

Create a Teacher Report

Riverside Score™ Quick Guide

Riverside Score allows you to create and run WMLS III Teacher reports on examinees with committed test records. Teacher reports include tables of scores, a plot of scores, and descriptions of proficiency levels, test components, and a discussion of the examinee's performance on each.

To create a Teacher report:

- 1 In the header, move the pointer over the **Reports** tab and click **Create Report**. The **Create Report** page appears with two fields, **Product** and **Report Type**. The Product field prepopulates with *WMLS III*.



- 2 From the **Report Type** list, select **Teacher Report**. The page reloads with filters relevant to the **Teacher Report**.

Note:

- Fields with an asterisk (*) are required.
- For fields without arrows: Click inside fields to view available values and make your selections. To close the field, click the field again or scroll down and click **Close**.

- 3 Click in the **Examinee Selection** field and do one of the following to locate and select the examinee:
 - Type the first few letters of an examinee's first or last name and press **Enter** on your keyboard to view matches.
 - Click the arrows beside the caseload folders to view examinees with committed test record data.

Create Report

Select report filters from the menu below

Product *
Select a Product ▼

Report Type *
Select Report Type ▼

- 4 Click the **Test Record** field to view and select the committed test records for the examinee for which you are running the report. You can select more than one, *if available*.

Product *
WMLS-III ▼

Report Type *
Teacher Report ▼

Examinee Selection *
Gomez, Sylvia

Test Record *
WMLS III English, Form B (04/06/2017)

Normative Basis *
Age

Score Selection Template
Default ▼

Output Format *
Web Page ▼

- 5 In the **Normative Basis** field, select **Age** or a grade level.

- 6 (Optional) In the **Score Selection Template** list, select:
 - **Default** to report only default scores
 - **New Score Selection Template** to link to the **Add Template** field and specify scores to include in a new template
 - **Saved templates** to run a report using a previously saved template.

- 7 From the **Output Format** list, select the report format (**PDF**, **Web Page**, or **Word**).

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8 When all filters are selected, click one of the following buttons at the bottom of the page to complete the process to create a Parent Report.

- **Save to My Reports**, type a name for the report and click **Save**. The report is available on your Dashboard in the **My Saved Reports** box for a period of 14 days.
- **Run Report** to generate and view the report.
 - **PDF** and **Word** reports open in their respective applications.
 - **Web Page** reports open in the Reports tab.

See abbreviated versions of Teacher Report to the right.

Teacher Report

Name: Gomez, Sylvia
 Date of Birth: 01-10-2006
 Age: 12 years, 3 months
 Sex: Female
 Date of Testing: 04-04-2017 (WMLS III)
 TEST(S) ADMINISTERED

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

Sylvia was administered the Woodcock-Muñoz Language Survey® III (WMLS III™). On 04-04-2017, she took English Form B of the WLS III Spanish form of the WMLS III.

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

CONTENT/Task	Raw	WLS	WML	WML	PI (25th Percentile)
LISTENING (L2)	72	95			39 (20-70)
SPEAKING (S,4)	10-2				20 (12-30)
BROAD ORAL LANG (1-4)	14-6				71 (52-79)
BASIC ORAL LANG (1,3)					52 (37-60)
APPD ORAL LANG (2,4)					33 (23-42)
1. Analogies					56 (35-78)
2. Oral Comprehension					37 (20-59)
3. Picture Vocabulary		90-90			5 (2-12)
4. Oral Lang Expression		90-90			49 (34-64)

Notes: (P) Indicates the examinee's obtained score of measurement (25th of the Proficient category cutoff)

PLOT OF SCORES

Gomez Sylvia, Age 12-3
 Woodcock-Muñoz Language Survey III, English Form B
 Woodcock-Muñoz Language Survey III, Spanish

Likelihood of Success on Age-Level Tasks

Likelihood of Success on Level Tasks indicates the examinee's likelihood of success on tasks of a particular age level. For example, a student who scores in the Proficient level will be successful on tasks of that age level.

LANGUAGE PROFICIENCY

Initial Development: An individual at the Initial Development level is at the beginning of academic language learning, requiring extensive scaffolding in the classroom environment for effective learning. This level is characterized by an individual's receptive and expressive language skills that include non-verbal communication and simple words, numbers, labeling, pointing and pointing to books and repetitive and predictable language.

Early Development: An individual at the Early Development level is beginning to understand the classroom environment for effective learning. This level is characterized by an individual's receptive and expressive language skills that include simple words and phrases. The individual typically understands simple, predictable conversations when there are significant accommodations. His or her spoken language consists of short phrases and simple sentences.

Emerging Proficiency: An individual at the Emerging Proficiency level is beginning to understand the classroom environment for effective learning. This level is characterized by an individual's receptive and expressive language skills that include simple words and phrases. The individual typically understands simple, predictable conversations when there are significant accommodations. His or her spoken language consists of short phrases and simple sentences.

Proficient: An individual at the Proficient level is beginning to understand the classroom environment for effective learning. This level is characterized by an individual's receptive and expressive language skills that include simple words and phrases. The individual typically understands simple, predictable conversations when there are significant accommodations. His or her spoken language consists of short phrases and simple sentences.

Advanced Proficient: An individual at the Advanced Proficient level is beginning to understand the classroom environment for effective learning. This level is characterized by an individual's receptive and expressive language skills that include simple words and phrases. The individual typically understands simple, predictable conversations when there are significant accommodations. His or her spoken language consists of short phrases and simple sentences.

WMLS III ENGLISH TEST RESULTS

Listening

In the Analogies test, Sylvia demonstrated comprehension of the test items. She scored in the Advanced Proficient level on this test. Her performance on this test is comparable to the performance of average native English speakers. The RPI suggests that Sylvia is predicted to be successful on analogies tasks that success.

Sylvia's performance on the Listening test is comparable to the performance of average native English speakers. She demonstrated Proficient level. She demonstrated age 22 in the norming sample. Her performance is comparable to the performance of average native English speakers. She demonstrated successful on listening tasks that over success.

Speaking

Picture Vocabulary: Sylvia demonstrated the ability to orally identify pictured objects that range from easy to difficult. Her performance is comparable to the performance of average native English speakers. She demonstrated successful on Picture Vocabulary tasks that average native English-speaker