

Skill Strengthening Ideas

Subtest	What it Measures	What Strong Performance Means	What Weak Performance Means	Possible Instructional Strategies	Additional Strategies
Picture Matching	Visual Skills	<ul style="list-style-type: none"> •Can pay attention to visual details •Can recognize similarities and differences in visual images •Good visual tracking 	<ul style="list-style-type: none"> •Little experience with this task type •Possible visual acuity issue 	<ul style="list-style-type: none"> •Looking at pictures •Finding hidden images •Finding things that are the same •Rapid Automatic naming games 	
Picture Differences	Visual Skills	<ul style="list-style-type: none"> •Can look for details •Can recognize visual attributes as a whole 	<ul style="list-style-type: none"> •Little experience with this type of task •Impulsiveness 	<ul style="list-style-type: none"> •Fitting shapes into forms •Matching colors •Puzzles •Working with 3D figures 	
Verbal Concepts	Conceptual Knowledge (Vocabulary)	<ul style="list-style-type: none"> •Good receptive skills •Previous exposure to words 	<ul style="list-style-type: none"> •Limited vocabulary •Limited Language •Limited exposure to classroom language 	<ul style="list-style-type: none"> •Exposure to vocabulary •Discussion time each day •Repetition of classroom language 	
Picture Categories	Conceptual Knowledge (Vocabulary)	<ul style="list-style-type: none"> •Good word knowledge 	<ul style="list-style-type: none"> •Limited experience •Can't recognize commonality 	<ul style="list-style-type: none"> •Grouping objects and finding what does not belong •Putting picture cards into groups •Finishing drawings 	
Sound Matching	Phonological Awareness	<ul style="list-style-type: none"> •Sensitivity to the sound structure of language 	<ul style="list-style-type: none"> •Inability to identify and discriminate oral language sounds 	<ul style="list-style-type: none"> •Activities that work on sound symbol relationships •Activities that help distinguish sounds 	

Rhyming	Phonological Awareness (Phonemic Awareness)	<ul style="list-style-type: none"> •Sensitivity to the sound structure of language (predicts future success in sound symbol relationships) 	<ul style="list-style-type: none"> •Limited experience •Confusion with sound matching 	<ul style="list-style-type: none"> •Grouping objects and finding what does not belong •Putting picture cards into groups •Finishing drawings 	
Print Awareness	Early Literacy Skills (Phonics)	<ul style="list-style-type: none"> •Good understanding of letters, words, sentences and other concepts of print 	<ul style="list-style-type: none"> •Limited experience with print concepts 	<ul style="list-style-type: none"> •Exposure to all types of print •Discussion about print details 	
Letter Recognition	Early Literacy Skills (Phonics)	<ul style="list-style-type: none"> •Exposure to print concepts Has learned letters 	<ul style="list-style-type: none"> •Inability to associate letter names and symbols 	<ul style="list-style-type: none"> •Exposure to print •Letter name flashcards •Learning alphabet with picture association 	
Same and Different Words	Early Literacy Skills (Phonics)	<ul style="list-style-type: none"> •Knowledge of what a word is and that words are composed of different letters 	<ul style="list-style-type: none"> •May be lack of instruction in sound letter correspondence •Sound discrimination problem 	<ul style="list-style-type: none"> •Letter/sound manipulation games •Flashcards with same/different words 	
Phoneme Grapheme Correspondence	Sound Symbol Correspondence (Phonemic Awareness)	<ul style="list-style-type: none"> •Predicts future success on initial reading activities with decodable texts 	<ul style="list-style-type: none"> •Possible problem with auditory discrimination, letter recognition or sound symbol relationships 	<ul style="list-style-type: none"> •Say a word and drop beginning or ending sound. 	
Word Reading	Decoding (Phonics)	<ul style="list-style-type: none"> •Knows phonics and the exceptions to sound-symbol correspondence rules 	<ul style="list-style-type: none"> •Lack of phonics knowledge •Overdependence on the rules 	<ul style="list-style-type: none"> •Phonics instruction •Rule breakers 	

Word Meaning	Reading and Vocabulary (Fluency and Vocabulary)	•Ability to both read the words and know their meanings	•A “red flag” because time spent on vocabulary will increase fluency and comprehension	•Vocabulary instruction	
Vocabulary	Vocabulary Knowledge (Vocabulary)	•Knowledge	•Lack of phonics knowledge •Overdependence on the rules	•Vocabulary exposure	
Sentence Comprehension	Comprehension (Comprehension)	•Ability to read and comprehend a variety of sentences, regardless of parts of speech, or complexity of sentences	•Lack of word reading •Lack of vocabulary •Lack of comprehension strategies	•Vocabulary •Decoding •Comprehension	
Passage Comprehension	Comprehension (Comprehension)	•Ability to comprehend a variety of materials and successfully apply comprehension strategies	•Lack of word reading •Lack of vocabulary •Lack of comprehension strategies	•Vocabulary •Decoding •Comprehension	
Oral Language	Comprehension of spoken word (Comprehension)	•Well developed oral language skills	•Poor listening •Poor oral comprehension •Poor memory, thinking skills	•Listening games •Follow directions games	