Cognitive functioning was assessed using:

Formal measures

**TESTING CONDITIONS/BEHAVIOR**

Firstname entered the testing room willingly and rapport was established. The student’s conversational proficiency seemed consistent with age/grade peers. The student was cooperative throughout the examination and appeared at ease and comfortable. Firstname generally persisted with difficult tasks. It is the professional opinion of the assessor that these results represent an accurate picture of the student’s current skills.

Intellectual evaluations do not measure innate capacity or potential, but rather facilitate the identification of cognitive strengths and weaknesses and are associated with the student's learning abilities.

**Cross-Battery Approach**

The results presented in this report were compiled from tests that do not share a common norm group; however, test results have been interpreted following the cross battery approach (XBA) and integrated with data from other sources including educational records, parent/teacher interviews, behavioral observations, work samples, and other test findings to ensure ecological validity. Standardization was followed for all test administrations. No single test or procedure was used as the sole criterion for classification, eligibility or educational planning. Unless otherwise noted, the results of this evaluation are considered a reliable and valid estimate of Firstname's demonstrated skills and abilities at this time.

1. **Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)**

The WISC-V is an individually administered clinical instrument for assessing the cognitive skills of children aged 6 years 0 months through 16 years 11 months. It is comprised of 21 subtests, each measuring various facets of intelligence. The WISC-V was used as the primary test battery for the purposes of determining Firstname's cognitive abilities.

1. **Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)**

The CTOPP-2 assesses phonological processing which refers to the use of phonological information, especially the sound structure of one's oral language, in processing written language and oral language. Specifically, the CTOPP-2 was used to assess Firstname's abilities in the areas of Phonological Awareness (Ga) and Long-Term Retrieval (Glr).

1. **Test of Orthographic Competence (TOC)**

The TOC is an assessment tool that measures orthographic processing, which pertains to the recognition and recall of the written language system, including letter patterns and word spellings. It evaluates a student's ability to form and retain consistent mental images of letters and words, which is critical for reading and spelling proficiency. Specifically, the TOC was utilized to gauge B’ella's skills in the areas of Orthographic Coding (the ability to recognize written words as whole units or patterns) and Orthographic Memory (the ability to remember and reproduce written words based on established patterns and conventions).

**Scores used with the tests in this report:**

STANDARD SCORES have an average (mean) of 100 and a standard deviation of 15. A standard score of 100 would also be at the 50th percentile rank. The middle half of these standard scores falls between 90 and 110.

SCALED SCORES are similar to standard scores but have an average (mean) of 10 and a standard deviation of 3. A scaled score of 10 would also be at the 50th percentile rank. The middle half of these scores falls between 8 and 12.

PERCENTILE RANKS (PR) simply state the percent of persons in the norming sample who scored the same as or lower than the student. A percentile rank of 50 would be average ±as high as or higher than 50% and lower than the other 50% of the norming sample. The middle half of scores falls between percentile ranks of 25 and 75.

Additionally, the qualitative descriptors used are as follows:

STANDARD SCORE PERCENTILE DESCRIPTION

< 70 <2% Extremely Below Average/Normative Deficit

70-79 2-8% Well Below Average/Normative Deficit

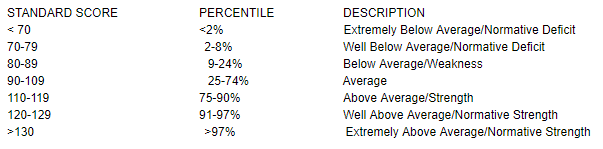
80-89 9-24% Below Average/Weakness

90-109 25-74% Average

110-119 75-90% Above Average/Strength

120-129 91-97% Well Above Average/Normative Strength

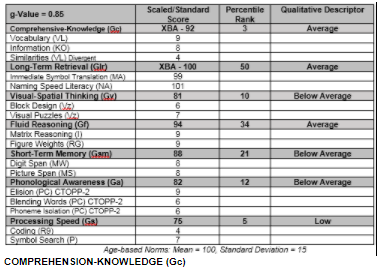
>130 >97% Extremely Above Average/Normative Strength



The composite IQ scores have a mean of 100 and a standard deviation of 15. Each subtest has a mean of 10 with a standard deviation of 3.

Summary of Cognitive / Intellectual Performance:

[xbass chart for fie 5-18-2018.xlsx - Google Sheets](https://docs.google.com/spreadsheets/d/1VByXiVvCzv7cvQ-8wsn0ChxaATDsonAt/edit?usp=drive_web&ouid=102853330968861100933&rtpof=true)



| **Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)**  **Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)** | | | |
| --- | --- | --- | --- |
| Instrument | **Composites**  Subtests | Scaled/ Standard  Score | Qualitative Range |
|  | **Crystallized Intelligence (Gc)** | **86**  **XBASS** | Average |
| WISC-V | Information (KO) |  |  |
| WISC-V | Similarities (VL) |  |  |
| WISC-V | Vocabulary (VL) |  |  |
|  |  |  |  |
|  | **Fluid Reasoning (Gf)** | **83**  **XBASS** | **Low Average** |
| WISC-V | Matrix Reasoning (I) |  |  |
| WISC-V | Figure Weights (RG, RQ) |  |  |
| WISC-V | Picture Concepts (I) |  |  |
|  | **Long-Term Retrieval (Glr)** | **88**  **XBASS** | **Above Average** |
| CTOPP-2 | Rapid Digit Naming (NA) |  |  |
| CTOPP-2 | Rapid Letter Naming (NA) |  |  |
|  |  |  |  |
|  |  |  |  |
|  | **Short-Term Memory (Gsm)** | **91** | **Average** |
| WISC-V | Digit Span (MW, MS) |  |  |
| WISC-V | Picture Span (Gsm: MS) |  |  |
| WISC-V | Letter-Number Sequencing (WM) |  |  |
|  |  |  |  |
|  |  |  |  |
|  | **Visual-Spatial Thinking (Gv)** | **--**  **XBASS** | **Average** |
| WISC-V | Block Design (Vz) |  |  |
| WISC-V | Visual Puzzles (Vz) |  |  |
| WJ-III COG | Picture Recognition (MV) |  |  |
|  |  |  |  |
|  | **Auditory Processing:**  **Phonetic Coding (Ga:PC)** | **63**  **XBASS** | **Low Average** |
| CTOPP-2 | Elision (PC) | *6* |  |
| CTOPP-2 | Blending Words (PC) | 11 |  |
| CTOPP-2 | Phoneme Isolation (PC) | 7 |  |
|  |  |  |  |
|  | **Processing Speed (Gs)** | **100** | **Average** |
| WISC-V | Coding (R9) |  |  |
| WISC-V | Cancellation (Gs: P) |  |  |
| WISC-V | Symbol Search (P) |  |  |
| *Age-based norms: Mean = 100, Standard Deviation = 15* | | | |

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**Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)**

**Verbal Comprehension (Gc)** : This domain assesses verbal reasoning, comprehension, and concept formation. It reflects the ability to process, understand, and express verbal information, critical for academic success and everyday communication.

- Similarities : Measures abstract verbal reasoning. The child must identify how two things are similar, testing the ability to generalize and categorize.

- Vocabulary : Assesses word knowledge and expression. The child defines words, indicating language development, word knowledge, and concept formation.

- Information : Evaluates acquired knowledge and verbal expression. The child answers general knowledge questions, reflecting long-term memory and retrieval ability.

**Visual Spatial (Gv)** : This area measures the ability to interpret and use visual information. It involves understanding spatial relationships and the ability to manipulate visual images, skills essential for mathematics, map reading, and understanding diagrams.

- Block Design : Assesses spatial visualization and problem-solving using visual cues. The task is to replicate designs with blocks, testing spatial perception and non-verbal concept formation.

- Visual Puzzles : Measures non-verbal reasoning and part-whole visual perception. The child selects pieces to complete a puzzle, testing visual-spatial reasoning and visual-motor integration.

**Fluid Reasoning (Gf**) : This domain evaluates the capacity to think logically and solve new problems without relying on previously acquired knowledge. It's critical for learning, comprehending complex relationships, and problem-solving.

- Matrix Reasoning : Assesses inductive and deductive reasoning. The child selects the missing piece to complete a visual pattern, testing non-verbal abstract problem-solving and reasoning.

- Figure Weights : Measures quantitative and analogical reasoning. The task involves selecting a figure to balance a scale, testing mathematical and non-verbal reasoning skills.

**Working Memory (Gsm)** : This area focuses on the ability to temporarily hold and manipulate information. It's vital for following instructions, solving problems, and learning new information.

- Digit Span : Assesses auditory working memory and attention. Involves repeating numbers in order, and then in reverse order, testing immediate auditory recall and mental manipulation.

- Picture Span : Measures visual working memory. The child views a sequence of pictures and then selects the pictures in the order they were shown, testing visual memory and attention.

**Processing Speed (Gs)** : This domain evaluates the speed and efficiency of processing simple or routine visual information. It's important for reading, writing, and performing tasks under time constraints.

- Coding : Assesses speed of visual-motor integration. The child copies symbols paired with shapes, testing speed and accuracy in integrating visual and motor skills.

- Symbol Search : Measures speed of visual scanning and processing. The task involves searching for symbols in a group, testing visual perception and speed.

**Long-Term Retrieval (Glr)**: This domain assesses the ability to store information and fluently retrieve it later when needed. It is critical for tasks that require recall of facts, vocabulary, and concepts from long-term memory.

- Naming Speed Literacy: Evaluates the rapidity with which a child can retrieve and articulate the names of letters and numbers. This subtest measures the speed of lexical access and is indicative of the efficiency of long-term memory retrieval, particularly for language-based information.

- Immediate Symbol Translation: Measures the ability to quickly associate symbols with specific meanings or sounds. This task assesses the child's proficiency in accessing and producing stored information rapidly, reflecting the efficiency of immediate memory recall.

**Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)**

**Auditory Processing (Ga)** : This domain assesses the ability to analyze, discriminate, and comprehend auditory information. It involves the capacity to recognize, differentiate, and respond to sounds, particularly the sounds of language. Ga is crucial for understanding spoken language, processing and interpreting auditory information in the environment, and for phonological processing, which is essential in reading and language development. This skill set is key for effective listening, following oral instructions, and phonemic awareness, all of which are fundamental for successful communication and academic achievement.

Elision : Measures phonological awareness. The test taker is asked to say a word and then repeat it, omitting a specified sound or sounds. This assesses the ability to manipulate phonemes within words.

Blending Words : Evaluates phonological memory. The child is presented with individual sounds and must blend them together to form a word. This tests the ability to hold auditory information and blend sounds into words.

Phoneme Isolation: Assesses the ability to isolate individual sounds within words, which is a critical skill in phonological awareness. Phonological awareness refers to the ability to recognize and manipulate the sound structure of spoken language, an essential skill for reading and spelling development. The test taker is presented with spoken words and then asked to isolate a single phoneme (sound) from the word.

**Test of Orthographic Competence (TOC)**

Signs and Symbols : This subtest evaluates the ability to recognize and understand common signs and symbols used in written language. Test takers are presented with a variety of signs and symbols, some of which are real and commonly encountered (like punctuation marks or common icons), and others that are made up. The task is to distinguish between those that are real and those that are not. This subtest assesses visual discrimination and familiarity with symbols used in everyday reading and writing.

Grapheme Matching : In the Grapheme Matching subtest, individuals are tested on their ability to recognize and match graphemes, which are the smallest units of written language that represent a sound in a spoken word (like a letter or letter combination). Test takers are presented with pairs of graphemes and asked to determine whether they represent the same sound. This task evaluates phonological awareness and knowledge of letter-sound correspondences, essential for reading and spelling.

Homophone Choice : This subtest measures the ability to differentiate between homophones – words that sound the same but have different meanings and spellings (e.g., "their" vs. "there"). Participants are given sentences with a blank space and must choose the correct homophone to complete the sentence. This assesses understanding of vocabulary, context-based spelling, and the application of orthographic knowledge in a meaningful context.

Punctuation : The Punctuation subtest assesses the ability to use and understand punctuation marks correctly. Test takers are presented with sentences that either contain punctuation errors or are missing punctuation. Their task is to identify and correct these errors. This subtest evaluates an individual's understanding of punctuation rules and their application, which is crucial for clear and effective written communication.

**Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2) con’t.**

Sound Matching : Assesses phonological awareness at a basic level. The child is asked to identify words that begin or end with the same sound as a given word. This measures the ability to recognize and compare individual phonemes in words.

Blending Nonwords : Similar to Blending Words but uses non-real words. This subtest assesses the ability to blend sounds into nonwords, indicating the child's phonological processing skills independent of vocabulary.

Segmenting Nonwords : Measures phonological awareness with non-real words. The child is asked to break a nonword into its individual sounds. This tests the ability to analyze the phonological structure of unfamiliar words.

Memory for Digits : Assesses phonological memory. The test taker is asked to repeat a series of numbers in the order presented. This subtest evaluates short-term auditory memory capacity.

Nonword Repetition : Evaluates phonological memory and phonological awareness. The child must repeat nonwords of varying lengths and complexities. This assesses the ability to encode, store, and reproduce unfamiliar phonological sequences.

Rapid Digit Naming : Measures rapid automatized naming. The child must quickly name a series of numbers. This subtest assesses the speed of accessing and producing phonological information from long-term memory.

Rapid Letter Naming : Similar to Rapid Digit Naming but with letters. It evaluates the speed and fluency with which a child can name letters, reflecting the efficiency of phonological processing in the context of the alphabet.

Rapid Color Naming : Involves rapidly naming a series of colors. This subtest assesses rapid automatized naming, but with a non-alphanumeric stimulus, providing insight into the child's general processing speed.

Rapid Object Naming : The test taker must quickly name a series of common objects. This assesses rapid naming ability with everyday visual stimuli, offering a broader view of the child's processing speed and efficiency.

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**COMPREHENSION-KNOWLEDGE (Gc)**

Comprehension Knowledge, or crystallized intelligence, measures Firstname 's ability to access and apply acquired word knowledge. The application of this knowledge involves verbal concept formation, reasoning and expression. All the items on the subtests (similarities, vocabulary, and information) require a verbal response from him/her/their. High VCI scores indicate a well-developed verbal reasoning system with strong word knowledge acquisition, effective information retrieval, and good ability to reason and solve verbal problems, and effective communication of knowledge. Firstname's verbal reasoning abilities standard score of 85 is in the below above average range and equal to or above approximately xx% of his/her/their peers.

Similarities -This subtest required Firstname to listen to two words that represent common objects or concepts and describe how they are similar. It is designed to measure verbal concept formation and abstract reasoning. It also involves crystallized intelligence, word knowledge, cognitive flexibility, auditory comprehension, long-term memory, associative and categorical thinking, distinction between nonessential and essential features, and verbal expression.

Vocabulary - The Vocabulary subtest has picture and verbal items. For the verbal items, Firstname defined the word that is read aloud. Vocabulary is designed to measure word knowledge and verbal concept formation. It also measures crystallized intelligence, fund of knowledge, learning ability, verbal expression, long-term memory and degree of vocabulary development. Other abilities that may be used during this task include auditory perception and comprehension and abstract thinking.

Comprehension - Verbal Comprehension subtest that required Firstname to answer questions based on his/her/their understanding of general principles and social situations. Difficulties with this subtest may be related to low verbal reasoning and expression or poor practical knowledge and judgment. If she appears to have specific difficulties in the area of social pragmatics, interventions should be considered. She may benefit from directed social skills training, role play activities, and social thinking interventions.

Information - For the information subject, Firstname answered questions about a broad range of general-knowledge topics. It is designed to measure Firstname's ability to acquire, retain, and retrieve general factual knowledge. It involves crystallized intelligence, long-term memory, and the ability to retain and retrieve knowledge from the environment and/or formal instruction. Other skills used include verbal perception, comprehension, and expression.

**VISUAL PROCESSING (Gv)**

Visual Processing (Gv) measures Firstname's ability to evaluate visual details and to understand visual spatial relationships to construct geometric designs from a model. The ability to construct designs requires visual spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. High VSI scores indicate a well-developed capacity to apply spatial reasoning and analyze visual details. Low VSI scores may occur due to deficits in spatial processing, difficulty with visual discrimination, poor visual attention, visuo-motor integration deficits, or general low reasoning ability. Subtests include block design and visual puzzles. Firstname's visual-spatial thinking abilities standard score of 88 is in the below average range and is above approximately xx% of his/her/their peers.

Block Design - For Block Design, working within a specified time limit, Firstname viewed a model and/or a picture and uses two color blocks to re-create the design. The subtest is designed to measure the ability to analyze and synthesize abstract visual stimuli. It also involves nonverbal concept formation and reasoning, broad visual intelligence, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure ground in visual stimuli.

Visual Puzzles - Working with a specified time limit, Firstname viewed a completed puzzle and selected three response options that, when combined, reconstruct the puzzle. The subtest is designed to measure mental, non-motor construction ability, which requires visual and spatial reasoning, mental rotation, visual working memory, understanding part-whole relationships and the ability to analyze and synthesize abstract visual stimuli.

Visualization - Visualization includes two subtests: Spatial Relations and Block Rotation. Each subtest measures a different aspect of the narrow ability visualization, a component of visual processing (Gv). Spatial Relations requires the examinee to identify the two or three pieces that form a complete target shape. The item difficulty increases as the pieces that form the shape are flipped, rotated, and become more similar in appearance. The Block Rotation task requires the examinee to identify the two block patterns that match the target pattern.

**FLUID REASONING (Gf)**

Fluid Reasoning (Gf) measures Firstname's ability to detect the underlying conceptual relationship among visual objects and to use reasoning to identify and apply rules. Identification and application of conceptual relationships in the FRI requires inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. High FRI scores indicate a well developed ability to abstract conceptual information from visual details and to effectively apply that knowledge. Low FRI scores may occur for a number of reasons including difficulties identifying important visual information, difficulties linking visual information to abstract concepts, difficulties understanding and applying conceptual or quantitative concepts, or general low reasoning ability. The subtests that make up this index include Matrix Reasoning and Figure Weights. Firstname's nonverbal reasoning abilities standard score of 94 is in the average range and is above approximately xx% of his/her/their peers.

Matrix Reasoning - For Matrix Reasoning, Firstname viewed an incomplete matrix or series and selected the response option that completed the matrix or series. The task required him/her/their to use visual-spatial information to identify the underlying conceptual rule that links all the stimuli and then apply the underlying concept to select the correct response. The subtest is designed to measure fluid intelligence, broad visual intelligence, classification and spatial ability, knowledge of part-whole relationships, and simultaneous processing.

Figure Weights -Within a specified time limit, Firstname viewed a scale with missing weight(s) and selected the response option that keeps the scale balanced. This task required him/her/their to apply the quantitative concept of equality to understand the relationship among objects and apply the concepts of matching, addition, and/or multiplication to identify the correct response. The subtest measures quantitative fluid reasoning and induction.

Picture Concepts

For Picture Concepts (PC) Christopher was asked to view two or three rows of pictures and selects select one picture from each row to form a group with a common characteristic. This test measures age-appropriate numerical reasoning and applied computational ability.

WJ Cognitive IV - Analysis-Synthesis

Analysis-Synthesis Is a test of fluid reasoning (Gf). Specifically, the test primarily measures general sequential (deductive) reasoning. The test is a controlled learning task and is designed to measure the ability to reason and draw conclusions from given conditions. The test examinee is given instructions on how to perform an increasingly complex procedure. The task involves learning a miniature system of mathematics. The test also contains some of the features involved in using symbolic formulations in other fields, such as chemistry and logic.

**SHORT-TERM MEMORY (Gsm)**

Short-Term Memory (Gsm), or working memory, is the ability to sustain attention, concentrate, and exert mental control. Firstname's short term memory abilities standard score of 94 is in the average range and is above approximately 34% of his/her/their peers. Letter-Number Sequencing, Digit Span, and Picture Span are the subtests that make up this index. A weakness in mental control would make the processing of complex information more time-consuming, draining mental energies more quickly as compared to other children, and perhaps result in more frequent errors on a variety of learning tasks.

Digit Span - In Digit Span, Firstname was required to listen to a sequence of numbers and recall the numbers in the same order (forward task), reverse order (backward task) and ascending order (sequencing task). The shift from one Digit Span task to another required cognitive flexibility and mental alertness. All three tasks require registration of information, brief focused attention, auditory discrimination, and auditory rehearsal. Digit Span Forward measured the auditory rehearsal and temporary storage capacity in working memory. Digit Span backward involved working memory, transformation of information, mental manipulation, and may involve visual-spatial imaging.

Letter-Number Sequencing - This subtest required Laurie to listen to numbers and letters presented verbally, then recall or sequence them aloud. This index score measured the student’s ability to register, maintain, and manipulate verbally-presented information.

Picture Span - For Picture Span, Firstname viewed a stimulus page with one or more pictures of nameable objects for a specified time and then he/she selected the picture(s) (in sequential order if possible) from options on a response page. It measures visual working memory and working memory capacity.

**PROCESSING SPEED (Gs)**

Processing Speed Index (PSI) measures the ability of speed and accuracy of visual identification, decision making, and decision implementation. This index consists of the Coding and Symbol Search subtests. Firstname's ability in processing simple or routine visual material without making errors is in the low range when compared to same age/grade peers. He/She/They performed better than approximately 42% of his/her/their peers on the processing speed tasks (Processing Speed Standard Score 97).

She performed better on Symbol Search (Scaled Score = 10), which is more demanding of attention to detail and mental control, than on Coding (Scaled Score = 9), which is more demanding of fine-motor skills, short-term memory, and learning ability. Good speed of simple information processing may free cognitive resources for the processing of more complex information and ease new learning.

Coding - For Coding, Firstname worked within a specified time limit and used a key to copy symbols that correspond with simple geometric shapes or numbers. In addition to processing speed, the subtest measures short-term visual memory, procedural and incidental learning ability, psycho-motor speed, visual perception, visual-motor coordination, visual scanning ability, cognitive flexibility, attention, concentration and motivation.

Symbol Search - The Symbol Search subtest required Firstname to scan search groups and indicate whether target symbols are present, while working within a specified time limit. In addition to visual perceptual and decision-making speed, the subtest involves short-term visual memory, visual-motor coordination, inhibitory control, visual discrimination, psycho-motor speed, sustained attention, and concentration.

Cancellation

Cancellation is a supplemental subtest that require Christopher to scan a structured arrangement of colored shapes and mark the targets and avoid the distractors. This subtest is designed to measure processing speed, visual selective attention, vigilance, perceptual speed, and visuomotor ability.

or

In addition to the subtests in the PSI, Laurie was administered Cancellation (CA), another Processing Speed subtest, to gain a more comprehensive understanding of his/her/their processing speed ability. On this timed subtest she scanned arrangements of objects and marked target objects. His/Her/Their performance was typical compared to other children his/her/their age (CA = 8). Cancellation measures speed, scanning ability, and visual discrimination. Within Cancellation, Laurie worked more efficiently when faced with a structured, rather than unstructured, presentation format (CA Structured > CA Random; BR = 4.8%).

Children scan a two-page spread of relatively small colorful pictures. The pictures include animals and objects and the child's task is to identify all the appearances of the target animal. The illustration below shows a similar type of exercises where the child's role is to identify target letters amongst the clutter.

Cancellation - On this timed subtest Firstname was required scan arrangements. One arrangement was random, the other was ordered. Students scan a two-page spread of relatively small colorful pictures. The pictures include animals and objects and the child's task is to identify all the appearances of the target animal.

**LONG-TERM RETRIEVAL (Glr)**

Long-Term Retrieval (Glr) is the ability to store information and retrieve new or previously acquired information (e.g., concepts, ideas, items, names) from long-term memory. Firstname's long-term retrieval was measured with two tasks.

-Immediate Symbol Translation, requires the student to learn visual-verbal pairs and then translate the symbol strings into phrases or sentences. Firstname's performance on this task falls in the average range with a Standard Score of 99.

-Naming Speed Literacy test requires a student to name elements (e.g., size-color-object) as quickly as possible. It is particularly sensitive to reading and written expression skills. Firstname's score falls in the average range with a Standard Score of 92. She was also administered Naming Speed Quantity where the student is asked to name the quantity of squares in a series of boxes as quickly as possible Firstname's score falls in the average range with a Standard Score of 101.

-WJ Cog Story Recall- This subtest measures meaningful memory, a narrow ability of long-term retrieval, as well as some aspects of oral language development. The task requires the examinee to recall increasingly complex stories that are presented from an audio recording. After listening to a passage, the individual is asked to recall as many details of the story as he/she/they can remember. Firstname's performance on this task falls in the average range with a Standard Score of 84.

Based on these findings, the XBA program was used to assist in the determination of cohesive results. As such, Firstname's overall Glr (using the 2 subtests, Immediate Symbol Translation and Naming Speed Literacy) yields a Standard Score of 86, is ranked at the 18 percentile and falls in the below average range of ability when compared to his/her/their same age peers.

**PHONOLOGICAL AWARENESS (Ga)**

Phonological Awareness (Ga) measures an individual's awareness of the sound structure in a spoken word. This includes the ability to distinguish units of speech (i.e., syllables within words, individual phonemes within consonant clusters, onset-rime units within syllables and word-length units in compound words). Using the CTOPP-2, the composite score includes the subtests of Elision, Blending Words, and Phoneme Isolation. Elision measures the extent to which an individual can say a word, and then say what is left after dropping out designated sounds. For example, say shelf without the /sh/. Firstname's performance on this subtest falls in the average range of ability with a Scaled Score of 4. Blending Words measures an individual's ability to combine sounds to form words. Firstname's performance on this subtest indicated below average ability with a Scaled Score of 5. Lastly, on Phoneme Isolation Firstname was asked to isolate individual sounds within words. Firstname's performance on this subtest falls in the below average range of ability with a Scaled Score of 6. Firstname's overall Ga (based on all 3 subtest scores) yields a Standard Score of 68 and is ranked at the 2nd percentile. This score falls within the extremely below average range of ability when compared to his/her/their same age peers. A deficit in phonological memory impairs decoding of new words, as well as limits reading comprehension for more complex sentences, and difficulties with reading fluency (read with speed). Phonological awareness provides students with an important tool for understanding the link between written and spoken language.

**EXPLANATION OF g-VALUE**

It is important to note that in order to meet the condition for a specific learning disability, the student must display at least an average overall cognitive ability. To assist in this determination, the examiner utilized the XBASS Pattern of Strengths and Weaknesses Analyzer. The program assigns a value based on the student's cluster score for each of the seven cognitive domains. Students that are likely to display an average overall cognitive ability would have a G-value equal or greater than .60.

In Firstname's case, he/she received a g-Value of 0.69 which indicates that his/her/their overall cognitive ability IS likely to fall in the average range of functioning. The following were deemed sufficient and facilitated his/her/their cognitive composite: Gc (ss 114), Gf (ss 94), Gsm (ss 94), and Gs (ss 97).

Example from Dr. Cheramie

**DYSLEXIA**

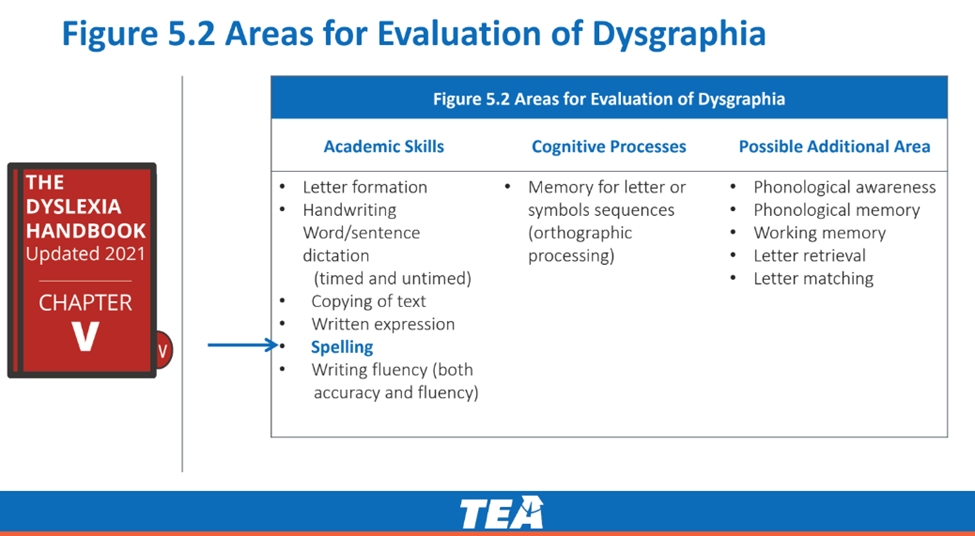
**THIS EXAMPLE IS HOW TO PRESENT AND CONCLUDE DYSLEXIA. THIS IS USUALLY DONE AFTER THE DETERMINATION OF LD IN BASIC READING. This student would be characterized as LD in Basic Reading with the condition of Dyslexia.**

Dyslexia

An analysis of \_\_\_\_\_’s test results/data was done and compared to the Texas Education Agency (TEA) criteria for dyslexia. Based on the TEA Dyslexia Handbook (2018 Update), there are several domains that must be assessed to determine if an individual meets the criteria for dyslexia. The domains and the various tests/data gathered in each of these areas are listed below:

* Letter knowledge (name and associated sound) – Measurement of this skill was obtained through a review of benchmark assessments from K-2nd grade. \_\_\_\_\_ knows all letters and associated sounds.
* Reading real and nonsense words in isolation (decoding) —WIAT-III: Word Reading=74, Pseudoword Decoding=82. Low to low average standard scores indicate significant difficulties in word decoding (Basic Reading=79).
* Reading Fluency – WIAT-III Oral Reading Fluency: Rate (80) and Accuracy (71); ORF=73. This is further assessed through curriculum-based measurement noting 65 cwpm which is well below grade expectations (115 at ending 4th grade). Prosody of oral reading is choppy/not smooth, inflection is not present, and \_\_\_ sounds out individual letters for most words prior to saying the whole word.
* Reading Comprehension – WIAT-III Reading Comprehension=99.
* Written Spelling—WIAT-III: Spelling=69.
* Phonological awareness—CTOPP Phonological Awareness cluster=84 and all subtests were low average: Elision=6, Blending Words=7 and Phone Isolation=5. This area includes segmenting, blending, and manipulating sounds in words. A deficit in phonological awareness is viewed as the hallmark of reading disability or dyslexia.
* Rapid naming—CTOPP: Rapid Symbolic Naming=98. \_\_\_\_\_’s ability to rapidly name familiar stimuli such as letters and numbers is average.

\_\_\_\_\_ demonstrates the primary academic skill characteristics of dyslexia: Difficulty reading words in isolation; Difficulty accurately decoding unfamiliar words; Difficulty with oral reading (slow, inaccurate, or labored); and Difficulty spelling. He/she/they displays a weakness in phonological awareness which is presumed to be the causative or underlying factor in the reading deficit. This pattern does exist within a cognitive profile indicative of adequate intelligence (WISC-V FSIQ=97); thus, the pattern is unexpected. Therefore \_\_\_\_\_\_ meets the TEA criteria for the condition of dyslexia.



LINK - DYSGRAPH, DYSCALC

[Dyslexia, Dysgraphia, and Dyscalculia in the Individualized Education Program (texas.gov)](https://tea.texas.gov/sites/default/files/Dyslexia%20in%20the%20IEP%206.3_accessible%208.1.pdf)

