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# **Aptitude Cluster Deficits**

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**Assessment  
Measures**

The WJ-R provides measures of aptitudes for specific areas of academic achievement. Aptitude scores suggest a student's potential ability within a given academic area. When aptitude scores are much higher than their correlated achievement scores, it suggests the student shows the potential for significant improvement in this area. The aptitude clusters are a combination of the tests that are the most highly correlated to, and provide the best predictors of a student's performance in specific academic areas.

The aptitude clusters and the tests which comprise them are provided here for reference. The focus of remediation through the use of software should be on achievement rather than aptitude. Therefore, there will be no discussions of software remediations in this portion of the text. Further analysis of individual student test scores may suggest areas of remediation within cognitive functioning which may assist in developing a student's future aptitude for an academic skill.

## Reading Aptitude

The Reading Aptitude Cluster consists of the following tests:

❑ *Memory for Sentences [test 2]*

This test measures the student's ability to recall sentences subsequent to auditory presentation.

❑ *Visual Matching [test 3]*

This test measures the student's ability to demonstrate visual discrimination by circling pairs of identical numbers in a series under timed conditions.

❑ *Sound Blending [test 11]*

This test measures the student's ability to combine isolated sounds into meaningful words.

❑ *Oral Vocabulary [test 13]*

This test measures the student's ability to provide synonyms and antonyms for a list of presented words.

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## Mathematics Aptitude

The Mathematics Aptitude Cluster consists of the following tests:

❑ *Visual Matching [test 3]*

This test measures the student's ability to demonstrate visual discrimination by circling pairs of identical numbers in a series under timed conditions.

❑ *Analysis-Synthesis [test 7]*

This test measures the student's ability to use learning, reasoning, and generalizing skills in solving logic puzzles.

❑ *Oral Vocabulary [test 13]*

This test measures the student's ability to provide synonyms and antonyms for a list of presented words.

❑ *Concept Formation [test 14]*

This test measures the student's ability to utilize nonverbal problem solving strategies and categorical reasoning.

## Written Language Aptitude

The Written Language Aptitude Cluster consists of the following tests:

❑ *Visual Matching [test 3]*

This test measures the student's ability to demonstrate visual discrimination by circling pairs of identical numbers in a series under timed conditions.

❑ *Visual-Auditory Learning [test 8]*

This test measures the student's ability to make visual-auditory associations by pairing visual symbols with familiar words (visual-auditory association).

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❑ *Sound Blending [test 11]*

This test measures the student's ability to combine isolated sounds into meaningful words.

❑ *Oral Vocabulary [test 13]*

This test measures the student's ability to provide synonyms and antonyms for a list of presented words.

## Knowledge Aptitude

The Knowledge Aptitude Cluster consists of the following tests:

❑ *Memory for Sentences [test 2]*

This test measures the student's ability to recall sentences subsequent to auditory presentation.

❑ *Visual Closure [test 5]*

This test measures the student's ability to identify objects from pictures that are presented with missing parts, distortions, or superimposed patterns.

❑ *Sound Blending [test 11]*

This test measures the student's ability to combine isolated sounds into meaningful words.

❑ *Concept Formation [test 14]*

This test measures the student's ability to utilize nonverbal problem solving strategies and categorical reasoning.

## Oral Language Aptitude

The Oral Language Aptitude Cluster, which measures broad-based verbal ability, consists of the following tests:

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❑ *Picture Recognition [test 12]*

This test measures the student's ability to use immediate recall to recognize a previously presented object from among a group of similar objects.

❑ *Concept Formation [test 14]*

This test measures the student's ability to utilize nonverbal problem solving strategies and categorical reasoning.

❑ *Numbers Reversed [test 17]*

This test measures the student's ability to repeat in reverse order series of digits of increasing length.

❑ *Sound Patterns [test 18]*

This test measures the student's ability to identify similarities or differences in sound patterns related to pitch, rhythm, or sound content. It is particularly good at examining factors associated with ESL.