

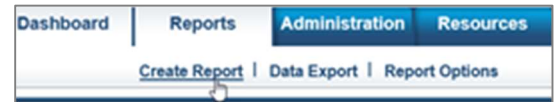
Create an Interventions Report

Online Scoring and Reporting Quick Reference Guide

IMPORTANT: Report options depend on examinee scores, language experience, and the thoroughness of your entries on the examinee's most recent test record, as well as the selections you make as you create your report. For more information, see the online help topic that discusses [recommended and required fields for Intervention reports](#).

Interventions reports are available for *WMLS III* users who purchase the additional interventions program, which includes recommended instructional interventions based on assessment scores and language background.

To create a Teacher or Parent Intervention report:



- 1 In the header, move the pointer over the **Reports** tab to display your options and click **Create Report**. The **Create Report** page appears with two fields, **Product** and **Report Type**. The **Product** menu contains only the *WMLS III* option.

- 2 From the **Report Type** menu, select **Parent Intervention Report** or **Teacher Intervention Report**. The page refreshes with filters relevant to the **Report** you selected.

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 Select the examinee by clicking in the **Examinee Selection** field and doing one of the following:
 - Type the first few letters of an examinee's first or last name and press **Enter** to view matches.
 - Click the arrows beside the caseload folders to view examinees with committed test record data.

When you find the examinee, click his or her name.

- 4 Click inside the **Test Record** field to view committed test records for this examinee, then select the examinee's test record(s) for the report. You can choose a single test record or, if available, one test record from each language (English and Spanish).

Note: To ensure valid comparisons of English and Spanish tests, the maximum time lapse allowed between selected test records is 30 days.

- 5 From the **Normative Basis** field, select **Age** or, *if available*, a grade range.
- 6 (Optional) The **Score Selection Template** field allows you to choose the types of scores and qualitative descriptors to display on your report. 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. See the [online help](#) for detailed instructions.
 - **Saved templates** to run a report using a previously saved template

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- 7** For **Intervention Report Options**, select the interventions to include on the report. Options vary depending on the examinee's scores, language and academic background, class level or age, and the type of report. See the [online help](#) for more information.
- 8** **Parent Intervention Report only:** Select **English** or **Spanish** from the **Language** drop-down menu for the report. The default is **English**.
- 9** For **Output Format**, select **PDF**.
- 10** When all filters are selected, click one of the two buttons at the bottom of the page:
 - **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 as a PDF file.

Teacher Intervention Report

Woodcock-Muñoz Language Survey III

Name: Menez, Antonia **School/Organization:**
Date of Birth: 01/09/2006 **Teacher/Department:**
Age: 12 years, 0 months **Grade:** 6.5
Sex: Female **ID:**
Date of Testing: 01/16/2018 (WMLS III English Form A) **Examiners:**
 01/17/2018 (WMLS III Spanish)

EXAMINEE INFORMATION
 Antonia Menez is a 12-year-old individual currently enrolled in Grade 6. She has been enrolled in an English-only program for 4 years, 5 months. She had 1 year of prior academic instruction in Spanish in Guatemala. Previously, Antonia was enrolled in a dual-language program in English and Spanish in the United States for 1 year, 0 months. She will be attending an English-only program.

LANGUAGE BACKGROUND INFORMATION
 Information about Antonia's language use was gathered from her Examinee self-report. Antonia is a simultaneous bilingual individual (speaking multiple languages from a very young age). Her native languages are English and Spanish. Others in her home speak both English and Spanish. At home, Antonia speaks both English and Spanish. With peers, Antonia speaks both English and Spanish. At school, Antonia speaks primarily English.

TEST(S) ADMINISTERED
 Antonia was administered the Woodcock-Muñoz Language Survey® III (WMLS III™). On 01/16/2018, she took English Form A of the WMLS III. On 01/17/2018, she took the Spanish form of the WMLS III.

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

TEST SESSION OBSERVATIONS
 Observations of Antonia's behavior were made during the administration of the English WMLS III. She was exceptionally cooperative throughout the examination. During the examination, she seemed attentive to the tasks. She appeared at ease and comfortable.

The results of the WMLS III English testing may not be a fair sample of Antonia's abilities because There were loud construction noises just outside the test site.

WMLS III Teacher Intervention Report, 1/17/2018
 Menez, Antonia, Age 12-0

TABLE OF SCORES
 Woodcock-Muñoz Language Survey III, English Form A (Norms based on grade 6.5)

CLUSTER/Test	W	GE	SP	SS (68% Band)
LISTENING (1,2)	553	>19.0	100/90	=160 (=160--160)
SPEAKING (3,4)	547	>19.0	100/90	150 (144-155)
BROAD ORAL LANG (1-4)	550	>19.0	100/90	=160 (159--160)
BASIC ORAL LANG (1,3)	544	>19.0	100/90	158 (149--160)
APPD ORAL LANG (2,4)	556	>19.0	100/90	=160 (=160--160)
1. Analogies	558	>19.0	100/90	=160 (=160--160)
2. Oral Comprehension	548	>19.0	100/90	157 (147--160)
3. Picture Vocabulary	530	>19.0	99/90	125 (120-132)
4. Oral Lang Expression	563	>19.0	100/90	=160 (=160--160)
READING (5,6)	545	>19.0	100/90	136 (131-141)
WRITING (7,8)	552	>19.0	100/90	147 (142-153)
BROAD READNG/WRTNG (5-8)	548	>19.0	100/90	148 (144-152)
BASIC READNG/WRTNG (5,7)	561	>19.0	100/90	145 (140-150)
APPD READNG/WRTNG (6,8)	536	>19.0	100/90	139 (133-144)
5. Letter-Word ID	547	>19.0	100/90	128 (123-134)
6. Passage Comprehension	543	>19.0	100/90	130 (129-142)
7. Dictation	575	>19.0	100/90	152 (145-159)
8. Written Lang Expression	529	>19.0	99/90	123 (118-128)
COMPREHENSION (2,6)	545	>19.0	100/90	153 (146-160)
BROAD ABILITY (1-8)	549	>19.0	100/90	=160 (157--160)
BASIC ABILITY (1,3,5,7)	553	>19.0	100/90	157 (151--160)
APPD ABILITY (2,4,6,8)	546	>19.0	100/90	157 (152--160)