

ASSIST™

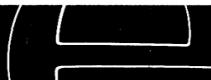
for the Woodcock
Reading Mastery Tests—Revised

Forms G and H

Richard W. Woodcock

Apple Version 1.1

Woodcock Reading Mastery Tests – Revised

When the colonies began  rabbit
to consider  phet  Big is to little
 floke  because  dafs
 nol  thrippy intervening p
Big is to little as up is to  al

Jay Hauger
Designer/Programmer

AGS® SOFTWARE

ASSIST™

Automated System for Scoring
and Interpreting Standardized Tests

for the
Woodcock Reading Mastery Tests—Revised
Forms G and H

Apple Version 1.1
for use with enhanced Apple IIe, Apple IIc (model numbers
A2S4100 and newer), and Apple IIGs computers with
128K memory (minimum)

Woodcock Reading Mastery Tests – Revised

When the colonies began dafs abcdef
to consider phet intervening rabbit
flore because to consider the
nol thripply dafs abcdef rabbit
Big is to little as up is floke phet nol

M A N U A L

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Before You Use the WRMT-R ASSIST

The WRMT-R ASSIST manual is not intended to prepare you to evaluate WRMT-R results or to make educational decisions. For information about the meaning and interpretation of test results, consult the *Examiner's Manual for the Woodcock Reading Mastery Tests—Revised*.

You are strongly advised to read *all* of this manual. If you are not able to do so, the following sections are essential to proper use of the program and should not be skipped:

Chapter 1

System Requirements

Terms and Symbols Used in the Program

Chapter 2

Making a Backup Copy

Starting the Program

Stopping the Program

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Chapter 1

Introduction

(Note: Throughout this manual, the *Automated System for Scoring and Interpreting Standardized Tests* computer scoring program for the *Woodcock Reading Mastery Tests—Revised* is referred to as the WRMT-R ASSIST.)

Description of the WRMT-R ASSIST

The WRMT-R ASSIST automates the conversion of test scores into derived scores for the *Woodcock Reading Mastery Tests—Revised*. In addition, the program plots profiles for each test and cluster that has been administered. The ASSIST can be used with both Form G and Form H; it will also calculate scores for the combined Form G+H.

The ASSIST program is menu-driven, with useful help windows readily available. One or more subjects (up to a maximum of 96 subjects) may be scored at a time. Test results may be displayed on the screen or printed.

The report of the subject's results contains the following information:

- the same array of derived scores available by hand-scoring
 - W scores
 - grade equivalents
 - age equivalents
 - Relative Performance Indexes
 - percentile ranks
 - standard scores (mean = 100, standard deviation = 15)
 - normal curve equivalents
 - confidence bands
- two profiles for graphic representation of scores
 - Grade Equivalent Profile
 - Standard Score/Percentile Rank Profile
- an optional Aptitude-Achievement Discrepancy Analysis

The profiles produced by the WRMT-R ASSIST are linear approximations of the profiles found on the WRMT-R test records.
It is necessary to use a linear format for computer-generated profiles in order to accommodate printer limitations.

Materials

The Apple® version of the WRMT-R ASSIST includes the following materials:

- this manual, which explains the operation of the ASSIST program
- two 5¹/₄-inch diskettes, labelled Program Diskette and Data Diskette. (The Program Diskette has two sides, Side A and Side B.)
- one 3¹/₂-inch Program and Data diskette

All of the information on the two 5¹/₄-inch diskettes is contained on the single 3¹/₂-inch diskette; the 3¹/₂-inch diskette will both run the program and store data. Use the size diskette that is appropriate for your system.

The WRMT-R ASSIST Is copyrighted. You are allowed to make *one* working copy of the WRMT-R ASSIST diskettes.

System Requirements

The Apple version of the WRMT-R ASSIST program requires a system that contains the following:

- an enhanced Apple IIe, Apple IIc (model numbers A2S4100 and newer), or Apple IIGs computer with a minimum of 128K bytes of memory
- a single 3¹/₂-inch drive or two 5¹/₄-inch drives
- a monochrome or color monitor
- an 80-column printer, either letter quality or dot matrix. **Use of a printer is optional. If a printer is not available, the results can be displayed only on the screen.**

Be sure that all hardware is properly installed and connected. Check to see that all the pieces are connected to electrical outlets.

Care and Handling of Diskettes

As with all diskettes, the programs and data stored on the WRMT-R ASSIST diskettes can be easily damaged by exposure to extreme heat or cold, dust, fingerprints, pressure, direct sunlight, smoke, liquids, static electricity, and especially sources of magnetic fields. Be careful to follow these guidelines when handling the WRMT-R ASSIST diskettes:

- Avoid touching any exposed portions of the diskette (especially the oval-shaped window on the 5¹/₄-inch diskettes).
- Avoid writing on the diskette label attached to a 5¹/₄-inch diskette. Do not write on the diskette envelope when the diskette is inside. Never write on the diskette with a ball-point pen.
- Avoid placing heavy objects on a diskette or stacking more than a few diskettes on top of each other.
- Avoid bending the diskettes.
- Avoid laying a diskette on top of a monitor or a disk drive; on any audio equipment such as a portable radio, a loudspeaker, or headphones; or on any other source of magnetic fields.
- Avoid smoking, eating, or drinking near a diskette.
- Never force a diskette into a disk drive.
- Never insert or remove a diskette while the "in use" light on the disk drive is on.
- Always replace the diskette in the protective envelope after removing it from the disk drive.

Terms and Symbols Used in the Program

The following terms, symbols, and abbreviations are used in the WRMT-R ASSIST program and throughout this manual. Explanations of these symbols and abbreviations are also contained in the help windows that accompany most screens in the program.

RETURN – the RETURN key terminates commands, completes data entries, or selects menu options.

? – the ? key displays a help window on the screen.
(Remember to hold down the SHIFT key when pressing the ? key.)

CURSOR – the CURSOR is a line or box that indicates the position where the next keyboard stroke will be displayed.

SELECTOR BAR – the highlighted SELECTOR BAR (like a long CURSOR) indicates the option or data field that is being selected.

ESC – the ESC key aborts or exits the current operation or process. ESC is also used to exit the program.

ARROW keys – the ARROW keys move the CURSOR (or the SELECTOR BAR) from one menu selection or one data field to another. Movement is in the direction indicated by the arrow.

>/< – the “greater than” (>) and “less than” (<) keys are used to select another screen. The > key moves to the next screen forward; the < key returns to the previous screen. (Remember to hold down the SHIFT key when pressing the >/< keys.)

DELETE – the DELETE key is used to make corrections in an entry before you have pressed RETURN to complete the entry.

SPACE BAR – the SPACE BAR is used to open a data field for editing (when in the EDIT mode).

LETTERS and NUMBERS – the LETTER and NUMBER keys are used to select menu choices and to enter data.

REVERSE VIDEO – a piece of information that is printed in REVERSE VIDEO appears on the screen as dark lettering on a light background.

Chapter 2

Startup

Making a Backup Copy

The WRMT-R ASSIST diskette is copyrighted. You are authorized to make one copy of the program for backup purposes.

A *working copy* of the program should be made before you use the ASSIST for the first time. Refer to your systems manual for the appropriate procedures to use in duplicating diskettes. After the program has been copied, you should set the original (*master*) ASSIST diskettes aside for safekeeping.

In making a working copy of the 5¹/₄-inch version of the program, you may copy the double-sided Program Diskette either onto two single-sided diskettes or onto one *double-sided* diskette. (When you make a double-sided diskette, be sure to cut an extra write-enable notch in the new diskette.)

The instructions for starting the program are written for a double-sided program diskette. To start the ASSIST with two single-sided program diskettes, simply replace the first program diskette with the second, instead of turning it to the other side as prompted.

Starting the Program

To start the WRMT-R ASSIST program using the 5¹/₄-inch diskettes, follow this procedure:

1. Insert the Program Diskette in Drive 1 with Side A facing up.
2. Insert the Data Diskette in Drive 2.
3. Turn the computer on (or re-boot the computer if it is already on). There will be a pause while the program begins loading itself.
4. The WRMT-R ASSIST copyright screen will be displayed (see Figure 1). A prompt will appear in the lower right-hand corner of the screen. This prompt reads “PRESS ANY KEY TO CONTINUE.”
5. Press any key. The program will prompt you to insert Side B of the Program Diskette in Drive 1. To do so, remove the Program Diskette, turn it over (so that Side B is facing up), and replace it in Drive 1. Then press RETURN.

When the MAIN MENU appears, the program will be ready to run. Leave the diskettes in the drives while the program is running.

To start the program using the single 3½-inch diskette, simply insert it in Drive 1 and turn the computer on. (Or re-boot the computer if it is already on.) The program will load itself automatically.

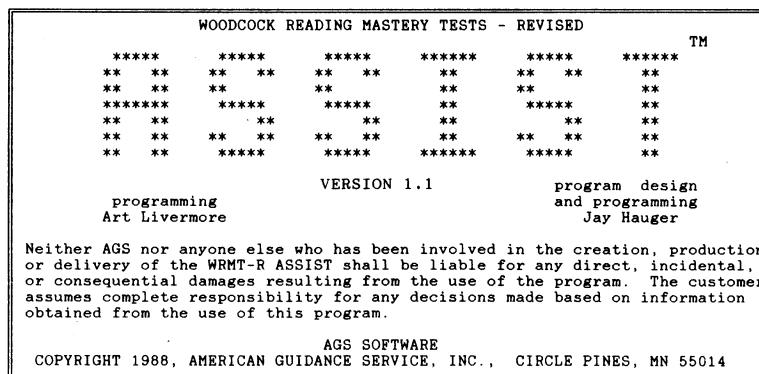


FIGURE 1. WRMT-R ASSIST copyright screen

Stopping the Program

The only proper way to stop the WRMT-R ASSIST program is to select the "ESC - EXIT the program" option on the MAIN MENU.

Stopping the program by any other method may cause the loss of any data that have been entered. Do not exit the program by simply turning the system off.

To exit the program while in the MAIN MENU, follow this procedure:

1. Select the EXIT option or press the ESC key. The question "Exit program (N/Y)?" will appear.
 - A. Press Y to quit the program.
 - B. Press N to remain in the MAIN MENU.

From almost any point in the program, pressing the ESC key successively will return you to the MAIN MENU, from which point the program may be exited.

It is unlikely that a situation will arise requiring more extreme action than using ESC to exit the program. If such a situation occurs, it may be necessary to re-boot the computer. In the rare event that even this fails, turn the computer off, *wait several seconds*, and then re-start it. Such drastic action should not damage the program, but may result in the loss of data that were entered or edited.

Chapter 3

Using the Program

Program Organization

The WRMT-R ASSIST program is menu-driven. All options in the program are selected from one of two menus: the MAIN MENU and the OTHER OPTIONS MENU.

The block diagram in Figure 2 outlines the organization of the WRMT-R ASSIST.

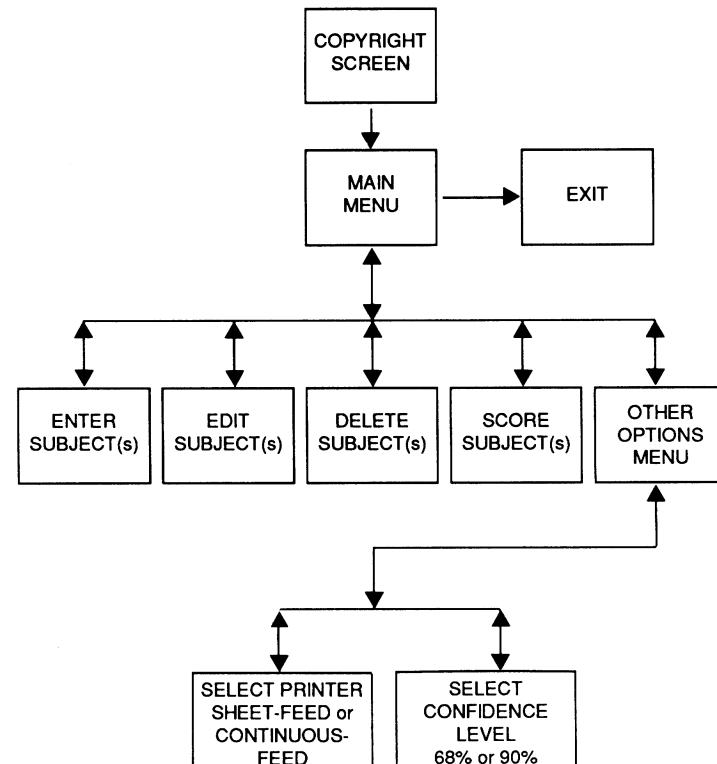


FIGURE 2. WRMT-R ASSIST organization

Using the MAIN MENU

The MAIN MENU allows you to choose from six possible options (see Figure 3).

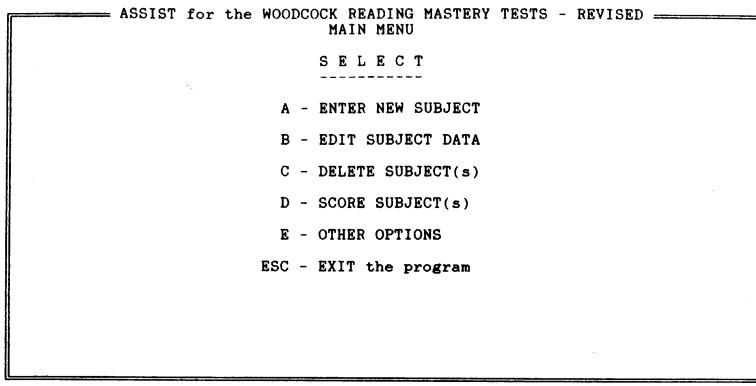


FIGURE 3. MAIN MENU

Menu selections are made in one of two different ways:

- A. Use the ARROW keys to move the highlighted SELECTOR BAR to the desired option and then press RETURN.
- B. Press the letter key (A-E) associated with the desired menu choice.

Help Windows

Help windows clarify the use of the keyboard in selecting options, moving the CURSOR or SELECTOR BAR, entering or editing data, and leaving the program. Help windows are available for all screens that display the "? for HELP" prompt in the bottom left-hand corner. Figure 4 illustrates the help window for the MAIN MENU.

To display a help window, press ? while holding down the SHIFT key. There will be a pause before the help window appears. To remove the help window, press any key.

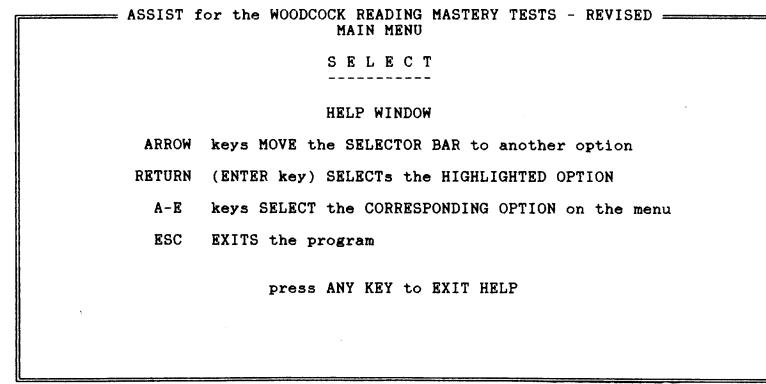


FIGURE 4. MAIN MENU help window

Error Messages

It is essential to the accuracy of scoring in the WRMT-R ASSIST that data are entered without error. The program automatically checks data for errors during entry. When a questionable data entry is found, an error message appears at the bottom of the screen and a beeping sound is heard.

Clear the error message by re-entering the data correctly.

Error messages describe the type of error that has occurred and give the acceptable parameters for that piece of data. For example, the error message for GRADE reads "Value out of range 0 to 16.9." This message indicates that the program will accept a grade only in the range between 0 and 16.9. **A list of error messages for the WRMT-R ASSIST is found in Appendix B.**

If the computer sounds a beep but no error message appears, the program is indicating that you have pressed an incorrect key. Check to see if the RETURN key should be pressed before continuing. Remember that RETURN is used to complete a data entry.

Before Subject Data Is Entered

Entering data directly from any of the WRMT-R *test records* into the WRMT-R ASSIST program can be confusing and may lead to errors. For this reason, a COMPUTER DATA ENTRY FORM is provided in Appendix D of this manual. Use of this form will help simplify data entry into the ASSIST.

The COMPUTER DATA ENTRY FORM provides blanks onto which data can be transferred from the WRMT-R test records. Data are recorded on this form in the exact same order as called for in the WRMT-R ASSIST program.

Permission is granted by the publisher to reproduce the COMPUTER DATA ENTRY FORM for use in recording subject information and scores for entry into the WRMT-R ASSIST.

Option A – ENTER NEW SUBJECT

To enter data for a subject, select Option A, "ENTER NEW SUBJECT," on the MAIN MENU. The first of several data entry screens will appear.

There are four possible ENTER SUBJECT screens. Form G uses all four of these screens. Form H uses Screen 1, Screen 3, and Screen 4.

- Screen 1 – subject biographical information
- Screen 2 – Tests 1 and 2 (Form G only)
- Screen 3 – Tests 3 through 6
- Screen 4 – Aptitude-Achievement Discrepancy Analysis

Data that are entered for a subject are not stored until the last field on Screen 4 is reached.

Appendix A contains data used in scoring a hypothetical sample subject named Joel. The input information includes Joel's biographical data and test scores. A three-page printout of test results is also provided. It is recommended that Joel's data be entered and the results compared with the printout in Appendix A.

Cluster Scores

In using the WRMT-R ASSIST, data are entered for the tests only; from the combination of test scores that have been entered the program automatically determines which clusters can be calculated. For example, if raw scores for Tests 3 and 4 are entered, the Basic Skills cluster will be automatically generated.

Derived scores can be calculated for the Total Reading cluster for either the Short Scale or the Full Scale. The program automatically calculates Full Scale scores if all four reading achievement tests (Tests 3-6) have been entered. If the raw score for either Test 4 or Test 5 is missing, then Short Scale cluster scores will be calculated. This choice is made by the program based on available data.

Procedures for Entering Data

The CURSOR indicates the field that is ready for data entry. The row of dots that appears in this field indicates the number of spaces available. When data entry is complete in a field, press RETURN. The

entry will be accepted and the CURSOR will move to the next field. (If the CURSOR is in the last field on a screen when RETURN is pressed, the next screen will automatically appear.)

Data may be entered in *selected* fields on a screen (or in all fields, if so desired). If there are no data for a particular field, press RETURN to skip to the next field. The ARROW keys may also be used to skip fields.

Non-numeric data may be entered in all capital letters, in all lowercase letters, or in sentence style (capitalizing the first letter). The program will not automatically capitalize names or other information.

If it is necessary to quit data entry for a subject, press the ESC key. Keep in mind that **any data that have been entered will be lost if ESC is pressed before the STORE SUBJECT DATA line is reached on ENTER SUBJECT Screen 4.**

Visually check all data during entry. If a correction is needed before the STORE SUBJECT DATA line is reached, move the CURSOR to the desired field using the ARROW keys. Enter the correction and press RETURN.

ENTER SUBJECT Screen 1

The first ENTER SUBJECT screen is reproduced in Figure 5. The subject's biographical data are entered on this screen.

ASSIST for the WOODCOCK READING MASTERY TESTS - REVISED			
ENTER SUBJECT screen 1 of 4			
TEST FORM	<input checked="" type="checkbox"/> G	(G, H, or G+H)	
SUBJECT NAME	Jones	Last	<input type="checkbox"/> Jeff <input checked="" type="checkbox"/> E Initial
SEX	<input checked="" type="checkbox"/> M	(M/F)	
GRADE	<input type="text"/> 3.2 (year.tenth of year)		
BIRTH DATE	<input type="text"/> 6/13/1979 (MM/DD/YYYY)		
TEST DATE	<input type="text"/> 10/16/1987 (MM/DD/YYYY)		
CHRONOLOGICAL AGE	8 years 4 months		
EXAMINER	<input type="text"/> J Wang		
SCHOOL	<input type="text"/> Golden Lake Elementary		
LOCATION	<input type="text"/> Ourtown.....		

? for HELP

FIGURE 5. ENTER SUBJECT Screen 1

It is essential that the TEST FORM be entered. This information is required by the program to determine which norms tables are used when scoring the subject. The test form will generally be either G or H. To enter a subject with Form G+H, refer to the section at the end of this chapter titled "Obtaining Scores for Form G+H."

The subject's GRADE is entered with a period separating the year from the tenth of a year. For example, a subject in the third month of the eighth grade is entered as 8.3. If the GRADE is entered without the tenth of a year, it will be scored as the beginning of that year (for example, 11 is scored as 11.0). A kindergarten grade is entered without the "K" designation (for example, K.8 is entered as .8).

When entering the BIRTH and TEST DATES, the month, day, and year must each be entered separately. Press the RETURN key after each entry. For example, "October 22, 1987" is entered as follows:

1. Enter 10 and press RETURN.
2. Enter 22 and press RETURN.
3. Enter 87 and press RETURN.

The year may be entered with either two or four digits.

The subject's CHRONOLOGICAL AGE is computed automatically by the program after the BIRTH and TEST DATES are entered. If either of these dates is missing, the CHRONOLOGICAL AGE will not be computed and **It will not be possible to use age-based or grade-based norms for this subject.**

To move to the next data entry screen, press the RETURN key when the CURSOR is in the last field of Screen 1.

ENTER SUBJECT Screen 2

The next data entry screen to appear is ENTER SUBJECT Screen 2 (see Figure 6), unless Form H is being entered. Screen 2 will not appear for Form H because Tests 1 and 2 are not administered in that form.

ASSIST for the WOODCOCK READING MASTERY TESTS - REVISED	
ENTER SUBJECT screen 2 of 4	
1: VISUAL-AUDITORY LEARNING (enter either ERRORS or the RAW SCORE)	
TEST STORY 1	<input type="text" value="1"/> (errors)
TEST STORY 2	<input type="text" value="5"/> (errors)
TEST STORY 3	<input type="text" value="4"/> (errors)
TEST STORY 4	<input type="text" value="6"/> (errors)
TEST STORY 5	<input type="text" value="7"/> (errors)
TEST STORY 6	<input type="text" value="7"/> (errors)
TEST STORY 7	<input type="text" value="7"/> (errors)
	<input type="text" value="37"/> (total errors) <input type="text" value="97"/> (raw score)
2: LETTER IDENTIFICATION <input type="text" value="39"/> (raw score)	
? for HELP	

FIGURE 6. ENTER SUBJECT Screen 2

When entering data for Visual-Auditory Learning, either the individual test-story ERRORS or the test RAW SCORE may be entered. If ERRORS are entered for each test story, the TOTAL ERRORS and RAW SCORE will be calculated automatically. If, instead, you choose to enter only the RAW SCORE, use the ARROW keys to move the CURSOR to the RAW SCORE data field. Then enter the RAW SCORE and press RETURN.

If individual test-story ERRORS are entered, the program checks to see that the proper cutoff points have been used. If an error message appears at the bottom of the screen while you are entering this test, re-check the individual test-story raw scores and cutoff points.

To move to the next data entry screen, press RETURN when the CURSOR is in the last field of Screen 2. (Use the ARROW keys to move the CURSOR.)

ENTER SUBJECT Screen 3

Raw scores for the remainder of the WRMT-R tests (Tests 3-6) are entered on ENTER SUBJECT Screen 3 (see Figure 7).

ASSIST for the WOODCOCK READING MASTERY TESTS - REVISED	
ENTER SUBJECT screen 3 of 4	
3: WORD IDENTIFICATION <input type="text" value="20"/> (raw score)	
4: WORD ATTACK <input type="text" value="19"/> (raw score)	
5: WORD COMPREHENSION	
5A: ANTONYMS SUBTEST	<input type="text" value="3"/> (raw score)
5B: SYNONYMS SUBTEST	<input type="text" value="2"/> (raw score)
5C: ANALOGIES SUBTEST	<input type="text" value="1"/> (raw score)
6: PASSAGE COMPREHENSION <input type="text" value="20"/> (raw score)	
? for HELP	

FIGURE 7. ENTER SUBJECT Screen 3

When Word Comprehension is *hand-scored*, it is necessary to look up part scores as an intermediate step in calculating the test W score. This process is not necessary when *computer-scoring* Word Comprehension. Simply enter the RAW SCORE value for each of the three subtests (Antonyms, Synonyms, and Analogies) on ENTER SUBJECT Screen 3. The ASSIST program will compute derived scores for Word Comprehension using these subtest raw scores.

ENTER SUBJECT Screen 4

ENTER SUBJECT Screen 4 (see Figure 8) is used to enter information for an Aptitude-Achievement Discrepancy Analysis, as well as to store subject data. When Screen 4 appears, the SELECTOR BAR is resting on the word NONE. If the discrepancy analysis is not needed or desired, press RETURN and the SELECTOR BAR will skip to the STORE SUBJECT DATA line at the bottom of the screen.

ASSIST for the WOODCOCK READING MASTERY TESTS - REVISED
ENTER SUBJECT screen 4 of 4

SELECT the WOODCOCK READING MASTERY CLUSTER to be used
for APTITUDE-ACHIEVEMENT DISCREPANCY ANALYSIS:

NONE
READINESS CLUSTER
BASIC SKILLS CLUSTER
READING COMPREHENSION CLUSTER
TOTAL READING CLUSTER

ASSUMED APTITUDE-ACHIEVEMENT CORRELATION .69 (Examiner's Manual Table 3.2)

APTITUDE TEST: STANDARD SCORE 99 TEST NAME WISC-R VERBAL SCALE....

STORE SUBJECT DATA

? for HELP

FIGURE 8. ENTER SUBJECT Screen 4

If the Aptitude-Achievement Discrepancy Analysis *is* desired, follow this procedure:

1. Designate the cluster to be used in the analysis. To do so, use the ARROW keys to move the SELECTOR BAR to the cluster name and then press the RETURN key.
If the Total Reading cluster is chosen, the combination of tests that have been entered will determine whether the Full Scale or Short Scale score is used. Only if all four reading achievement tests (Tests 3-6) have been entered will the Full Scale score be used.
2. Enter the assumed aptitude-achievement correlation next. The value for this correlation is determined from Table 3.2 in the WRMT-R *Examiner's Manual*.
3. Enter the standard score for the aptitude test.
4. Enter the name of the aptitude test and press RETURN. At this point, the SELECTOR BAR will move to the STORE SUBJECT DATA line.

When the SELECTOR BAR is resting on the STORE SUBJECT DATA line, press RETURN. All data will be saved and the question "Enter another subject (Y/N)?" will appear. Press Y (or RETURN) to begin entering another subject; press N to exit to the MAIN MENU.

Option B – EDIT SUBJECT DATA

Any subject data that have been entered can be changed. Select Option B, "EDIT SUBJECT DATA," on the MAIN MENU.

After a brief pause, a list of all subjects on file is displayed (see Figure 9). The letter next to the subject's name indicates the test form: a "G" indicates Form G, an "H" indicates Form H, and a "+" indicates Form G+H.

ASSIST for the WOODCOCK READING MASTERY TESTS - REVISED
EDITING SUBJECTS THAT ARE ON FILE

SELECT THE SUBJECTS TO BE EDITED

G Adams	Joe	G Oncey	Mary
H Adams	Joe	G Sexton	Mark
G Adams	John	Q	Gavin
G Blank	Chris	G Smith	Gavin
G Brown	Kheria	H Smith	Gavin
G Donnerblitzen	Manuel	+ Smith	Gavin
G Doreamus	Lea	G Thomas	Jane
G Ente	John	G Tweet	Donald
G Fievel	Joe		
G Fore	Frances		
G Johanssen	Eric	E	
G Jones	Jeff	E	
H Jones	Jeff	E	
+ Jones	Jeff	E	
G Meyersmus	Lonnie	B	
G Olsen	Mary	A	

FINISHED SELECTING SUBJECTS

? for HELP

FIGURE 9. SELECT THE SUBJECTS TO BE EDITED screen

Choose the subject to be edited by moving the SELECTOR BAR so it rests on the subject's name and then pressing RETURN. (Use the ARROW keys to move the SELECTOR BAR.)

Once the subject has been selected, the first of four screens (similar to the ENTER SUBJECT screens) will appear. Use the ARROW keys to move from one field to another.

To edit a field, follow this procedure:

1. Press the SPACE BAR while the CURSOR is resting on the field to be edited. A row of dots will appear, indicating that data may be entered into that field.
2. Type in the correct data.
3. Press the RETURN key to save the new data.

Pressing ESC will cancel the change, restore the previous data, and return you immediately to the MAIN MENU.

When there are no more changes to be made, move the CURSOR to the STORE SUBJECT DATA line at the bottom of the fourth screen and press the RETURN key. All corrections will be stored.

The message "Edit another subject (Y/N)?" is then displayed.

- A. Press Y (or RETURN) to edit another subject.
- B. Press N to return to the MAIN MENU.

Option C – DELETE SUBJECT(s)

To delete subjects, select Option C, "DELETE SUBJECT(s)," on the MAIN MENU. Any subject, a selected set of subjects, or all subjects may be deleted.

After a brief pause, a list of all subjects on file is displayed (see Figure 10). A "P" next to the subject's name indicates that the subject's record has already been printed. If the same subject has been entered more than once using data from different forms, the subject's records will be listed in the following order: G first, then H, then G+H. (The form designations do not appear on the list.)

ASSIST for the WOODCOCK READING MASTERY TESTS - REVISED DELETING SUBJECTS THAT ARE ON FILE			
SELECT THE SUBJECTS TO BE DELETED			
P Adams	Joe	P Oncey	Mary
P Adams	Joe	Sexton	Mark
P Adams	John	Q Smith	Gavin V
P Blank	Chris	Smith	Gavin V
P Brown	Kheria	K Smith	Gavin V
Donnerblitzen	Manuel	Thomas	Jane
Doreamus	Lea	P Tweet	Donald
Ente	John	John	
Fievel	Joe	Frances	
Fore		Eric	E
Johanssen		Jeff	E
P Jones		Jeff	E
Jones		Jeff	E
Jones	Lonnie	Jeff	E
Meyersmus	Mary	Lonnie	B
P Olsen	A	Mary	A
FINISHED SELECTING SUBJECTS			

? for HELP

FIGURE 10. SELECT THE SUBJECTS TO BE DELETED screen

To identify the subject(s) to be deleted, follow this procedure:

1. Move the SELECTOR BAR so it rests on the subject's name. (Use the ARROW keys.)
2. Press the RETURN key to select the subject.

3. Continue Steps 1 and 2 until all subjects to be deleted have been selected.

Subjects who have been selected for deletion are shown in reverse video. A subject may be "unselected" by moving the SELECTOR BAR back to that subject's name and pressing RETURN again.

4. Move the SELECTOR BAR to the FINISHED SELECTING SUBJECTS line at the bottom of the last screen of subject names.
5. Press the RETURN key.

A message of caution reading "Are you sure (N/Y)?" will appear before the selected subjects are actually deleted. Respond as follows:

- A. Press Y if the highlighted subjects are to be deleted.
- B. Press N (or RETURN) if the deleting process is to be cancelled.

A message reading "Deleting in progress ... WAIT" will appear on the screen while the subjects are being deleted. When the deletion is finished, the program returns to the MAIN MENU.

If at any time it is necessary to abandon the deleting process, press the ESC key. The deleting process will be cancelled and the program will exit to the MAIN MENU.

Option D – SCORE SUBJECT(s)

(Note: The default setting for the confidence level is 68%. The confidence level is used by the program in calculating WRMT-R results. If a 90% confidence level is desired, consult the section in this chapter titled "B – Set Confidence Level.")

To score subject records, select Option D, "SCORE SUBJECT(s)," on the MAIN MENU. Records may be scored for any subject, a selected set of subjects, or all subjects.

After a brief pause, a list of all subjects on file is displayed (see Figure 11). If the same subject has been entered more than once using different forms, the subject's records will be listed in the following order: first G, then H, then G+H. (The form designations do not appear on the screen.) A "P" next to the subject's name indicates that the results for that subject have already been printed and that no alterations have been made to the subject's data since printing.

ASSIST for the WOODCOCK READING MASTERY TESTS - REVISED			
SCORING SUBJECTS THAT ARE ON FILE			
SELECT THE SUBJECTS TO BE SCORED			
P Adams	Joe	P Oncey	Mary
P Adams	Joe	Sexton	Mark
P Adams	John	Q Smith	Gavin V
P Blank	Chris	Smith	Gavin V
P Brown	Kheria	K Smith	V
Donnerblitzen	Manuel	Thomas	Jane
Doreamus	Lea	P Tweet	Donald
Ente	John	FINISHED SELECTING SUBJECTS	
Fievel	Joe		
Fore	Frances		
Johanssen	Eric	E	
P Jones	Jeff	E	
Jones	Jeff	E	
Jones	Jeff	E	
Meyersmus	Lonnie	B	
P Olsen	Mary.	A	

? for HELP

FIGURE 11. SELECT THE SUBJECTS TO BE SCORED screen

More than one subject may be scored at a time. To select the subject(s) to be scored, follow this procedure:

1. Move the SELECTOR BAR so it rests on the desired subject's name. (Use the ARROW keys.)
2. Press the RETURN key to select the subject.
3. Repeat Steps 1 and 2 until all subjects to be scored have been selected.
4. Move the SELECTOR BAR to the FINISHED SELECTING SUBJECTS line at the bottom of the last screen of subject names.
5. Press the RETURN key.
6. The statement "Enter A for AGE-BASED or G for GRADE-BASED NORMS" will be displayed. Respond by pressing A or G. All selected subjects will be scored according to the norms option chosen.
7. The question "Is the report to be displayed on the screen (N/Y)?" will appear. Respond as follows:
 - A. Press Y to direct the output to the screen *only*.
 - B. Press N (or RETURN) to direct the output to the printer. If this option is selected, the message "Turn the

PRINTER ON and then press RETURN for printed report" will be displayed.

If at any time it is necessary to abandon the scoring process, press the ESC key. The scoring process will be cancelled and the program will exit to the MAIN MENU.

Option E – OTHER OPTIONS

Selecting Option E, "OTHER OPTIONS," on the MAIN MENU displays the OTHER OPTIONS MENU. This menu has three choices (see Figure 12).

ASSIST for the WOODCOCK READING MASTERY TESTS - REVISED			
OTHER OPTIONS MENU			
S E L E C T			
A -	SELECT PRINTER (CONTINUOUS or SHEET-FEED)		
B -	SET CONFIDENCE LEVEL (68% or 90%)		
ESC -	EXIT to the MAIN MENU		

? for HELP

FIGURE 12. OTHER OPTIONS MENU

- Selection A allows you to choose either continuous or sheet-feed printer paper.
- Selection B allows you to set the confidence level for the standard error of measurement to either 68% or 90%. (The default is 68%).
- Pressing ESC exits the OTHER OPTIONS MENU and returns to the MAIN MENU.

A – SELECT PRINTER

Selection A on the OTHER OPTIONS MENU permits the choice of either a continuous-feed or a sheet-feed printer. Selecting a sheet-feed printer will cause the program to pause after printing each individual page. Selecting a continuous-feed printer will cause the printer to run continuously (with no pause after a page). The continuous-feed option is useful for printers with fan-fold, roll, or automatic sheet-feed paper.

1. The screen displays the question "Is a CONTINUOUS-FEED printer being USED (Y/N)?"
2. Press Y (or RETURN) if the printer is continuous-feed; press N if the printer is sheet-feed.
3. The program will return automatically to the OTHER OPTIONS MENU.

The default case for Selection A is a continuous-feed printer.

B – SET CONFIDENCE LEVEL

Selection B on the OTHER OPTIONS MENU permits the standard error of measurement (SEM) to be set to either 1 SEM (68% confidence) or to 1.645 SEM (90% confidence).

The default case for Selection D is 68%. **The author of the WRMT-R, Dr. Richard W. Woodcock, strongly recommends the use of the 68% confidence level.**

Once the confidence level has been set, it remains unchanged until it is re-set. The confidence level may be re-set at any time before scoring. If different groups of students require different confidence levels, it will be necessary to score them separately, re-setting the confidence level for the second group.

1. Choosing Selection B on the OTHER OPTIONS MENU displays the SET CONFIDENCE LEVEL screen shown in Figure 13.
2. To set the confidence level, press A (or RETURN) for 68%; press B for 90%.
3. Pressing B (90%) will call up a second screen. This screen is a reminder that the profiles on the WRMT-R *test records* should not be used if you choose a 90% confidence level. This reminder is followed by the question "Do you still want to use the 90% confidence level (N/Y)?" If you press Y, the confidence level will be set at 90%. If you press N or RETURN, the confidence level will remain at 68%.

Once the confidence level is set, the program will return automatically to the OTHER OPTIONS MENU.

Select one of the confidence levels:

A = 68%
B = 90%

Enter A or B (default = A):

FIGURE 13. SET CONFIDENCE LEVEL screen

Obtaining Scores for Form G+H

To obtain scores for the combined Form G+H, select Option A, "ENTER NEW SUBJECT," on the MAIN MENU and follow this procedure:

1. Enter and store the subject's Form G scores (unless they have previously been entered).
2. Enter and store the subject's Form H scores (unless they have previously been entered).
3. Display ENTER SUBJECT Screen 1.
4. Enter G+H in the TEST FORM data field on ENTER SUBJECT Screen 1.
5. The program asks "Have you entered both FORM G and FORM H (Y/N)?" Respond by pressing Y. (If you have not previously entered both Form G and Form H, press N and return to Steps 1 and 2.)
6. The program then displays the SELECT SUBJECTS screen (see Figure 14), which lists the names of all subjects on file. There is a brief pause before the list appears. The letter next to the subject's name indicates the form: a "G" indicates Form G, an "H" indicates Form H, and a "+" indicates Form G+H.
7. Move the SELECTOR BAR so it rests on the line showing the subject's *Form G* record and press RETURN. The subject's name will appear in reverse video.

8. Move the SELECTOR BAR so it rests on the line showing the subject's *Form H* record and press RETURN. Both the *Form H* entry and the *Form G* entry for this subject should appear in reverse video.
9. Move the SELECTOR BAR to the FINISHED SELECTING SUBJECTS line at the bottom of the screen and press RETURN.

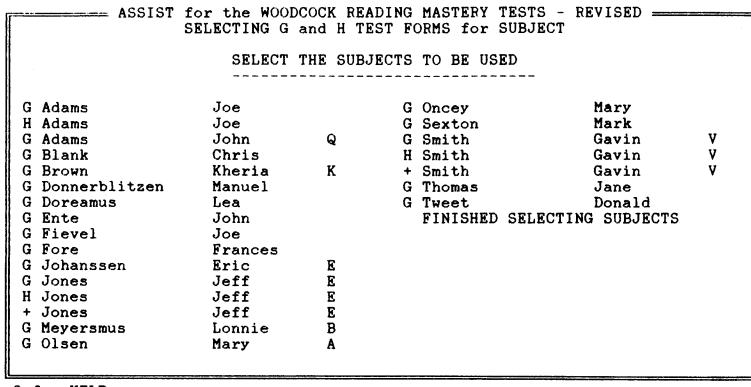


FIGURE 14. SELECT SUBJECTS screen for Form G+H

IMPORTANT: The LAST NAME, FIRST NAME, MIDDLE INITIAL, and BIRTH DATE of the FORM G and FORM H subjects that you select must match exactly for them to be combined in FORM G+H. If these fields do not match, the message "The subjects selected DO NOT MATCH!" will be displayed. It will then be necessary to edit the subject records so that the name and birth date information agree. To return to the point where records can be edited, first press RETURN. The question "Enter another subject (Y/N)?" will be displayed. Press N to return to the MAIN MENU and then select Option B, "EDIT SUBJECT DATA."

10. If the name and birth date information match, a G+H record is created automatically from the data that exist in the Form G and Form H records. A message reading "Storing Subject ... WAIT" is displayed while this action takes place.
11. The question "Enter another subject (Y/N)?" appears after the subject's G+H record has been stored. Press Y to enter another subject; press N to exit to the MAIN MENU.

The original Form G and Form H records remain untouched on the diskette. The G+H record is stored separately and will appear as the third record under that subject's name whenever the list of subject names is displayed. A "+" indicates the G+H record on the EDIT SUBJECTS list. For example:

G Brown	Arvid F
H Brown	Arvid F
+ Brown	Arvid F

Making Corrections to a G+H Record

If for any reason it is necessary to re-score a subject's G+H record (for example, if a correction was made in his or her Form G record), follow this procedure:

1. Delete the subject's old G+H record using Option C, "DELETE SUBJECT(s)."
2. Make the correction to the subject's Form G or Form H record using Option B, "EDIT SUBJECT DATA."
3. Re-enter G+H for this subject using Option A and the procedures outlined earlier in this section. This will create a new G+H record for the subject.

If a subject's G+H record is re-scored and the old record has not been previously deleted, the program will automatically create a second G+H record for that subject. Such duplications are to be avoided.

Chapter 4

The Test Report

This chapter discusses the layout and content of the WRMT-R ASSIST report of test results, including the presentation of scores used in the report and the profiles provided. **This chapter does not discuss the meaning of scores or profiles, nor does it in any way prepare you to interpret results.** For more information on the meaning and interpretation of WRMT-R results, consult the *WRMT-R Examiner's Manual*.

When studying this chapter, it is helpful to compare the written descriptions here with actual report pages. Appendix A contains a sample printed report for a hypothetical subject named Joel. Consult this sample report as needed throughout this chapter.

For a list of the abbreviations used in the WRMT-R ASSIST report, see Appendix C, "Abbreviations Used in the Reports."

What You Should Know Before Displaying Results

The WRMT-R ASSIST program provides derived scores and profiles for every test for which scores were entered in the ENTER SUBJECT phase. For example, if no raw score was entered for Test 2, then no derived scores or profiles will be printed for that test. In a similar manner, if either Test 1 or Test 2 is missing, results for the Readiness cluster will not (and cannot) be provided.

The program will automatically report all derived scores and profiles that are available. You do not need to choose the scores or profiles to be reported.

When Scoring by Groups. If a group of subjects has been selected for scoring, the program will automatically use the same confidence-level setting for all subjects in the group. Similarly, all subjects in a selected group are scored using age-based norms (or grade-based norms), if this is what has been chosen.

To change the confidence-level setting or norm setting for a subset of subjects in any group, it is necessary to score the subjects as two separate groups.

When a group of subjects is chosen for scoring, the results are displayed in the order that the subjects were selected. Once scoring is finished for one subject, the program automatically continues on to the next subject (if any remain still to be scored).

Displaying Results On-Screen

When the report is displayed on-screen, it is not possible to return to a previous screen once it has been passed.

Press RETURN to move from one screen to the next within a report or to continue on to the next subject's report (if more than one subject has been selected). **Be sure to finish reviewing the screen before pressing RETURN.** Pressing RETURN after reviewing the last subject's report will cause the program to return to the MAIN MENU.

To stop reviewing reports, press the ESC key. The program will return to the MAIN MENU and will cancel the scoring for any remaining selected subjects.

If after displaying test results on the screen it is determined that "hard copy" is needed, simply re-score the subject(s) using Option D and press N when the program asks "Is the report to be displayed on the screen (N/Y)?" The results will then be printed.

Printing Results

Most computers can score subject reports faster than the printer can print them. Because printers typically contain a print buffer, it is likely that the computer will finish scoring and return to the MAIN MENU before the printer has finished.

When the program begins scoring subjects and printing out results, the message "Scoring Subject: (Subject's name)" appears on the screen.

To stop printing, press the ESC key. The program will cease scoring at the next page break and exit to the MAIN MENU. The printer may not stop immediately because of the data stored in the print buffer. The scoring for any remaining subjects will be cancelled.

Description of Report Contents

This section discusses the *printed* WRMT-R ASSIST report, which presents the subject's test results on three pages. (The on-screen report presents the same information in the same format; however, because of limited screen size, the on-screen report covers seven screens instead of three pages.)

The printed report is organized as follows:

- page 1 of 3 contains the subject's biographical information, Aptitude-Achievement Discrepancy Analysis (if one has been specified), and scores for all tests and clusters
- page 2 of 3 contains the Grade Equivalent Profile for all tests and clusters
- page 3 of 3 contains the Standard Score/Percentile Rank Profile for all tests and clusters

The First Page

The first page of the ASSIST report contains the subject's biographical information, the Aptitude-Achievement Discrepancy Analysis, and all derived scores and confidence bands.

The Aptitude-Achievement Discrepancy Analysis appears in the upper right-hand corner of the page. If information for a discrepancy analysis was not entered during the ENTER SUBJECT phase, an analysis will not be provided and this corner will be blank.

The report lists the form (G, H, or G+H), the confidence level used (68% or 90%), and whether the norms used were age-based or grade-based. The 90% confidence level ($\pm 1.645 \text{ SEM}$) is printed in the report as 1.6 SEM, for reasons of space.

If data for a test were not entered at the ENTER SUBJECT phase, the report for that test will read "TEST NOT ADMINISTERED" and no results will be provided. In a similar manner, the report will read "CLUSTER NOT AVAILABLE" if the component tests for a particular cluster have not been entered.

Age-based norms for the WRMT-R begin at age 5-0. If a subject is entered with an age less than 5-0 and the age-based norms are chosen, no scores will be provided.

Extended Grade and Age Equivalents. All scores from the WRMT-R ASSIST are reported in the same form as on the original WRMT-R, with one exception. Extended grade equivalents and extended age equivalents in the original WRMT-R make use of a superscript numeral to indicate subject performance which is below or above the average, respectively, at either end of the traditional grade or age equivalent scale (for example, below K.0 and above 16.9 for grades). **Because reporting scores with superscripts may be difficult for some printers, the ASSIST program reports these extended grade and age equivalents using a slash to set off the information that would ordinarily appear in a superscript. For example, a grade equivalent score of 16.9/83 on the ASSIST report indicates a**

score that is equivalent to scores at the 83rd percentile for students at the end of their 16th year of school. (For a more complete explanation of extended grade and age equivalents, see Chapter 3 in the WRMT-R Examiner's Manual.)

The Second Page

The second page of the ASSIST report contains the Grade Equivalent Profile.

This profile presents a graphic representation of the subject's estimated grade equivalent range. The grade equivalents of the lower and upper limits of this range are reported on the left of the profile. On the body of the profile, this range is plotted using asterisks, from the lower to the upper limit.

Because of printer limitations, the grade equivalent scale on the ASSIST Grade Equivalent Profile extends only as far as Grade 12, unlike the scale for the Instructional Level Profile on the test records. Although it is possible while using the ASSIST to obtain grade equivalent scores above 12.0, these scores will not be plotted as such on the profile.

The subject's actual grade placement is indicated on the profile by a capital letter G. This letter can be used as a reference when comparing the subject's grade equivalent range to his or her actual grade placement.

It is important to remember that the Grade Equivalent Profile provided by the WRMT-R ASSIST is *not* the same as the Instructional Level Profile on the WRMT-R test records. The ASSIST profile assumes an equal-interval grade equivalent scale for accuracy in computer plotting; it was also modified slightly to accommodate printer limitations.

The Third Page

The third page of the ASSIST report contains the Standard Score/Percentile Rank Profile.

This profile presents a graphic representation of the subject's percentile rank confidence band. To the left of the profile, the upper and lower limits of the percentile rank confidence band ($\pm 1 \text{ SEM}$ or $\pm 1.645 \text{ SEM}$) are reported. On the body of the profile, the confidence band is plotted using asterisks.

It is important to remember that the Standard Score/Percentile Rank Profile provided by the WRMT-R ASSIST is an *approximation* of the Percentile Rank Profile on the WRMT-R test records. The ASSIST profile is based on the equal-interval standard score scale for accuracy in computer plotting; it was also modified slightly to accommodate printer limitations.

Appendix A

Hypothetical Sample Subject

WOODCOCK READING MASTERY TESTS - REVISED

FORM G

SUBJECT: Eklund, Joel K
TEST DATE: 1/20/1988 APTITUDE TEST: WAIS-R Verbal Scale
BIRTH DATE: 1/20/1971 APTITUDE SS: 96
AGE: 17 years 0 months APT-ACH CORRELATION: .73
GRADE: 10.3
SEX: M EXPECTED TOTAL READING SS: 97
SCHOOL: Centennial H. S. SS DISCREPANCY: -1
EXAMINER: Dave Chayer
LOCATION: Circle Pines

					68% CONFIDENCE LEVEL		GRADE-BASED NORMS		
RS	W	GE	AE		RPI	PR	SS	NCE	
TEST 1: TEST NOT ADMINISTERED									
TEST 2: TEST NOT ADMINISTERED									
TEST 3: WORD IDENT									
WORD IDENT	88	529	9.4	14- 8	+1.0 SEM	90/90	50	100	50
					-1.0 SEM	85/90	41	97	45
					-1.0 SEM	79/90	33	93	41
TEST 4: WORD ATT									
WORD ATT	37	512	16.9/51	18- 6/54	+1.0 SEM	96/90	73	109	63
					-1.0 SEM	93/90	61	104	56
					-1.0 SEM	89/90	47	99	48
TEST 5: WORD COMP									
WORD COMP		514	8.6	14- 1	+1.0 SEM	88/90	44	98	47
					-1.0 SEM	84/90	35	94	42
					-1.0 SEM	79/90	27	91	37
TEST 6: PASS COMP									
PASS COMP	47	512	7.9	13- 3	+1.0 SEM	88/90	44	98	47
					-1.0 SEM	82/90	32	93	40
					-1.0 SEM	75/90	22	88	34
READINESS CLUSTER NOT AVAILABLE									
BASIC SKILLS CLUSTER									
BASIC SKILLS CLUSTER	520	9.7		15- 0	+1.0 SEM	91/90	53	101	52
					-1.0 SEM	88/90	45	98	47
					-1.0 SEM	84/90	38	95	44
READING COMP CLUSTER									
READING COMP CLUSTER	513	8.4		13- 5	+1.0 SEM	87/90	41	96	45
					-1.0 SEM	84/90	35	94	42
					-1.0 SEM	81/90	29	92	38
TOTAL READING-FS CLUSTER									
TOTAL READING-FS CLUSTER	517	9.7		14- 5	+1.0 SEM	90/90	50	100	50
					-1.0 SEM	88/90	44	98	47
					-1.0 SEM	85/90	38	96	44

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WOODCOCK READING MASTERY TESTS - REVISED

GRADE EQUIVALENT PROFILE - FORM G

Subject: Eklund, Joel K

Norms based on: Grade 10.3

Confidence level: 68%

SUBTEST	K	1	2	3	4	5	6	7	8	9	10	11	12
Grade Eq. Range	+	+	+	+	+	+	+	+	+	+	+	+	+

Vis-Aud Learning:

Letter Ident	+	+	+	+	+	+	+	+	+	+	+	+	+
--------------	---	---	---	---	---	---	---	---	---	---	---	---	---

Word Ident	+	+	+	+	+	+	+	+	+	+	+	+	+
------------	---	---	---	---	---	---	---	---	---	---	---	---	---

Word Attack	+	+	+	+	+	+	+	+	+	+	+	+	+
-------------	---	---	---	---	---	---	---	---	---	---	---	---	---

Word Comp	+	+	+	+	+	+	+	+	+	+	+	+	+
-----------	---	---	---	---	---	---	---	---	---	---	---	---	---

Passage Comp	+	+	+	+	+	+	+	+	+	+	+	+	+
--------------	---	---	---	---	---	---	---	---	---	---	---	---	---

CLUSTER	K	1	2	3	4	5	6	7	8	9	10	11	12
---------	---	---	---	---	---	---	---	---	---	---	----	----	----

Grade Eq. Range	+	+	+	+	+	+	+	+	+	+	+	+	+
-----------------	---	---	---	---	---	---	---	---	---	---	---	---	---

Readiness:

Basic Skills	+	+	+	+	+	+	+	+	+	+	+	+	+
--------------	---	---	---	---	---	---	---	---	---	---	---	---	---

Reading Comp	+	+	+	+	+	+	+	+	+	+	+	+	+
--------------	---	---	---	---	---	---	---	---	---	---	---	---	---

Total Reading-FS	+	+	+	+	+	+	+	+	+	+	+	+	+
------------------	---	---	---	---	---	---	---	---	---	---	---	---	---

8.8 - 10.5	+	+	+	+	+	+	+	+	+	+	+	+	+
------------	---	---	---	---	---	---	---	---	---	---	---	---	---

Note: 1. The equal-interval scale assumed in this profile is different from the metric on the test record.

2. The letter G on the profile represents the subject's actual grade level.

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WOODCOCK READING MASTERY TESTS - REVISED

STANDARD SCORE/PERCENTILE RANK PROFILE - FORM G

Subject: Eklund, Joel K

Norms based on: Grade 10.3

Confidence level: 68%

SUBTEST PR Range	PERCENTILE RANK								
	1	5	25	50	75	95	99		
Vis-Aud Learning	+	+	-	-	-	-	-	-	-
Letter Ident	+	+	+	+	+	+	+	+	+
Word Ident 33 - 50	+	+	+	+	+	+	+	+	+
Word Attack 47 - 73	+	+	+	+	+	+	+	+	+
Word Comp 27 - 44	+	+	+	+	+	+	+	+	+
Passage Comp 22 - 44	+	+	+	+	+	+	+	+	+
	50	60	70	80	90	100	110	120	130
	140	150							
	STANDARD SCORE (Mean=100, SD=15)								

CLUSTER PR Range	PERCENTILE RANK								
	1	5	25	50	75	95	99		
Readiness	+	+	-	-	-	-	-	-	-
Basic Skills 38 - 53	+	+	+	+	+	+	+	+	+
Reading Comp 29 - 41	+	+	+	+	+	+	+	+	+
Total Reading-FS 38 - 50	+	+	+	+	+	+	+	+	+
	50	60	70	80	90	100	110	120	130
	140	150							
	STANDARD SCORE (Mean=100, SD=15)								

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Appendix B

List of Error Messages

In the ENTER SUBJECT or EDIT SUBJECT options, an error message will appear at the bottom of the screen for any data out of the accepted range of values for that field. The error message indicates the values the program will accept for that field.

The following messages are shown when inappropriate data are entered:

Data Field	Error Message
TEST FORM	TEST FORM must be G, H, or G+H
SEX	SEX must be M or F
GRADE	Value out of range 0 to 16.9
BIRTH DATE or TEST DATE (MM/	Value out of range 1 to 12
BIRTH DATE or TEST DATE /DD/	Value out of range 1 to 31
BIRTH DATE or TEST DATE /YYYY/	Value out of range 0 to 2020
TEST STORY 1	Value out of range 0 to 9
TEST STORY 2	Value out of range 0 to 13
TEST STORY 3	Value out of range 0 to 12
TEST STORY 4	Value out of range 0 to 23
TEST STORY 5	Value out of range 0 to 23
TEST STORY 6	Value out of range 0 to 26
TEST STORY 7	Value out of range 0 to 28
1: VISUAL-AUDITORY LEARNING (raw score)	Value out of range 0 to 134
2: LETTER IDENTIFICATION	Value out of range 0 to 51
3: WORD IDENTIFICATION	Value out of range 0 to 106
4: WORD ATTACK	Value out of range 0 to 45
5A: ANTONYMS SUBTEST	Value out of range 0 to 34
5B: SYNONYMS SUBTEST	Value out of range 0 to 33
5C: ANALOGIES SUBTEST	Value out of range 0 to 79
6: PASSAGE COMPREHENSION	Value out of range 0 to 68

ASSUMED APTITUDE-ACHIEVEMENT

CORRELATION	Value out of range .2 to .99
APTITUDE TEST STANDARD SCORE	Value out of range 40 to 160

If no subjects have been entered there can be no editing, deleting, or scoring. If any of these operations is attempted before data have been entered for any subjects, the following error message will appear briefly, and then the program will return to the MAIN MENU.

B – EDIT SUBJECT DATA

No subjects have been entered

C – DELETE SUBJECT(s)

D – SCORE SUBJECT(s)

Appendix C

Abbreviations Used in the Reports

The following abbreviations are used when subject results are reported using the WRMT-R ASSIST. (For more information on the meaning and interpretation of the test results, consult the WRMT-R *Examiner's Manual*.)

Scores

RS – raw score

W – W score

GE – grade equivalent

AE – age equivalent

RPI – Relative Performance Index

PR – percentile rank

SS – standard score (mean = 100, standard deviation = 15)

NCE – normal curve equivalent

SEM – standard error of measurement

SD – standard deviation

Grade Eq. Range – grade equivalent range

Test and Cluster Titles

V-A-LRN, VIS-AUD LEARNING – Visual-Auditory Learning

LTR IDENT, LETTER IDENT – Letter Identification

WORD IDENT – Word Identification

WORD ATT – Word Attack

WORD COMP – Word Comprehension

PASS COMP, PASSAGE COMP – Passage Comprehension

READINESS – Readiness cluster

BASIC SKILLS – Basic Skills cluster

READING COMP – Reading Comprehension cluster

TOTAL READING-FS – Total Reading— Full Scale

TOTAL READING-SS – Total Reading— Short Scale

Aptitude-Achievement Discrepancy Analysis

APTITUDE SS – aptitude test standard score (mean = 100, standard deviation = 15)

APT-ACH CORRELATION – assumed aptitude-achievement correlation

EXPECTED BASIC SKILLS SS – expected standard score for the WRMT-R cluster used (e.g., Basic Skills)

SS DISCREPANCY – standard score discrepancy (expected achievement minus actual achievement)

DISCREPANCY PROB – probability of the standard score discrepancy occurring (expressed in terms of the percentage of the population likely to obtain an equal or larger discrepancy)

Appendix D
WRMT-R ASSIST
Computer Data Entry Form

ENTER SUBJECT Screen 1

TEST FORM _____ (G, H, or G+H)
SUBJECT NAME _____ (Last) _____ (First) _____ (Initial)
SEX _____ (M/F)
GRADE _____ (year. tenth of year)
BIRTH DATE _____ / _____ / _____ (MM/DD/YYYY)
TEST DATE _____ / _____ / _____ (MM/DD/YYYY)
EXAMINER _____
SCHOOL _____
LOCATION _____

ENTER SUBJECT Screen 2

This portion used for Form G only.

1: VISUAL-AUDITORY LEARNING (enter either ERRORS or the RAW SCORE)

TEST STORY 1 _____ (errors)
TEST STORY 2 _____ (errors)
TEST STORY 3 _____ (errors)
TEST STORY 4 _____ (errors)
TEST STORY 5 _____ (errors)
TEST STORY 6 _____ (errors)
TEST STORY 7 _____ (errors) _____ (total errors)
 _____ (raw score)

2: LETTER IDENTIFICATION _____ (raw score)

ENTER SUBJECT Screen 3

3: WORD IDENTIFICATION _____ (raw score)
4: WORD ATTACK _____ (raw score)
5: WORD COMPREHENSION
 5A: ANTONYMS SUBTEST _____ (raw score)
 5B: SYNONYMS SUBTEST _____ (raw score)
 5C: ANALOGIES SUBTEST _____ (raw score)
6: PASSAGE COMPREHENSION _____ (raw score)

ENTER SUBJECT Screen 4

APTITUDE-ACHIEVEMENT DISCREPANCY ANALYSIS:

WRMT-R CLUSTER TO BE USED FOR ANALYSIS _____
ASSUMED APTITUDE-ACHIEVEMENT CORRELATION _____
(See WRMT-R Examiner's Manual Table 3.2)
APTITUDE TEST STANDARD SCORE _____
APTITUDE TEST NAME _____

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colonies began dafs abcdef
er R phet intervening Q rabbi
ke R because to consider the l
l thripply dafs abcdef rabbit
little as up is A floke phet nol

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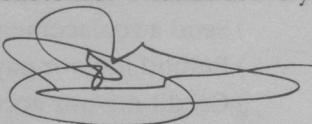
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John P. Yackel
President

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RETURNED PRODUCT INFORMATION

Name _____ Position _____

School/Organization _____

Street Address _____

City _____ State _____ ZIP _____

Telephone No. Area _____ Number _____

1. Please enclose a copy of our invoice or provide the following information:

Invoice No. _____

Customer No. (see invoice) _____

Order No. (see invoice) _____

2. Materials being returned.

3. Reasons for return.
Please describe.

4. Please indicate the action you wish us to take:

- Send a replacement.
- Refund my/our payment in full.
- Credit my/our account.

Date _____ Signature _____