

The COMPARES Key

<p style="text-align: center;">COMPARES Key of Rating Symbols for Research Associating Processing & Achievement Areas</p>	<p style="text-align: center;">Description of Relationship</p>
<p>④</p>	<p style="text-align: center;">Strong convincing evidence. Research shows a strong to very strong relationship, and is consistent. Meta-analyses may confirm the correlation between this processing area and achievement area.</p>
<p>③</p>	<p style="text-align: center;">Convincing evidence. One or more research studies or meta-analyses show a strong relationship, but findings may be inconsistent or contradictory. A recognized expert in the field may state in an article or a textbook that there is a significant or relevant relationship, yet current research may not focus on the explicit connection. An fMRI study may show activation of a brain area known to be associated with a particular cognitive process while engaged in a related academic task.</p>
<p>②</p>	<p style="text-align: center;">Partially convincing evidence. Some research shows a moderate or relevant relationship, but findings may be inconsistent, contradictory, or preliminary.</p>
<p>①</p>	<p style="text-align: center;">Unconvincing evidence. Research shows a weak relationship, and/or is anecdotal rather than quantitative, and/or lacks peer review, and/or has few or no bibliographic citations.</p>
<p>∅</p>	<p style="text-align: center;">No research found that shows even a weak correlation as of the publication date of this document. If a study was found that shows “no relation,” this study is cited in the annotated version of the COMPARES.</p>

Overview of the COMPARES

Directions for use: The overview of the COMPARES document allows assessment teams a quick glance at the strength of the research link between the processing area and academic achievement area. Assessment teams need to examine the specific page number(s) (which are located directly to the right of the rating symbol) for the areas of question and take into consideration the other information provided within the COMPARES.

Processing Area	Processing Sub-Area	Basic Reading Skills (Decoding)		Reading Fluency		Reading Comprehension		Written Expression		Math Calculation		Math Problem-Solving		Listening Comprehension		Oral Expression	
		Rating	Page	Rating	Page	Rating	Page	Rating	Page	Rating	Page	Rating	Page	Rating	Page	Rating	Page
Auditory Processing	Phonological Processing	4	B11	3	B11	3 1	B11	2	B11	2	B18	2	B18	3	B23	3	B23
	Auditory Memory	4	B11	3	B11	4	B11	4	B11	4	B18	4	B18	4	B23	4	B23
	Auditory Processing Speed	*	B11	*	B11	*	B11	*	B11	*	B18	*	B18	3	B23	3	B23
	Auditory Processing	2 3	B12	*	B12	3	B12	3	B12	∅	B18	∅	B18	3	B23	2	B23
Visual-Spatial Processing	Visual-Spatial Processing	2	B13	2	B13	2 3	B13	1	B13	2 3	B19	1	B19	1 2	B24	∅	B24
	Orthographic Processing	4	B13	4	B13	2	B13	2	B13	2	B19	∅	B19	∅	B24	∅	B24
	Visual Memory	2	B13	2	B13	4	B13	3 4	B13	4	B19	4	B19	∅	B24	∅	B24
	Visual Processing Speed	4	B13	4	B13	*	B13	*	B13	*	B19	*	B19	∅	B24	∅	B24
Cognitive Abilities	Association/Memory	4	B14	4	B14	4	B14	4	B14	4	B20	4	B20	3 4	B25	4	B25
	Rapid Naming Skills	4	B14	4	B14	2	B14	2	B14	3	B20	2	B20	∅	B25	*	B25
	Conceptualization and Fluid Reasoning/Problem-Solving	∅	B14	∅	B14	2 3	B14	2 3	B14	3	B20	4	B20	∅	B25	∅	B25
	Expression	3	B15	∅	B15	3	B15	3	B15	∅	B20	3	B20	3	B25	*	B25
	Language Processing (Crystallized Knowledge)	4	B15	3	B15	3	B15	3	B15	2	B20	3	B20	*	B25	*	B25
	Processing Speed	4	B15	4	B15	3	B15	3 4	B15	4	B21	4	B21	3	B26	3	B26
	Executive Functions	3	B16	2 3	B16	4	B16	3	B16	3	B21	3	B21	4	B26	4	B26
Sensory-Motor Skills	Visual Motor, Fine Motor, Graphomotor, Sensorimotor	1	B17	∅	B17	∅	B17	3	B17	2	B22	1	B22	∅	B27	∅	B27
	Sensorimotor Memory	1	B17	∅	B17	∅	B17	∅	B17	∅	B22	∅	B22	∅	B27	∅	B27
	Sensorimotor Speed	∅	B17	∅	B17	∅	B17	*	B17	∅	B22	∅	B22	∅	B27	∅	B27
	Oral Motor/Oral Motor Speed	2	B17	3	B17	∅	B17	∅	B17	∅	B22	∅	B22	∅	B27	*	B27
Attention [†]	Attention	1	B17	1 2	B17	2	B17	2	B17	3	B22	2	B22	2	B28	1	B28

*Please reference the COMPARES for specific information.

Updated 11/2015

[†]Please refer to page B3 for additional information regarding Attention.