

Gray Oral Reading Test-5 (GORT-5)

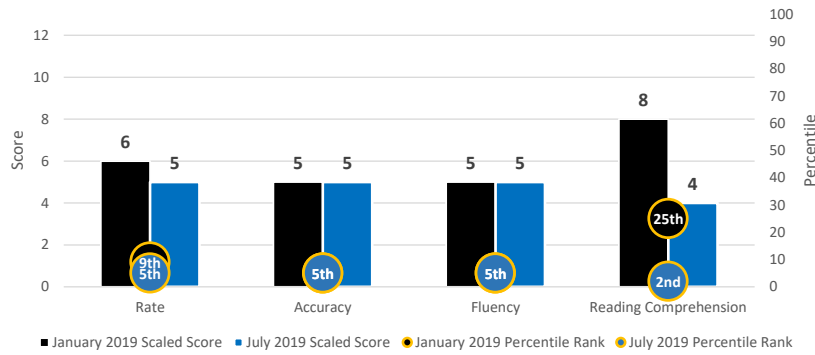
About the Test

Testing Group

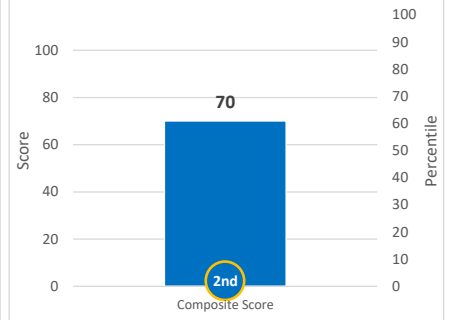
Testing Group



The Gray Oral Reading Test-5 (GORT-5)



Composite Score



Comprehensive Tests of Phonological Processing (CTOPP-2)

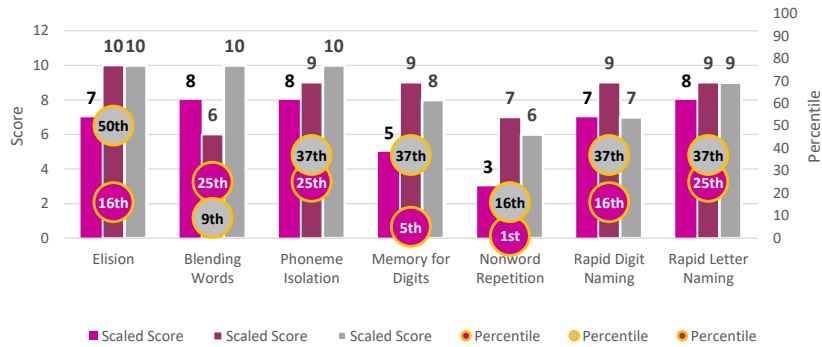
About the Test

Testing Group

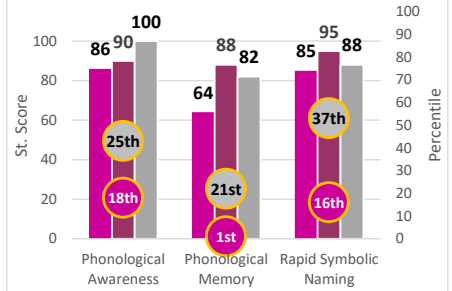
Testing Group

The Waverly Group is the group name and there is another data set from 2017 to be added to this chart.

Comprehensive Tests of Phonological Processing (CTOPP-2)



Composite Score



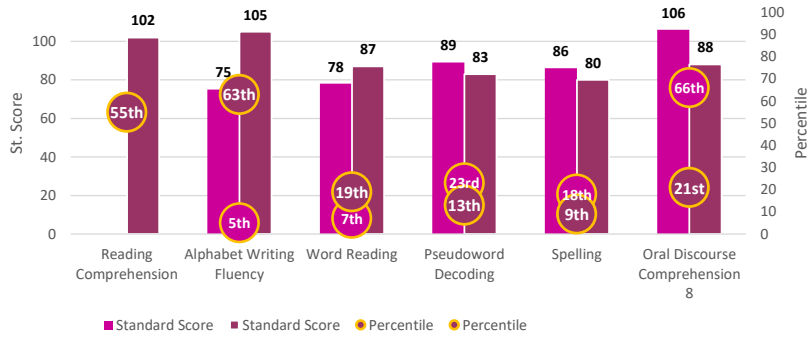
Wechsler Individual Achievement Test, Third Edition (WIAT III)

About the Test

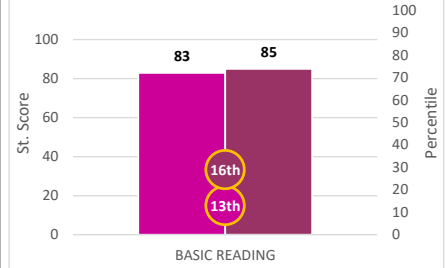
Testing Group

There is another data set from 2017 to be added to this chart. There is no Stamford Public School data for this test

Wechsler Individual Achievement Test, Third Edition (WIAT III)



Composite Score



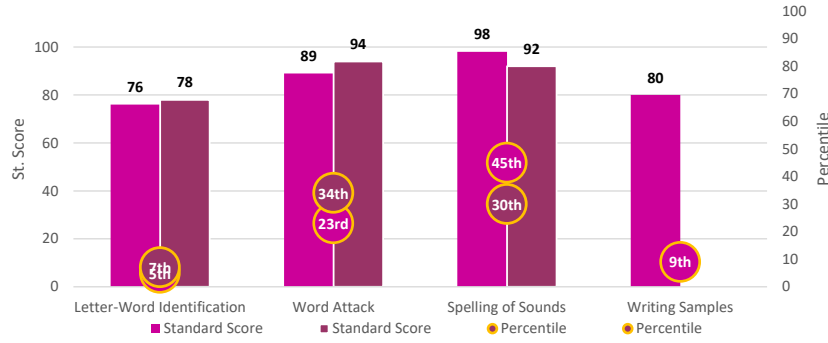
Reading Assessment

About the Test

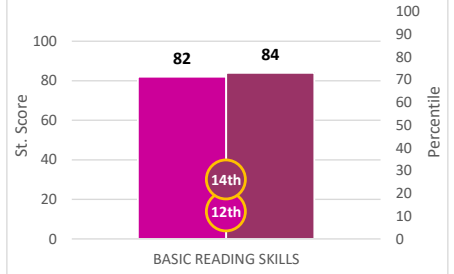
Testing Group

- Commentary...There is another data set from 2017 to be added to this chart. There is no Stamford Public School data for this test

Woodcock Johnson Achievement Test, Fourth Edition (WJ Ach)



Composite Score



Test of Word Reading Efficiency, Second Edition (TOWRE-2)

About the Test

Testing Group

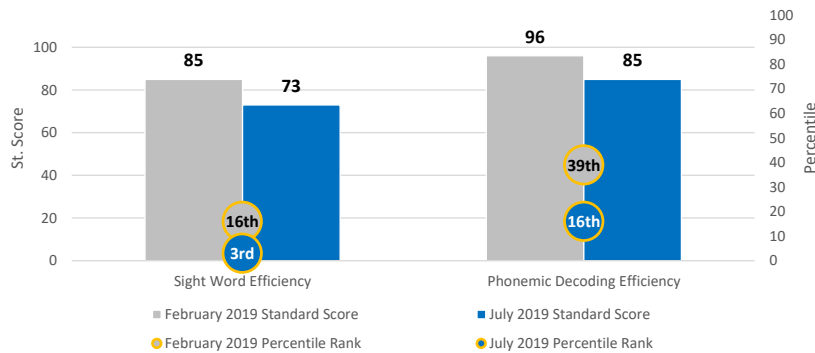
Testing Group

The TOWRE-2 is a measure of an individual's ability to pronounce printed words accurately and fluently.

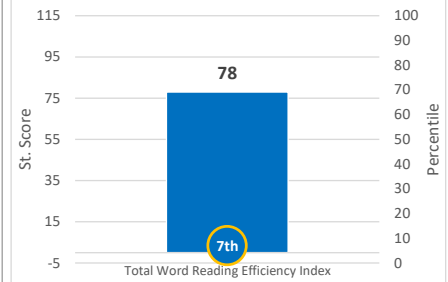
The test measures two aspects of accuracy and fluency:

1. Phonemic Decoding, as measured by accuracy and fluency reading pseudowords (nonsense words) and
2. Sight Word Efficiency, as measured by accuracy and fluency recognizing real words as whole units or sight words.

Test of Word Reading Efficiency, Second Edition (TOWRE-2)



Composite Score



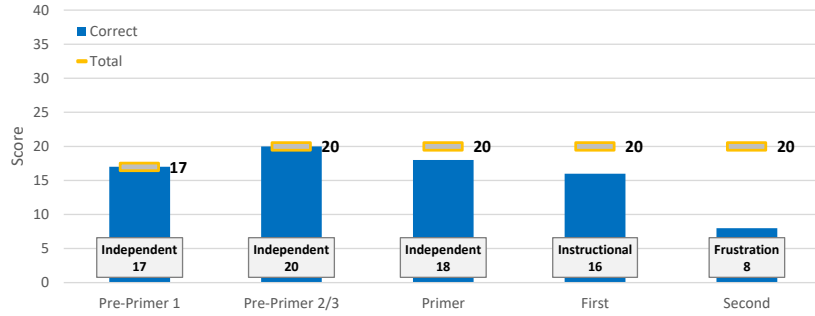
Qualitative Reading Inventory (QRI)

Informal

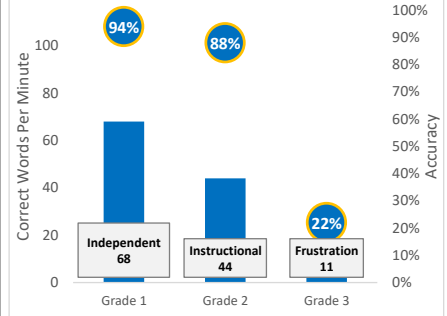
Testing Group

The Qualitative Reading Inventory allows for the assessment of students' skills in reading ranging from elementary to high school. The test requires the students to partake in word identification, oral reading tests, presenting their thoughts on the passage, along with answering questions related to the passages. Areas such as identification, fluency, and comprehension are targeted. The current version of the Qualitative Reading Inventory is the fifth edition and is regarded as an informal assessment for students and teachers alike

Qualitative Reading Inventory (QRI)



Passage

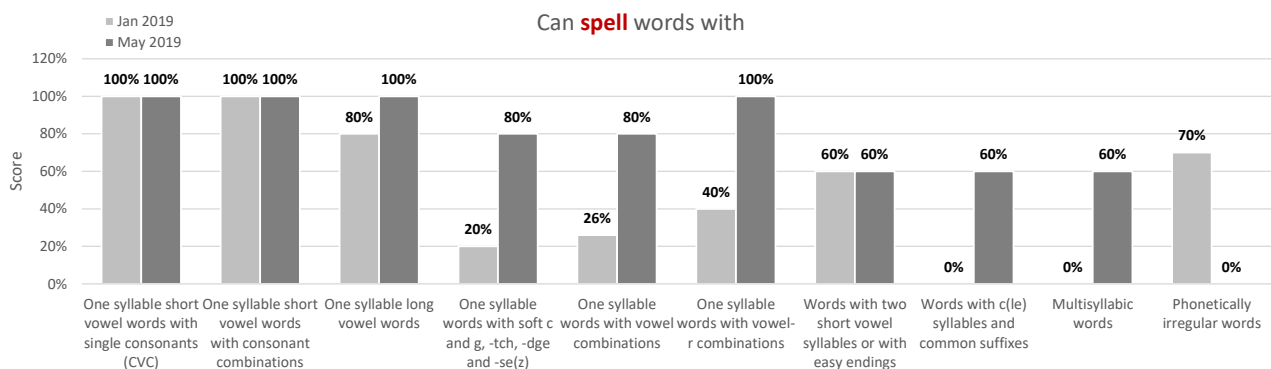
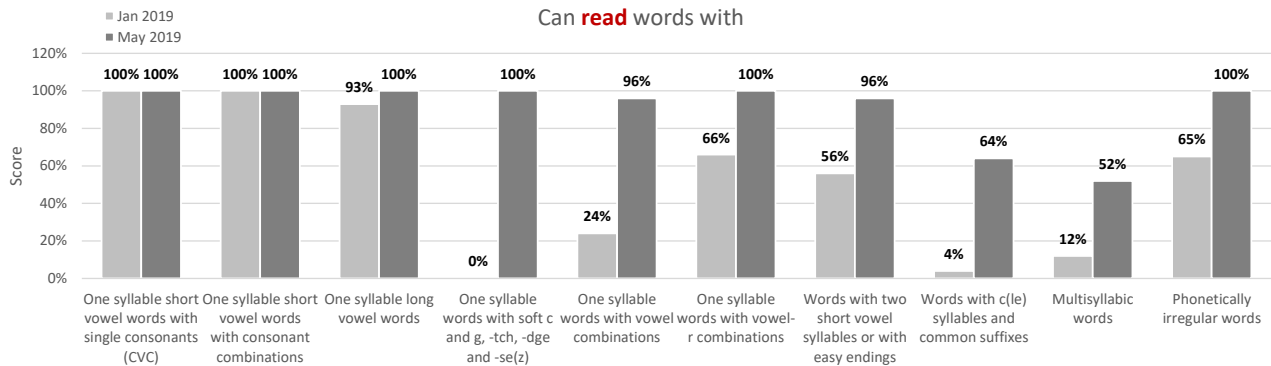


Gallistel Ellis Test of Coding Skills (GE)

Informal

Testing Group

The Gallistel-Ellis Test of Coding Skills is a comprehensive, easy-to-administer, test of a student's knowledge of phonics in reading and spelling. The test measures whether a student can give the sounds for the various letters and letter clusters, then measures whether the student can recognize and spell words made up of these sounds. Covers closed syllables with single consonants, blends and digraphs, silent-e words, soft c and g, vowel-teams, vowel-
r, suffixes, multi-syllable words and irregular words

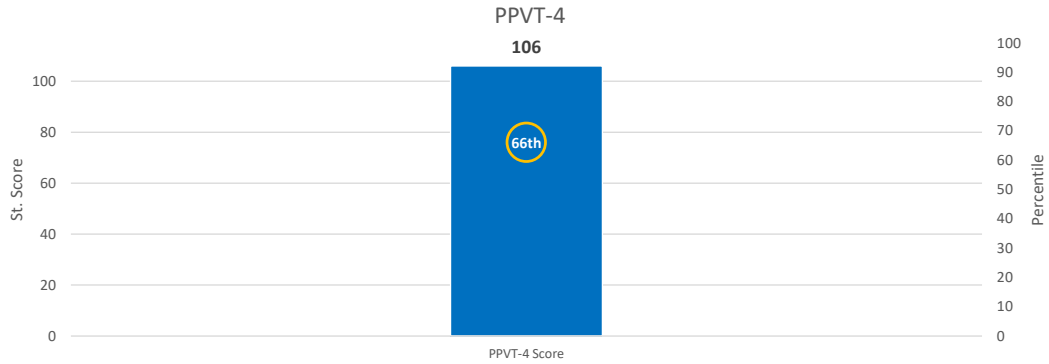


Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4), Form B

About the Test

Testing Group

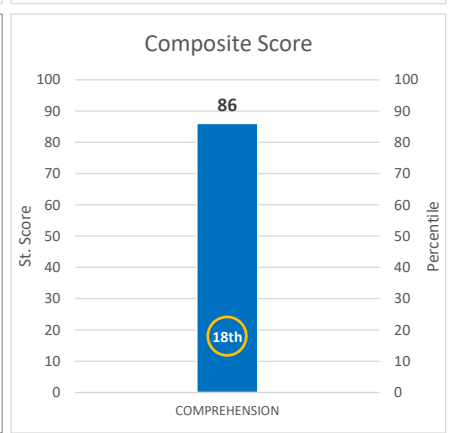
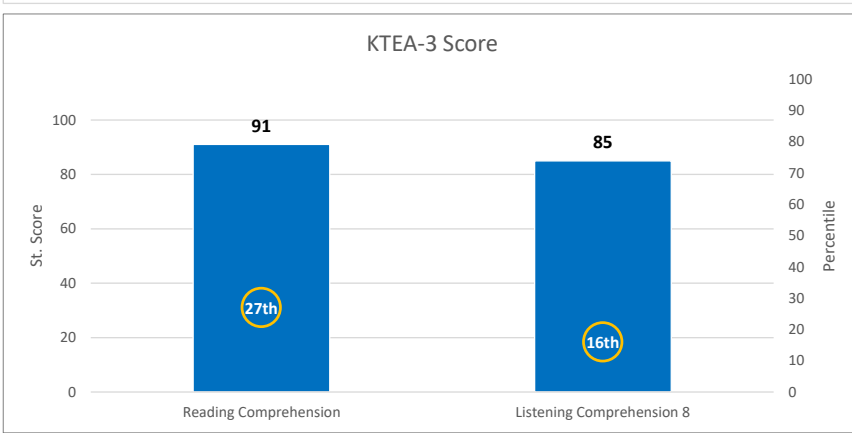
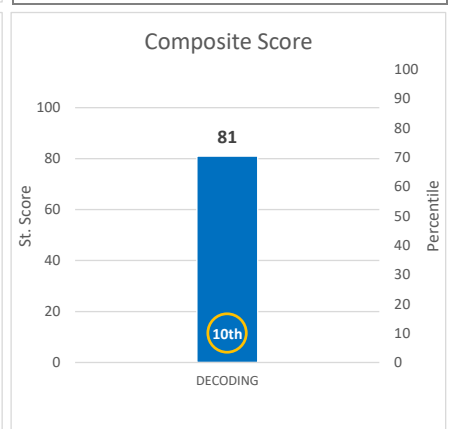
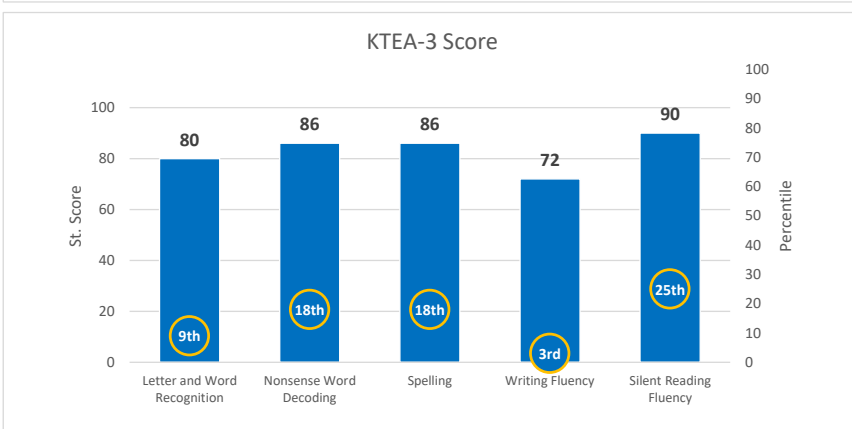
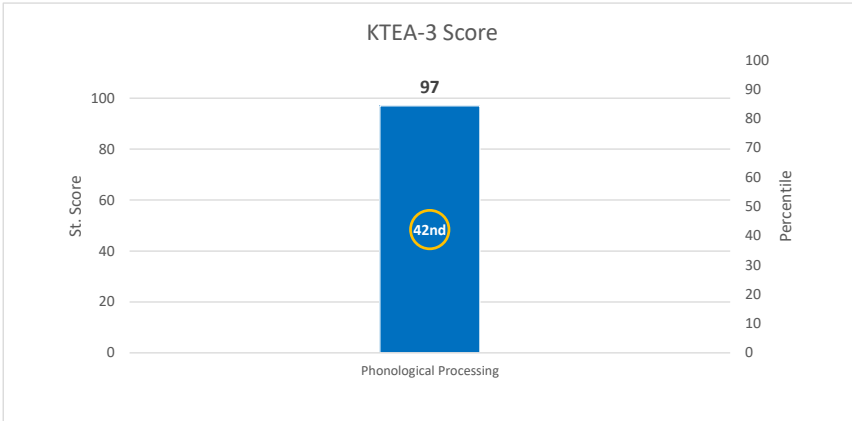
The PPVT-4 evaluates comprehension of the spoken word. It measures the examinee's achievement in acquiring receptive vocabulary. Adrian was asked to look at four different pictures for each item. He then listened to a word being spoken by the examiner and pointed to the picture that best matched the vocabulary word. Adrian received a standard score of 106, 66th percentile indicating average range performance. He demonstrated an understanding of words such as infant, duet, descending and colliding. Adrian has adequate receptive vocabulary skills.



Kaufman Test of Educational Achievement, Third Edition (KTEA-3), Form B

About the Test

Testing Group



Word Identification and Spelling Test (WIST)

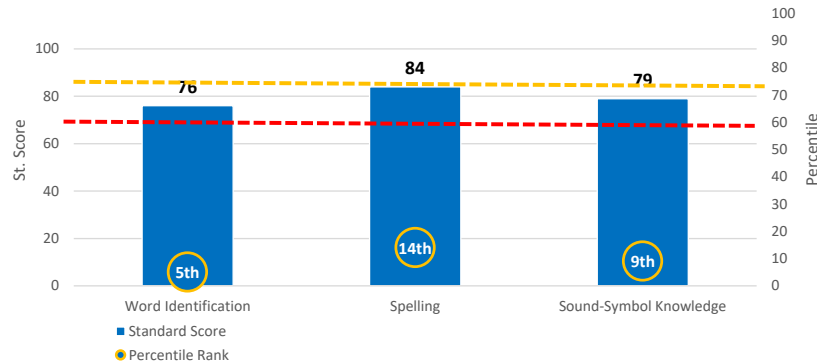
About the Test

Testing Group

The **WIST** is a standardized test of word identification and spelling used for assessing a student's fundamental literacy skills. Results yield information on the individual's knowledge of specific word structure. **Word Identification:** Word Identification measures word reading accuracy which includes (a) students' sight recognition of familiar words and their ability to apply word attack skills in order to decode unfamiliar words and (b) their sight recognition or orthographic memory of high frequency words with one or more irregularities.

Spelling: The spelling subtest assesses students' ability to spell words correctly from dictation. Specifically measures students' (a) recall of correct letter sequences for familiar words or one's ability to apply sound/symbol relationships and rules of English orthography in order to spell unfamiliar words and

Elementary Version for Grades 2-5, Ages 7-11



Composite Score

