Arlington Public Schools
Education That Empowers

# Psychoeducational Evaluation

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|---|---|---|---|
| Name: | Charlotte McWhorter | School: | Brackett Elementary School |
| Date of Birth: | 12/21/2016 | Current Grade: | 2nd |
| Age at Testing: | 7 years, 8 months | Examiner: | Lauren Mahoney |
| Evaluation Date: | 8/21/2024 | Language(s): | English |

**REFERRAL INFORMATION**

Charlotte was referred for this initial evaluation by her parents due to concerns regarding her reading development given the family history of dyslexia and her performance on progress monitoring measures highlighting reduced letter fluency. Charlotte has received reading intervention throughout first grade. Parents have also reported challenges with attention regulation and sensory integration amid a family history of ADHD. This evaluation aims to identify any applicable disability categories within the MA special education frameworks, assist the TEAM in considering Charlotte's eligibility for special education services, and support her school based TEAM in making appropriate educational decisions.

**ASSESSMENT PROCEDURES**

Behavior Assessment Scale for Children, Third Edition (BASC-3)
Behavior Rating Inventory of Executive Function, Second Edition (BRIEF-2)
California Verbal Learning Test, Children's Version (CVLT-C)
Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
Gray Oral Reading Test, Fifth Edition (GORT-4)
Kaufman Test of Educational Achievement, Third Edition (KTEA-3)
Test of Word Reading Efficiency, Second Edition (TOWRE-2)
Wechsler Individual Achievement Scale, Fourth Edition (WIAT-4)
Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)

**ASSESSMENT FINDINGS**

**Background Information**

Background information was compiled through a review of records – including school records and transcripts. Relevant background information regarding current concerns and academic progress is presented here. For a more extensive developmental and educational history, the reader is encouraged to refer to Charlotte's educational record.

Charlotte is a bright and imaginative 7-year-old currently enrolled in the second grade at the Brackett Elementary School in Arlington, MA. She has a strong creative streak and enjoys building projects, particularly when collaborating with others. Charlotte deeply values her close relationships with friends and family and demonstrates kindness, inclusivity, and encouragement toward her peers. She is motivated to do well in school and strives to achieve her best. Her first-grade teacher, Emily Macrae, reported that she displayed excellent self-regulation in emotional, behavioral, and organizational areas, with no significant concerns regarding anxiety or attention within the context of her classroom. Additionally,

Charlotte possesses effective coping strategies that help her manage any moments of overwhelm when they do occur.

During her kindergarten year, Charlotte's performance on the RAN/RAS speeded naming assessments placed her in the 25th percentile, which is within the average range. However, by Fall 2023, DIBELS progress monitoring measures indicated a need for reading intervention, with particular difficulty regarding reduced letter naming facility. Charlotte worked closely with a reading specialist several times per week and demonstrated steady progress in reading, although her overall growth was considered below average for the academic year. Given her performance and a family history of dyslexia, Charlotte was referred for a comprehensive evaluation for special education by her parents.

**Growth Outcomes**

| Grade 1<br>**Last Name,** First Name | MOY Composite | EOY Composite | Composite Growth | Skill | Benchmark Scores | | Growth | | Goal | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | MOY | EOY | Needed | Achieved | Set | Met |
| **McWhorter,** Charlotte | 388<br>Below | 450<br>Benchmark | +62<br>Below Average | **Letter Names**<br>LNF | 51<br>Below | 50<br>Well Below | +8<br>Average | -1<br>Well Below Average | 59<br>Benchmark | ⊘<br>No |
| | | | | **Phonemic Awareness**<br>PSF | 59<br>Above | 65<br>Above | -1<br>Average | +6<br>Above Average | 58<br>Benchmark | ✓<br>Yes |
| | | | | **Letter Sounds**<br>NWF-CLS | 54<br>Benchmark | 63<br>Benchmark | +16<br>Average | +9<br>Below Average | 70<br>Benchmark | ⊘<br>No |
| | | | | **Decoding**<br>NWF-WRC | 17<br>Benchmark | 21<br>Benchmark | +6<br>Average | +4<br>Below Average | 23<br>Benchmark | ⊘<br>No |
| | | | | **Word Reading**<br>WRF | 17<br>Benchmark | 24<br>Below | +9<br>Average | +7<br>Below Average | 26<br>Benchmark | ⊘<br>No |
| | | | | **Reading Accuracy**<br>ORF-Accu | 71%<br>Below | 95%<br>Benchmark | +20<br>Average | +24<br>Above Average | 91<br>Benchmark | ✓<br>Yes |
| | | | | **Reading Fluency**<br>ORF | 17<br>Below | 52<br>Benchmark | +29<br>Average | +35<br>Average | 46<br>Benchmark | ✓<br>Yes |

Upon her return to school in the Fall of 2024, there was evidence of some regression in her reading skills, although MAZE comprehension progress monitoring data was not yet available at the time of this report.

**Beginning of Year**

| Grade 2<br>**Last Name,** First Name | Composite<br>Goal 329 | NWF-CLS<br>Goal 50 | NWF-WRC<br>Goal 15 | WRF<br>Goal 26 | ORF-Accu<br>Goal 92% | ORF<br>Goal 49 | Maze<br>Goal 5 | VOCAB<br>Goal 22 | SPELL<br>Goal 42 | RAN<br>Goal 48 |
|---|---|---|---|---|---|---|---|---|---|---|
| | Letter Sounds | Decoding | Word Reading | Reading Accuracy | Reading Fluency | Basic Comprehension | Vocabulary | Spelling | Phonological Processing | |
| **McWhorter,** Charlotte | — | 46<br>Below | 14<br>Below | 20<br>Below | 95%<br>Benchmark | 41<br>Below | —<br>— | — | — | — |

At home, Charlotte's parents have expressed concerns regarding her anxiety, attention, and sensory sensitivities. They noted that she has a limited diet and often feels overwhelmed by the smells and

presence of certain foods. Her parents are particularly worried about her sensory integration and anxiety, which sometimes make it difficult for her to navigate peer interactions and unfamiliar situations. In response to these concerns, Charlotte has been participating in a weekly group with the school-based social worker since kindergarten, with a focus on managing her anxiety.

Charlotte lives with her parents and older brother, James, who attends the Carroll School in Waltham, MA, within the Arlington Public School District. During a clinical interview, Charlotte shared that she enjoys playing with Legos, drawing, and spending time with friends. She expressed contentment with her current social circle, noting that while she has enough friends, she is open to making new ones this year. Charlotte reflected positively on her first-grade experience and is looking forward to the upcoming year in second grade. When asked about her future aspirations or what she would like to be good at by fifth grade, Charlotte struggled to identify specific goals or interests, even when provided with prompts and choices. This is not uncommon among lower elementary school students.

**Behavioral Observations in Testing**
Testing took place in a single session during summer hours. Charlotte was pleasant, hard-working, and demonstrated a strong willingness to engage with the tasks presented to her. She presented with great stamina although required a significant amount of processing time in order to complete all tasks that were administered to her. Charlotte's performance in testing is likely representative of her current functioning.

**Test Results and Analysis**
Cognitive Assessment
*Overall Cognitive Functioning*
Charlotte's general cognitive abilities were assessed through the use of the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V). The WISC-V is a standardized, norm-referenced assessment that is administered in a one-on-one setting and used as a clinical instrument for children aged six years old to children aged sixteen years, eleven months. Several factors that are not measured by this or other intelligence tests include motivation, curiosity, creative talent, work habits, study skills, and achievement in particular academic subjects. These scores should be perceived as one source of information and must be interpreted with respect to the child's complete clinical profile [e.g. social, educational, personal background].

It is possible for intellectual abilities to change over the course of childhood. Additionally, a child's scores on the WISC-V can be influenced by motivation, attention, interests, and opportunities for learning. All scores may be slightly higher or lower if Charlotte were tested again on a different day. It is therefore important to view these test scores as a snapshot of Charlotte's current level of intellectual functioning. When these scores are used as part of a comprehensive evaluation, they contribute to an understanding of her current strengths and any needs that can be addressed.

The WISC-V yields a measure of a child's general intellectual functioning through the Full-Scale IQ score as well as five additional composite scores, which represent a child's functioning in more discrete cognitive domains. Charlotte's overall Full Scale IQ score fell at the 75th percentile, which is considered high average.

*Language Development*
The Verbal Comprehension Index on the WISC-V measures children's verbal knowledge, retrieval of verbal information, and ability to reason with language-based concepts. Specifically, this score reflects Charlotte's ability to verbalize meaningful concepts, think about verbal information, and express herself

using words. Overall, Charlotte's performance on the VCI was within the average range, at the 58th percentile.

*Nonverbal Reasoning and Visual-Motor Integration*
The Fluid Reasoning Index on the WISC-V measures children's ability to recognize underlying conceptual relationships among visually presented items and use reasoning to apply logical patterns or rules without employing language. Identification and application of conceptual relationships in the FRI require inductive and quantitative reasoning, broad visual intelligence, simultaneous processing, and abstract thinking. Her performance fell within the very high range, at the 92nd percentile.

The Visual-Spatial Index on the WISC-V measured Charlotte's ability to evaluate visual details and understand visual-spatial relationships in order to construct geometric designs from a model. This skill requires visual-spatial reasoning, integration and synthesis of part-whole relationships, attentiveness to visual detail, and visual-motor integration. Her performance fell within the high average range, at the 77th percentile.

*Cognitive Proficiency including Memory, Speed of Processing, and Executive Function*
Cognitive proficiency is the estimate of the efficiency with which information is processed in the service of learning, problem-solving, and higher-order reasoning. It can demonstrate the efficiency with which Charlotte is processing information and incorporates aspects of attention, memory, executive functioning, and speed of processing.

The Working Memory Index from the WISC-V measured Charlotte's ability to register, maintain, and manipulate visual and auditory information in conscious awareness, which requires attention and concentration, as well as visual and auditory discrimination. Charlotte's performance fell within the high average range, at the 75th percentile.

Charlotte presented with below-average performance on the long-delay free recall task of the California Verbal Learning Test, Children's Version (CVLT-C). Her difficulties may be linked to challenges with verbal learning and memory, which are often seen in children with developmental verbal learning disabilities.

An error analysis of her performance suggests she may not always utilize effective learning strategies, such as organizing words into meaningful categories, even if this information has already been provided to her. Instead, she may rely on less efficient strategies, such as recalling words in a more random or serial order. This inefficiency likely contributes to her struggles with recalling information, as organizing words semantically allows for better encoding and retrieval. The additional demand of grouping words by meaning may exceed her language processing capacity. This reinforces that Charlotte's verbal capabilities are likely strained when required to handle tasks with increased linguistic complexity, leading to poorer recall performance overall.

The Processing Speed Index from the WISC-V measured Charlotte's speed and accuracy of visual identification, decision making, and decision implementation. Performance on the PSI is related to visual scanning, visual discrimination, short-term visual memory, visuomotor coordination, and concentration. Her overall processing speed performance fell within the low average range, at the 18th percentile.

To assess aspects of executive functioning, the Behavior Rating Inventory of Executive Functioning, Second Edition (BRIEF-2) was administered to Charlotte's teacher and grandmother. Weaknesses in memory skills and processing speed may impact additional skills involved in executive functioning,

including metacognition, self-regulation, planning, organization, and the ability to attend to multiple stimuli.

Based on teacher responses, Charlotte's first grade teacher, Emily Macrae, reports that Charlotte shows a good ability to manage her behavior, such as resisting impulses and being aware of how she acts in social situations. She adapts well to changes in her surroundings, new people, different plans, or new demands, and she responds appropriately to events. In terms of thinking and learning, Charlotte is able to start tasks or activities, work through problems, and remember things well enough to stay on track. She plans and organizes her work effectively, checks for mistakes when needed, and keeps her materials and belongings fairly organized given her age. No current concern for executive functioning, emotional, or behavioral regulation were reported.

Charlotte's parents also completed the Behavior Rating Inventory of Executive Function (BRIEF-2). While some areas, like her ability to get started on tasks, stay organized, and monitor her work, are not seen as problematic, there are concerns about her emotional control and ability to adapt to changes. These results suggest that Charlotte may have difficulty staying calm and managing her emotions, especially when her routine is disrupted or when flexibility is needed. Children with this pattern often struggle when they are asked to adjust their plans or expectations, leading to emotional outbursts or frustration. Additionally, subtle difficulty with utilizing her working memory and planning/organizing are also observed as areas of concern.

Social-Emotional Assessment

*Emotional Screening*

The BASC-3 is an assessment tool that provides a snapshot of behavioral and emotional functioning. The survey assesses a wide array of behaviors that represent both behavioral problems and strengths, including internalizing or externalizing problems, issues in school, and adaptive skills.

According to Mrs. Macrae's responses on the BASC-3, Charlotte shows high levels of internal distress, which she expresses through physical symptoms like headaches or stomach aches. These symptoms are likely tied to her emotional state. Charlotte's somatic symptoms, such as these physical complaints, may be related to underlying stress/anxiety though these specific scales were not elevated on her BASC-3 profile. It is important to explore how these physical symptoms might be connected to her emotional well-being. Teacher responses were at-risk, although subclinical at this time.

However, the results of the BASC-3 parent reports show significant concerns in areas related to anxiety and physical complaints (e.g., headaches, stomachaches, or general discomfort). Parents report that she has to work hard to maintain her focus and has difficulty with transitions and when things don't go her way. She appears anxious, which manifests in physical symptoms. Charlotte is reported to be very overwhelmed by many types of sensory input. These findings suggest that Charlotte may be experiencing a high level of internal stress and emotional distress. It's important to consider that children with anxiety often report physical symptoms, which may occur in situations they find stressful. It is believed that Charlotte's physical complaints are related to emotional issues, such as anxiety. In children, frequent reports of headaches and stomachaches can sometimes indicate anxiety or other emotional difficulties.

Additionally, the results indicate that Charlotte has some behavioral difficulties, particularly in the area of hyperactivity. This means she may struggle with sitting still or staying focused, which could be related to issues like ADHD (Attention-Deficit/Hyperactivity Disorder). Sometimes, children act out because they are feeling emotionally overwhelmed, or their behavior may lead to feelings of anxiety or low

self-esteem. It is recommended that parents share their concerns with their pediatrician in order to rule-out the presence of ADHD.

Charlotte's difficulty with social interactions is also worth noting, as the results show she may be withdrawn and have trouble with social skills. This could be due to emotional reasons, such as anxiety. She would benefit from continued work with her school-based social worker on understanding the language of feelings, physical indicators of anxiety, and support for building friendship skills.

Academic Assessment

*Accuracy in Reading including Phonemic Awareness, Phonics, Memory, and Decoding*

Charlotte was administered the Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2). Phonological processing is understood to include phonological awareness, phonological memory, and rapid naming. Phonological awareness refers to an individual's awareness of and access to the sound structure of oral language, while phonological memory is understood as the coding of phonological information for temporary storage in working or short-term memory. Rapid naming, an additional form of phonological processing, requires efficient retrieval of phonological information from long-term or permanent memory and will be further discussed in the section regarding reading retrieval and naming speed.

Charlotte's overall phonological awareness fell within the average range. The Elision subtest of the CTOPP-2 measures the extent to which an examinee is able to repeat a word said by the examiner before producing the word again with the removal of target sounds, which revealed average skills. Her performance on phoneme isolation tasks also fell within the average range. Similarly, Charlotte demonstrated average performance on the Blending Words subtest of the CTOPP-2, which measures an individual's ability to combine sounds in order to produce words.

Charlotte's phonological memory was considered to be exceptionally strong. She presented with a strong performance regarding her Memory for Digits, which considers the extent to which an individual can repeat a series of numbers spanning in length from two to eight digits. Her performance fell significantly above the average range on the Nonword Repetition subtest of the CTOPP, which measures an examinee's ability to repeat nonwords that range in length from three to fifteen sounds.

Charlotte was also administered additional subtests to assess single word decoding and sight word reading, as measured by the WIAT-4. Her performance fell at the 18th percentile on the Word Reading assessment, where Charlotte was asked to read through a list of words as accurately as possible. However, she scored within the 45th percentile on the Pseudoword Decoding task, which is considered average. She presented with stronger phonics development as compared to her orthographic mapping of sight words.

*Reading Retrieval and Naming Speed*

Rapid naming skills were assessed using the Rapid Digit Naming and Rapid Letter Naming subtests from the CTOPP-2, which measures the rate at which Charlotte quickly recalled familiar and presumably rote information. Her performance revealed below average naming speed at the 12th percentile.

Charlotte was also administered the Test of Word Reading Efficiency, assessing both word reading and decoding retrieval speed. Charlotte's performance on sight word reading efficiency, which requires the student to read as many real, printed words as she can within 45 seconds, revealed below average performance at the 16th percentile. The Phonemic Decoding Efficiency subtest required Charlotte to read as many pronounceable printed nonwords as she could within 45 seconds. The assessment begins with

two-letter nonwords and builds. Her performance on this assessment fell within the below average range at the 19th percentile.

*Connected Text Reading Ability and Comprehension*
Oral reading fluency was assessed using the GORT-5, measuring oral reading rate, accuracy, and comprehension when engaged in connected texts, where sentences within single passages relate to each other. Charlotte's overall performance fell at the 10th percentile, which was considered below average. Weaknesses in both her accuracy and rate of reading were observed, which then impacted her comprehension of text. Additional reading comprehension measures utilized by the WIAT-4 suggested that when there are reduced demands for fluency in place, Charlotte's comprehension of text is intact.

*Math*
The Mathematics Composite from the WIAT-4 is composed of two subtests; Numerical Operations and Math Problem Solving. Charlotte's performance fell within the average range on the Numerical Operations task, which assessed her ability to solve grade-level untimed written math problems. On the Math Problem Solving subtest, Charlotte was asked to solve untimed math word problems related to basic skills (i.e. counting, clock reading, etc.), everyday applications (time, money, word problems), geometry, and algebra. Her performance on this activity again fell within the average range. Timed math assessments revealed significant challenges with her retrieval speed and are representative of the thread of dysfluency that impacts Charlotte's learning profile. Her performance fell at the 2nd percentile.

*Writing*
The Written Expression composite from the WIAT-4 measures a student's spelling and sentence writing abilities. Sentence Writing tasks on the WIAT-4 revealed age/grade appropriate knowledge of spelling rules when required to spell in isolation. Additionally, Charlotte performed best when asked to combine sentences. This skill is important because it measures a student's understanding of grammar, sentence structure, and word relationships. Sentence Combining assists students in expressing ideas more clearly and in a more detailed manner, making their writing more engaging and cohesive.

However, some difficulty was observed on sentence building tasks where there was no inherent structure to the activity. Despite having knowledge of correct sentence formulation, Charlotte struggled to think of sentences around specific vocabulary words and without models and examples. Her spelling also suffered.

This was again observed on the KTEA-3 written expression task. While her overall performance fell within the average range, Charlotte had difficulty generating thoughts and ideas in writing, especially when she was not provided sentence starters or sentence frames.

*Listening Comprehension*
In this subtest, Charlotte was asked to listen to sentences or passages, and then respond to comprehension questions. It is a measure of her reasoning ability while removing the demands of reading. Charlotte's performance fell within the upper end of the average range.

*Oral Expression*
Charlotte's performance on tasks assessing her oral language fluency, sentence repetition, and oral expression were considered to fall within the average range for her age. However, a slight discrepancy was notable on tasks of expressive vocabulary, despite her intact performance on speech and language screeners. Charlotte would likely benefit from word work within the context of her reading routine.

**SUMMARY AND RECOMMENDATIONS**

Charlotte is a bright, imaginative second-grader with strengths in creative thinking, visual-spatial reasoning, and building meaningful relationships with her peers. Her cognitive profile reveals high-average general intellectual abilities, with notable strengths in nonverbal reasoning, visual-motor integration, and working memory. Charlotte excels in tasks that require fluid reasoning and visual-spatial problem-solving, as demonstrated by her high scores on the WISC-V in these areas. Fluid reasoning enables students to think logically and grasp abstract concepts, such as math and science principles, even when they encounter them for the first time. This skill helps children recognize patterns and relationships, which are crucial for problem-solving. Visual-spatial processing, which involves interpreting and manipulating visual information, helps students understand how objects relate to each other in space, making it easier to interpret diagrams, maps, and other visual representations. It also aids in organizing writing by helping students visualize the structure of their work, leading to more coherent output. These skills are particularly valuable in subjects that require spatial reasoning, such as geometry and art, and they enhance reading comprehension by enabling students to visualize scenes and concepts. Together, strong fluid reasoning and visual-spatial processing equip children to navigate complex problems, recognize patterns, and understand visual materials, contributing to overall academic achievement across multiple areas. Charlotte is also considered to be a hard-working and motivated learner who is deeply invested in her academic success.

However, Charlotte's evaluation indicates specific challenges, particularly in areas related to reading fluency and retrieval speed, which are consistent with characteristics of dyslexia. Her performance on assessments such as the CTOPP-2, TOWRE-2, and GORT-5 highlights below-average naming speed, word reading efficiency, and connected text fluency, indicating that she struggles with the rapid retrieval of verbal information and fluent reading. While she has intact phonological awareness and an exceptionally strong phonological memory, her challenges with reading lie more in the retrieval of learned information rather than in understanding phonological concepts, which is the skill of rapid naming.

Rapid naming, in the context of reading and language development, refers to a child's ability to quickly and accurately name objects, colors, letters, or numbers when they see them. This skill is important because it plays a significant role in a child's ability to read effectively. Intact rapid naming performance is like having a strong foundation of word recognition. If Charlotte can quickly name the words, it becomes easier for her to understand what she’s reading. When children can quickly and accurately identify and name words and letter patterns, it paves the way for them to become more confident and skilled readers. Given its continued impact on her reading, Charlotte requires interventions to target automaticity in all aspects of word knowledge, including the sound structure of words, recognition of common letter patterns, development of vocabulary knowledge, practice with parts of speech, discussion of roots and suffixes, and finally, the connection of all these skills to passage reading.

Charlotte also faces challenges with verbal memory, as evidenced by her below-average performance on the long-delay free recall task of the CVLT-C. These difficulties suggest that Charlotte struggles with encoding and retrieving verbal information efficiently, particularly when the task requires organizing information into meaningful categories. This challenge may impact her ability to recall language concepts quickly during classroom activities.

This profile is often seen in students with retrieval deficit dyslexia. Charlotte may find it difficult to get her thoughts onto paper, even after she’s come up with an idea for a sentence. The process of pulling words from memory to write can be particularly challenging. Consistent use of strategies, such as writing a dash for each word, visualizing their ideas, or acting out what they want to say, can help these students retrieve their thoughts more effectively. By doing this, teachers can tap into Charlotte’s strengths in

problem solving and visual-spatial reasoning. Additionally, graphic organizers are especially important for students with retrieval difficulties because they provide a clear structure for organizing information and understanding how different ideas connect. Using a variety of graphic organizers, each showing different relationships between concepts, can help make the writing process smoother and less overwhelming.

Her processing speed is another area of concern, with her scores falling within the low-average range. This may affect her ability to quickly process and respond to academic tasks, particularly those that involve reading and math retrieval. Despite these challenges, Charlotte's comprehension remains intact when fluency demands are reduced, demonstrating her ability to understand material when given adequate time and support. Charlotte's teachers should give her plenty of opportunities to practice and review what she's learned and support concepts taught within reading intervention amid the context of the full classroom.

Socially and emotionally, Charlotte is a kind and inclusive child, though she experiences some internal distress, as shown by physical symptoms like headaches and stomachaches, which are likely tied to underlying anxiety. These somatic complaints, along with her parents' concerns about attention regulation and sensory sensitivities, suggest that Charlotte may experience heightened stress in response to environmental factors such as noise and transitions. Despite this, she demonstrates good emotional regulation in structured settings, particularly in school, where her teacher reports no clinically significant concerns regarding anxiety or attention. Charlotte likely requires continued support from the school-based social worker to support her emotional development. At this time, any perceived challenges with attention are likely attributed to her anxiety although parents are encouraged to share the results of this evaluation with Charlotte's pediatrician in order to rule out a diagnosis of ADHD.

Given her profile of strengths and weaknesses, Charlotte likely meets the criteria for special education services under the Massachusetts special education disability category of Specific Learning Disability (SLD) in reading, with a primary focus on dyslexia. Her difficulties with rapid retrieval, reading fluency, and verbal memory are indicative of a reading disability that impacts her ability to perform at grade level without specialized intervention. Based on the data obtained from this evaluation, the following recommendations are offered for consideration:

*Disability categories to consider as part of the MA Special Education Disability Frameworks:*

- This report shall not be considered the sole data point for making disability determinations. Recommendations and strategies contained within this report are offered for consideration of the team.
- Determination of disability categories should be considered and agreed upon as an IEP team, including parents. This report should not be regarded as the sole data point in making disability determinations. The results of this evaluation do not necessarily imply that a child will be deemed eligible for special education, as special education eligibility is determined by a TEAM during the team decision making process, with input from parents, teachers, and related service providers.
- *If* a disability category is identified, the team shall then examine:
    - the impact on Charlotte's ability to make effective progress with the academic curriculum and/or the life of the school with or without special education or related services
    - the need for direct service
- ***Categories for consideration: Specific Learning Disability-Basic Reading and Reading Fluency (Dyslexia)***
    - Determination of an SLD should be considered provided the IEP team, including parents, determine that Charlotte does not currently present with any exclusionary factors.

- The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

*Language-based interventions in reading*

- Charlotte's work in reading should continue to improve:
  - Advanced Phonemic Awareness, Phonics, and Sight Word Instruction: direct, structured, systematic & multi-sensory instruction, offering continual review, and combining reading and spelling (decoding and encoding) practice into one lesson. Curricula should introduce one concept at a time and offer gradual release of responsibility. Strong visual, kinesthetic or language component.
    - Plan time to apply skills to authentic text.
    - Frequent progress monitoring.
    - Automaticity with common letter patterns like rime patterns and blends.
    - Vocabulary routines like word webs and categorizing.
    - Discussion of parts of speech, and segmenting sentences into phrases.
    - Note how adding endings/suffixes bends the meaning of the sentence.
  - Fluency
    - Instruction simultaneously builds across all aspects of word knowledge, connecting phonics analysis to semantics, parts of speech, morphology (roots & affixes), and supporting Charlotte as she applies her knowledge across various types of texts (controlled and uncontrolled/leveled).
    - Support Charlotte's ability to keep track of information through the use of guided questioning, text annotation, and graphic organizers to improve comprehension.
- Carryover Charlotte's work within her reading routine into the classroom, but supporting her with encoding rules for spelling practice and targeting phonics skills to her instructional level.

*Written Expression*

- Even after Charlotte has thought of a sentence, retrieving writing can be challenging. Consistent use of scaffolds or strategies (ex: a dash for each word, visualizing ideas, acting it out) will help Charlotte recall her ideas.
- Provide sentence starters and brainstorming opportunities.
- Provide direct assistance and support at the planning/pre-writing stage of written assignments or projects (generating, talking about, and organizing ideas).

*Social-emotional accommodations and strategies:*

- Support in understanding and labeling emotions, physical indicators of her emotions, and coping strategies to persist when flooded by anxiety.
- Use of cognitive-behavioral therapy (CBT) techniques and work to provide Charlotte with coping thoughts.

*Classroom accommodations*

- Presentation accommodations:
  - Repetition of instructions
  - Verbal Instructions
  - Speech-to-Text software (Google Read/Write+)
  - Spelling/Grammar check when spelling is not being assessed

    - Editing checklists
    - Dyslexia font on SORA and/or access to Bookshare
- Response accommodations:
    - Type (keyboard) response
    - AT tools for response recording (e.g., Voice memos)
    - Graphic Organizers
- Timing/Scheduling accommodations:
    - Flexible scheduling (e.g., several sessions vs one)
    - Extended time
    - Reduce the number of items Charlotte is expected to complete
    - Offer small group assessments

Attention and Executive functioning Strategies:

- Almost all students benefit from strategies such as, "Get Ready, Do, Done", which is an executive functioning skill coined by Sarah Ward. Teachers and parents are encouraged to access Sarah Ward's website, Cognitive Connections, at www.efpractice.com, for additional executive functioning strategies.
- Research has shown that several strategies can assist children with attentional concerns including:
    - Progressive muscle relaxation, breathing exercises, and mindfulness activities.
    - Increase in exercise and time within nature.
    - Reduction in screen time.
    - Consistent sleep time/bedtime routines.
- It is recommended that Charlotte's parents share the results of this evaluation with her pediatrician should they wish to consider a formal medical evaluation for ADHD.

Resources for parents:

- Books for Parents:
    - "Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level", by Sally Shaywitz
    - "Equipped for Reading Success" by Dr. David Kilpatrick
    - "What Is Dyslexia?: A Book Explaining Dyslexia for Kids and Adults to Use Together" by Alan M. Hultquist, illustrated by Lydia Corrow
- Websites:
    - The Yale Center for Dyslexia & Creativity
    - The International Dyslexia Association
    - Decoding Dyslexia, Massachusetts

Additional discussions and recommendations will be available at the TEAM meeting. This report will be considered along with information from Charlotte's teachers, parents, and service providers in determining the level and type of services in Charlotte's programming and is not considered the sole data point for making special education decisions.

Respectfully submitted,

Lauren Mahoney, M.S./C.A.G.S./LEP
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## Score Report Summary

**Cognitive-**WISC-V- Wechsler Intelligence Scale for Children, Fifth Edition
Average scores fall between 90 and 109 on Standard Scores and 8 and 12 on Primary Subtests.

| Composite | Standard Score | Primary Subtests | Subtest Score | Confidence Interval | Percentile Rank | Range |
|---|---|---|---|---|---|---|
| **Verbal Comprehension** | **103** | | | **95-110** | **58** | **Average** |
| | | Similarities | 11 | | | |
| | | Vocabulary | 10 | | | |
| **Visual-Spatial** | **111** | | | **102-118** | **77** | **High Average** |
| | | Block Design | 11 | | | |
| | | (Visual Puzzles) | (13) | | | |
| **Fluid Reasoning** | **121** | | | **112-127** | **92** | **Very High** |
| | | Matrix Reasoning | 16 | | | |
| | | Figure Weights | 11 | | | |
| **Working Memory** | **110** | | | **102-117** | **75** | **High Average** |
| | | Digit Span | 14 | | | |
| | | (Picture Span) | (9) | | | |
| **Processing Speed** | **86** | | | **79-97** | **18** | **Low Average** |
| | | Coding | 7 | | | |
| | | (Symbol Search) | (8) | | | |
| **Full Scale IQ Score** | **110** | | | **104-115** | **75** | **High Average** |

**Memory-CVLT-C (Average scores fall between -.5 and +.5)**

| Immediate-Free Recall Trials | Z-Score | Qualitative Description |
|---|---|---|
| List A 1st Recall | -.5 | Average |
| List A 5th Recall | 0 | Average |
| List B Trial | - .5 | Average |
| Short Delay Free Recall | +.5 | Average |
| Cued Recall | -.5 | Average |
| Long Delay Free Recall | 0 | Average |
| Cued Recall | -1 | Below Average |

**Phonological Processing-**CTOPP-2-Comprehensive Test of Phonological Processing, Second Edition
Scores between 90 and 110 are considered Average

| Core Composites | Subtests | Standard Score | Percentile | Description |
|---|---|---|---|---|
| **Phonological Awareness** | | **96** | **39** | **Average** |
| | Elision | 9 | 37 | Average |
| | Blending Words | 9 | 37 | Average |
| | Phoneme Isolation | 10 | 50 | Average |
| **Phonological Memory** | | **128** | **97** | **Superior** |
| | Memory for Digits | 14 | 91 | Above Average |
| | Nonword Repetition | 15 | 95 | Superior |
| **Rapid Naming** | | **82** | **12** | **Below Average** |
| | Rapid Digit Naming | 7 | 16 | Below Average |
| | Rapid Letter Naming | 7 | 16 | Below Average |

**Academic Testing-Listening Comprehension-** Kaufman Test of Educational Achievement, Third Edition (KTEA-3)

| Subtest/Composite | Standard Score | Confidence Interval | Percentile Rank | Qualitative Description |
|---|---|---|---|---|
| Listening Comprehension | 110 | 98-122 | 75 | Average |

**Academic Testing-Oral Expression-**Wechsler Individual Achievement Test, Fourth Edition (WIAT-4)

| Subtest/Composite | Standard Score | Confidence Interval | Percentile Rank | Qualitative Description |
|---|---|---|---|---|
| Expressive Vocabulary | 90 | 76-104 | 25 | Average |
| Oral Word Fluency | 94 | 79-109 | 34 | Average |
| Sentence Repetition | 136 | 124-148 | 99.2 | High |
| **Oral Expression** | **108** | **98-118** | **70** | **Average** |

**Academic Testing-Reading-Wechsler Individual Achievement Test, FourthEdition (WIAT-4)**

Scores between 85 and 115 are considered Average.

| Subtest/Composite | Scaled Score/ Standard Score | Confidence Interval | Percentile Rank | Qualitative Description |
|---|---|---|---|---|
| Word Reading | 86 | 82-90 | 18 | Low end of Average |
| Pseudoword Decoding | 98 | 93-103 | 45 | Average |
| Reading Comprehension | 100 | 89-111 | 50 | Average |
| **Reading** | **91** | **84-98** | **27** | **Average** |

**Academic Testing-Word Reading Efficiency- Test of Word Reading Efficiency, Second Edition (TOWRE-2)**

Scores between 90-110 are considered Average

| Subtest/Composite | Scaled Score | Percentile Rank | Descriptive Term |
|---|---|---|---|
| Sight Word Efficiency | 85 | 16 | Below Average |
| Phonemic Decoding Efficiency | 87 | 19 | Below Average |
| **Total Word Reading Efficiency Index** | **85** | **16** | **Below Average** |

**Academic Testing-Oral-Reading Fluency and Comprehension- Gray Oral Reading Tests-Fifth Edition (GORT-5)**

Scores between 8-12 and 90-109 are considered Average

| Subtest/Composite | Scaled Score | Percentile | Descriptive Term |
|---|---|---|---|
| Rate | 7 | 16 | Below Average |
| Accuracy | 7 | 16 | Below Average |
| Fluency | 7 | 16 | Below Average |
| Comprehension | 7 | 16 | Below Average |
| **Oral Reading Index** | **84** | **14** | **Below Average** |

**Academic Testing-Math-Wechsler Individual Achievement Test, Fourth Edition (WIAT-4)**

| Subtest/Composite | Standard Score | Confidence Interval | Percentile Rank | Qualitative Description |
|---|---|---|---|---|
| Math Problem Solving | 92 | 84-100 | 30 | Average |
| Numerical Operations | 91 | 73-109 | 27 | Average |
| **Mathematics** | **90** | **84-96** | **25** | **Average** |
| Addition Fluency | 72 | 61-83 | 3 | Below Average |
| Subtraction Fluency | 73 | 62-84 | 4 | Below Average |
| **Math Fluency** | **68** | **60-76** | **2** | **Low** |

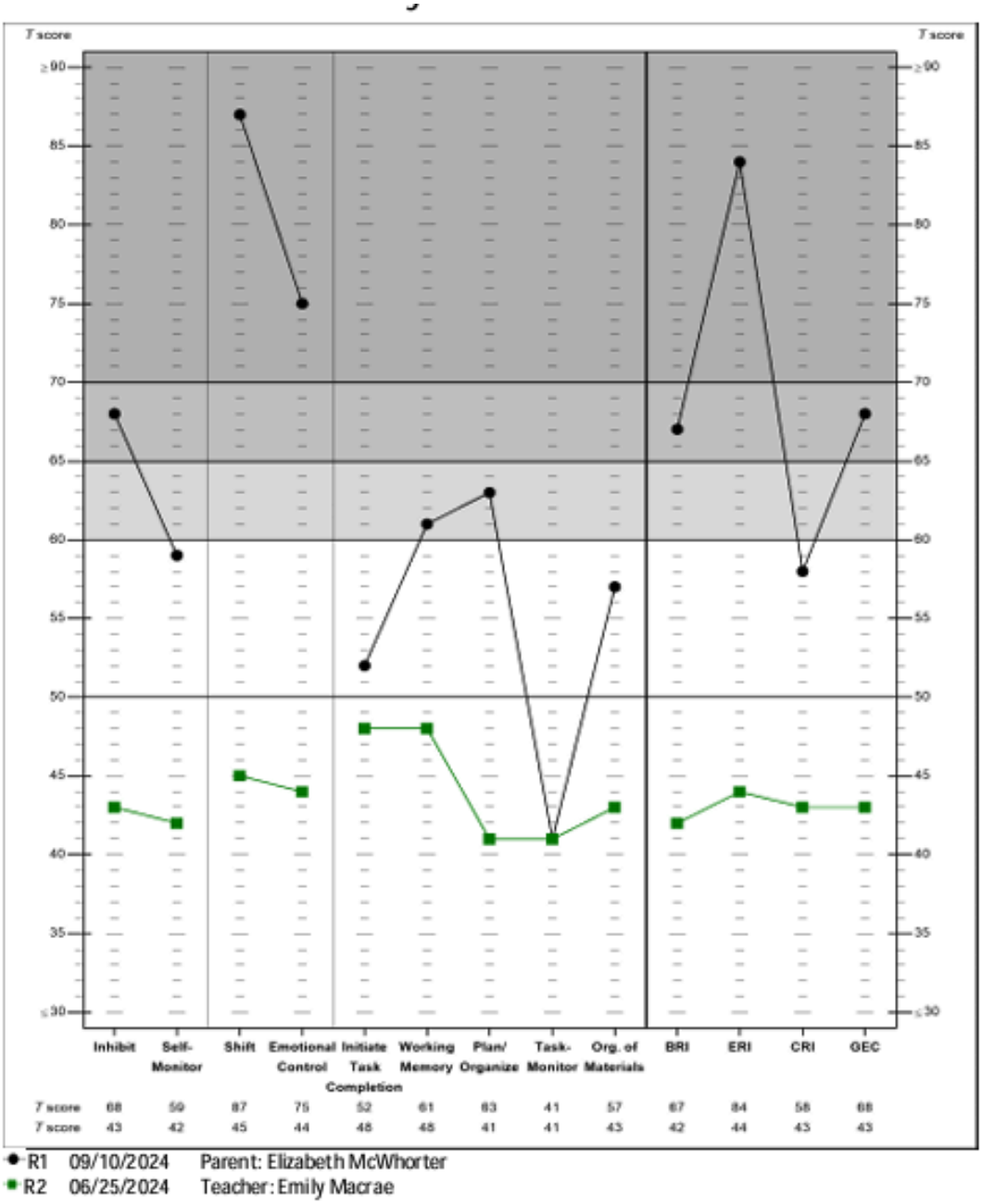
**Academic Testing-Writing-**Wechsler Individual Achievement Test, Fourth Edition (WIAT-4)

| Subtest/Composite | Standard Score | Confidence Interval | Percentile Rank | Qualitative Description |
|---|---|---|---|---|
| Alphabet Writing Fluency | 91 | 73-109 | 27 | Average |
| Spelling | 99 | 92-106 | 47 | Average |
| Sentence Composition | 88 | 79-97 | 21 | Low end of Average |
| **Written Expression** | **85** | **78-92** | **16** | **Low end of Average** |

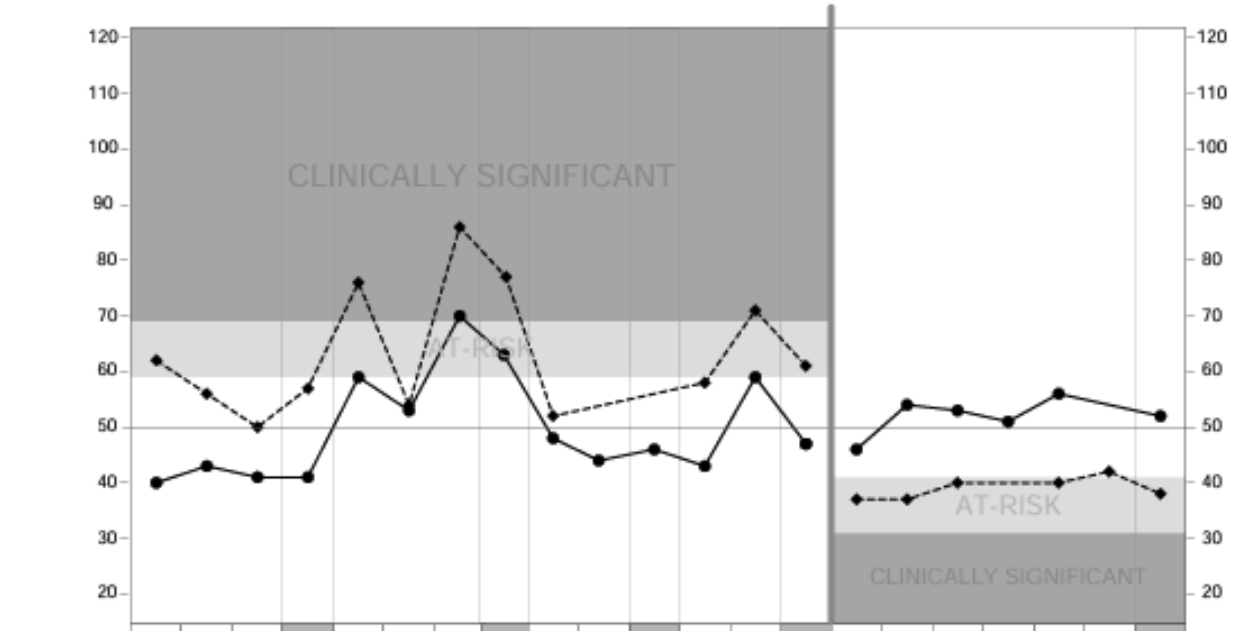
**Academic Testing-Writing-**Kaufman Test of Educational Achievement, Third Edition

| Subtest/Composite | Standard Score | Confidence Interval | Percentile Rank | Qualitative Description |
|---|---|---|---|---|
| Written Expression | 94 | 84-104 | 34 | Average |

**Executive Functioning-BRIEF 2:** T-scores, with a mean of 50 and a standard deviation of 10. T-scores between 40 and 59 are considered to fall within the Acceptable range, scores between 60 and 64 are considered *Mildly Elevated*, and scores between 65 and 69 are considered to be *Potentially Clinically Elevated*, and scores at or above 70 are considered to be *Clinically Significant* areas of concern.



**Social/Emotional Screening Inventory: BASC-3** Clinical Scales provide a normative estimate of disruptive behaviors or internal problems, and scores higher than 60 indicate an area of concern. The Adaptive Scales focus on positive psychological features and skills, so scores lower than 40 indicate an area of concern.




| T Score | Hyperactivity | Aggression | Conduct Problems | Externalizing Problems | Anxiety | Depression | Somatization | Internalizing Problems | Attention Problems | Learning Problems | School Problems | Atypicality | Withdrawal | Behavioral Symptoms Index | Adaptability | Social Skills | Leadership | Study Skills | Functional Communications | Activities of Daily Living | Adaptive Skills |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ● Rater 1 | 40 | 43 | 41 | 41 | 59 | 53 | 70 | 63 | 48 | 44 | 46 | 43 | 59 | 47 | 46 | 54 | 53 | 51 | 56 | -- | 52 |
| ◆ Rater 2 | 62 | 56 | 50 | 57 | 76 | 54 | 86 | 77 | 52 | -- | -- | 58 | 71 | 61 | 37 | 37 | 40 | -- | 40 | 42 | 38 |
| **Percentile** | | | | | | | | | | | | | | | | | | | | | |
| ● Rater 1 | 11 | 22 | 16 | 11 | 83 | 74 | 94 | 90 | 49 | 35 | 42 | 28 | 84 | 49 | 34 | 63 | 59 | 49 | 67 | -- | 56 |
| ◆ Rater 2 | 87 | 79 | 59 | 79 | 99 | 73 | 99 | 98 | 60 | -- | -- | 83 | 96 | 87 | 10 | 12 | 17 | -- | 17 | 22 | 12 |

● = Rater 1: TRS-C, 06/25/2024, Rater: Emily Macrae
◆ = Rater 2: PRS-C, 09/10/2024, Rater: Elizabeth K McWhorter