

# Teacher Intervention Report

**Name:** Mason, Cira  
**Date of Birth:** 09/03/2009  
**Age:** 12 years, 0 months  
**Sex:** Female  
**Date of Testing:** 09/17/2021

**School/Organization:**  
**Teacher/Department:**  
**Grade:**  
**ID:**  
**Examiners:**

## EXAMINEE INFORMATION

Cira Mason is a 12-year-old individual.

## TEST(S) ADMINISTERED

Cira was administered the *Woodcock-Muñoz Language Survey® III* (WMLS III™). On 09/17/2021, she took English Form A of the WMLS III.

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

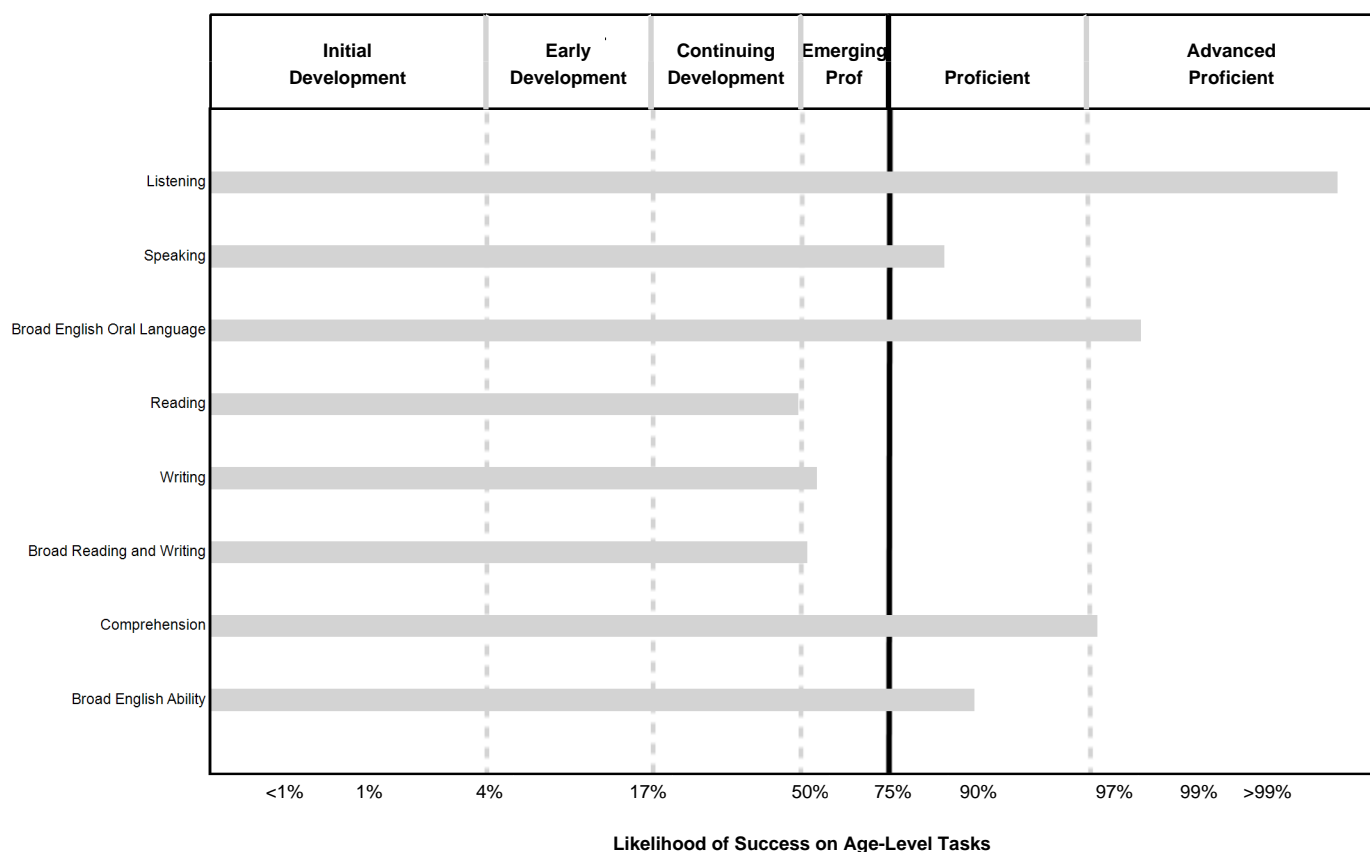
**TABLE OF SCORES***Woodcock-Muñoz Language Survey III, English Form A (Norms based on age 12-0)*

<b>CLUSTER/Test</b>	<b>Language</b>			
	<b>AE</b>	<b>RPI</b>	<b>Proficiency Level</b>	<b>PR (68% Band)</b>
LISTENING (1,2)	>22	100/90	Adv Proficient	>99 (>99->99)
SPEAKING (3,4)	11-0	85/90	Proficient	35 (24-48)
BROAD ORAL LANG (1-4)	20	98/90	Adv Proficient	93 (88-97)
BASIC ORAL LANG (1,3)	22	97/90	Adv Proficient	90 (77-97)
APPD ORAL LANG (2,4)	19	98/90	Adv Proficient	94 (88-97)
1. Analogies	>22	100/90	Adv Proficient	>99 (>99->99)
2. Oral Comprehension	>22	99/90	Adv Proficient	95 (87-98)
3. Picture Vocabulary	6-10	34/90	Continuing Devt	2 (<1-5)
4. Oral Lang Expression	16-0	98/90	Adv Proficient	93 (84-97)
READING (5,6)	9-2	51/90	Continuing Devt	14 (9-19)
WRITING (7,8)	9-5	57/90	Emerging Prof	15 (10-21)
BROAD READNG/WRTNG (5-8)	9-3	54/90	Emerging Prof	16 (13-20)
BASIC READNG/WRTNG (5,7)	9-11	59/90	Emerging Prof	21 (16-27)
APPD READNG/WRTNG (6,8)	8-4	49/90	Continuing Devt	15 (11-21)
5. Letter-Word ID	8-0	8/90	Early Devt	3 (1-4)
6. Passage Comprehension	12-10	93/90	Proficient	59 (44-73)
7. Dictation	14-1	96/90	Proficient	69 (58-79)
8. Written Lang Expression	6-10	6/90	Early Devt	<1 (<1-1)
COMPREHENSION (2,6)	16-7	97/90	Adv Proficient	81 (71-88)
BROAD ABILITY (1-8)	11-8	88/90	Proficient	46 (39-53)
BASIC ABILITY (1,3,5,7)	11-8	88/90	Proficient	46 (36-55)
APPD ABILITY (2,4,6,8)	11-8	89/90	Proficient	47 (39-55)

## PLOT OF SCORES

Mason Cira, Age 12-0

Woodcock-Muñoz Language Survey III, English Form A



### Notes:

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

### LANGUAGE PROFICIENCY LEVEL DESCRIPTIONS

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

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

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

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

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

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

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

## WMLS III ENGLISH TEST RESULTS

### Listening

In the **Analogies** test, Cira demonstrated comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to \_\_\_\_*. She scored in the *Advanced Proficient* level on this test. Her performance was above the performance of average native English speakers at age 22 in the norming sample. The RPI suggests that Cira is predicted to be 100% successful on Analogies tasks that average native English-speaking age peers perform with 90% success.

The **Oral Comprehension** test requires Cira to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, she scored in the *Advanced Proficient* level. Her performance was above the performance of average native English speakers at age 22 in the norming sample. The RPI suggests that Cira is predicted to be 99% successful on Oral Comprehension tasks that average native English-speaking age peers perform with 90% success.

Cira's performance on the **Listening** cluster was at the *Advanced Proficient* level. She demonstrated ability above the ability of average native English speakers at age 22 in the norming sample and is predicted to be 100% successful on listening tasks that average native English-speaking age peers perform with 90% success.

### Speaking

**Picture Vocabulary** measures the ability to orally identify pictured objects that range from easy to difficult. On this test, she scored in the *Continuing Development* level. Her performance was comparable to the performance of average native English speakers at age 6-10 in the norming sample. The RPI suggests that Cira is predicted to be 34% successful on Picture Vocabulary tasks that average native English-speaking age peers perform with 90% success.

Various item tasks elicit oral language communication on the **Oral Language Expression** test. Cira scored in the *Advanced Proficient* level on this test. Her performance was comparable to the performance of average native English speakers at age 16-0 in the norming sample. The RPI suggests that Cira is predicted to be 98% successful on Oral Language Expression tasks that average native English-speaking age peers perform with 90% success.

On the **Speaking** cluster, Cira's score was at the *Proficient* level. She demonstrated ability comparable to the ability of average native English speakers at age 11-0 in the norming sample and is predicted to be 85% successful on speaking tasks that average native English-speaking age peers perform with 90% success.

### Oral Language: Listening and Speaking

A comparison of the oral language tests administered indicates that Cira's English listening skills are generally better developed than her English speaking skills.

The **Broad English Oral Language** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Cira demonstrated performance at the *Advanced Proficient* level. She demonstrated ability comparable to the ability of average native English speakers at age 20 in the norming sample and is predicted to be 98% successful on oral language tasks that average native English-speaking age peers perform with 90% success.

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

### Reading

The **Letter-Word Identification** test requires beginning readers to identify letters of the alphabet and requires more experienced readers to read words in isolation automatically and fluently. Cira demonstrated ability in the *Early Development* level on this test. Her performance was comparable to the performance of average native English speakers at age 8-0 in the norming sample. The RPI suggests that Cira is predicted to be 8% successful on Letter-Word Identification tasks that average native English-speaking age peers perform with 90% success.

The **Passage Comprehension** test requires beginning readers to read and comprehend words with pictures as visual clues. More experienced readers are asked to provide a missing word that fits into a short written passage. Cira scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native English speakers at age 12-10 in the norming sample. The RPI suggests that Cira is predicted to be 93% successful on Passage Comprehension tasks that average native English-speaking age peers perform with 90% success.

Cira's performance on the **Reading** cluster was at the *Continuing Development* level. She demonstrated ability comparable to the ability of average native English speakers at age 9-2 in the norming sample and is predicted to be 51% successful on reading tasks that average native English-speaking age peers perform with 90% success.

## Writing

The **Dictation** test measures Cira's knowledge of English spelling, word usage, punctuation, and capitalization rules. She scored in the *Proficient* level on this test. Her performance was comparable to the performance of average native English speakers at age 14-1 in the norming sample. The RPI suggests that Cira is predicted to be 96% successful on Dictation tasks that average native English-speaking age peers perform with 90% success.

In the **Written Language Expression** test, various item tasks are used to elicit written language communication. Cira's performance on this test was at the *Early Development* level. Her performance was comparable to the performance of average native English speakers at age 6-10 in the norming sample. The RPI suggests that Cira is predicted to be 6% successful on Written Language Expression tasks that average native English-speaking age peers perform with 90% success.

Cira's performance on the **Writing** cluster was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at age 9-5 in the norming sample and is predicted to be 57% successful on writing tasks that average native English-speaking age peers perform with 90% success.

## Reading and Writing

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

The **Broad Reading and Writing** cluster provides a comprehensive measure of reading and writing ability, including reading at the single word and/or passage levels and writing at the single word and/or passage levels. Cira demonstrated performance at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at age 9-3 in the norming sample and is predicted to be 54% successful on reading and writing tasks that average native English-speaking age peers perform with 90% success.

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

## Comprehension

The **Comprehension** cluster score is composed of one measure of listening comprehension and one measure of reading comprehension. Cira's score indicated Comprehension ability at the *Advanced Proficient* level. She demonstrated ability comparable to the ability of average native English speakers at age 16-7 in the norming sample and is predicted to be 97% successful on comprehension tasks that average native English-speaking age peers perform with 90% success.

## Total Language Ability in English

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

The **Broad English Ability** cluster provides an overall measure of English language ability. Cira demonstrated performance at the *Proficient* level. She demonstrated ability comparable to the ability of average native English speakers at age 11-8 in the norming sample and is predicted to be 88% successful on English-language proficiency tasks that average native English-speaking age peers perform with 90% success.

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



**Examinee Language Proficiency Information**

Her performance on the WMLS III English oral language tests suggests that she is at the *Advanced Proficient* level.

### **Diagnostic Information-English**

The Analogies and Picture Vocabulary tests measure vocabulary, the basic foundational skill needed in English oral language. The Oral Comprehension and Oral Language Expression tests measure vocabulary use in more meaningful situations that require the understanding and use of connected speech as in normal conversation. Cira's performance on these English tests suggests that she has relatively uniform and proficient development of the basic skills and applied knowledge of oral language.

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

Comparison of Cira's performance on English oral language tasks and English reading and writing tasks indicates that her oral language development is within normal limits, but that she has an academic need in reading and writing. Consider a robust, comprehensive, and intensive reading and writing program. Ensure that she receives solid research-based literacy instruction for the appropriate amount of time. Further testing to investigate academic need may be indicated in the future if Cira does not demonstrate reasonable progress.

The Oral Language Expression and Written Language Expression tests measure the ability to communicate in connected speech in English—one through listening and the other through writing. Cira's performance on these tests suggests that she has proficient development in oral language but has difficulty in written language, which implies that she should receive instruction that is more focused on the writing process. A strong writing program is recommended.

## Classroom Interventions

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

- Maintain high standards and demonstrate high expectations for all students, regardless of linguistic and/or cultural diversity. Cira will learn more when she is challenged.
- Employ a variety of heterogeneous grouping strategies. Cira will learn more by being actively engaged in cooperative, interactive learning than by passive listening. Ensure that the groupings are fluid and are built around meaningful tasks that encourage work-related communication.
- Instruction should be closely linked to real-life experiences. Building and accessing background knowledge will provide relevance to instructional material. Help build background knowledge by introducing new topics with short video clips, demonstrations, or field experiences. To access background knowledge, discuss Cira's prior experiences with the topic or content prior to the lesson.
- Reading, writing, and oral language skill development is mutually reinforcing. Cira likely will benefit from integrated instruction in reading, writing, listening, and speaking across all curriculum domains. Do not sacrifice oral language development activities for greater emphasis on reading and writing.
- Instruction using specific strategies may help Cira organize her thinking before speaking. For example, the STORE strategy provides a framework for organizing the key elements of a story in sequential order. STORE is an acronym for setting, trouble, order of events, resolution, and end. Introduce and explain the acronym cue, model how to explain each story element, and provide guided and then independent practice. A graphic organizer can be used to illustrate the story components.
- Using content-text reading material, ask Cira and her classmates to select key words that they believe are essential to understanding the central concepts of the lesson. Compile a list of mutually agreed-upon words and discuss them with the entire class. Use these words for instructional activities such as entering the words into word lists or asking Cira and others to use the words in oral and written activities.
- Preview and contextualize key vocabulary words with Cira prior to formally introducing them in a lesson. This requires introducing key terms before a lesson is taught so that she will have an understanding of the terms before they are used in the context of the lesson. Define each word in terms that she can understand. Include a limited number of words in each activity and select words that are the key words needed for an upcoming lesson. Review the vocabulary words after an instructional activity to help increase vocabulary development.
- A Word Sort is a teacher-made activity that may be used in multiple ways to increase language proficiency. In this activity, have Cira sort previously learned words into categories based on meaning, similarities, structure, or word derivations. Type a list of selected words on a sheet of paper using a large font and ask her to cut each word into a separate small piece of paper. After the words are cut into the smaller pieces of paper, instruct Cira to sort the words into different categories based on a language-learning objective.
- Cira should benefit from clear instructions presented in a step-by-step manner for assignments and class activities. Demonstrations or modeling of task requirements may also be helpful. Provide both oral and written directions for assignments so that she may refer to them at a later time.
- Even in simple sentences, unclear references may be difficult for Cira to understand. Use simple sentence structures (subject/verb/object), even if doing so makes a grouping of simple sentences seem redundant. For example, "Sara likes the giraffes at the zoo. Sara likes the lions too. Sara likes animals."
- Cira's reading language proficiency may be addressed by passage previewing, in which she is given the opportunity to read or listen to a passage before being instructed or tested on that passage. In the listening form of passage previewing, she would listen to a more skilled reader (e.g., a teacher or peer) or a recorded reading while she follows along silently. In the reading form of passage previewing, Cira would be allowed to practice reading a passage before reading it orally to another person. You may want to record the number of errors, as well as the time she took to read the passage. When Cira completes a passage, review the misread words and then have her read the passage again. Continue this approach until she has read the passage three to five times or has reached a preestablished goal for accuracy or rate.
- Provide Cira opportunities to read text that has meaning or is of interest to her.