Intellectual and Educational Assessment Report

Name: Sadhvi Kolan   **Gender: Female**

Date of Testing: 5ᵗʰ June 2024   **Class: 6th**

Date of Birth: 1ˢᵗ April 2013   **Informant: Parents**

Sadhvi Kolan, 11 years 2 months old male child was referred by school for intellectual and educational assessment. She is studying 6ᵗʰ standard, in Glendale Academy International School. This assessment was done with the purpose of evaluating her current level and to develop effective intervention program for the child.

Background Data and Observations

Sadhvi's prenatal and postnatal history indicates that her mother conceived spontaneously. During the pregnancy, the mother experienced frequent vomiting. Sadhvi was delivered at full term via an elective caesarean section. Her birth cry and birth weight were normal. After birth, Sadhvi received phototherapy for 5 to 6 days due to neonatal jaundice.

According to her mother, Sadhvi is facing issues with reading and spelling, and she also has anger issues.

Tests Administered

In order to assess her Intellectual performance following test was administered;

- **Malin's Intelligence Scale for Indian Children (MISIC)**

- **Educational Assessment**

    1. Sattler's Informal Writing Assessment
    2. Schonell's Reading test
    3. Schonell's Spelling Test
   4. NIMHANS SLD index- Arithmetic test

Test Findings

I. Intellectual Assessment

On MISIC, her verbal quotient is 94.2 which suggests average level on verbal scale.

Verbal Tests	Verbal Quotient
Information	100
Comprehension	104
Arithmetic	85
Similarities	89
Digit Span	93

(The Average level of intelligence for the reference of above table is 90 - 109; Borderline level of impairment is 70-79; Low average level of Intelligence is 80-89; High average level of intelligence is 110- 119;superior level of intelligence is 120-129; superior level of intelligence is above 130).

Verbal Intelligence Profile on MISIC

Information	Comprehension	Arithmetic	Similarities	Digit Span
100	104	85	89	93
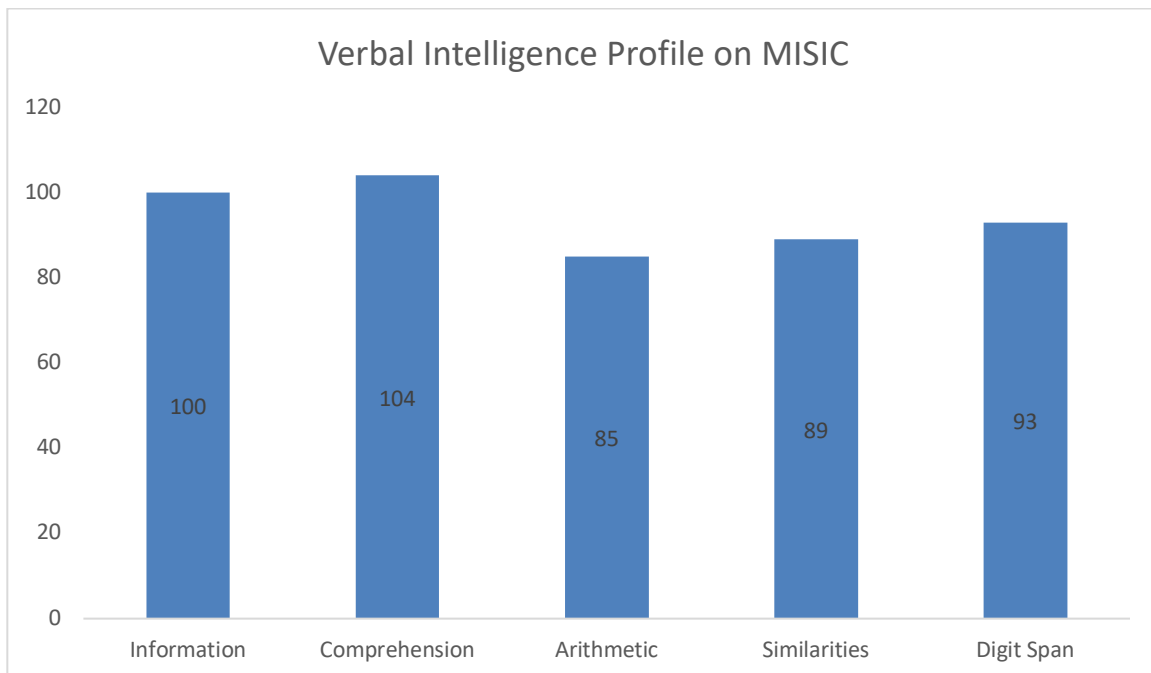
Information - fund of general knowledge; long-term memory; recall

The Information subtest reflects two factors in the child's development of language and knowledge: 1) The richness of the child's verbal environment during her development is reflected in the fund of knowledge. 2) The ability to store that knowledge in long-term memory, recall it, and verbally express it is an individual ability that is measured by the Information subtest. **On this subtest Sadhvi has scored Average level of Performance.**

Comprehension - Understanding social rules and ethics; common sense and judgement

The Comprehension subtest is based on social comprehension, a skill that is deficient in many LD and ADHD children. The social understanding that underlies the Comprehension subtest is greatly influenced by environment. Ethical judgment may be lacking for a variety of reasons - intellectual, environmental, and emotional. For children with significantly weak comprehension subtest scores, direct instruction in social skills may be required. **On this subtest Sadhvi has scored Average level of Performance.**

Arithmetic - Numerical reasoning; attention and concentration

The numerical tasks of the Arithmetic subtest are worked out "in the child's head". She must have the ability to attend to the verbally presented problem and concentrate on working out the answer in her short-term memory. The Arithmetic subtest requires a level of freedom from distractibility that is considered a factor in overall intelligence. Performance on Arithmetic also requires a mastery of the mathematical operations required by each item, and therefore reveals information on the child's achievement in arithmetic learning. **On this subtest Sadhvi has scored Low Average Level of performance.**

**Similarities - Verbal categories and concepts; abstract verbal reasoning**

In order to store language and information in long-term memory, humans use a process of categorization and conceptualization that develops from the concrete to the abstract. The Similarities subtest captures the child's ability to mentally process verbal information, categorizing and conceptualizing information in the long-term memory store. Over the course of the child's development, their conceptual skills progress from concrete to abstract reasoning, a process that is reflected in the Similarities subtest. **On this subtest Sadhvi has scored Low Average Level of Performance.**

Digit Span: for digit span forwards, the child repeats numbers in the same order as presented aloud by the examiner. For digit span backward, the child repeats the numbers in reverse order of that presented by the examiner. It is included in an assessment of the factor known as Freedom from Distractibility. An examiner may use the Digit Span subtest to suggest a possible ADD/ADHD diagnosis, particularly if it correlates with the other Freedom from Distractibility subtests - Arithmetic and Coding. High Digit Span scores suggest a superior ability to concentrate and memorize orally presented information. **On this subtest Sadhvi has scored Low Average level of Performance.**

Her performance quotient on the same test is 96.6 which shows average range of intelligence on performance scale.

Performance Tests	Performance Quotient
Picture Completion	81
Block Design	111
Object Assembly	90
Coding	106
Mazes	95

(The Borderline level of impairment for the reference of the above table is 70-79; Average level of intelligence is 90-109; Extremely low (level of impairment) is 60 and below; Low average level of intelligence is 80-89; High average level of intelligence is 110-119)

Performance intelligence profile on MISIC

Subtest	Score
Picture Completion	81
Block Design	111
Object Assembly	90
Coding	106
Mazes	95
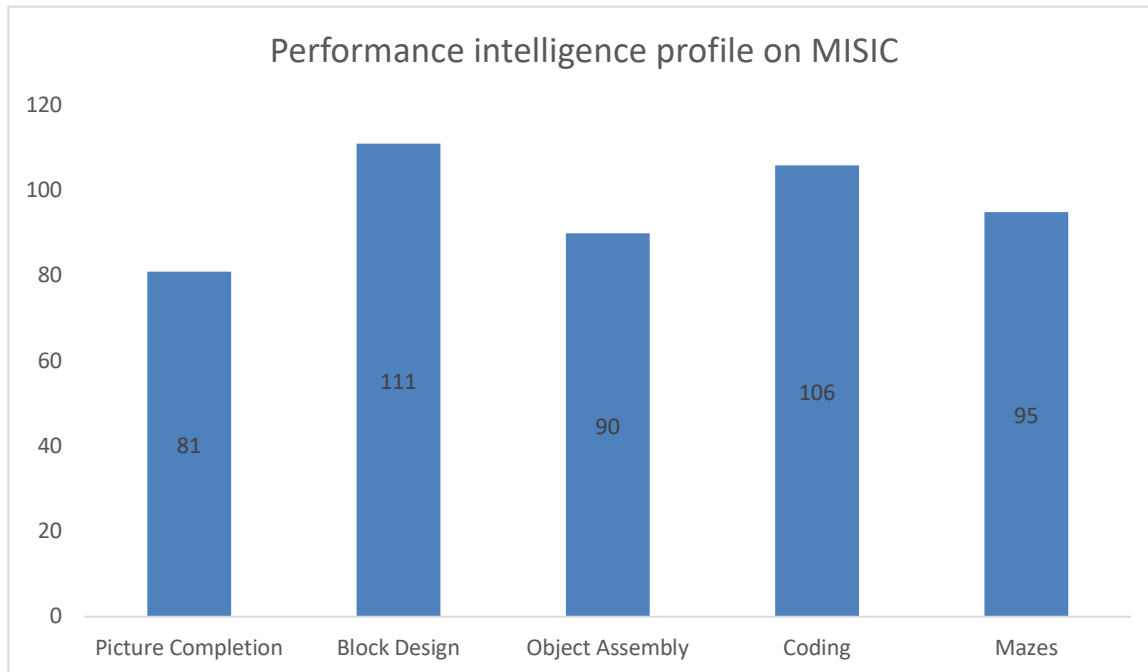
Picture Completion - Visual discrimination; attention to visual detail

The skill reflected by the Picture Completion subtest is not visual acuity; it is visual discrimination. The child must look at the visual whole presented and analyze its parts to identify what is missing. A relatively simple task, poor performance in an LD child may be related to visual-perceptual difficulties or environmental awareness. **On this subtest Sadhvi has scored Low Average level of Performance.**

Block Design - Abstract visual-perceptual ability; spatial and nonverbal problem-solving

A pure test of perceptual intelligence, Block Design is the only perceptual subtest that factors heavily with overall intelligence. Block Design will give you a good clue to innate intellectual potential. However, Block Design is a visual-motor task and poor performance may be developmental or related to a motor deficiency. **On this subtest Sadhvi has scored Above Average level of performance.**

Object Assembly - Visual analysis and construction of a whole from its parts

The Object Assembly subtest score reflects the visual-motor skills of puzzle construction. The child must its parts within time constraints. **On this subtest Sadhvi has scored Average level of Performance.**

Coding - Visual motor coordination; speed; concentration

This is an interesting performance subtest that measures visual motor skill. Coding gives clues to basic deficiencies in visual motor performance needed for writing. Good short-term memory improves performance on coding. It also factors with freedom from distractibility and the ability to concentrate to accomplish a visual motor task within time constraints. **On this subtest Sadhvi has scored Average level of Performance.**

Mazes- Mental Planning Skills

Mazes show the ability of mental planning, insight and attention to instructions of the child. It is a good measure of visuo-motor coordination with accuracy and speed. **On this subtest Sadhvi has scored Average level of performance.**

Overall Sadhvi Kolan full scale Intelligence quotient is 95.5 which is **average level of intelligence**. However, her Performance abilities are better compared to her Verbal abilities. Her performance quotient is 2,4 points below than her verbal quotient. Which means specific learning disability. She struggled with numerical reasoning skill, Long term memory, Conceptual skills, Visual motor skills and Visual perceptual skills.

MISIC profile score

	Verbal scale	Performance scale	Full IQ
Score	94.2	96.6	95.4
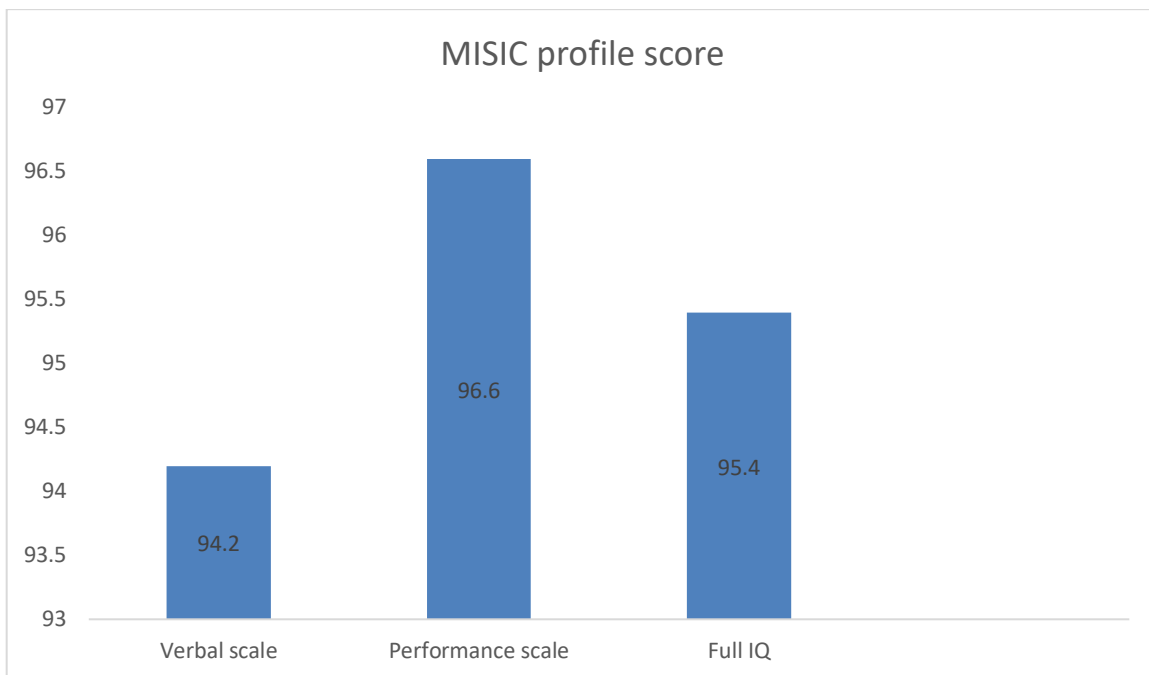
- <u>Sattler's Informal Writing Assessment Tool</u>

Following rating is based on a writing sample taken from the child during testing time on an un-ruled paper.

Area	1	2	3	4	5
Spacing on the page		X			
Spacing of the sentences		X			
Spacing of words		X			
Spacing of letters		X			
Slant		X			
Letter Formation		X			
Pressure on paper		X			
Pencil Grip		X			

(Penmanship 1-It's illegible, 5- Beautiful)

- **Schonell's Graded Word reading Test**

   On Schonell's Reading test, her reading age was found to be 9 years 4 months. This score is 1 year 8 months below than her chronological age (11 years 2 months). **This discrepancy shows Mild level of difficulty in reading skills.**

- **Schonell's Spelling Test-B**

   On Schonell's spelling test her Spelling age was calculated is 8 years 2months. This score is 3 years below than her chronological age (11 years months). **This discrepancy shows Moderate to severe level of difficulty in spelling skills.**
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NIMHANS SLD Index- Arithmetic test

This test is used for evaluating basic math skills of a school going child. In this simple math sums are given to check basic addition, subtraction, multiplication and division. Then the test provided graded level of all four math operations. At the end child shall attempt fractions and all operations of fractions. **Sadhvi has difficulty with all four math Fraction operations.**

Summary

From the test results, interview and observation it can be concluded that **is K.Sri Sai Thanusree** having average level of intellectual functioning. It is observable from the profile of the test that she might have difficulty in the areas of reading, spelling and mathematics. The profile and the observation data match with profile of **Average level of intelligence** **with Severe level of Specific learning Disability (SLD)-Mixed Type.**

Recommendations

From the assessments it is recommended Sadhvi Kolan could benefit from

- Parental counseling regarding the understanding of child's diagnosis and results of the tests. It will help the parents to accept the child and help her in a more appropriate way.

- Training to improve her long-term memory, numerical reasoning skill, working memory, visual analysis, speed, and Conceptual skills.

- Academic planning based on assessment results. Reading, Spelling and Math is the major concern.

- Individual counseling to help her to cope up with academic and other stressful situations.

- Remedial training to improve her Reading, Spelling and Math.

- An orientation to the teachers and discussion to make decision on kind of accommodations in classroom and evaluation in order to show her best potential.

- Constant feedback shall be given to the remedial therapist (school based or after school based) about child's performance so that she can be monitored appropriately.
- For her regular schooling following accommodations should be provided;
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  A. She should be given permission to drop Math or to study basic math as she faces difficulty in it and let her choose another subject.
  B. Her spelling mistakes should be ignored while evaluating her written performance.
  C. She should be given extra time to attempt her exams.
  D. She should be given copy of notes.

Thank you so much for providing support to **Sadhvi Kolan.** Please do the needful to enable the child to show her best potential.

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