

# Teacher Report

**Name:** C, Kim  
**Date of Birth:** 01/30/2008  
**Age:** 9 years, 2 months  
**Sex:** Female  
**Date of Testing:** 04/03/2017

**School/Organization:** King Elementary  
**Teacher/Department:** Mr. Davis  
**Grade:** 4.0  
**ID:**  
**Examiners:** Ms. Johnson

## EXAMINEE INFORMATION

Kim C is a 9-year-old student currently enrolled in Grade 4 at King Elementary. She has been enrolled in an English-only program for 5 years, 6 months.

## LANGUAGE BACKGROUND INFORMATION

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

## TEST(S) ADMINISTERED

Kim was administered the *Woodcock-Muñoz Language Survey® III* (WMLS III™). On 04/03/2017, she took English Form A of the WMLS III.

Kim's performance on the English form of the tests is compared to the performance of English-speaking individuals at the same grade level.

**TABLE OF SCORES***Woodcock-Muñoz Language Survey III, English Form A (Norms based on grade 4.0)*

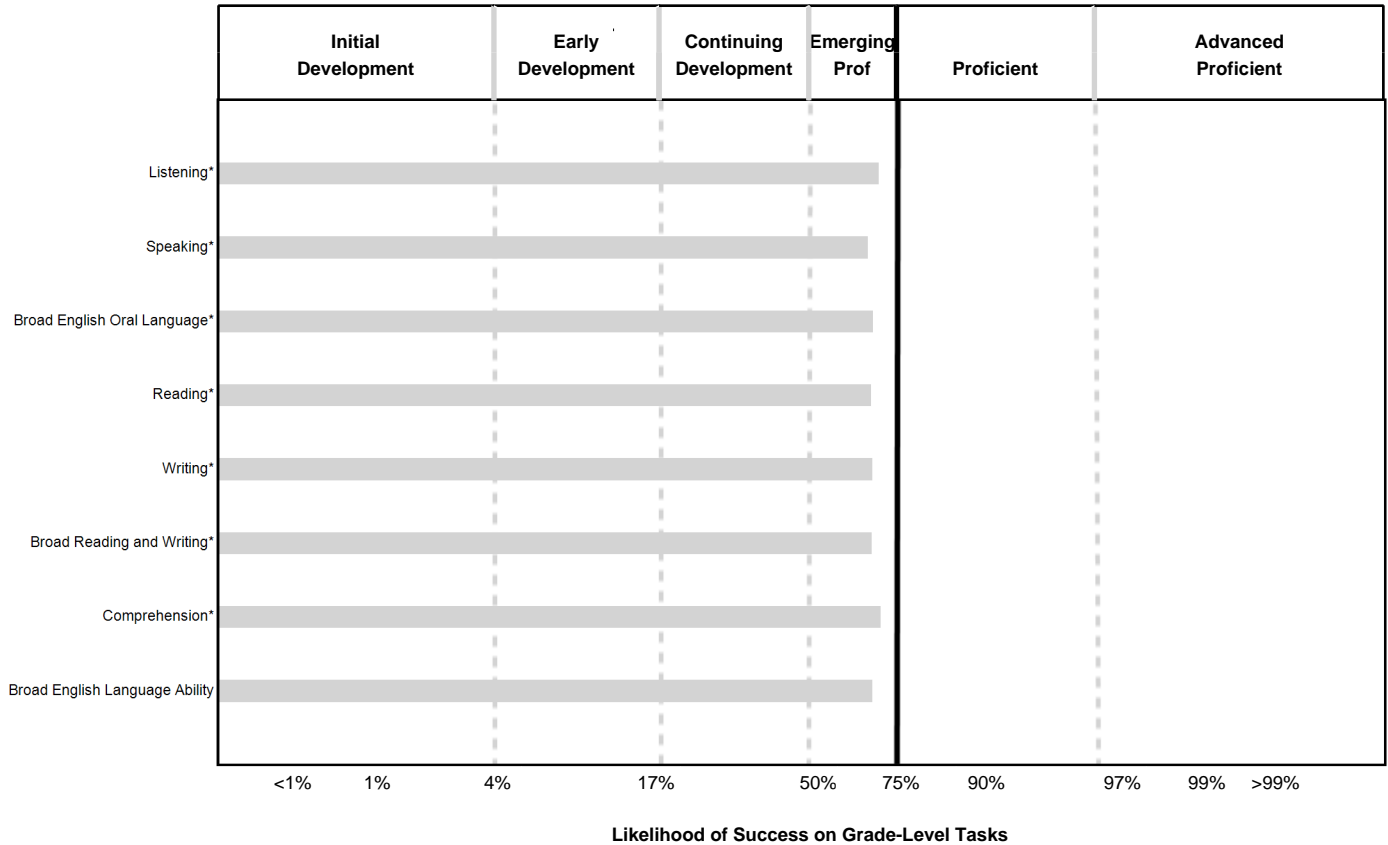
<b>CLUSTER/Test</b>	<b>Language</b>			
	<b>GE</b>	<b>RPI</b>	<b>Proficiency Level</b>	<b>PR (68% Band)</b>
LISTENING (1,2)	2.2	70/90	Emerging Prof*	12 (6-22)
SPEAKING (3,4)	2.3	68/90	Emerging Prof*	15 (9-22)
BROAD ORAL LANG (1-4)	2.2	69/90	Emerging Prof*	12 (8-18)
BASIC ORAL LANG (1,3)	2.0	71/90	Emerging Prof*	12 (6-21)
APPD ORAL LANG (2,4)	2.4	68/90	Emerging Prof*	15 (9-23)
1. Analogies	2.2	72/90	Emerging Prof*	18 (9-31)
2. Oral Comprehension	2.2	68/90	Emerging Prof*	17 (9-29)
3. Picture Vocabulary	1.9	69/90	Emerging Prof*	18 (10-30)
4. Oral Lang Expression	2.5	67/90	Emerging Prof*	15 (8-26)
READING (5,6)	2.8	69/90	Emerging Prof*	27 (21-33)
WRITING (7,8)	2.8	69/90	Emerging Prof*	25 (19-32)
BROAD READNG/WRTNG (5-8)	2.8	69/90	Emerging Prof*	26 (21-30)
BASIC READNG/WRTNG (5,7)	2.9	66/90	Emerging Prof*	27 (21-33)
APPD READNG/WRTNG (6,8)	2.6	72/90	Emerging Prof*	26 (20-33)
5. Letter-Word ID	2.9	64/90	Emerging Prof*	28 (21-36)
6. Passage Comprehension	2.8	73/90	Emerging Prof*	28 (19-39)
7. Dictation	2.9	68/90	Emerging Prof*	28 (21-36)
8. Written Lang Expression	2.5	70/90	Emerging Prof*	27 (20-36)
COMPREHENSION (2,6)	2.6	71/90	Emerging Prof*	18 (12-27)
BROAD ABILITY (1-8)	2.6	69/90	Emerging Prof	18 (14-21)
BASIC ABILITY (1,3,5,7)	2.7	68/90	Emerging Prof*	19 (15-24)
APPD ABILITY (2,4,6,8)	2.5	70/90	Emerging Prof*	19 (14-24)

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

### PLOT OF SCORES

C Kim, Age 9-2

Woodcock-Muñoz Language Survey III, English Form A



**Notes:**

"Likelihood of Success on Grade-Level Tasks" indicates the examinee's likelihood of success on tasks that typical grade 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-grade peers perform with 90% success.

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

### 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, Kim demonstrated comprehension of word knowledge by completing orally presented analogies, such as *boy is to man, as girl is to \_\_\_*. She scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.2 in the norming sample. The RPI suggests that Kim is predicted to be 72% successful on Analogies tasks that average native English-speaking grade peers perform with 90% success.

The **Oral Comprehension** test requires Kim to demonstrate understanding of orally presented language by providing a missing word in a short passage. On this test, she scored in the *Emerging Proficiency* level. Her performance was comparable to the performance of average native English speakers at grade 2.2 in the norming sample. The RPI suggests that Kim is predicted to be 68% successful on Oral Comprehension tasks that average native English-speaking grade peers perform with 90% success.

Kim's performance on the **Listening** cluster was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.2 in the norming sample and is predicted to be 70% successful on listening tasks that average native English-speaking at grade 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 *Emerging Proficiency* level. Her performance was comparable to the performance of average native English speakers at grade 1.9 in the norming sample. The RPI suggests that Kim is predicted to be 69% successful on Picture Vocabulary tasks that average native English-speaking grade peers perform with 90% success.

Various item tasks elicit oral language communication on the **Oral Language Expression** test. Kim scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.5 in the norming sample. The RPI suggests that Kim is predicted to be 67% successful on Oral Language Expression tasks that average native English-speaking grade peers perform with 90% success.

On the **Speaking** cluster, Kim's score was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.3 in the norming sample and is predicted to be 68% successful on speaking tasks that average native English-speaking grade peers perform with 90% success.

### Oral Language: Listening and Speaking

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

The **Broad English Oral Language** cluster provides a comprehensive measure of oral language development that includes basic and functional listening and speaking skills. Kim demonstrated performance at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.2 in the norming sample and is predicted to be 69% successful on oral language tasks that average native English-speaking grade peers perform with 90% success.

The **Basic English Oral Language** cluster measures the foundational skills of listening and speaking. Kim demonstrated performance at the *Emerging Proficiency* 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 *Emerging Proficiency* 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. Kim demonstrated ability in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.9 in the norming sample. The RPI suggests that Kim is predicted to be 64% successful on Letter-Word Identification tasks that average native English-speaking grade 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. Kim scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.8 in the norming sample. The RPI suggests that Kim is predicted to be 73% successful on Passage Comprehension tasks that average native English-speaking grade peers perform with 90% success.

Kim's performance on the **Reading** cluster was at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.8 in the norming sample and is predicted to be 69% successful on reading tasks that average native English-speaking grade peers perform with 90% success.

### Writing

The **Dictation** test measures Kim's knowledge of English spelling, word usage, punctuation, and capitalization rules. She scored in the *Emerging Proficiency* level on this test. Her performance was comparable to the performance of average native English speakers at grade 2.9 in the norming sample. The RPI suggests that Kim is predicted to be 68% successful on Dictation tasks that average native English-speaking grade peers perform with 90% success.

In the **Written Language Expression** test, various item tasks are used to elicit written language communication. Kim's performance on this test was at the *Emerging Proficiency* level. Her performance was comparable to the performance of average native English speakers at grade 2.5 in the norming sample. The RPI suggests that Kim is predicted to be 70% successful on Written Language Expression tasks that average native English-speaking grade peers perform with 90% success.

Kim'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 grade 2.8 in the norming sample and is predicted to be 69% successful on writing tasks that average native English-speaking grade peers perform with 90% success.

### Reading and Writing

A comparison of the reading and writing tests administered indicates that Kim'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. Kim demonstrated performance at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.8 in the norming sample and is predicted to be 69% successful on reading and writing tasks that average native English-speaking grade peers perform with 90% success.

The **Basic Reading and Writing** cluster measures the foundational skills of reading and writing. Kim 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 *Emerging Proficiency* level.

### Comprehension

The **Comprehension** cluster score is composed of one measure of listening comprehension and one measure of reading comprehension. Kim's score indicated Comprehension ability at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.6 in the norming sample and is predicted to be 71% successful on comprehension tasks that average native English-speaking grade peers perform with 90% success.

### Total Language Ability in English

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

The **Broad English Ability** cluster provides an overall measure of English language ability. Kim demonstrated performance at the *Emerging Proficiency* level. She demonstrated ability comparable to the ability of average native English speakers at grade 2.6 in the norming sample and is predicted to be 69% successful on English-language proficiency tasks that average native English-speaking grade peers perform with 90% success.

The **Basic English Ability** cluster measures the foundational skills of listening, speaking, reading, and writing. Kim demonstrated performance at the *Emerging Proficiency* 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 *Emerging Proficiency* level.