WJ IV ACH

Achievement testing was conducted using the Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ IV ACH) on 11/3/2016. The standard scores are based on a distribution of 100 and a standard deviation of 15. Standard scores falling within the 85-115 point range are considered within normal limits (fall within an average range).

Classification of Standard Score (SS) Ranges:

130 and above: Extremely Above Average

120 to 129: Well Above Average

110 to 119: Above Average

90 to 109: Average

80 to 89: Below Average

70 to 79: Low

70 and below: Very Low

The results obtained are presented in the table below:

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| --- | --- | --- | --- | --- |
| **Woodcock Johnson Tests of Achievement, 4th Edition** | | | | |
| **Academic Skills Battery** | **Standard Score** | **Percentile**  **Rank** | **RPI** | **Description** |
| Letter Word Identification | 95 | 38 | 79/90 | Average |
| Word Attack | 100 | 49 | 90/90 | Average |
| ***Basic Reading Skills*** | **97** | **42** | **85/90** | **Average** |
| Passage Comprehension | 78 | 7 | 35/90 | Low |
| Reading Recall | 87 | 19 | 73/90 | Below Average |
| ***Reading Comprehension*** | **80** | **9** | **55/90** | **Below Average** |
| Oral Reading | 82 | 11 | 45/90 | Below Average |
| Sentence Reading Fluency | 74 | 4 | 1/90 | Low |
| ***Reading Fluency*** | **74** | **4** | **6/90** | **Low** |
| Calculation | 72 | 3 | 12/90 | Low |
| Math Facts Fluency | 55 | 0.1 | 0/90 | Very Low |
| ***Math Calculation*** | **60** | **0.4** | **2/90** | **Very Low** |
| Applied Problems | 76 | 6 | 28/90 | Low |
| Number Matrices | 82 | 11 | 45/90 | Below Average |
| ***Math Problem Solving*** | **77** | **7** | **36/90** | **Low** |
| Spelling | 91 | 28 | 70/90 | Average |
| Writing Samples | 97 | 43 | 86/90 | Average |
| ***Written Language*** | **94** | **34** | **79/90** | **Average** |

BASIC READING SKILLS

The Basic Reading Skills cluster is a combination of Letter-Word Identification and Word Attack tests and is an aggregate measure of sight vocabulary, phonics, and structural analysis that provides a measure of basic reading skills. Overall, STUDENT performed within the Average range on this cluster (SS=97). On these tasks, STUDENT was presented with lists of real words and nonsense words. Observations and results indicate that she was able to apply phoneme-grapheme relationships to sound out more difficult and unfamiliar words. She identified initial items rapidly and accurately. She attempted to utilize phoneme-grapheme relationships to sound out more difficult words/items. STUDENT performed in the Average range on both tests. Results suggest that she should find on-grade level basic reading tasks to be manageable.

READING COMPREHENSION

The Reading Comprehension cluster is a combination of the Passage Comprehension and Reading Recall tests. The Passage Comprehension test measures the ability to use syntactic and semantic clues to identify a missing word in text. STUDENT was required to read a short passage and identify a key missing word that makes sense in the context of the passage. Jordan performed within the Low range on this test. On the Reading Recall test, STUDENT read a short story and was then required to recall as many details as she could without being able to look back at the passage. She performed in the Below Average range on this measure. Her overall score of 80 falls in the Below Average range. These results suggest that STUDENT will likely find on-grade level reading comprehension tasks to be difficult.

READING FLUENCY

The Reading Fluency cluster is a combination of the Oral Reading and Sentence Reading Fluency tests and is a measure of several aspects of reading fluency, including prosody, automaticity, and accuracy. Overall, STUDENT performed within the Low range on this cluster (SS=74). On the Oral Reading test, STUDENT read aloud sentences that gradually increased in difficulty, and performance was scored for both accuracy and fluency of expression. This test is a measure of story reading accuracy and prosody. STUDENT performed in the Below Average range on this test. She demonstrated errors in the form of mispronunciation, omission, insertion, substitution, hesitation, and repetition. On the Sentence Reading Fluency test, STUDENT read simple sentences silently and quickly and decided if the statement was true or false. The level of difficulty of the sentences gradually increased to a moderate level, and STUDENT completed as many items as possible within a 3-minute time limitation. This is a test of reading rate. STUDENT completed 26 total items, but got 1 item incorrect. STUDENT performed within the Low range on this test. These results suggest that STUDENT will likely find on-grade level reading fluency tasks to be difficult.

MATH CALCULATION

The Math Calculation cluster is comprised of the Calculation and Math Facts Fluency tests. Overall, STUDENT performed in the Very Low range on this cluster. The Calculation test is a measure of basic mathematical computation skills. It requires the student to perform addition, subtraction, multiplication, division, and combinations of these basic operations, as well as algebraic and geometric operations. STUDENT performed in the Low range on this test. She was able to complete single digit addition and subtraction. She completed addition of a two digit number by a one digit number that did not involve regrouping. On a task subtracting two-digit numbers without regrouping, STUDENT utilized a tally mark strategy; however, she was unsuccessful in her attempt. She was incorrect on a task adding three 2-digit numbers and on a task multiplying single digit numbers. On that task, she set up the problem correctly by writing out the correct number of groupings; however, she then made an error in her adding. She correctly completed 2 other single digit multiplication tasks, one involving a zero. STUDENT reported that she was not able to complete any further items, including multiplication with a 2-digit number, adding three multi-digit numbers, or division. On the Math Facts Fluency test, STUDENT was presented with simple single digit addition, subtraction, and multiplication problems. She was required to complete as many as possible within a 3-minute time frame. This task also required her to pay attention to the mathematical sign as it alternated between items. STUDENT performed in the Very Low range on this task. It should be noted that STUDENT was observed to shut down during this task. Halfway through, she closed her eyes and put her head down. She required prompting to focus and continue the task. STUDENT’s behavior indicates that she was struggling with the task and was making attempts to avoid continued work. Therefore, her results on this measure may be an underestimation of her true ability. STUDENT completed 22 items in the time frame; however, she got 6 of them wrong. STUDENT’s errors involved making errors of not watching the sign (e.g., adding instead of subtracting). She also demonstrated some poor understanding and confusion of some basic math concepts. STUDENT responded with “0” for any addition or subtraction item involving a zero, even though that only applies to multiplication. Overall, STUDENT performed within the Very Low range. This suggests that she will likely find on-grade level math calculations to be difficult.

MATH PROBLEM SOLVING

The Math Problem Solving cluster is a combination of Applied Problems and Number Matrices tests and provides an aggregate measure of problem solving, analysis, and reasoning. Overall, STUDENT performed within the Very Low range on this cluster (SS=77). On the Applied Problems test, STUDENT was presented with pictures or words, and listened to a word problem. She then had to recognize the procedure to be followed and perform relatively simple calculations. This is a measure of STUDENT’s ability to analyze and solve math problems. She performed in the Low range on this test. STUDENT was able to identify time on analog clocks to the hour and complete simple addition and subtraction word problems. STUDENT did not accurately count change, she could not determine change for a purchase, had difficulty determining the important information from distracting information, and she added on several problems when she needed to subtract. On the Number Matrices test, a matrix was presented to STUDENT, and she had to identify the missing number(s). This is a measure of quantitative reasoning. STUDENT performed within the Below Average range on this test. Results indicate that STUDENT will likely find on-grade level math problem solving tasks to be difficult.

WRITTEN LANGUAGE

The Written Expression cluster is a combination of the Spelling and Writing Samples tests and is an aggregate measure of meaningful expression and spelling. Overall, STUDENT performed in the Average range on this cluster (SS=94). On the Spelling Test, STUDENT was required to spell words of increasing difficulty that are presented orally. She performed in the Average range on this test. She was able to spell words including the following: saw, once, cooked, dinner, walked, fight, juice, vacation, electric, and subscription. She spelled Because as “becuase,” Laugh as “laghf,” Already as “aredy,” Comb as “com,” Important as “emportant,” Manager as “manger,” Clothes as “close,” Sword as “swerd,” Calorie as “calery,” League as “leig,” and Skiing as “sceing.” STUDENT was observed to try and sound out the unknown words phonetically as she wrote. Although she spelled many items incorrectly, attempts to accurately apply phoneme-grapheme relationships are present. On the Writing Samples test, STUDENT wrote sentences that were evaluated for their quality of expression. The difficulty of the items increased by increasing passage length, level of vocabulary, and the sophistication of the content. This is a measure of STUDENT’s skill in writing responses to a variety of demands. STUDENT performed within the Average range on this test. STUDENT did misspell some items in her sentences; however, she was not counted off for spelling on this test. She generally wrote simple sentences without a lot of detail (e.g., The mama bird is feeding her babys; The girl is swinging, and The dog is lucking water off the floor). She did demonstrate some difficulty with sentence structure and use of punctuation within complex sentences. Overall, results suggest that STUDENT should find on-grade level written expression tasks to be manageable.