## **Educational/Developmental Performance**

**Educational/Development History and Information**

**Classroom Observation**

Chase was observed during his second period Math class. The students were working on the morning warm-up assignment that was displayed on the overhead projector. Chase sat quietly and worked independently on his assignment. she sat in the back of the class and followed all of the teacher's directives. Once the assignment was complete, she submitted his answer on Schoology.

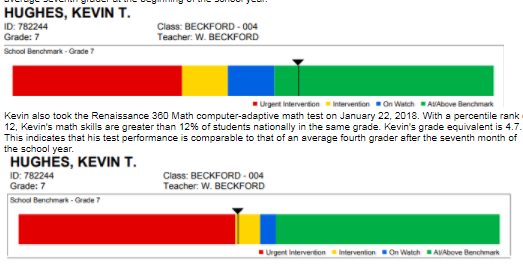
**Criterion/Curriculum-Based Data**

Chase was successful on both the Reading and Writing STAAR test for the 2016/17 school year. she did not pass the Math STAAR. Chase scored 1611 in Reading, 3588 in Writing and 1372 in Math.

Chase took the Renaissance 360 Reading computer-adaptive reading test on xx/xx/xxxx. The Percentile Rank score compares Chase’s test performance with that of other students nationally in the same grade. With a PR of xx, he/she reads at a level greater than xx% of other students nationally in the same grade. Instructional Reading Level (IRL) is the grade level at which Chase is at least 80% proficient at recognizing words and comprehending reading material. Chase achieved an IRL score of x.x. This means that she is at least 80% proficient at reading approaching xxth grade words and books. Chase’s grade equivalent is x.x. This indicates that his test performance is comparable to that of an average xxxth grader at the beginning of the school year.

Chase also took the Renaissance 360 computer-adaptive Math test on xx. With a percentile rank of xx, Chase’s Math skills are greater than xx% of students nationally in the same grade. Chase’s grade equivalent is xx. This indicates that his test performance is comparable to that of an average xx th grader after the xx month of the school year.

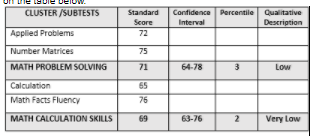
REN 360 CHARTS GO HERE

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Summary of Educational/Developmental Performance

The Woodcock-Johnson IV Tests of Achievement (WJ-IV) contains subtests measuring multiple curricular areas. Specific combinations or groupings of these tests form cluster scores for interpretive purposes. Cluster interpretation results in higher validity because more than one component of a broad ability comprises the score that serves as the basis for interpretation. The Standard Scores are based on a mean of 100 and a standard deviation of 15. Standard Scores falling within the 90-110 point range are considered average performance. The results obtained are presented on the table below.

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Standard Score interpretation:

<70 = Very Low

70 – 79 = Low

80 – 89 = Low Average

90-110 = Average Range

111-120 = High Average Range

121-130 = Superior Range

>130 = Very Superior Range

The following cluster tests were administered to obtain levels of achievement:

Math Calculation Skills is a combined measure of math computational skills and the ability to do simple math calculations quickly. Math Calculation Skills cluster includes the Calculation (ss - 65) and Math Facts Fluency (ss- 76) subtests. Chase received a standard score of 69 in this area. she scored within the very low range and performed better than 2 percent of his age peers. Chase was able to solve addition problems with regrouping and basic multiplication facts. she attempt division but was not successful. she did not attempt subtraction with regrouping or multiplying 2 digit numbers.

Math Problem Solving provides a measure of mathematical knowledge and reasoning and fluid reasoning abilities. It is an aggregate measure of problem solving, analysis, and reasoning. This cluster is a combination of Applied Problems (ss - 72) and Number Matrices (ss - 75). Chase received a standard score of 71 in this area. she scored within the low range and performed better than 3 percent of his age peers. Chase solved problems slowly and demonstrated less automaticity with the latter items.

Subtest Description:

Calculation is a set of math achievement measuring the ability to perform mathematical computations, a quantitative knowledge (Gq) ability. The initial items in Calculations require the individual to write single numbers. The remaining items require the person to perform addition and subtraction. Because the calculations are presented in a traditional problem format in the Response Booklet, the person is not required to make any decisions about what operations to use or what data to include.

Math Facts Fluency measures speed of computation or the ability to solve simple addition, subtraction, and multiplication facts quickly, requiring both quantitative knowledge (Gq) and cognitive processing speed (Gs) abilities. The person is presented with a series of simple arithmetic problems in the Response Booklet. This test has a 3-minute time limit.

Applied Problems requires the person to analyze and solve math problems, a quantitative knowledge (Gq) ability. To solve the problems, the person must listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations. Because many of the problems include extraneous information, the individual must decide not only the appropriate mathematical operations to use but also which numbers to include in the calculation. Item difficulty increases with more complex calculations.

Number Matrices is a measure of quantitative reasoning, requiring both quantitative knowledge (Gq) and fluid reasoning (Gf) abilities. A matrix is presented and the individual must identify the missing number.

Although the test is not timed, there is a general guideline of either 30 seconds or 1 minute per problem.

Site to help with Basic Reading

[Speech-Sound-Development-Chart.pdf (readingrockets.org)](https://www.readingrockets.org/sites/default/files/Speech-Sound-Development-Chart.pdf)

[Phonics: In Practice | Reading Rockets](https://www.readingrockets.org/teaching/reading101-course/modules/phonics/phonics-practice)

[Word Walls | Classroom Strategies | Reading Rockets](https://www.readingrockets.org/strategies/word_walls)

[Dolch Sight Words List | Sight Words: Teach Your Child to Read](https://sightwords.com/sight-words/dolch/)

Basic Reading Skills is an aggregate measure of sight vocabulary, phonics, and structural analysis that provides a measure of basic reading skills. This cluster is a combination of of Letter-Word Identification (ss - 91) and Word Attack (ss - 81). Isaiah received a cluster standard score of 87 in this area. she scored within the low average range. Isaiah was able to read 2nd Grade sight words. she began struggling with multi-syllabic words. On word attack she struggled with reading phonemes.

Subtest Description:

Letter-Word Identification measures the examinee's word identification skills, a reading-writing (Grw) ability. The initial items require the individual to identify letters that appear in large type on the examinee's side of the Test Book. The remaining items require the person to read aloud individual words correctly. The examinee is not required to know the meaning of any word. The items become increasingly more difficult as the selected words appear less frequently in written English.

Word Attack measures a person's ability to apply phonic and structural analysis skills to the pronunciation of unfamiliar printed words, a reading-writing (Grw) ability. The initial items require the individual to produce the sounds for single letters. The remaining items require the person to read aloud letter combinations that are phonically consistent or are regular patterns in English orthography but are nonsense or low-frequency words. The items become more difficult as the complexity of the nonsense words increases.

The Written Expression cluster is an aggregate measure of meaningful written expression and fluency providing a measure of written expression skills. This cluster is a combination of the Sentence Writing Fluency and Writing Samples subtests. Tiana obtained scores on the individual subtests, which make up the aforementioned written language clusters include: Writing Fluency (ss - 97), and Writing Samples (ss - 114) subtests. A review of Tiana's written work revealed many spelling mistakes, omissions of less meaningful words (i.e.; the), and difficulties applying capitalization and punctuation.

Subtest Description:

Sentence Writing Fluency measures an individual's skill in formulating and writing simple sentences quickly, requiring both reading-writing (Grw) and cognitive processing speed (Gs) abilities. Each sentence must relate to a given stimulus picture in the Response Booklet and must include a given set of three words. The words gradually require the formulation of more complex structures.

Writing samples measures the examinee's skill in writing responses to a variety of demands, a reading-writing (Grw) ability. The person must write sentences that are evaluated for their quality of expression. Item difficulty increases by increasing the passage length, the level of vocabulary, and the sophistication of the content. The individual is not penalized for errors in basic writing skills, such as spelling or punctuation.