

Oral and Written Language Scales, Second Edition (OWLS-II)

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WPS Scoring Summary

As with any assessment tool, no final diagnostic or treatment decisions should be made solely on the basis of the OWLS-II without confirming information from independent sources. This scoring document for the OWLS-II should not be used on its own, but is designed to be integrated with other information about the individual, including background information, previous test data, and observations. The resulting interpretation can aid in diagnosis, treatment planning, and communication with parents and other professionals. The user should be familiar with the material presented in the OWLS-II Manuals (WPS Product No. W-603M, W-604M).

Examinee Name: Christopher Gomez
Examinee ID: 000110052
Age: 9 years 2 months
Gender: Male
Ethnicity: Hispanic/Latino
Standard English Dialect: Yes
Examiner Name/ID: Kathy Sinclair

Administration Date: 08/08/11
Processing Date: 08/08/11
Grade: 3
Term: Not Entered
Setting: School

Form Type: A
Normative Reference Group: Age

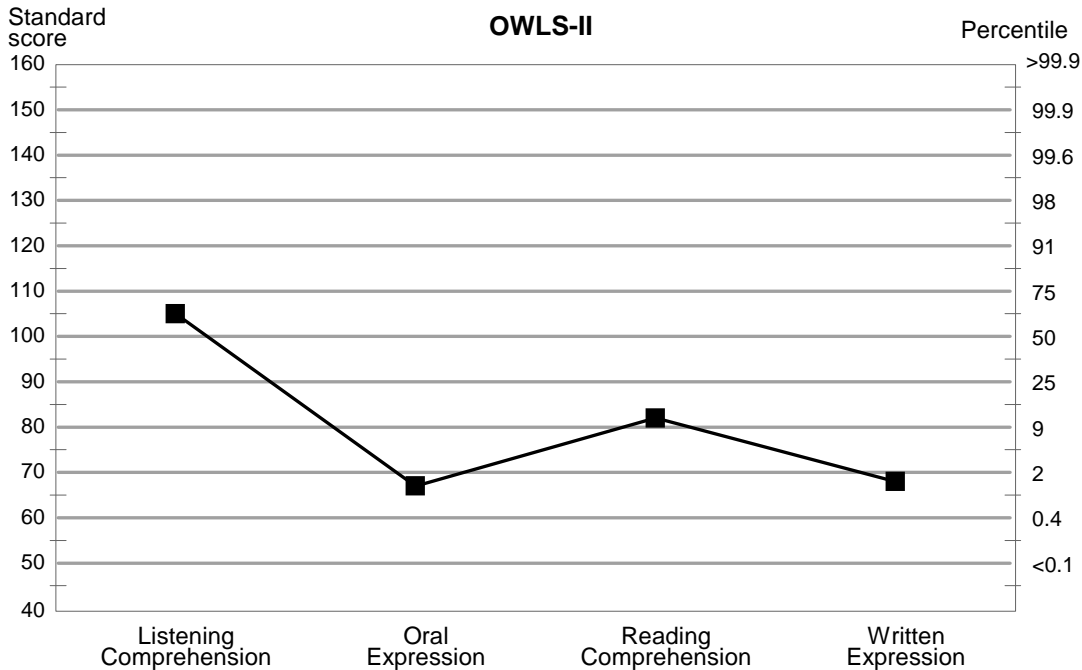
The *Oral and Written Language Scales, Second Edition* (OWLS-II) is an assessment of receptive and expressive language for children and young adults. The OWLS-II consists of four co-normed scales: Listening Comprehension (LC), Oral Expression (OE), Reading Comprehension (RC), and Written Expression (WE). The following are presented for Christopher:

- Scores for the scales that were administered
- Graphical representation of scale standard scores
- Normative comparisons for each scale
- Discussion of differences between scales
- Composite scores derived from the scales that were administered
- Information regarding types of errors made on each scale

Scale scores

Scale	Raw score	Standard score	Confidence interval 95%	Description	Percentile rank	Test-age equivalent
Listening Comprehension	93	105	100-110	Average	63	9-11
Oral Expression	42	67	61-73	Deficient	1	5-11
Reading Comprehension	37	82	78-86	Below Average	12	7-4
Written Expression	50	68	62-74	Deficient	2	6-7

Note: The derived mean standard score for this test is 100, with a standard deviation of 15. A standard score of one standard deviation below or above the mean is considered to be within average limits.



Standard score ranges:

<70 Deficient; 70-84 Below Average; 85-115 Average; 116-130 Above Average; >130 Exceptional.

Normative comparisons for each scale

Christopher's raw score on each scale is compared with the scores of other individuals of the same age from the normative sample. These normative comparisons provide the basis for the standard scores that are the primary means of score interpretation.

Across all scales, the linguistic structures that are measured vary by age. Individuals aged 6 to 10 years are measured on their knowledge of vocabulary (semantics), including basic substantive words classified as nouns, verbs, adjectives, and adverbs. They are also tested on higher level vocabulary and idioms. These individuals are also assessed on grammatical morphemes, including function words such as determiners, conjunctions, auxiliaries, and pronouns, and on inflections such as noun/verb agreement, verb tense, and noun plurality. Sentence structures, such as negative and interrogative types and compound and basic complex sentences, are also assessed. Individuals in this age range are also tested on pragmatic skills.

Performance on the oral tests: LC and OE

Listening Comprehension. This scale measures oral language reception, which is the understanding of spoken language. The examiner orally presents increasingly difficult words, phrases, and sentences to Christopher and he responds by pointing to or stating which of four pictures is correct. Christopher's score of 105 falls within the Average range compared with the standardization population of individuals at his age level. Using percentile scores for interpretation of Christopher's performance, the Listening Comprehension scale score corresponds to a percentile rank of 63, meaning that 63% of the individuals his age in the standardization population scored the same as or below Christopher in the ability to comprehend the meaning of oral language structure.

Oral Expression. This scale measures oral language expression, which is the use of spoken language. The examiner presents a verbal prompt along with a picture and Christopher must respond orally to the prompt with increasingly difficult language. On the Oral Expression scale, Christopher's standard score of 67 is within the Deficient range. The score on the Oral Expression scale corresponds to a percentile rank of 1; this means that 1% of the individuals his age in the standardization sample scored the same as or below Christopher in the expression of oral language. This performance is at or below two standard deviations below the mean, which means that the majority of individuals scored higher than Christopher. This suggests the possibility of a language disorder or deficit compared with others his age. When presented with a score at this level, it is important to recognize that such a low score may indicate a disorder in this area, but it is also necessary to determine other factors that can contribute to a low score, such as motivation, cognitive limitations, and so on. Some items on the Oral Expression scale include a distinction between preferred and acceptable for the correct responses. Christopher gave 2 preferred responses and 11 acceptable responses for the items administered.

Performance on the written tests: RC and WE

Reading Comprehension. This scale measures the comprehension of written language. Christopher is presented with written words, phrases, sentences, or paragraphs and responds by pointing to or stating which of four options is correct. Pictures are used on some of the earlier items. On the Reading Comprehension scale, Christopher's standard score of 82 falls within the Below Average range compared to other individuals his age. This corresponds to a percentile rank of 12, which indicates that 12% of individuals his age in the standardization sample scored the same as or below Christopher in the understanding of written language.

Written Expression. This scale measures the ability to use written forms to convey information. Christopher is presented with oral and visual prompts and asked to respond in writing. On the Written Expression scale, Christopher obtained a standard score of 68, which is considered to be within the Deficient range. The score on the Written Expression scale corresponds to a percentile rank of 2, indicating that 2% of individuals his age in the standardization sample scored the same as or below Christopher. This performance is at or below two standard deviations below the mean, which means that the majority of individuals scored higher than Christopher. This suggests the possibility of a language disorder or deficit compared with others his age. When presented with a score at this level, it is important to recognize that such a low score may indicate a disorder in this area, but it is also necessary to determine other factors that can contribute to a low score, such as motivation, cognitive limitations, and so on.

Differences between scales

Although a certain level of variation is expected between the scores on the OWLS-II, it is worth exploring whether any of these differences are statistically significant. The presence of a statistically significant score difference suggests that the higher scale is an area of relative strength and the lower scale is one of relative weakness. Such relative abilities may provide useful information related to the individual's functioning. In particular, it is often helpful to capitalize on an individual's area of strength when remediating an area of weakness. However, it is important to remember that although differences may be statistically significant, the clinician must determine whether the difference has clinical relevance for referral, diagnosis, and intervention. The following chart lists all scale comparisons and whether any of them are significant. It also lists the percentage of the standardization sample in which the score difference occurred.

Scale	Scale	Difference	Significant?	Percentage of sample with this difference
Listening Comprehension (LC)	Oral Expression (OE)	38	Y	1%-5%
Listening Comprehension (LC)	Reading Comprehension (RC)	23	Y	5%-10%
Listening Comprehension (LC)	Written Expression (WE)	37	Y	1%-5%
Reading Comprehension (RC)	Oral Expression (OE)	15	Y	20%
Written Expression (WE)	Oral Expression (OE)	1	N	>25%
Reading Comprehension (RC)	Written Expression (WE)	14	Y	20%-25%

There is a statistically significant difference between the Listening Comprehension and the Oral Expression scales for Christopher. This means that Christopher performed significantly better in the oral language comprehension tasks than in the oral expressive ones. This magnitude of difference was found to occur between 1 to 5% of the time in the standardization sample.

There is a statistically significant difference between the Listening Comprehension and the Reading Comprehension scales for Christopher. This means that Christopher performed significantly better in oral language comprehension tasks than in the written comprehension tasks. This magnitude of difference was found to occur between 5 to 10% of the time in the standardization sample.

A statistically significant difference was found between the Listening Comprehension and the Written Expression scales. This means that Christopher demonstrated stronger skills in oral language comprehension than in written expression. This magnitude of difference was found to occur between 1 to 5% of the time in the standardization sample.

The difference between Reading Comprehension and Oral Expression was found to be significant. This means that Christopher showed significantly stronger performance in comprehending written language compared with expressing himself orally. This magnitude of difference was found to occur 20% of the time in the standardization sample.

There is a statistically significant difference between the Reading Comprehension and Written Expression scales. Therefore, Christopher performed significantly higher on the comprehension of written language compared with its expression. This magnitude of difference was found to occur between 20 to 25% of the time in the standardization sample.

Composite scores

The scales on the OWLS-II can be combined to yield various process scores. Such scores provide additional information about a student's performance in a certain area of language.

Process	Standard score	Confidence interval 95%	Description	Percentile
Oral Language *	84	79-89	Below Average	14
Written Language *	75	71-79	Below Average	5
Receptive Language *	92	88-96	Average	30
Expressive Language	66	61-71	Deficient	1
Overall Language *	77	74-80	Below Average	6

**Interpret this composite score with caution because the scales comprising this score are significantly different from one another.*

The Oral Language Composite is derived from the Listening Comprehension and Oral Expression scales and represents an overall level of Christopher's oral language functioning. He obtained a standard score of 84 on this composite, which is within the Below Average range compared to others his age.

The Written Language Composite is derived from the Reading Comprehension and Written Expression scales and represents an overall level of Christopher's ability with language in written form. He obtained a standard score of 75 on this composite, which is within the Below Average range compared to others his age.

The Receptive Language Composite is derived from the Listening Comprehension and Reading Comprehension scales and represents Christopher's overall ability to understand language in both oral and written forms. He obtained a standard score of 92 on this composite, which is within the Average range compared to others his age.

The Expressive Language Composite is derived from the Oral Expression and Written Expression scales and represents Christopher's overall ability to express himself using language both in oral and written forms. He obtained a standard score of 66 on this composite, which is within the Deficient range compared to others his age.

The Overall Language Composite represents all four scales and is an indicator of overall language functioning. Christopher obtained a standard score of 77 on this composite, suggesting that his overall language ability is within the Below Average range compared to others his age.

Item analysis

Although the scores on the OWLS-II scales and composites provide a great deal of information about the general language processes, closer evaluation of the items can provide insight into strengths and/or challenges with specific linguistic structures (semantics, syntax, supralinguistics, and pragmatics) that Christopher might experience.

The items listed below are those that were administered to Christopher as part of the OWLS-II. There are three types of items: (1) items that Christopher answered accurately; (2) those that he responded to incorrectly (or gave no response) but are commonly missed within his age group; and (3) items that Christopher missed (gave either an incorrect response or no response) but that at least 90% of individuals his age in the standardization sample passed. The items are organized by linguistic structure and then by scale (LC, OE, and/or RC) within each section. Responses on the Written Expression scale are not included in the item analysis because the WE items are coded differently from the other scales. For all items listed below, a plus (+) indicates a correct response, a minus (-) indicates an incorrect response, a letter (N) indicates no response, and an asterisk (*) indicates a missed item (either incorrect or no response) that Christopher would have been expected to answer or pass based on his age.

Lexical/Semantic. The Lexical/Semantic items included in the OWLS-II measure vocabulary as the understanding of spoken and written words and word combinations (e.g., nouns, verbs, adjectives, adverbs, etc.).

Scale	Item	Category	Classification
(+)	LC 61	Lexical/Semantic	Noun - <i>right</i>
(+)	LC 62	Lexical/Semantic	Noun - <i>mark</i>
(-)	LC 64	Lexical/Semantic	Adverb - <i>hurriedly</i>
(-)	LC 67	Lexical/Semantic	Adjective - <i>unequal</i>
(+)	LC 70	Lexical/Semantic	Adjective sequence - <i>top left</i>
(-)	LC 76	Lexical/Semantic	Adjective - <i>equal, three</i>
(+)	LC 82	Lexical/Semantic	Noun - <i>arrival</i>
(N)	LC 92	Lexical/Semantic	Verb - <i>doze</i>
(+)	LC 96	Lexical/Semantic	Noun - <i>left</i>
(-)	LC 98	Lexical/Semantic	Noun - <i>width</i>
(-)	LC 99	Lexical/Semantic	Verb - <i>doused</i>
(-)	LC 101	Lexical/Semantic	Idiom - <i>hit the sack</i>

(-)*	OE	33	Lexical/Semantic	Antonym
(-)*	OE	36	Lexical/Semantic	Noun - <i>breakfast</i>
(-)*	OE	39	Lexical/Semantic	Adjective
(-)	OE	55	Lexical/Semantic	Verb
(-)*	RC	21	Lexical/ Semantic	Noun - <i>circle</i> ; Recognize irregularly spelled word & distinguish from similar words (same number of letters)
(-)*	RC	22	Lexical/ Semantic	Adverb - <i>here</i>
(+)	RC	23	Lexical/ Semantic	Noun - <i>garden</i>
(-)*	RC	24	Lexical/ Semantic	Adverb - <i>high</i>
(-)*	RC	25	Lexical/ Semantic	Noun - <i>thumb</i> ; Recognize irregularly spelled word & distinguish from similar words (same first & second letter)
(+)	RC	27	Lexical/ Semantic	Noun - <i>picnic</i>
(-)	RC	35	Lexical/ Semantic	Adjective - <i>asleep</i>
(+)	RC	42	Lexical/ Semantic	Noun - <i>electricity</i>
(+)	RC	44	Lexical/ Semantic	Adverb - <i>already</i>
(+)	RC	46	Lexical/ Semantic	Adjective - <i>patient</i>
(+)	RC	47	Lexical/ Semantic	Adjective - <i>stale</i>

Syntactic. The Syntactic items included in the OWLS-II assess knowledge and use of grammar (morphology) and sentence structure.

	Scale	Item	Category	Classification
(+)	LC	57	Syntactic	Function word: preposition - <i>under</i>
(+)	LC	58	Syntactic	Function word: personal possessive pronoun, objective, feminine - <i>hers</i>
(+)	LC	59	Syntactic	Inflection: superlative form - <i>few-est</i>
(+)	LC	60	Syntactic	Compound negative sentence
(+)	LC	63	Syntactic	Inflection: subjunctive tense in a negative sentence - <i>would have gone</i>
(+)	LC	66	Syntactic	Inflection: past tense verb - <i>divid(e)-ed</i>
(+)	LC	68	Syntactic	Inflection: subjunctive tense - <i>should have brought</i>
(+)	LC	72	Syntactic	Complex sentence
(+)	LC	73	Syntactic	Function word: preposition - <i>minus</i>
(+)	LC	75	Syntactic	Inflection: passive voice - <i>is followed by</i>
(+)	LC	77	Syntactic	Inflection: past perfect progressive tense - <i>had been swimming</i>
(+)	LC	79	Syntactic	Function word: subordinating conjunction - <i>after</i>
(+)	LC	80	Syntactic	Function word: correlative conjunction - <i>neither/nor</i>
(+)	LC	81	Syntactic	Inflection: subjunctive tense - <i>could have fallen</i>
(+)	LC	83	Syntactic	Function word: perfect participial phrase - <i>having let the cat inside</i>
(+)	LC	88	Syntactic	Inflection: subject-verb agreement - <i>sheep eat</i>
(+)	LC	90	Syntactic	Complex sentence
(+)	LC	91	Syntactic	Complex sentence
(+)	LC	94	Syntactic	Function word: correlative conjunction - <i>either/or</i>
(+)	LC	95	Syntactic	Function word: subordinating conjunction - <i>unless</i>
(+)	LC	97	Syntactic	Complex sentence
(+)	OE	19	Syntactic	Auxiliary - <i>do or are</i>
(+)	OE	20	Syntactic	Function word: preposition
(+)	OE	21	Syntactic	Inflection: present progressive
(+)	OE	22	Syntactic	Function word: 1st person singular personal pronoun, possessive - <i>mine/my</i>
(+)	OE	24	Syntactic	Function word: 3rd person singular personal pronoun, feminine and indirect object in a sentence with a direct object
(+)	OE	25	Syntactic	Inflection: future tense
(-)*	OE	26	Syntactic	Function word: 3rd person singular pronoun, possessive, feminine - <i>her/hers</i>
(+)	OE	27	Syntactic	Function word: 3rd person singular pronoun, reflexive,

(+)	OE	29	Syntactic	feminine - <i>herself</i> Function word: 3rd person singular personal pronoun, masculine indirect object
(+)	OE	30	Syntactic	Function word: prepositional phrase
(+)	OE	31	Syntactic	Inflection: past tense
(+)	OE	32	Syntactic	Function word: 3rd person plural possessive pronoun - <i>their/theirs</i>
(+)	OE	35	Syntactic	Function word: 3rd person personal plural pronoun - <i>they</i>
(+)	OE	40	Syntactic	Function word: 1st person singular pronoun, reflexive - <i>myself</i>
(+)	OE	41	Syntactic	Inflection: irregular past tense
(+)	OE	42	Syntactic	Function word: preposition
(-)*	OE	43	Syntactic	Function word: 1st person singular personal pronoun - <i>I</i>
(+)	OE	45	Syntactic	Inflection: passive voice
(-)*	OE	50	Syntactic	Function word: subordinating conjunction - <i>after</i>
(+)	OE	51	Syntactic	Inflection: Superlative - <i>tall-est</i>
(-)	OE	52	Syntactic	Inflection: irregular past tense - <i>caught</i>
(-)	OE	53	Syntactic	Inflection: irregular past tense
(+)	RC	14	Syntactic	Inflection: plural noun - <i>rabbit-s</i>
(+)	RC	15	Syntactic	Inflection: plural noun - <i>boat-s</i>
(+)	RC	16	Syntactic	Inflection: present progressive and Function word: auxiliary in a simple sentence - <i>eating, is</i>
(+)	RC	17	Syntactic	Function word: 3rd person singular personal pronoun, nominative, masculine in a simple sentence - <i>he</i>
(+)	RC	18	Syntactic	Function word: 3rd person singular pronoun, possessive, feminine - <i>her</i>
(+)	RC	19	Syntactic	Function word: preposition - <i>between</i>
(+)	RC	20	Syntactic	Inflection: plural noun in a simple sentence - <i>balloon-s</i>
(-)*	RC	26	Syntactic	Function word: prepositions in a compound sentence - <i>on, under</i>
(-)*	RC	28	Syntactic	Inflection: plural noun and noun-verb agreement in a simple sentence - <i>cat-s</i>
(+)	RC	29	Syntactic	Inflection: irregular plural noun in a simple sentence - <i>men</i>
(+)	RC	30	Syntactic	Adverb clause with a subordinating conjunction in a complex sentence: until - <i>time clause</i>
(-)	RC	31	Syntactic	Function word: preposition in a simple sentence - <i>against</i>
(+)	RC	33	Syntactic	Inflection: present tense in a simple sentence with compound predicate
(+)	RC	34	Syntactic	Function word: pronoun and prepositional phrase in a simple negative sentence - <i>neither</i>
(+)	RC	36	Syntactic	Inflection: irregular plural noun and noun-verb agreement - <i>children</i>
(+)	RC	37	Syntactic	Function word: preposition in a simple sentence with gerund phrase - <i>into</i>
(-)	RC	40	Syntactic	Function word: preposition in a simple sentence - <i>during</i>
(+)	RC	43	Syntactic	Function word: subordinating conjunction in a complex sentence - <i>because</i>
(-)	RC	48	Syntactic	Sentence structure: word order
(-)	RC	49	Syntactic	Sentence structure: word order
(-)	RC	50	Syntactic	Sentence structure: word order

Supralinguistic. The Supralinguistic items included in the OWLS-II measure comprehension of complex language in which the meaning is not directly available (e.g., figurative language, inference, double meaning, etc.).

	Scale	Item	Category	Classification
(+)	LC	65	Supralinguistic	Inference: meaning from context and world knowledge
(+)	LC	69	Supralinguistic	Inference: indirect request
(+)	LC	71	Supralinguistic	Lexical ambiguity, double meaning
(+)	LC	74	Supralinguistic	Lexical ambiguity, double meaning
(+)	LC	78	Supralinguistic	Lexical ambiguity, double meaning
(+)	LC	84	Supralinguistic	Inference: indirect request
(+)	LC	85	Supralinguistic	Inference: world knowledge
(+)	LC	86	Supralinguistic	Verbal reasoning , inference from world knowledge
(+)	LC	87	Supralinguistic	Figurative language
(+)	LC	89	Supralinguistic	Figurative language
(+)	LC	93	Supralinguistic	Inference: world knowledge
(-)	LC	100	Supralinguistic	Inference: meaning from context
(-)*	OE	28	Supralinguistic	Inference: world knowledge
(+)	OE	44	Supralinguistic	Verbal reasoning
(+)	OE	48	Supralinguistic	Lexical ambiguity
(+)	RC	32	Supralinguistic	Inference: world knowledge
(-)	RC	38	Supralinguistic	Inference: world knowledge
(+)	RC	39	Supralinguistic	Inference: world knowledge
(+)	RC	41	Supralinguistic	Inference: world knowledge
(-)	RC	51	Supralinguistic	Inference: world knowledge

Pragmatic. The Pragmatic items included in the OWLS-II measure awareness of the appropriateness of language and ability to modify language in relation to the situation in which it is used (e.g., knowledge of social context and cultural norms).

	Scale	Item	Category	Classification
(+)	OE	23	Pragmatic	Polite request
(-)*	OE	34	Pragmatic	Appropriate question
(+)	OE	37	Pragmatic	Appropriate question
(+)	OE	38	Pragmatic	Appropriate question
(-)*	OE	46	Pragmatic	Sequence of events
(+)	OE	47	Pragmatic	Appropriate question
(+)	OE	49	Pragmatic	Appropriate conversation
(-)	OE	54	Pragmatic	Sequence of events
(+)	RC	45	Pragmatic	Knowledge of social norms

Text Structure. The Text Structure items included in the OWLS-II measure understanding of lengthy text (more than a word, phrase or sentence) that utilizes all the linguistic categories of Lexical/Semantic, Syntactic, Supralinguistics, and Pragmatic. There are no Text Structure items on the LC and OE scales. For the Reading Comprehension scale, Text Structure items are included within the advanced items only.

No Reading Comprehension scale Text Structure items were administered or scored for Christopher.

Written Expression (WE) Item Analysis Worksheet

Ages 8-10 years / Items 13-26

	ITEM																Total Points	Max Points	
	13	14	15	16	17	18	19	20	21	22	23	24	25	26					
CONVENTIONS																			
Spelling	1 ²	0 ³		0 ³					1 ³	0 ³	1 ³						3	17	
Capitalization		0 ¹		1 ¹	1 ¹		4 ⁵			0 ¹							6	9	
Punctuation							4 ⁵	0 ²		0 ³				1 ³			5	13	
Formal Note Conventions								0 ²									0	2	
General Conventions							0 ²									0 ²	0	4	
LEXICAL/SEMANTIC																			
Lexical/Semantic	1 ²		2 ⁸	1 ²					1 ³		3 ¹⁵	2 ²					10	32	
SYNTACTIC																			
Function Words		0 ²		2 ²	1 ²				1 ¹			2 ⁵	2 ⁴				8	16	
Inflections	0 ¹			1 ²	0 ¹				0 ¹	0 ²		1 ⁴					2	11	
Sentence Structure				2 ³	1 ²				0 ³	0 ⁴							3	12	
General Syntactic							0 ²		0 ²							0 ²	0	6	
PRAGMATIC																			
Pragmatic									0 ²	1 ¹							1	3	
TEXT STRUCTURE																			
Text Organization							1 ³				0 ⁴						1	7	
Use of Detail							1 ¹				0 ⁹					0 ⁴	1	14	
Cohesion							0 ¹									0 ¹	0	2	

Summary of Data Entry Responses

Listening Comprehension

Item Responses:

1.	-	31.	-	61.	2	91.	3	121.	-
2.	-	32.	-	62.	4	92.	N	122.	-
3.	-	33.	-	63.	1	93.	3	123.	-
4.	-	34.	-	64.	1	94.	3	124.	-
5.	-	35.	-	65.	2	95.	3	125.	-
6.	-	36.	-	66.	4	96.	2	126.	-
7.	-	37.	-	67.	4	97.	1	127.	-
8.	-	38.	-	68.	4	98.	2	128.	-
9.	-	39.	-	69.	2	99.	3	129.	-
10.	-	40.	-	70.	1	100.	1	130.	-
11.	-	41.	-	71.	1	101.	4		
12.	-	42.	-	72.	3	102.	-		
13.	-	43.	-	73.	1	103.	-		
14.	-	44.	-	74.	1	104.	-		
15.	-	45.	-	75.	3	105.	-		
16.	-	46.	-	76.	1	106.	-		
17.	-	47.	-	77.	3	107.	-		
18.	-	48.	-	78.	3	108.	-		
19.	-	49.	-	79.	3	109.	-		
20.	-	50.	-	80.	4	110.	-		
21.	-	51.	-	81.	4	111.	-		
22.	-	52.	-	82.	4	112.	-		
23.	-	53.	-	83.	3	113.	-		
24.	-	54.	-	84.	3	114.	-		
25.	-	55.	-	85.	3	115.	-		
26.	-	56.	-	86.	3	116.	-		
27.	-	57.	2	87.	1	117.	-		
28.	-	58.	3	88.	2	118.	-		
29.	-	59.	1	89.	4	119.	-		
30.	-	60.	4	90.	2	120.	-		

Response Key

1 - 4 = Examinee Response

N = No Response

- = Missing Response

Summary of Data Entry Responses

Oral Expression

Item Responses:

1.	-	31.	1 A	61.	-	91.	- -
2.	-	32.	1	62.	-	92.	-
3.	-	33.	0	63.	- -	93.	-
4.	-	34.	0	64.	- -	94.	-
5.	-	35.	1 A	65.	-	95.	-
6.	-	36.	0	66.	-	96.	-
7.	-	37.	1 A	67.	-	97.	-
8.	-	38.	1	68.	- -	98.	-
9.	-	39.	0 -	69.	-	99.	-
10.	-	40.	1	70.	- -	100.	-
11.	- -	41.	1 A	71.	-	101.	-
12.	-	42.	1	72.	-	102.	-
13.	-	43.	0 -	73.	-	103.	-
14.	- -	44.	1	74.	-	104.	-
15.	- -	45.	1 P	75.	-	105.	-
16.	- -	46.	0	76.	-	106.	-
17.	- -	47.	1	77.	-		
18.	- -	48.	1	78.	-		
19.	1	49.	1	79.	-		
20.	1 A	50.	0 -	80.	-		
21.	1 A	51.	1 A	81.	-		
22.	1	52.	0	82.	-		
23.	1 A	53.	0	83.	-		
24.	1 A	54.	0	84.	- -		
25.	1 A	55.	0	85.	-		
26.	0 -	56.	-	86.	-		
27.	1	57.	-	87.	-		
28.	0	58.	-	88.	-		
29.	1 A	59.	-	89.	-		
30.	1 P	60.	-	90.	-		

Response Key

- 0 = Incorrect
- 1 = Correct
- P = Preferred
- A = Acceptable
- = Missing Response

Summary of Data Entry Responses

Reading Comprehension

Item Responses:

1.	-	31.	4	61.	-	91.	-	121.	-
2.	-	32.	3	62.	-	92.	-	122.	-
3.	-	33.	1	63.	-	93.	-	123.	-
4.	-	34.	3	64.	-	94.	-	124.	-
5.	-	35.	3	65.	-	95.	-	125.	-
6.	-	36.	4	66.	-	96.	-	126.	-
7.	-	37.	4	67.	-	97.	-	127.	-
8.	-	38.	4	68.	-	98.	-	128.	-
9.	-	39.	3	69.	-	99.	-	129.	-
10.	-	40.	3	70.	-	100.	-	130.	-
11.	-	41.	2	71.	-	101.	-	131.	-
12.	-	42.	4	72.	-	102.	-	132.	-
13.	-	43.	3	73.	-	103.	-	133.	-
14.	3	44.	3	74.	-	104.	-	134.	-
15.	4	45.	4	75.	-	105.	-	135.	-
16.	1	46.	3	76.	-	106.	-	136.	-
17.	1	47.	1	77.	-	107.	-	137.	-
18.	2	48.	1	78.	-	108.	-	138.	-
19.	4	49.	1	79.	-	109.	-	139.	-
20.	3	50.	3	80.	-	110.	-	140.	-
21.	1	51.	4	81.	-	111.	-		
22.	1	52.	-	82.	-	112.	-		
23.	1	53.	-	83.	-	113.	-		
24.	1	54.	-	84.	-	114.	-		
25.	4	55.	-	85.	-	115.	-		
26.	2	56.	-	86.	-	116.	-		
27.	4	57.	-	87.	-	117.	-		
28.	3	58.	-	88.	-	118.	-		
29.	4	59.	-	89.	-	119.	-		
30.	1	60.	-	90.	-	120.	-		

Response Key

1 - 4 = Examinee Response

N = No Response

- = Missing Response

Summary of Data Entry Responses**Written Expression**

Item Set: 2, Items 13-26 (Suggested Ages: 8-10 years)

Item Responses:

13.	Gateway:	1	
		1	Spelling
		1	Adjective
		0	Verb
		0	Past Tense
14.	Gateway:	0	
		0	Spelling
		0	Capitalization
		0	Function Word (first blank)
		0	Function Word (second blank)
15.	Gateway:	1	
		2	Adjective (first blank)
		0	Adjective (second blank)
		0	Adjective (third blank)
		0	Adjective (fourth blank)
16.	Gateway:	1	
		0	Spelling
		1	Capitalization
		1	Verb
		0	Modifier
		1	Auxiliary
		1	Conjunction
		0	Noun-Verb Agreement
		1	Present Progressive
		2	Sentence Structure
17.	Gateway:	1	
		1	Capitalization
		1	Conjunction
		0	Determiner
		0	Present Tense Plural Verb
		1	Sentence Structure
18.	Gateway:	1	
		0	Conventions
		0	Syntactic
		0	Introduction
		1	Reasonable Steps
		1	Use of Details
		0	Cohesion

19. Gateway: 1
- 1 Capitalization: Initial Words and Proper Nouns (first)
 - 1 Capitalization: Initial Words and Proper Nouns (second)
 - 0 Capitalization: Initial Words and Proper Nouns (third)
 - 1 Capitalization: Initial Words and Proper Nouns (fourth)
 - 1 Capitalization: Initial Words and Proper Nouns (fifth)
 - 1 Punctuation: Ending punctuation (first)
 - 1 Punctuation: Ending punctuation (second)
 - 0 Punctuation: Ending punctuation (third)
 - 1 Punctuation: Ending punctuation (fourth)
 - 1 Punctuation: no additional punctuation and/or inappropriate capitalization
20. Gateway: 0
- 0 Note Conventions
 - 0 Punctuation
 - 0 Syntactic
 - 0 Pragmatic
21. Gateway: 1
- 1 Spelling
 - 1 Noun
 - 0 Verb
 - 1 Pronoun
 - 0 Past Tense
 - 0 Sentence Structure
 - 1 Pragmatic
22. Gateway: 0
- 0 Spelling
 - 0 Capitalization
 - 0 Punctuation: Appropriate end punctuation
 - 0 Punctuation: One or more appropriate comma
 - 0 Punctuation: One or more appropriate apostrophe (possessive)
 - 0 Point of view
 - 0 Contractions
 - 0 Sentence Structure
 - 0 Organization: Beginning
 - 0 Organization: Middle
 - 0 Organization: End
 - 0 Organization: Sequential Order
 - 0 Use of Detail (Jenny is excited)
 - 0 Use of Detail (Got a bike)
 - 0 Use of Detail (Red and shiny)
 - 0 Use of Detail (Learn to ride)
 - 0 Use of Detail (Embarrassed)
 - 0 Use of Detail (Kept bike in backyard)
 - 0 Use of Detail (Practiced on the grass)
 - 0 Use of Detail (Every day after school)
 - 0 Use of Detail (She learned how)
23. Gateway: 1
- 1 Spelling

1 Adjective
1 Verb
0 Preposition, Auxiliary, or Adverb
1 Noun

24. Gateway: 1

1 Noun
1 Verb
1 Pronoun "I"
0 Pronoun
1 Preposition
0 Auxiliary
0 Noun-Verb Agreement
1 Plural Noun
0 Contractions

25. Gateway: 1

1 Punctuation: Question mark
0 Punctuation: Quotation marks (after comma and at end of sentence)
0 Punctuation: Ending punctuation inside quotations
0 Auxiliary (first blank)
1 Preposition (second blank)
1 Personal Pronoun (third blank)
0 Personal Pronoun (fourth blank)

26. Gateway: 0

0 Conventions
0 Syntactic
0 Detail: Accurate representation
0 Detail: Sequential order
0 Detail: Acceptable title
0 Cohesion

Response Key

- = Missing Response

END OF REPORT