08	N	>15%
Total Reading vs. Written Expression	-4	10.78	N	>15%
Total Reading vs. Mathematics	4	9.53	N	>15%
Total Reading vs. Math Fluency	2	10.00	N	>15%
Basic Reading vs. Reading Comprehension and Fluency	2	10.68	N	>15%
Basic Reading vs. Written Expression	-2	10.37	N	>15%
Basic Reading vs. Mathematics	6	9.07	N	>15%
Basic Reading vs. Math Fluency	4	9.56	N	>15%
Reading Comprehension and Fluency vs. Written Expression	-4	13.15	N	>15%
Reading Comprehension and Fluency vs. Mathematics	4	12.15	N	>15%
Reading Comprehension and Fluency vs. Math Fluency	2	12.52	N	>15%
Written Expression vs. Mathematics	8	11.88	N	>15%
Written Expression vs. Math Fluency	6	12.26	N	>15%
Mathematics vs. Math Fluency	-2	11.18	N	>15%

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

Differences Between Subtest Standard Scores

Comparison	Difference	Critical Value (Significance Level .01)	Significant Difference Y/N	Base Rate
Listening Comprehension vs. Reading Comprehension	7	20.09	N	>15%
Word Reading vs. Oral Expression	1	15.35	N	>15%
Oral Reading Fluency vs. Word Reading	11	11.30	N	>15%
Essay Composition vs. Word Reading	18	14.40	Y	>15%
Spelling vs. Word Reading	2	10.46	N	>15%
Spelling vs. Math Fluency—Subtraction	2	14.18	N	>15%
Math Problem Solving vs. Numerical Operations	-25	13.88	Y	≤5%
Numerical Operations vs. Math Fluency—Multiplication	8	14.73	N	>15%
Math Fluency—Multiplication vs. Listening Comprehension	-2	18.18	N	>15%

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

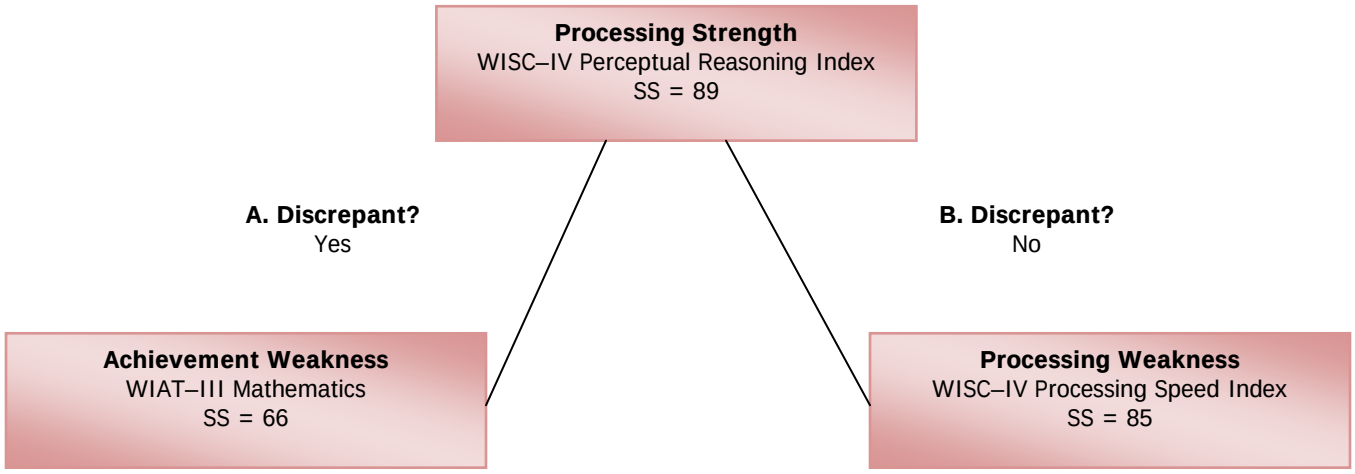
Pattern of Strengths and Weaknesses Analysis

Area of Achievement Weakness	WIAT–III	Mathematics: 66
Area of Processing Weakness	WISC–IV	PSI: 85
Area of Processing Strength	WISC–IV	PRI: 89

	Comparison	Relative Strength Score	Relative Weakness Score	Difference	Critical Value .01	Significant Difference Y / N	Supports SLD hypothesis? Yes / No
A	Processing Strength / Achievement Weakness	89	66	23	14.48	Y	Yes
B	Processing Strength / Processing Weakness	89	85	4	17.73	N	No

The PSW model is intended to help practitioners generate hypotheses regarding clinical diagnoses. This analysis should always be used within a comprehensive evaluation that incorporates multiple sources of information.

Pattern of Strengths and Weaknesses Model



WIAT-III Skills Analysis Report

Reading Comprehension

Grade 6 Item Set

Skill	Total Errors by Skill	Max. Errors by Skill	% Correct by Skill
Literal	3	11	73%
Inferential	3	11	73%

Math Problem Solving

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct	
				By Skill	By Feature
Basic Concepts	One-to-One Counting	0	5	100%	93%
	Recognizing Shapes	0	2	100%	
	Recognizing 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	1	3	67%	
	Addition and Subtraction of Objects	1	3	67%	
Everyday Applications	Interpreting Graphs	1	2	50%	56%
	Measuring an Object	0	1	100%	
	Interpreting a Number Line	0	1	100%	
	Interpreting a Calendar	0	1	100%	
	Completing Number Patterns	2	2	0%	
	Money	0	1	100%	
	Time	1	1	0%	
	Identifying Place Value	-	-	-	
	Single-Operation Word Problems: General	-	-	-	
	Single-Operation Word Problems: Time	-	-	-	
	Mixed-Operations Word Problems: Money	-	-	-	
Geometry	Interpreting Transformation of Figures	-	-	-	-
	Finding Perimeter	-	-	-	
	Finding Angles and Sides/Distances	-	-	-	
	Finding Circumference	-	-	-	
	Geometry Word Problems	-	-	-	
Algebra	Making Fractions (Less Than Whole)	-	-	-	-
	Ordering Fractions	-	-	-	
	Converting Fractions to Decimals	-	-	-	
	Fraction Word Problems	-	-	-	
	Algebra Word Problems	-	-	-	
	Solving Simultaneous Equations	-	-	-	
	Recognizing Prime Numbers	-	-	-	
	Solving Probability Problems	-	-	-	
	Solving Combination Problems	-	-	-	
	Mean, Median, Mode	-	-	-	
	Finding Slope and *y*-Intercept	-	-	-	

Word Reading

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct	
				By Skill	By Feature
Morphology Types	Common Prefixes/ Word Beginnings	0	4	100%	91%
	Common Suffixes/ Word Endings	1	7	86%	
Vowel Types	VCE Syllables	1	3	67%	89%
	Irregular Vowels	0	8	100%	
	Single Short Vowels	1	8	88%	
	Single Long Vowels	0	5	100%	
	Schwa Vowel Sounds	2	7	71%	
	Vowel Digraphs	0	8	100%	
	Diphthongs	0	2	100%	
	R-Controlled Vowels	1	1	0%	
	Silent Vowels	0	3	100%	
Consonant Types	Consonant Digraphs	0	7	100%	82%
	Single Consonants	7	40	83%	
	Double Consonants	1	1	0%	
	S as \z\ or \zh\	-	-	-	
	T as \sh\ or \ch\	-	-	-	
	C as \sh\	-	-	-	
	R-Family Blends	1	4	75%	
	L-Family Blends	1	2	50%	
	S-Family Blends	1	3	67%	
	Consonant Blends/Clusters	0	6	100%	
	Silent Consonants	1	5	80%	
Other	Insertions	4			
	Mis-Sequence of Sounds	3			
	Whole Word Error	0			

Pseudoword Decoding

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct	
				By Skill	By Feature
Morphology Types	Common Prefixes/ Word Beginnings	-	-	-	-
	Common Suffixes/ Word Endings	-	-	-	
Vowel Types	VCE Syllables	-	-	-	100%
	Irregular Vowels	-	-	-	
	Single Short Vowels	0	12	100%	
	Single Long Vowels	-	-	-	
	Schwa Vowel Sounds	0	1	100%	
	Vowel Digraphs	0	3	100%	
	Diphthongs	0	1	100%	
	R-Controlled Vowels	0	3	100%	
	Silent Vowels	-	-	-	
Consonant Types	C–le Syllables	-	-	-	89%
	Consonant Digraphs	2	5	60%	
	Single Consonants	2	22	91%	
	Double Consonants	-	-	-	
	S as \z\ or \zh\	-	-	-	
	T as \sh\ or \ch\	-	-	-	
	C as \sh\	-	-	-	
	R-Family Blends	0	2	100%	
	L-Family Blends	0	4	100%	
	S-Family Blends	0	2	100%	
	Consonant Blends/Clusters	0	1	100%	
	Silent Consonants	0	1	100%	
Other	Insertions	3			
	Mis-Sequence of Sounds	2			
	Whole Word Error	1			

Numerical Operations

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct By Skill	% Correct 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 Math Operations	Addition With Single-Digit Numbers	1	8	88%	77%
	Addition With Two-Digit Numbers	0	1	100%	
	Addition With Three-Digit Numbers	0	1	100%	
	Subtraction With Single-Digit Numbers	1	2	50%	
	Subtraction With Two-Digit Numbers	1	2	50%	
	Subtraction With Three-Digit Numbers	0	1	100%	
	Multiplication With Single-Digit Numbers	1	4	75%	
	Multiplication With Two-Digit Numbers	0	1	100%	
	Multiplication With Three-Digit Numbers	-	-	-	
	Division	0	1	100%	
	Long Division	-	-	-	
	Order of Operations	1	1	0%	
	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 Quadratic Equations (Finding Roots)	-	-	-	
	Solving Simultaneous Equations	-	-	-	
	Finding Functions	-	-	-	
	Factoring	-	-	-	
	Simplifying Exponents and Radicals	-	-	-	
	Logarithms	-	-	-	
Geometry	Numerical Value of *pi*	-	-	-	-
	Finding Area	-	-	-	
	Finding Sides of Triangle	-	-	-	
Advanced Math	Trigonometry	-	-	-	-
	Limits	-	-	-	
	Differentiation	-	-	-	
	Integration	-	-	-	
Other	Regrouping	0			

Spelling

Feature	Skill	Total Errors by Skill	Max. Errors by Skill	% Correct	
				By Skill	By Feature
Word Types	Homophones	0	3	100%	100%
Morphology Types	Common Prefixes/ Word Beginnings	1	2	50%	60%
	Common Suffixes/ Word Endings	1	3	67%	
Vowel Types	VCE Syllables	1	3	67%	88%
	Irregular Vowels	0	2	100%	
	Single Short Vowels	2	11	82%	
	Single Long Vowels	0	4	100%	
	Schwa Vowel Sounds	0	2	100%	
	Vowel Digraphs	-	-	-	
	Diphthongs	-	-	-	
	R-Controlled Vowels	0	1	100%	
	Silent Vowels	0	2	100%	
Consonant Types	C–le Syllables	-	-	-	90%
	Consonant Digraphs	0	1	100%	
	Single Consonants	4	31	87%	
	Double Consonants	0	1	100%	
	S as \z\ or \zh\	-	-	-	
	T as \sh\ or \ch\	-	-	-	
	R-Family Blends	-	-	-	
	L-Family Blends	-	-	-	
	S-Family Blends	0	1	100%	
	Consonant Blends/Clusters	0	4	100%	
	Silent Consonants	0	1	100%	
Other	Insertions	2			
	Mis-Sequence of Sounds	0			
	Whole Word Error	0			

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WIAT-III Intervention Goal Statements Report

Reading Comprehension

Literal

Items with Errors: 42, 49, 51

Annual Goal

- Given a/an (circle: expository, narrative) passage at a ____ reading level, the student will read the passage (circle: aloud, 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: aloud, 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: aloud, 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: aloud, 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: aloud, 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: 41, 44, 50

Annual Goal

- Given a/an (circle: expository, narrative) passage at a ____ reading level, the student will read the passage (circle: aloud, 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 aloud 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: aloud, 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: aloud, 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: aloud, 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: aloud, 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: aloud, 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: aloud, silently) and then orally define ____ unfamiliar words, using context to help determine word meaning, with ____ percent accuracy.

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Math Problem Solving

Ordering Numerals

Items with Errors: 27

Annual Goal

- Given a set of ___ (*circle:* single-digit, two-digit), (*circle:* consecutive, non-consecutive) numeral cards, the student will place the numeral cards in order with no more than ___ errors.

  Example: Student places the following single-digit, non-consecutive numeral cards in order: [1], [3], [6], [8]

Short-Term Objective

- Given ___ problems involving non-consecutive numerals, the student will (circle: say, point to) the numerals that come (circle: first, last) with no more than ___ errors.

  Example: Show the following set of numerals: 6, 9, 3, and 13. Ask the student which comes first when counting. (Student points to/says: 3.)

Addition & Subtraction of Objects

Items with Errors: 28

Annual Goal

- Given ___ mixed problems, each requiring the student to add or subtract objects from a physical set of objects, the student will orally provide the solutions with no more than ___ errors.

  Example: Show 6 toy horses.

  Ask how many horses are left after 2 are subtracted. (Student says: 4)

  Ask how many horses there will be after 2 are added. (Student says: 8)

Short-Term Objectives

- Given ___ problems in which the student determines how many more objects are needed to bring the total to a given number, the student will orally provide the solutions with no more than ___ errors.

  Example: Show a picture of 3 penguins. Ask how many more bring the total to 7. (Student says: 4.)

- Given ___ problems in which physical/pictured objects are shown and a certain number are subtracted, the student will orally provide the solutions with no more than ___ errors.

  Example: Display 6 horses. Ask the student to subtract 2 and say how many are left. (Student covers up 2 horses and says: 4.)

Interpreting Graphs

Items with Errors: 34

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 2009. Ask the student how many more students were enrolled in 2009 than 2006.

- 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 favorite 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)

Completing Number Patterns

Items with Errors: 32, 35

Annual Goal

- Given ___ problems that each include a missing value in a sequence of numbers that involve one operation: multiplying by (*circle:* twos, fives, tens), the student will (*circle:* write, say) the missing values with no more than ___ errors.

  Example: 6, 12, 24, ___ (Student writes/says: 48)

Short-Term Objective

- Given ___ problems that each include a missing value in a sequence of numbers that involve one operation: counting (*circle:* forward, backwards) by (*circle:* threes, fours, sixes, sevens, eights, nines), the student will (*circle:* write, say) the missing values with no more than ___ errors.

  Example: 44, 48, 52, ___, 60, 64 (Student writes/says: 56)

Time

Items with Errors: 36

Annual Goal

- Given ___ problems involving clock times and elapsed times, the student will write the answers to the time problems with no more than ___ errors.

  Example: Child A went to bed at 8:15 and slept 6.5 hours. Child B went to bed at 9:30 and slept 7.25 hours. What time did each child wake up? (Student writes: 2:45 and 4:45.)

Short-Term Objectives

- Given ___ problems in which a student looks at a clock and is asked what time it will be in (*circle:* fraction of an hour, hour, hour plus) increments, the student will (*circle:* write, say) the answers with no more than ___ errors.

  Example: A clock displays the time of 4:00. Ask the student what time it will be in one hour and 15 minutes. (Student writes 5:15, or says: five fifteen)

- Given ___ problems requiring the student to identify the time shown by a digital clock, the student will say the times with no more than ___ errors.

  Example: Clock shows 9:30. (Student says: nine thirty.)

- Given ___ problems requiring the student to identify the time shown by an analog clock, the student will (*circle:* write, say) the times with no more than ___ errors.

  Example: Clock shows 1:20. (Student writes: 1:20, or says: one twenty.)

Sentence Composition

Semantics and Grammar

Annual Goals

- 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 mom 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 Goals

- 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 capitalization.

  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 capitalization.

  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 capitalization or punctuation, the student will add correct capitalization 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 capitalization.
- 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 capitalization.

  Example: cat small can (Student writes: I can see the small cat.

Word Reading

Common Suffixes/Word Endings

Items with Errors: 25

Annual Goal

- Given a list of ___ words with suffixes/inflected word endings, the student will point to/identify the suffix/inflected word ending within each word with no more than ___ errors and read the list aloud with no more than ___ reading errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

  List examples (present vertically): govern, governs, governed, governing, governance, government; manage, manages, managed, managing, management, managerial; technical, technically, technique

  Note: To utilize vocabulary and syntax (word class) knowledge and encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud.

Short-Term Objectives

- Given a list of ___ sentences, each containing ___ different suffixes/inflected word endings, the student will read the sentences aloud with at least ____ percent of the words with the suffixes/inflected word endings read correctly.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing suffixes/inflected word endings, the student will read the passage aloud with at least ____ percent of the words with the suffixes/inflected word endings read correctly.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

VCE Syllables

Items with Errors: 30

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) - syllable words containing one VCE syllable, the student will read the list aloud with no more than ___ errors.

  List examples: face, pace, lace; lake, bake, take; like, bike, hike; mine, wine, fine

Short-Term Objectives

- Given a list of ___ one-syllable word pairs, each pair including one VCE syllable word and the same word without the silent e, the student will pronounce the word pairs with no more than ___ errors.

  Word pair examples: win, wine; fin, fine; tap, tape; mop, mope; wip, wipe

- Given a list of ___ sentences, each containing ___ words with VCE syllables, the student will read the sentences aloud with no more than ___ VCE errors.

  Sentence examples: I swim at the lake; I bake a cake; I have a nose on my face; Wipe your feet.

- Given a/an *(circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing a VCE syllable, the student will read the passage aloud with at least ____ percent of the words with VCE syllables read correctly.

Single Short Vowels

Items with Errors: 25

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) - syllable words containing ___ short vowel sounds, the student will read the list aloud with no more than ___ short vowel errors.

  Short vowel sounds will include (*circle*): a, e, i, o, u.

Short-Term Objectives

- Given ____ two-syllable words containing two closed syllables (formed by a single short vowel), with each word presented with a space between the two syllables (or shown on separate cards), the student will read each syllable separately, and then read the whole word with no more than ____ errors.

  Short vowel sounds will include (*circle*): a, e, i, o, u.

  Syllable card examples: [for][est], [win][dow], [thun][der], [tim][id]

- Given a list of ___ sentences, each containing ___ words with short vowel sounds, the student will read the sentences aloud with no more than ___ short vowel sound errors.

  Short vowel sounds will include (*circle*): a, e, i, o, u.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing short vowel sounds, the student will read the passage aloud with at least ____ percent of the words with short vowels read correctly.

  Short vowel sounds will include (*circle*): a, e, i, o, u.

Schwa Vowel Sounds

Items with Errors: 10, 22

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) -syllable words containing ___ schwa vowel sounds, the student will read the list aloud with no more than ___ schwa vowel errors.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

  Schwa vowel (a) examples: above, alone, disappoint

Short-Term Objectives

- Given a list of ___ sentences, each containing ___ words with schwa vowel sounds, the student will read the sentences aloud with no more than ___ schwa vowel sound errors.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing schwa vowel sounds, the student will read the passage aloud with at least ____ percent of the words with schwa vowels read correctly.

  Schwa vowel sounds will include (*circle*): a, e, i, o, u, y.

R-Controlled Vowels

Items with Errors: 10

Annual Goal

- Given a list of ___ words containing ___ r-controlled vowels per word, the student will point to/identify the r-controlled vowel and read the list aloud with no more than ___ errors.

  R-controlled vowels will include (*circle*): ar, er, ir, or, ur.

  Word examples: part, bird, short; car, fur, her

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ target words/nonwords containing r-controlled vowels (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ errors.

  R-controlled vowels will include (*circle*): ar, er, ir, or, ur.

  Card examples: [c] [ar] [t]; [p] [ar] [t]; [p] [or] [t]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud.

- Given a list of ____ sentences with ____ r-controlled vowels per sentence, the student will read the sentences aloud with no more than ___ errors.

  R-controlled vowels will include (*circle*): ar, er, ir, or, ur.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing r-controlled vowels, the student will read the passage aloud with at least ____ percent of the words with r-controlled vowels read correctly.

  R-controlled vowels will include (*circle*): ar, er, ir, or, ur.

Single Consonants

Items with Errors: 17, 19, 22, 28, 30

Annual Goal

- Given a list of ___ words containing (*circle:* initial/medial/final) position single consonants, the student will read the list aloud with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ one-syllable words/nonwords containing single consonants (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

  Card examples: [n][i][p], [s][i][p], [l][i][p], [l][a][p], [t][a][p]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of ____ sentences from a ____ reading level text, the student will read the sentences aloud with no more than ___ (*circle:* initial/medial/final) single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level, the student will read the passage aloud with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Double Consonants

Items with Errors: 29

Annual Goal

- Given a list of ___ words containing ___ different double consonants, the student will read the list aloud with no more than ___ double consonant errors.

  Double consonants will include the following (*circle*): bb, cc, dd, ff, gg, jj, kk, ll, mm, nn, pp, rr, ss, tt, zz.

Short-Term Objectives

- Given a list of ____ sentences from a ____ reading level text with at least ____ word(s) per sentence containing double consonants, the student will read the sentences aloud with at least ____ percent of the words with double consonants read correctly.

  Double consonants will include the following (*circle*): bb, cc, dd, ff, gg, jj, kk, ll, mm, nn, pp, rr, ss, tt, zz.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing double consonants, the student will read the passage aloud with at least ____ percent of the words with double consonants read correctly.

  Double consonants will include the following (*circle*): bb, cc, dd, ff, gg, jj, kk, ll, mm, nn, pp, rr, ss, tt, zz.

R-Family Blends

Items with Errors: 28

Annual Goal

- Given a list of ___ words, each word containing an R-family consonant blend in the (*circle:* initial, medial) position, the student will read the list aloud with no more than ___ errors.

  R-family blends will include (*circle/enter*): br, cr, dr, fr, gr, pr, tr, _____.

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ one-syllable target words/nonwords containing R-family blends (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ errors.

  R-family blends will include (*circle/enter*): br, cr, dr, fr, gr, pr, tr, _____.

  Card examples: [gr][i][n], [gr][i][m], [br][i][m], [pr][i][m], [pr][o][m]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of ____ sentences from a ____ reading level text with at least ____ word(s) per sentence containing an R-family consonant blend in the (*circle*: initial, medial) position, the student will read the sentences aloud with at least ____ percent of the words read correctly.

  R-family blends will include (*circle/enter*): br, cr, dr, fr, gr, pr, tr, _____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing an R-family consonant blend in the (*circle:* initial, medial) position, the student will read the passage aloud with at least ____ percent of the words with an R-family consonant blend read correctly.

  R-family blends will include (*circle/enter*): br, cr, dr, fr, gr, pr, tr, _____.

L-Family Blends

Items with Errors: 29

Annual Goal

- Given a list of ___ words, each word containing an L-family consonant blend in the (*circle:* initial, medial) position, the student will read the list aloud with no more than ___ errors.

  L-family blends will include (circle/enter): bl, cl, fl, gl, pl, sl, _____.

  Word examples: slim, slow, slam, clap, clam, clip, flip, flex, flap

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ one-syllable target words/nonwords containing L-family blends (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ errors.

  L-family blends will include (*circle/enter*): bl, cl, fl, gl, pl, sl, _____.

  Card examples: [sl][i][m], [sl][a][m], [cl][a][m], [cl][a][p], [cl][i][p]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of ____ sentences from a ____ reading level text with at least ____ word(s) per sentence containing an L-family consonant blend in the (*circle:* initial, medial) position, the student will read the sentences aloud with at least ____ percent of the words read correctly.

  L-family blends will include (*circle/enter*): bl, cl, fl, gl, pl, sl, _____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing an L-family consonant blend in the (*circle:* initial, medial) position, the student will read the passage aloud with at least ____ percent of the words with an L-family consonant blend read correctly.

  L-family blends will include (*circle/enter*): bl, cl, fl, gl, pl, sl, _____.

S-Family Blends

Items with Errors: 12

Annual Goal

- Given a list of ___ words, each word containing an S-family consonant blend in the (*circle:* initial, medial, final) position, the student will read the list aloud with no more than ___ errors.

  S-family blends will include (circle/enter): sc, sk, sm, sn, sp, st, sw, _____.

  Word examples: scam, scan, spin, spell, span; mask, desk, disk, lost, list, best

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ one-syllable target words/nonwords containing S-family blends (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ errors.

  S-family blends will include (circle/enter): sc, sk, sm, sn, sp, st, sw, _____.

  Card examples: [sc][a][m], [sp][a][m], [sp][a][t], [sw][a][t]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of ____ sentences from a ____ reading level text with at least ____ word(s) per sentence containing an S-family consonant blend in the (*circle:* initial, medial, final) position, the student will read the sentences aloud with at least ____ percent of the words read correctly.

  S-family blends will include (*circle/enter*): sc, sk, sm, sn, sp, st, sw, _____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing an S-family consonant blend in the (*circle*: initial, medial, final) position, the student will read the passage aloud with at least ____ percent of the words with an S-family consonant blend read correctly.

  S-family blends will include (*circle/enter)*: sc, sk, sm, sn, sp, st, sw, _____.

Silent Consonants

Items with Errors: 28

Annual Goal

- Given a list of ___ words, each word containing one or more silent consonants, the student will read the list aloud with no more than ___ errors.

  Silent consonants will include (*circle/enter*): b (debt, lamb), c (scene), ch (yacht), d (handsome, Wednesday), d (budge), g (gnat), gh (daughter, through), h (herb, rhyme), k (knock), l (would, calf), n (hymn), p (psalm, raspberry, receipt), s (aisle, debris), t (bustle, valet, buffet, match), th (clothes), w (two, sword, who, write), _____.

Short-Term Objectives

- Given a list of ___ words with silent consonants and related word derivations, the student will read the list aloud with no more than ___ reading errors.

  Silent consonants will include (circle/enter): b (debt, lamb), c (scene), ch (yacht), d (handsome, Wednesday), d (budge), g (gnat), gh (daughter, through), h (herb, rhyme), k (knock), l (would, calf), n (hymn), p (psalm, raspberry, receipt), s (aisle, debris), t (bustle, valet, buffet, match), th (clothes), w (two, sword, who, write), _____.

  List example: signature, signal, sign; clothes, clothing, cloth; condemnation, condemn; haste, hasten; crumble, crumb; soft, soften

  Note: To utilize vocabulary and syntax (word class) knowledge and encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud.

- Given a list of ____ sentences from a ____ reading level text with at least ____ word(s) per sentence containing silent consonants, the student will read the sentences aloud with at least ____ percent of the words with silent consonants read correctly.

  Silent consonants will include (*circle/enter*): b (debt, lamb), c (scene), ch (yacht), d (handsome, Wednesday), d (budge), g (gnat), gh (daughter, through), h (herb, rhyme), k (knock), l (would, calf), n (hymn), p (psalm, raspberry, receipt), s (aisle, debris), t (bustle, valet, buffet, match), th (clothes), w (two, sword, who, write), _____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing silent consonants, the student will read the passage aloud with at least ____ percent of the words with silent consonants read correctly.

  Silent consonants will include (*circle/enter*): b (debt, lamb), c (scene), ch (yacht), d (handsome, Wednesday), d (budge), g (gnat), gh (daughter, through), h (herb, rhyme), k (knock), l (would, calf), n (hymn), p (psalm, raspberry, receipt), s (aisle, debris), t (bustle, valet, buffet, match), th (clothes), w (two, sword, who, write), _____.

Insertions

Items with Errors: 10, 12, 17, 22

Annual Goal

- Given a list of ____ (*circle/enter:* one, two, ____) -syllable words, the student will read the list aloud with no more than ___ insertion errors.

Short-Term Objectives

- Given ____ (*circle:* one, two) - syllable words, with each word presented with a space between the letters/letter groups (or shown on separate cards), the student will read each phoneme separately, and then read the whole word with no more than ____ insertion errors.

  Letter card examples: [a][v][oi][d], [th][u][n][d][er], [t][i][m][i][d]

- Given ____ (*circle/enter:* one, two, three, ____) -syllable words, with each word presented with a space between the syllables (or shown on separate cards), the student will read each syllable separately, and then read the whole word with no more than ____ insertion errors.

  Syllable card examples: [for][est], [thun][der], [tim][id], [de][ci][sion], [mul][ti][pli][ca][tion]

Mis-Sequence of Sounds

Items with Errors: 12, 17, 22

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) -syllable words, the student will read the list aloud with no more than ___ sequencing errors.

Short-Term Objectives

- Given ____ (*circle:* one, two) - syllable words, with each word presented with a space between the letters/letter groups (or shown on separate cards), the student will read each phoneme separately, and then read the whole word with no more than ____ sequencing errors.

  Letter card examples: [a][v][oi][d], [th][u][n][d][er], [t][i][m][i][d]

- Given ____ (*circle/enter:* one, two, three, ____) -syllable words, with each word presented with a space between the syllables (or shown on separate cards), the student will read each syllable separately, and then read the whole word with no more than ____ sequencing errors.

  Syllable card examples: [for][est], [thun][der], [tim][id], [de][ci][sion], [mul][ti][pli][ca][tion]

- Given a list of ____ sentences from a ____ reading level text, the student will read the sentences aloud with no more than ____ sequencing errors.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level, the student will read the passage aloud with no more than ____ sequencing errors.

Pseudoword Decoding

Consonant Digraphs

Items with Errors: 18, 19

Annual Goal

- Given a list of ___ words containing (*circle:* initial/medial/final) position consonant digraphs, the student will identify the digraphs and read the list aloud with no more than ___ consonant digraph errors.

  Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, ____.

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ one-syllable words/nonwords containing consonant digraphs (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ errors.

  Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, ____.

  Card examples: [ch] [o] [p], [sh] [o] [p], [p] [o] [sh]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of ____ sentences with ____ consonant digraphs per sentence, the student will read the sentences aloud with no more than ___ consonant digraph errors.

  Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, ____.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level with at least ____ words containing consonant digraphs the student will read the passage aloud with at least ____ percent of the words with consonant digraphs read correctly.

  Consonant digraphs will include the following (*circle/enter*): ch, sh, th, wh, ng, dg, gh, ____.

Single Consonants

Items with Errors: 14, 20

Annual Goal

- Given a list of ___ words containing (*circle:* initial/medial/final) position single consonants, the student will read the list aloud with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Short-Term Objectives

- The student will watch the teacher use letter cards to form ____ one-syllable words/nonwords containing single consonants (forming one word at a time and creating a new word by placing a different letter card on top of one of the cards), and the student will read the words with no more than ____ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

  Card examples: [n][i][p], [s][i][p], [l][i][p], [l][a][p], [t][a][p]

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a list of ____ sentences from a ____ reading level text, the student will read the sentences aloud with no more than ___ (*circle:* initial/medial/final) single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level, the student will read the passage aloud with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Insertions

Items with Errors: 16, 19, 20

Annual Goal

- Given a list of ____ (*circle/enter:* one, two, ____) -syllable words, the student will read the list aloud with no more than ___ insertion errors.

Short-Term Objectives

- Given ____ (*circle:* one, two) - syllable words, with each word presented with a space between the letters/letter groups (or shown on separate cards), the student will read each phoneme separately, and then read the whole word with no more than ____ insertion errors.

  Letter card examples: [a][v][oi][d], [th][u][n][d][er], [t][i][m][i][d]

- Given ____ (*circle/enter:* one, two, three, ____) -syllable words, with each word presented with a space between the syllables (or shown on separate cards), the student will read each syllable separately, and then read the whole word with no more than ____ insertion errors.

  Syllable card examples: [for][est], [thun][der], [tim][id], [de][ci][sion], [mul][ti][pli][ca][tion]

Mis-Sequence of Sounds

Items with Errors: 14, 19

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) -syllable words, the student will read the list aloud with no more than ___ sequencing errors.

Short-Term Objectives

- Given ____ (*circle:* one, two) - syllable words, with each word presented with a space between the letters/letter groups (or shown on separate cards), the student will read each phoneme separately, and then read the whole word with no more than ____ sequencing errors.

  Letter card examples: [a][v][oi][d], [th][u][n][d][er], [t][i][m][i][d]

- Given ____ (*circle/enter:* one, two, three, ____) -syllable words, with each word presented with a space between the syllables (or shown on separate cards), the student will read each syllable separately, and then read the whole word with no more than ____ sequencing errors.

  Syllable card examples: [for][est], [thun][der], [tim][id], [de][ci][sion], [mul][ti][pli][ca][tion]

- Given a list of ____ sentences from a ____ reading level text, the student will read the sentences aloud with no more than ____ sequencing errors.

- Given a/an (*circle:* expository/narrative) passage at a ____ reading level, the student will read the passage aloud with no more than ____ sequencing errors.

Whole Word Error

Items with Errors: 14

Annual Goal

- Given a list of ___ (*circle/enter:* one, two, three, ____) -syllable words, the student will read the list aloud with no more than ___ whole word errors.

Short-Term Objectives

- Given a list of ____ visually similar words/nonwords that vary by only one (*circle:* morphology/vowel/consonant) feature at a time, the student will read the list aloud with no more than ____ errors.

  List examples: spark, sperk, spork; spark, stark, start

  Note: To encourage reading with comprehension, the student may also be challenged to orally use each word in a sentence after reading each word aloud; if words and nonwords are formed, the teacher may ask, *Is this a word?* after the student reads each one.

- Given a target word and a list of ____ visually similar words/nonwords that vary slightly from the target word (with one or more instances of the target word appearing in the list), the student will read the target word aloud and then silently read/scan the list of words and circle all instances of the target word within the list with no more than ____ errors.

  The target words will include (*circle:* one/two/three/four/five)-syllable words.

  Note: The student may also be challenged to decrease the time he/she takes to complete this task, as well as to improve his/her accuracy.

Numerical Operations

Addition With Single-Digit Numbers

Items with Errors: 13

Annual Goal

- Given ____ written problems (presented vertically) requiring addition of (*circle:* two, three, four) single-digit numbers, the student will write the answers with no more than ____ errors.

Short-Term Objective

- Given ____ oral problems, requiring addition of (*circle:* two, three, four) single-digit numbers, the student will listen to the numbers spoken aloud (pausing between numbers), and then say the answers with no more than ____ errors.

Subtraction With Single-Digit Numbers

Items with Errors: 15

Annual Goal

- Given ____ written problems (presented vertically) requiring subtraction of two single-digit numbers, the student will write the answers with no more than ____ errors.

Short-Term Objective

- Given ____ oral problems requiring subtraction of (*circle:* two, three, four) single-digit numbers, the student will listen to the numbers spoken aloud (pausing between numbers), and then say the answers with no more than ____ errors.

Subtraction With Two-Digit Numbers

Items with Errors: 18

Annual Goal

- Given ____ written problems (presented vertically) requiring subtraction of a two-digit number from another two-digit number (*circle:* with, without) regrouping/borrowing, the student will write the answers with no more than ____ errors.

Short-Term Objectives

- Given ___ written problems (presented vertically) requiring subtraction of a single-digit number from a two-digit number greater than 19 (*circle:* with, without) regrouping/borrowing, the student will write the answers with no more than ___ errors.
- Given ____ written problems (presented vertically) requiring subtraction of a single-digit number from a two-digit teen minuend number (11-19), the student will write the answers with no more than ____ errors.

  Note: Students may benefit from learning strategies such as counting up, counting back, magic 9s (when subtracting 9 from a teen minuend, the sum of the numerals in the minuend is the answer), using a "zero finger" (to avoid regrouping when subtracting a teen minuend from any single-digit number, cover the ones digit of the minuend to make it a 10, and then add the extras), etc.
- Given ____ written problems (presented vertically) requiring subtraction of a single-digit number from 10, the student will (*circle:* write, say) the answers with no more than ____ errors.

  Note: Students may benefit from use of a 10-frame tile to learn and automatize subtraction with 10s.

Multiplication With Single-Digit Numbers

Items with Errors: 28

Annual Goal

- Given ____ written problems presented (*circle:* horizontally, vertically) in which two single-digit numbers are multiplied, the student will write the answers with no more than ____ errors.

Short-Term Objective

- Given ____ oral problems requiring multiplication of two single-digit numbers, the student will listen to the numbers spoken aloud (pausing between numbers), and then say the answers with no more than ____ errors.

Order of Operations

Items with Errors: 29

Annual Goal

- Given ____ written problems requiring the student to simplify an expression using the correct order of operations, the student will write the solutions with no more than ____ errors.

  Example: $(3 + 2)^2 – 4 \times 3$ (Student writes: 13)

Short-Term Objectives

- Given ____ written problems requiring the student to simplify an expression that includes 3 different arithmetic operations, the student will use the correct order of operations and write the solutions with no more than ____ errors.

  Example: (3 + 2) 4 x 3 / 2 (Student writes: 30.)

  Note: Student may be encouraged to use a mnemonic (PEMDAS: Please excuse my dear aunt Sally) while solving the problems.

- Given ___ written problems requiring the student to simplify an expression that includes 2 different arithmetic operations, the student will use the correct order of operations and write the solutions with no more than ____ errors.

  Example: (3 + 2) 4 x 3 (Student writes: 60)

  Note: Student may be encouraged to use a mnemonic (PEMDAS: Please excuse my dear aunt Sally) while solving the problems.

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

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Spelling

Common Prefixes/Word Beginnings

Items with Errors: 21

Annual Goal

- Given ____ words that the student can read and that contain prefixes, the student will listen to each word spoken aloud within the context of a sentence, and then spell (write) the list of words with no more than ____ errors.

  Prefixes will include (*circle/enter*): ad-, anti-, auto-, circum-, co-, com-, con-, contra-, dis-, e-, en-, equi-, eu-, ex-, de-, dem-, hetero-, homo-, il-, im-, in-, inter-, intra-, macro-, magnet-, man-, micro-, non-, phil-, photo-, post-, pre-, pro-, re-, sub-, sus-, sym-, syn-, trans-, tri-, quin-, un-, _____.

Short-Term Objectives

- Given ____ target words containing prefixes, each word printed on a word card and separated into two cards: the prefix and the rest of the word, the student will listen to each target word spoken aloud, and then select the two cards that spell each target word with no more than ____ errors.

  Prefixes will include (*circle/enter*): ad-, anti-, auto-, circum-, co-, com-, con-, contra-, dis-, e-, en-, equi-, eu-, ex-, de-, dem-, hetero-, homo-, il-, im-, in-, inter-, intra-, macro-, magnet-, man-, micro-, non-, phil-, photo-, post-, pre-, pro-, re-, sub-, sus-, sym-, syn-, trans-, tri-, quin-, un-, _____.

  Card examples: [pre][view]; [pre][vent]; [pro][tect]; [pro][mote]

- Given ____ words that the student can read, the student will listen to each word spoken aloud and then write in the missing prefix of each word with no more than ____ errors.

  Prefixes will include (*circle/enter*): ad-, anti-, auto-, circum-, co-, com-, con-, contra-, dis-, e-, en-, equi-, eu-, ex-, de-, dem-, hetero-, homo-, il-, im-, in-, inter-, intra-, macro-, magnet-, man-, micro-, non-, phil-, photo-, post-, pre-, pro-, re-, sub-, sus-, sym-, syn-, trans-, tri-, quin-, un-, _____.

  Prefix deletion examples: ____tect; ____mote

- Given a list of ___ short sentences, each containing words (that the student can read) with prefixes, the student will write the sentences from dictation with no more than ____ prefix errors.

  Prefixes will include (*circle/enter*): ad-, anti-, auto-, circum-, co-, com-, con-, contra-, dis-, e-, en-, equi-, eu-, ex-, de-, dem-, hetero-, homo-, il-, im-, in-, inter-, intra-, macro-, magnet-, man-, micro-, non-, phil-, photo-, post-, pre-, pro-, re-, sub-, sus-, sym-, syn-, trans-, tri-, quin-, un-, _____.

  Sentence examples: I confide in my friend; I disagree with you.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than ____ spelling (prefix) errors uncorrected.

Common Suffixes/Word Endings

Items with Errors: 19

Annual Goal

- Given ____ words that the student can read, the student will listen to each word spoken aloud within the context of a sentence, and then spell (write) the list of words with no more than ____suffix errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

  List examples: govern, governs, governed, governing, governance, government; manage, manages, managed, managing, management, managerial; technical, technically, technique

Short-Term Objectives

- Given ____ target words containing suffixes, each word printed on a word card and separated into two cards: the suffix and the rest of the word, the student will listen to each target word spoken aloud, and then select the two cards that spell each target word with no more than ____ errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

  Card examples: [govern][ance]; [govern][ment]; [manage][ment]; [technic][al]

- Given ____ words that the student can read, the student will listen to each word spoken aloud and then write in the missing suffix of each word with no more than ____ errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

  Suffix deletion examples: govern_____; manage_____

- Given a list of ___ short sentences, each containing words (that the student can read) with suffixes, the student will write the sentences from dictation with no more than ____ suffix errors.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than ____ spelling (suffix) errors uncorrected.

  Suffixes/inflected word endings will include (*circle/enter*): -age, -al, -an, -ance, -ant, -ary, -ate, -ed, -en, -ent, -graph, -ic, -ing, -(i)ous, -ique, -ism, -ive, -ject, -ly, -ment, -s, -tion, -tude, -ure, -y, _____.

VCE Syllables

Items with Errors: 16

Annual Goal

- Given ____ (*circle/enter:* one, two, three, ____) VCE (vowel-consonant-e) words that the student can read, the student will listen to each dictated word (within the context of a sentence), and then spell (write) the list of words with no more than ____ errors.

  VCE one-syllable word examples: bake, bike, bone, cake, cone, daze, dice, dine, dome, face, fine, hike, hope, lace, lake, late, like, lone, make, male, mice, mine, pace, pile, pose, take, tale, wine

  VCE two-syllable word examples: debate, relate, replace, concede, confide, decide, alike, compile, alone, arose, elope

Short-Term Objectives

- Given a list of ___ one-syllable word pairs, each pair including one VCE syllable word and the same word without the silent e, the student will listen to each word, dictated within the context of a sentence, and spell (write) the words with no more than ___ errors.

  Word pair examples: win, wine; fin, fine; tap, tape; mop, mope; wip, wipe

- Given a list of ___ short sentences, each containing (*circle/enter:* one, two, three, ____) VCE (vowel-consonant-e) words that the student can read, the student will write the sentences from dictation with no more than ____ VCE word errors.

  Sentence examples: I can bake a cake; I like to ride my bike.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than ____ VCE spelling word errors uncorrected.

Single Short Vowels

Items with Errors: 20, 21

Annual Goal

- Given a list of ____ (*circle/enter:* one, two, three, ____) words that contain single short vowel sounds (that the student can read), the student will listen to each word dictated within the context of a sentence, and then spell (write) the list of words with no more than ____ errors.

  Single short vowels will include (*circle*): a, e, i, o, u.

  Word examples: bag, man, bed, fence, fish, big, fog, pot, bug, sun

Short-Term Objectives

- Given ____ two-syllable words containing (*circle:* one, two) closed syllables, with the words broken apart into syllables and mixed up (using syllable cards or syllables printed on a sheet of paper), the student will listen to a target word spoken aloud and spell the target word by selecting the appropriate syllables and connecting them (by putting the syllable cards together, or by drawing a line to connect the syllables on the page) with no more than ____ errors.

Short vowel sounds will include (*circle*): a, e, i, o, u.

Syllable card examples: [for][est], [win][dow], [thun][der], [tim][id]

- Given a list of ___ short sentences that the student can read, each containing (*circle/enter:* one, two, three, ____) words with single short vowel sounds, the student will write the sentences from dictation with no more than ____ single short vowel spelling errors.

  Single short vowels will include (*circle*): a, e, i, o, u.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than ____ single short vowel spelling errors uncorrected.

  Single short vowels will include (*circle*): a, e, i, o, u.

Single Consonants

Items with Errors: 15, 19, 21

Annual Goal

- Given a dictated list of ___ (*circle:* one, two) - syllable words that the student can read and that contain single consonants, the student will spell (write) each word with no more than ___ single consonant errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

  Word examples: tap, sip, bad, mop

Short-Term Objectives

- Given a list of ____ (*circle:* closed/open), (*circle:* one/two/three/four/five) - syllable words (appropriate for the student's reading level) with single consonant(s) omitted in the (*circle:* initial/medial/final) position, the student will listen to each word as it is read aloud, and then write in the missing consonant(s) with ____ percent accuracy.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

  Word examples: _ice; _ip, si_, be_in

- Given a dictated list of ___ short sentences that the student can read, each containing (*circle/enter:* one, two, three, ____) words with single consonants, the student will write the sentences from dictation with no more than ____ single consonant spelling errors.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

- The student will respond to a/an *(circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than ____ single consonant spelling errors uncorrected.

  Single consonants will include the following (*circle*): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

Insertions

Items with Errors: 16, 20

Annual Goal

- Given a list of ___ (*circle/enter*: one, two, ____) -syllable spelling words that the student can read, the student will spell each word from (*circl*e: regular, slow) dictation with no more than ___ insertion errors.

  Note: Slow dictation involves saying each word slowly, emphasizing each phoneme and syllable.

Short-Term Objectives

- Given ____ (*circle:* one, two) -syllable words, the student will listen to each word spoken aloud and then pronounce the word one sound/phoneme at a time, pausing between each phoneme, with no more than ____ insertion errors.

  Note: Some students may benefit from touching a finger and thumb together (beginning with the index finger, ending with the pinky finger, and starting again), while saying each phoneme.

- Given ____ (*circle/enter:* one, two, ____) -syllable words that the student can read, the student will listen to each word spoken aloud and then write in the missing (*circle:* phoneme, syllable) of each word with no more than ____ insertion errors.

  Phoneme deletion examples: th_nder, ti_id, Eng_ish

  Syllable deletion examples: ____der, ti___, Eng___

- Given a list of ___ short sentences, each containing words that the student can read, the student will write the sentences from dictation with no more than ____ insertion errors.

- The student will respond to a/an (*circle:* expository/narrative) spontaneous writing prompt by writing an essay and then correcting all spelling errors with no more than ____ spelling (insertion) errors uncorrected.