**LAKE TRAVIS INDEPENDENT SCHOOL DISTRICT**

**3322 RANCH ROAD 620 SOUTH**

**AUSTIN, TX 78738**

**512-533-6000**

**Full and Individual Evaluation Report**

**CONFIDENTIAL**

DEMOGRAPHIC DATA SCHOOL RELATED DATA

|  |  |  |  |
| --- | --- | --- | --- |
| Name | George Vidal Sanchez | School/Home Campus | HBMS |
| Student ID Number | 128567 | Grade | 6 |
| Date of Birth | 03/28/2012 | Age | 11 |
| Gender | M | Medicaid Number | 10099940 |
| Parents/Guardians | Guillermo Vidal Rodriguez |  |  |
| Address | 2625 Crazyhorse Pass |  |  |
|  | Austin, TX 78734 |  |  |
| Telephone | 737-231-4215 | Date of Report | 11-3-2023 |

**REASON FOR REFERRAL**

Based on the Admission, Review and Dismissal (ARD) Committee (April 19, 2023), review of existing evaluation reports (including evaluations and information provided by the parents of the student, current classroom–based assessments and observations, as well as observations by teachers and related service providers), the ARD Committee has determined what additional data, if any, are needed to determine whether this student continues to have a disability, present levels of educational performance, need for special education and related services. This evaluation is a three-year re-evaluation. George is currently eligible for special education services as a student with an Intellectual Disability and a Speech Impairment. The ARD committee requested new data in the areas of academic achievement, intellectual abilities, and adaptive behavior, to rule out a Specific Learning Disability with the condition of Dyslexia or continue as a student with an Intellectual Disability.

**SOURCES OF EVALUATION DATA**

|  |  |  |
| --- | --- | --- |
| **Sources of Information** | **Informant/Position** | **Dates** |
| Teacher Information | Ms. Coupe & Ms. Sumrall/Classroom Teachers | 10/13/2023 |
| Wechsler Individual Achievement Test 4 (WIAT-4) | Ashlyn Koenning/LSSP | 11/1/2023 |
| Woodcock-Johnson IV Tests of Achievement (WJ-IV Ach) | Ashlyn Koenning/LSSP | 11/1/2023 |
| Batería IV Woodcock-Muñoz Pruebas de Aprovechamiento (Bateria-IV) | Olivia Ann Salazar/ LSSP | 10/26/2023 |
| Wechsler Intelligence Scales for Children-V Spanish(WISC-V) | Olivia Ann Salazar/ LSSP | 10/26/2023 |
| Batería IV Woodcock-Muñoz Pruebas de Habilidades Cognitivas (Batería-IV) | Olivia Ann Salazar/ LSSP | 10/25/2023 |
| Test of Auditory Processing Skills Spanish Bilingual Edition (TAPS-3 SBE) | Olivia Ann Salazar/ LSSP | 10/25/2023 |
| Woodcock Johnson IV Tests of Oral Language (WJ IV - OL) | Olivia Ann Salazar/ LSSP | 10/11/2023 |
| Vineland Adaptive Behavior Scales, Third Edition (Vineland-3) | Kaylie Chromcak & Madison Prestwood/Classroom Teacher | 10/30/2023 |
| Vineland Adaptive Behavior Scales, Third Edition (Vineland-3) | Guillermo Vidal Rodriguez/Father | 11/3/2023 |
| Informal Fluency and Voice Assessment | Carole Calder/ Speech-Language Pathologist | 09/28/2023 |
| Comprehensive Assessment of Spoken Language (CASL-2) | Carole Calder/ Speech-Language Pathologist | 09/28/2023 |
| Clinical Evaluation of Language Fundamentals-5 (CELF-5) | Carole Calder / Speech-Language Pathologist | 10/5/2023 |
| Peabody Picture Vocabulary Test 5 (PPVT-5) | Carole Calder / Speech-Language Pathologist | 10/11/2023 |
| Expressive Vocabulary Test 3 (EVT 3) | Carole Calder/ Speech-Language Pathologist | 09/28/2023 |
| Clinical Evaluation of Language Fundamentals 4 Spanish edition CELF-4 Spanish | Ana Duque/Bilingual Speech Pathologist | 10/19/2023 |
| Goldman Fristoe 3 Spanish edition GFTA 3 Spanish | Ana Duque/Bilingual Speech Pathologist | 10/19/2023 |
| Informal Observations | Ana Duque/Bilingual Speech Pathologist | 10/19/2023 |
| Parent Interview | Ana Duque/Bilingual Speech Pathologist | 10/19/2023 |

Standardized evaluation procedures were followed when evaluating George. All tests were used for the specific purposes for which the assessment or measures are valid and reliable.

Evaluation instruments and procedures were administered in both Spanish and English.

**SOCIOLOGICAL INFORMATION AND EDUCATIONAL HISTORY**

Updated testing was not requested in this area.

**PREVIOUS EVALUATION DATA**

Previous Evaluation- Speech and Language, Austin ISD-2017

Austin ISD reviewed records from his private speech pathologist at RiverKids Pediatric Home Health and determined that he met eligibility as a student with a speech impairment at that time. Receptively George understood descriptive concepts, made inferences, understood negation in sentences, understood qualitative concepts, and identified colors. According to a formal assessment conducted by Teresa Ramirez, SLP George exhibited receptive language skills in the low average range and expressive language scores in the below average range. On the PLS-5 Spanish edition George scored a standard score of 81 on the receptive portion and a standard score of 60 on the expressive language portion. Expressively George had difficulty using different word combinations, difficulty combining three and four word utterances, and using possessives and possessive pronouns. At the time of initial evaluation it was determined that George presented with moderate to severe language deficits. Pragmatic language was not an area of concern. In the area of articulation George exhibited multiple phonemic errors and he qualified for speech therapy in the area of articulation.

In April of 2023 a REED was conducted at Austin ISD and no additional formal speech and language testing was deemed needed at that time. According to Austin ISD staff, George’s voice, fluency and receptive language skills were within normal limits. He was able to express his thoughts and ideas in both English and Spanish and he understood conversational language without visual support. He was able to express his thoughts about grade level academic topics in 70% of opportunities within structured activities with visual support. He produced all age appropriate sounds in English. He sometimes needed reminders to use appropriate voice volume when speaking so that he could be understood. There were no pragmatic concerns at the time of his REED. During the fall of 2023, LTISD staff conducted formal evaluation in the areas of speech, language, and articulation. Dad was notified and agreed for the test results to be included in this report.

The evaluation of George’s language consists of formal and informal evaluations of language proficiency in both the receptive and expressive domains.

The Home Language Survey completed by parents indicates all family members speak only Spanish in the home. George reports that he lives with his father who only speaks Spanish.

The group of qualified professionals has determined that George's dominant language is Spanish. This determination was made through formal/informal evaluation. George was tested in both Spanish and English.

Previous Evaluation- Austin ISD-2017

Previous evaluation from 05/17/2017 indicated that parents reported that George was hospitalized when he was 8 months old due to a virus that he had contracted. Parents reported that he went in with a fever and spent about a week and a half in the hospital. George's dad reported that since then he has worried about his son's development because prior to that, George was developing fine. George currently suffers from asthma and seasonal allergies due to pollen. He does not usually take medication for asthma but does for allergies.

A follow-up conversation with George's parents occurred on 07/17/18. They indicated to the evaluator that they took George to the neurologist and that results of the examination were within normal limits. George's parents further indicated that the neurologist expressed no medical concerns at the time. Currently, George's mom reports that there have been no significant changes.

According to prior records, George's teachers and parents did not report any behavioral concerns.

George's academic levels were assessed using formal measures. George is an English Language Learner (ELL) and is instructed in a bilingual/dual classroom setting (two-way). George demonstrated oral language skills in the very low range in English and low average range in Spanish. Therefore, George's current levels of academic achievement were assessed using both the Bateria-III Pruebas de Aprovechamiento and selected subtests from the Woodcock Johnson-IV Test of Achievement (WJ-IV ACH).

READING:

On the Bateria-III in Spanish, George's Basic Reading Skills fell within the low average range (SS=83). A Reading Fluency and Reading Comprehension score was not obtained as George was unable to read. George was unable to produce synonyms, antonyms, and analogies for words read. Reading is considered a weakness for George.

WRITING:

On the Bateria-III in Spanish, George's writing score fell in the average range when compared to same-age peers. George was able to write down his name, name certain isolated letters, and copy and trace letters appropriately. However, it was noted that George had difficulty with composing simple to complex sentences. His standard score in the Spelling subtest in Spanish fell within the very low range (SS=69) when compared to same-age peers. His handwriting was also found to be illegible. Letter and number reversal was noted. Writing is considered a weakness for George.

MATH:

On the Math Problem Solving subtests, George scored in the low range (SS=70). On the Math Problem Solving cluster was in the very low range (SS=57).

George mastered the standard on the STAAR Alternate 2 Reading and Math exams on 04/2022. He did not meet but approached the standard on the STAAR Alternate 2 Reading and Math exams on 04/2021.

INTELLECTUAL:

STRENGTH(S):

George's Auditory Processing (Ga) skills were in the average range, with a score of 86, which is the ability of processing and discriminating sounds. It is highly correlated with basic reading skills as it interferes with the ability to analyze and synthesize speech sounds, making decoding unfamiliar words difficult.

WEAKNESS(ES):

-George's Short-Term Working Memory (Gsm) skills were in the lower extreme range, with a score of 66, which is the ability of holding information in his mind and then using it within a few seconds. Gsm is correlated with all areas of academic achievement.

-George's Visual Processing (Gv) skills were in the below average range, with a score of 71, which is the ability of manipulating visual patterns and stimuli. While Gv is not highly correlated to any specific academic area, it has a mild impact on basic reading skills, particularly sight-word acquisition skills and orthographic coding skills, as well as math calculation skills and math problem solving skills.

-George's Long-Term Storage and Retrieval (Glr) skills were in the lower extreme range, with a score of 67, which is the ability of storing and retrieving information from long-term memory such as concepts, ideas, names, etc. The ability to retrieve stored knowledge at an average rate of speed generally has an impact on academic fluency skills as well as test-taking skills.

-George's Crystallized Knowledge (Gc) skills were in the lower extreme range, with a score of 68, which is the ability to understand general information gained through formal schooling and life experience plus the application of vocabulary skills. Gc is highly correlated with listening comprehension skills and reading comprehension skills.

-George's Processing Speed (Gs) skills were in the lower extreme range, with a score of 66. Gs is the ability of processing simple and routine information quickly under pressure.

ADAPTIVE BEHAVIOR:

Adaptive behavior is the degree of social and personal independence. Parent forms were completed by George's mom and dad, Ms. Sanchez and Mr. Vidal. The Teacher form of the ABAS-III was completed by George's Kindergarten teacher, Ms. Cabrera.

Ratings from the three reporters were inconsistent with one another. While George's mom rated his overall adaptive behavior at the utmost limit of average (General Adaptive Composite or GAC standard score of 110), his dad rated him in the extremely low range.

(GAC score of 59), and his teacher rated him in the low range (GAC score of 77).

Communication was reported as a normative weakness by Mr. Vidal and Ms. Cabrera, and as a relative weakness by Ms. Vidal.

Leisure was reported as a normative weakness by Mr. Vidal and Ms. Cabrera and a relative weakness by Ms. Sanchez. The areas of home/school living, and self-care were reported as relative strengths by all three respondents.

**ORAL LANGUAGE/LANGUAGE DOMINANCE**  
  
The following test was used to obtain George’s language proficiency.  
  
George was assessed in both Spanish and English to determine his language dominance.

The ***Woodcock-Johnson IV Tests of Oral Language (WJ IV OL)*** is a comprehensive set of individually administered, norm-referenced tests to measure oral language. The WJ IV OL contains 12 subtests (nine English tests and three parallel Spanish tests. The WJ IV OL measures various aspects of oral language, such as listening comprehension, oral expression, vocabulary, phonological processing, and speed of lexical access. The tests combine to form nine clusters, including three Spanish language clusters. Cluster scores are the primary basis for interpretative purposes. Both subtests and cluster scores are distributed with a mean of 100 and a standard deviation of 15. The tests are designed for administration to individuals aged two through adulthood.

|  |  |  |  |
| --- | --- | --- | --- |
| **CLUSTER/Subtest (Spanish)** | **Standard Score** | **CLUSTER/Subtest (English)** | **Standard Score** |
| **Lenguaje Oral** | **68** | **Oral Language** | **66** |
| Vocabulario sobre dibujos | 70 | Picture Vocabulary | 65 |
| Comprension oral | 69 | Oral Comprehension | 71 |
| **Amplio Lenguaje Oral** | **56** | **Broad Oral Language** | **66** |
| Vocabulario sobre dibujos | 70 | Picture Vocabulary | 65 |
| Comprension oral | 69 | Oral Comprehension | 71 |
| Comprensión de Indicaciones | 47 | Understanding Directions | 76 |
| **Comprensión Auditiva** | **52** | **Listening Comprehension** | **70** |
| Comprension Oral | 69 | Oral Comprehension | 71 |
| Comprensión de Indicaciones | 47 | UnderstandingDirections | 76 |
|  |  | **Oral Expression** | **62** |
|  |  | Picture Vocabulary | 65 |
|  |  | Sentence Repetition | 69 |

**Oral Expression and Listening Comprehension**  
  
George’s performance indicates limited proficiency towards his oral language ability in both the Spanish and English Language. This can suggest that George will likely have difficulty in utilizing his language acquisition of the English and Spanish language with verbal communication, written assignments, or any language based task that requires him to utilize vocabulary or comprehension. Although George’s performance towards his listening comprehension skills yielded low scores in both the English and Spanish Language, George’s performance towards his listening comprehension ability indicates that he has a stronger ability in understanding the English language than the Spanish Language. Specifically, George will have a stronger ability in following simple or multi-step directions in English than Spanish. The Oral Expression cluster on the Bateria-IV is currently only available in the English Language. George’s oral expression performance was assessed with the subtests Picture Vocabulary and Sentence Repetition. In the English Language, George had difficulty repeating sentences verbatim and had difficulty identifying and providing the examiner with the correct word that best describes various illustrations. Having difficulty with vocabulary can impact the way George communicates with others. Specifically, George may use words that do not always best explain what he is wanting to convey to others. Although George’s oral expression in the Spanish language was not formally assessed, his performance towards Vocabulario sobre dibujos (picture vocabulary), suggest that he may have similar difficulties in accurately using vocabulary to best express his thoughts, ideas, or feelings in Spanish as he does in English.

|  |  |  |
| --- | --- | --- |
| **Spanish Cluster** | **CLI** | **English Cluster** |
| Lenguaje Oral | **36/34** | Oral Language |
| Amplio Lenguaje Oral | **24/40** | Broad Oral Language |
| Comprensión Auditiva | **19/48** | Listening Comprehension |

George’s Oral Language comparative language index was 36/34 indicating that he would perform with 36% proficiency with language tasks in Spanish and 34% proficiency in English. His Broad Oral Language comparative language index was 24/40 indicating that George would perform with 24% proficiency with those tasks in Spanish and 40% proficiency in English. His Listening Comprehension comparative language index was 19/48 indicating that George would perform with 19% proficiency towards listening tasks in Spanish and 48% proficiency in English.   
  
**Texas English Language Proficiency Assessment System Alternate (TELPAS Alternate)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Listening | Speaking | Reading | Writing |
| 2022-2023 | 2 | 2 | 3 | 2 |
| 2021-2022 | 4 | 3 | 3 | 3 |
| 2020-2021 | 3 | 2 | 2 | 2 |
| **Texas English Language Proficiency Assessment System (TELPAS)** | | | | |
| 2019-2020 | 2 | 1 | 1 | No Rating |
| 2018-2019 | 2 | 1 | 1 | 1 |
| 2017-2018 | 2 | 1 | 1 | 1 |

TELPAS measures the progress that Emergent Bilinguals make in acquiring the English language in the language domains of listening, speaking, reading, and writing. For each language domain, TELPAS measures four levels, or stages, of increasing English language proficiency: beginning (1), intermediate (2), advanced (3), and advanced high (4).

**SPEECH/LANGUAGE**

The group of qualified professionals has reviewed formal and informal data and concluded that the student’s language proficiency when compared with age peers may be regarded in the noted domains as:

Listening Comprehension Below Average

Oral Expression Below Average

George expresses himself best orally rather than any other method of communication.

Classroom language functioning is within the below average range according to classroom teacher’s observations. Carole Calder, SLP, observed language functioning and found that George easily engaged in informal conversation. He was very friendly and outgoing and eager to converse with the speech pathologist. George has intelligible speech. He was able to make his needs known. George was able to follow instructions for testing and engage in appropriate conversation. George was able to take turns during conversation and to remain on topic. George advocated for himself by indicating a need for breaks during the testing session. He was easily redirectable and compliant during testing.

George was assessed in both English and Spanish in order to determine strengths and weaknesses in the areas of receptive and expressive language.

**Articulation**

Goldman-Fristoe Test of Articulation – Third Edition

The Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3) is a systematic means of assessing an individual’s articulation of the consonant and consonant cluster sounds of Standard American English. It provides information about an individual’s speech sound ability by sampling both spontaneous and imitative sound production in single words and connected speech. GFTA-3 provides age-based normative scores separately for females and males for the Sounds-in-Words and Sounds-in-Sentences tests. Intelligibility is reported as a percentage score, and stimulability information is reported in table format.

Sounds-in-Words

The Sounds-in-Words test is used to evaluate an individual's articulation skill when labeling single words. The examiner presents a picture stimulus for the individual to label. The examiner scores each consonant and consonant cluster sound in the word as a correct or incorrect production. This test has a mean of 100 and a standard deviation of 15. Sounds-in-Sentences provides a semi-structured observation of the examinee’s spontaneous sound production used in connected speech by asking the examinee to retell one or two simple, picture-based stories that the examiner has previously read aloud. Stimulability can be used to assess the examinee’s ability to correctly produce a previously misarticulated sound when asked to watch and listen to the examiner’s production of the sound.

The results are presented in the following table:

|  |  |  |
| --- | --- | --- |
| Goldman-Fristoe Test of Articulation-Second Edition (GFTA-3) | | |
| **No. of Errors** | **Standard Score** | **Percentile Rank** |
| student Errors | 67 | 1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Articulation Errors** | **Initial Position** | **Medial Position** | **Final Position** |
| Substitutions | b/v |  | f/th |
| Omissions |  |  |  |
| Distortions |  |  | /r/ |
| Additions |  |  |  |
| Blends |  |  |  |

Mean =100, Standard Deviation =15

George is generally able to convey his thoughts and ideas to his listener. He does present with articulation errors that are below average for his age. He occasionally distorts the vocalic r in the final position of words. For example “water becomes wata”. However when asked to correct his /r/ sound he can do so. He also substituted b for v in the word vacuum and f for th in the final position of words. George’s overall intelligibility is good. When asked to correct articulation errors George was able to do so with one verbal prompt. It is the opinion of the examiner that George’s articulation errors are due to dialectal differences between Spanish and English.

Goldman-Fristoe Test of Articulation – Third Spanish Edition

The Goldman-Fristoe Test of Articulation-Third Spanish Edition (GFTA-3) is a systematic means of assessing an individual’s articulation of the consonant and consonant cluster sounds of Spanish phonemes. It provides information about an individual’s speech sound ability by sampling both spontaneous and imitative sound production in single words and connected speech. GFTA-3 provides age-based normative scores separately for females and males for the Sounds-in-Words and Sounds-in-Sentences tests. Intelligibility is reported as a percentage score, and stimulability information is reported in table format.

Sounds-in-Words

The Sounds-in-Words test is used to evaluate an individual's articulation skill when labeling single words. The examiner presents a picture stimulus for the individual to label. The examiner scores each consonant and consonant cluster sound in the word as a correct or incorrect production. This test has a mean of 100 and a standard deviation of 15. Sounds-in-Sentences provides a semi-structured observation of the examinee’s spontaneous sound production used in connected speech by asking the examinee to retell one or two simple, picture-based stories that the examiner has previously read aloud. Stimulability can be used to assess the examinee’s ability to correctly produce a previously misarticulated sound when asked to watch and listen to the examiner’s production of the sound.

The results are presented in the following table:

|  |  |  |
| --- | --- | --- |
| Goldman-Fristoe Test of Articulation-Third Spanish Edition (GFTA-3) | | |
| **No. of Errors** | **Standard Score** | **Percentile Rank** |
| student Errors | 74 | 4.2 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Articulation Errors** | **Initial Position** | **Medial Position** | **Final Position** |
| Substitutions | m/b | r/rr |  |
| Omissions |  | -/r, -/rr | -/r |
| Distortions |  |  |  |
| Additions |  |  |  |
| Blends | fl/fr, b-/br. -l/gl, gl/gr, p-/pr |  |  |

Mean =100, Standard Deviation =15

George exhibits connected speech that is intelligible but noticeable in error. He exhibits omissions of the /r/ and /rr/ phonemes in initial and medial word positions. He also exhibits substitutions (mano/bano). George exhibits the following phonological process: Custer reduction (bazo/brazo, glande/grande, pimero/primero).

George’s articulation skills are below the normal range for his chronological age for a Spanish speaker however due to the fact that George is a bilingual student acquiring English, production of the /r, rr/ phonemes can be impacted by the English influence.

Errors noted in English v/b, f/th are considered dialectical differences.

George exhibits a mild articulation disorder when compared with students his age.

**Language**

**Comprehensive Assessment of Spoken Language-Second Edition (CASL-2)**

The Comprehensive Assessment of Spoken Language-Second Edition (CASL-2) is an in-depth evaluation of an individual’s oral language skills. Designed for use with children and young adults aged 3 to 21 years, the CASL-2 consists of a battery of 14 stand-alone tests, each of which measures a specific oral language skill. The scores of each test can be interpreted separately, and they can be combined to yield summary index scores that represent broader areas of oral language function. All scores are reported as a standard score with a Mean of 100 and a Standard Deviation of 15.

The table below presents the results obtained. A description of George's performance on each subtest follows the table.

|  |  |  |
| --- | --- | --- |
| **Comprehensive Assessment of Spoken Language-Second Edition (CASL-2)** | | |
| CASL-2 Indexes | Standard Score | Percentile Rank |
| General Language Ability Index | 67 | 1 |

Standard Score: M=100, SD=15

|  |  |  |
| --- | --- | --- |
| **CASL-2 Ages 10-21** | **Speech Category** | **Standard Score** |
| Receptive Vocabulary | Lexical/Semantic | 103 |
| Expressive Vocabulary | Lexical/Semantic | 75 |
| Sentence Expression | Syntactic | 77 |
| Grammaticality Judgment | Syntactic | 44 |
| Nonliteral Language | Supralinguistic | 52 |
| Double Meaning | Supralinguistic | 78 |

Standard Score: M=100, SD=15

The **General Language Ability Index** score indicates the examinee’s general spoken language skills. An overall score of this type is sometimes used for eligibility purposes and comparable to the Core Composite score of the original CASL. The General Language Ability Index is reported as a standard score with a mean of 100 and a standard deviation of 15. George’s standard score was 67 which falls in the below average range.

The **Receptive Vocabulary** test measures comprehension of the meaning of a spoken word. Early test items include concrete objects or actions, whereas later items include words that are symbols of ideas, values, images, and theories. The class of words used increases in difficulty, starting with basic nouns, pronouns, prepositions, and adjectives and progressing to more complex nouns, verbs, adjectives, and adverbs. George’s standard score was 103 which falls within the average range.

The **Expressive Vocabulary** test is a measure of knowledge, retrieval, and oral expression of a word that best completes a sentence. Specifically, it measures the ability to retrieve and express the appropriate word that fits the meaning of a spoken sentence. George’s standard score was 75 which falls within the below average range.

The **Sentence Expression** test measures the oral expression of accurate syntax, including appropriate use of grammatical morphemes, sentence structure, and word order. George’s standard score was 77 which falls within the below average range.

The **Grammaticality Judgment** test assesses the respondent’s ability to recognize and correct errors in the use of the following syntactic areas: noun verb agreement, noun number, verb tense, pronouns, negatives, prepositions, irregular forms, direct/indirect objects, active/passive voice coordination, and embedding. George’s standard score was 44 which falls within the deficient range.

The **Nonliteral Language** test assesses the ability to comprehend and explain the intended meaning of a spoken utterance when the literal meaning does not convey the message. Comprehension of such language requires a metalinguistic analysis, that is, a second stage of processing to arrive at the intended meaning of the speaker. George’s standard score was 52 which falls within the deficient range.

The **Double Meaning** test measures the ability to identify and express two possible meanings for a single word or sentence that has multiple interpretations. Each item includes two meanings by using either (a) a word that has double meaning (referred to as semantic ambiguity) or (b) a syntactic structure that has two interpretations. Success on the Double Meaning test requires specific vocabulary knowledge and an additional stage of language processing, such as reflecting on whether a word is used literally or recognizing when the context provides alternative interpretations. George’s standard score was 78 which falls within the below average range. For example, George was presented with the following statement: “The cold kept him from going to the party. Explain the two meanings for the word cold.”. George was not able to provide two appropriate meanings for the items.

On the CASL-2 student displayed strengths in the following areas: receptive vocabulary and being able to derive meaning from a spoken word. He had more difficulty expressing his thoughts and ideas and using age appropriate vocabulary. Grammar was an area of weakness on the CASL-2.

**Clinical Evaluation of Language Fundamentals-Fifth Edition**

The Clinical Evaluation of Language Fundamentals, Fifth Edition (CELF-5) is designed to screen for and diagnose language disorders in children and young adults. It addresses the language concerns of students aged 5 to 21 years. The results are presented in the table below.

|  |  |
| --- | --- |
| **Clinical Evaluation of Language Fundamentals – Fifth Edition CELF-5** | |
| **Subtest/Composite** | **Scaled/Standard Score** |
| Word Classes | 5 |
| Formulated Sentences | 2 |
| Recalling Sentences | 1 |
| Semantic Relationships | 2 |
| ***Core Language Score (CLS)*** | **55** |
| Word Classes | 5 |
| Following Directions | 6 |
| Semantic Relationships | 2 |
| ***Receptive Language Index (RLI)*** | **69** |
| Formulated Sentences | 2 |
| Recalling Sentences | 1 |
| Sentence Assembly | 1 |
| ***Expressive Language Index (ELI)*** | **47** |
| Word Classes | 5 |
| Understanding Spoken Paragraphs | 7 |
| Word Definitions | 8 |
| ***Language Content Index (LCI)*** | **80** |
| Following Directions | 6 |
| Formulated Sentences | 2 |
| Recalling Sentences | 1 |
| ***Language Memory Index (LMI)*** | **60** |

Scaled Score: M=10, SD=3 Standard Score: M=100, SD=15

George was administered four tests of the CELF-5 from which his Core Language Score was derived. The Core Language Score is a measure of general language ability and provides an easy and reliable way to quantify George’s overall language performance. The Core Language Score has a mean of 100 and a standard deviation of 15. A score on this scale represents the performance of the typical student of a given age. For George’s core language score the following tests were administered: Word Classes, Formulated Sentences,Recalling Sentences, and Semantic Relationships. George received a **Core Language Score of 55**. This places George in the very low range of language functioning.

The Receptive Language Index is a measure of George’s performance on three tests designed to probe receptive aspects of language including comprehension and listening. The Receptive Language Index has a mean of 100 and a standard deviation of 15. A score of 100 on this scale represents the performance of the typical student of a given age. For student’s receptive Language Index score the following tests were administered: Word Classes, Following Directions, Semantic Relationships. George received a **Receptive Language Score of 69**. This places him in the very low range of language functioning.

The Expressive Language Index is a measure of George’s performance on three tests that probe expressive aspects of language including oral language expression. The Expressive Language Index has a mean of 100 and a standard deviation of 15. A score on this scale represents the performance of the typical student of a given age. For student’s Expressive Language Index score the following tests were administered: Formulated Sentences, Recalling Sentences, Sentence Assembly. George received an **Expressive Language Index Score of 47**. This places George in the very low to severe range of language functioning.

The Language Content Index is a measure of George’s performance on three tests designed to probe vocabulary and word knowledge. The Language Content Index score has a mean of 100 and a standard deviation of 15. A score on this scale represents the performance of the typical student of a given age. For George’s Language Content Index score the following tests were administered: Word Classes, Understanding Spoken Paragraphs, and Word Definitions. George received a **Language Content Score of 80**. This places George in the borderline/marginal/at-risk of language functioning.

The Language Memory Index is a measure of George’s performance on three tests designed to probe memory dependent language tasks. The Language Memory Index score has a mean of 100 and a standard deviation of 15. A score on this scale represents the performance of the typical student of a given age. For George’s Language Memory Index score the following tests were administered: Following Directions, Formulated Sentences, Recalling Sentences. George received a **Language Memory Index Score of 60**. This places George in the very low range of language functioning.

**Word Classes**: The Word Classes subtest is used to evaluate the student’s ability to understand relationships between words based on meaning features, function, or place or time of occurrence. The student chooses the two words (i.e., pictures or presented orally) that best represent the desired relationship. This test has a mean of 10 and the standard deviation is 3.George received a scaled score of 5 on the Word Classes test.

**Following Directions:** The Following Directions test is used to evaluate the student’s ability to a) interpret spoken directions of increasing length and complexity, b)follow the order of presented objects with varying characteristics such as color, size,or location, and c) identify several pictured objects that were mentioned. The student identifies the objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3. George received a scaled score of 6.

**Formulated Sentences:** The Formulated Sentences test is used to evaluate the ability to formulate simple, compound, and complex sentences when given grammatical constraints. The student is asked to formulate a sentence, using a target word while using an illustration as a reference. This test has a mean of 10 and a standard deviation of 3. George received a scaled score of 2.

**Recalling Sentences:** The Recalling Sentences subtest is used to evaluate the student’s ability to recall and reproduce sentences of varying length and syntactic complexity. The student imitates sentences presented by the examiner. The mean for the test is 10 and the standard deviation is 3. George received a scaled score of 1 on the Recalling Sentences subtest.

**Understanding Spoken Paragraphs:** The Understanding Spoken Paragraphs subtest is used to evaluate the student’s ability to a) sustain attention and focus while listening to spoken paragraphs, b)create meaning from oral narratives and text, c) answer questions about the content of the information given, and d) use critical thinking strategies for interpreting beyond the given information. The student answers questions about a paragraph presented orally. The questions probe the student’s understanding of the paragraph’s main idea, memory for facts and details, recall of event sequences, and ability to make inferences and predictions. This test has a mean of 10 and a standard deviation of 3. George received a scaled score of 7 on the Understanding Spoken Paragraphs subtest.

**Word Definitions:** The Word Definitions test is used to evaluate the student’s ability to define words by describing their meaning features, and referring to their class relationships and shared meanings. The student is orally presented a word, followed by an introductory sentence that includes the word. The student is then asked to define the word. The mean for the test is 10 and the standard deviation is 3. George received a scaled score of 8 on the Word Definitions subtest.

**Sentence Assembly:** The Sentence Assembly test is used to evaluate the student’s ability to assemble syntactic structures. The student produces two grammatically correct sentences from visually and auditorily presented words or phrases. This test has a mean of 10 and a standard deviation of 3. George received a scaled score of 1 on the Sentence Assembly Test.

**Semantic Relationships:** The Semantic Relationships test is used to evaluate the student’s ability to interpret sentences that a) make comparisons, b)identify locations or directions, c)specify time relationships, d) include serial order, e)are expressed in passive voice. After listening to a sentence, the student selects the two correct choices from four visually presented options. The mean for the test is 10 and the standard deviation is 3. George received a scaled score of 2 on the Semantic Relationships test.

Based on the results of the CELF-5, George demonstrates below average language functioning in the areas of receptive and expressive language. His receptive language scores are a relative strength as compared to his expressive skills. While all the subtest scores fell within the below average range, George did show relative strengths in the areas of understanding spoken paragraphs and defining words. When he listened to a short paragraph he was able to demonstrate a fundamental understanding of the information being presented. He also was able to follow multi-step directions although when the complexity increased his accuracy decreased. George’s scores showed that formulating grammatically correct sentences is difficult for him. He has difficulty understanding and using the grammatical rules of the English language. This shows up in his speaking when he uses incorrect verb tenses or drops off a word that changes the meaning of a sentence. He also had difficulty assembling a sentence when given written words. This will impact his ability to write cohesive sentences and express his thoughts and ideas freely.

Language Sample

A language sample was obtained from George through an interview. Based on a pattern of weaknesses on standardized testing, teacher information, and parent concerns, George's language sample was analyzed for syntax and semantic development. George sometimes misuses pronouns when conversing in English. He also displays difficulty with using correct verb tenses and prepositions. Some of these errors can be attributed to the Spanish language influence when he is speaking. He is generally able to express his thoughts and ideas and when the listener does not understand he will rephrase and attempt to gain the listener’s understanding. George's language production in the naturalistic context of the language sampling activity is consistent with the results of formal and informal language assessment. He demonstrates a language disorder with weakness in the area of Syntax.

**Peabody Picture Vocabulary Test: Fifth Edition (PPVT-5)**

The Peabody Picture Vocabulary Test: Fifth Edition (PPVT-5), is an individually administered, norm-referenced test. The PPVT-5 assesses an individual’s listening vocabulary by orally presenting a stimulus word and having the examiner point to the correct one of four illustrations that shows the meaning of the word. The test is standardized for the use with individuals, ages 2-6 through adult age.

With a mean standard score of 100 and a standard deviation of 15 the following results were obtained:

|  |  |
| --- | --- |
| **PPVT-5** | |
| **Standard Score** | **Percentile** |
| 91 | 27 |

**Test Interpretation:**

George obtained a standard score of 91 which falls with the average range. This indicates that he is understanding age appropriate vocabulary and is able to receptively identify words when given a photo choice.

**Expressive Vocabulary Test: Third Edition (EVT-3)**

The Expressive Vocabulary Test: Third Edition (EVT-3), is an individually administered, norm-referenced test. The EVT-3 measures expressive vocabulary knowledge with two types of items: labeling and synonym. The test is standardized for the use with individuals, ages 2-6 through adult age.

With a mean standard score of 100 and a standard deviation of 15 the following results were obtained:

|  |  |
| --- | --- |
| **EVT-3** | |
| **Standard Score** | **Percentile** |
| 71 | 3 |

**Test Interpretation:**

George scored a scaled score of 71 which falls within the below average range. This indicates that George has difficulty expressively defining age appropriate vocabulary. For example George had the following vocabulary errors: moose/camel, morning/night, triangle/rectangle, glasses/binoculars, two socks/pair, clock/compass. Sometimes he would say “I know the word in Spanish but not English”.

**LANGUAGE-Spanish**

Clinical Evaluation of Language Fundamentals-Fourth Spanish Edition

The Clinical Evaluation of Language Fundamentals, Fourth Spanish Edition (CELF-4) is designed to screen for and diagnose language disorders in Spanish speaking children and young adults. It addresses the language concerns of students aged 5 to 21 years. The results are presented in the table below.

Ages 9-21

|  |  |
| --- | --- |
| **Clinical Evaluation of Language Fundamentals –Fourth Spanish Edition CELF-4** | |
| **Subtest/Composite** | **Scaled Score** |
| Concepts & Following Directions | 11 |
| Recalling Sentences | 4 |
| Formulated Sentences | 7 |
| Word Classes Total | 8 |
| **Core Language** |  |
| Total Standard Score | 85 |
| Percentile Rank | 16 |

Scaled Score: M=10, SD=3 Standard Score: M=100, SD=15

The Core Language composite indicates that overall language skills are within normal limits. Further analysis of George’s performance across the four subtests revealed that he has a mild deficit in the areas of recalling sentences.

Further analysis of the subtests indicates that George’s performance in Concepts and Following Directions is within normal limits (scaled score=11). On this subtest, George was presented with a visual stimulus array of six pictures and the examiner gave a series of multiple-step directions. For example, the examiner said “señala los carros que están separados por una manzana.” On this item, George pointed to the right picture. George followed directions with words that meant inclusion (todas), exclusion (menos una), sequencing (segundo, tercero) and temporal concepts (luego, antes).

On the subtest recalling sentences George obtained a scaled score of 4 which is below the normal range for his chronological age. On this subtest he was presented with sentences orally and he has to repeat the sentence back. George demonstrated difficulty remembering detailed information and frequently omitted prepositions and verbs and changed words. For example when presented with the sentence “Fue puesta la carta por correo” he repeated “puesta carta de correo”. These deficits can impact his ability to remember information in the academic setting and respond to questions with specific information.

On the subtest formulating sentences he obtained a standard score of 7 which is within the normal range for his chronological age. On this subtest he was presented with a picture and was given a word then he was asked to produce a sentence with it. For example, he was given the word "rapidamente” and he responded “Necesito correr rápidamente para jugar futbol”. He formulated sentences with the words given. It was observed that he exhibited difficulties with syntax. Some of his sentences were incomplete. For example when given the word por fin he responded “por fin ya casi va acabar”.

A language sample was obtained using narration and conversation. During narration George was able to talk about his family in Spanish and a series that he watched in English. He talked about his parents and siblings and the things they do at home. The information he provided was very basic and he did not provide specific details. During narration he talked about the series he watched but his narration was characterized by a series of events. He did not connect his ideas or provide details about the situations.

Is a movie

Is a lot of characters

She needs to found someone

The teacher have a son

He needs to be bad a monster porque Wednesday and he teacher have another

His ideas were incomplete and he did not connect them.

George used a variety of nouns and verbs to describe. His use of connecting words was limited. He exhibited some difficulties with noun/verb agreement in Spanish (el senor mato ella). He also mixed Spanish and English and his sentences were incomplete.

During conversation George responded to different questions, initiated conversations, took turns and maintained the topic of conversations. He used simple sentences to communicate his ideas. He sometimes talked about things that were not related to the topic.

Pragmatic skills appeared to be below normal limits during testing. He engaged in conversations with others, asked/answered questions, initiated and maintained conversations using appropriate eye contact. George uses language to interact with others and to express his ideas.

George did not elaborate when answering questions. He did not ask for clarification or made relevant contributions to the conversation.

According to testing results, parent information and observations made during testing George exhibits receptive and expressive language skills and pragmatic skills that are below the normal range for his chronological age.

George does meet eligibility as a student with a Speech Impairment.

**Fluency, Voice, and Oral Motor Abilities**

Fluency and voice were found to be within normal limits. An examination/observation of oral motor abilities revealed/indicated adequate structure and mobility to support functional communication.

**PHYSICAL INFORMATION**

Updated information was not requested in this area.

**ASSISTIVE TECHNOLOGY**

Updated information was not requested in this area.

**EMOTIONAL/BEHAVIORAL**

Updated information was not requested in this area.

**ACADEMIC/DEVELOPMENTAL PERFORMANCE**

Information regarding a student’s level of academic and/or developmental performance is gathered through report cards, state developed assessments, district assessments, teacher reports, observations, and the administration of standardized achievement tests. The collection of educational performance data is used to assess the student’s level of acquired knowledge and to determine whether the learned level of academic/developmental information is correlated to a pattern of strengths and weaknesses within a student’s academic and cognitive processing profiles.

An examination of student’s academic history reveals the following grades:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School year** | **Grade** | **Math** | **ELA** | **Science** | **Social Studies** |
| 2023-2024 | 6th | 88 | 70 | 76 | 71 |

Teachers reported the following information regarding academic performance:

Ms. Coupe reported that George hasn’t been able to read a sentence for her. She noted that he is sweet, but believes the current placement is not suitable for his needs at this time.

Ms. Sumrall reported that George is able to copy information neatly, take notes, and advocate for help when he does not understand something. She added that he is a well behaved student.

Results of previous administrations of the State of Texas Assessments of Academic Readiness STAAR-Alternate) are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Grade 3 STAAR Alternative** | **Grade 4 STAAR Alternative** | **Grade 5 STAAR Alternative** |
| **Reading** | Level II: Satisfactory | Level III: Accomplished | Level II Satisfactory |
| **Math** | Level II: Satisfactory | Level III: Accomplished | Level III: Accomplished |
| **Science** |  |  | Level II: Satisfactory |

*MEASURE OF ACADEMIC PROGRESS (MAP)*

MAP Growth Assessments are a suite of computer-based assessments that measure and monitor student academic growth. In LTISD, MAP Growth Assessments are available for students K-9th grade in the areas of Mathematics, Reading, and Language Usage. George was evaluated using MAP data starting Fall of 2023 when he was in the 6th grade.

Student growth measures are reported as Rausch Unit (RIT) and Percentile Ranks. These scores are not specific to a grade level but are continuous making it possible to use RIT scores to follow a student’s educational growth from year to year. For the purposes of Special Education evaluation, percentile ranks are reported. A percentile rank is a score that indicates the rank of a student compared to other students in a normative sample. If a student scores at the 75th percentile, it can be said that he or she has scored at least as well as, or better than, 75 percent of students his or her age from the normative sample of the assessment.

Based on the (EOY, MOY, BOY) MAP Growth assessment, student’s percentile ranks and RIT ranges were as follows:

**Math**

|  |  |  |  |
| --- | --- | --- | --- |
| **Term/Year** | **Grade** | **RIT Range** | **Achievement Percentile** |
| **Fall 2023** | 6 | 175 | 1st |

**Reading**

|  |  |  |  |
| --- | --- | --- | --- |
| **Term/Year** | **Grade** | **RIT Range** | **Percentile Range** |
| **Fall 2023** | 6 | 158 | 1st |

George’s MAP data indicates that he has been making below average growth and achievement. Additionally, his Fall 2023 Mathematics and Reading MAP testing predicts he will not meet the standards on the math and reading STAAR tests when taken in the Spring of 2024.

The following academic achievement standardized tests were used in obtaining George’s performance in the areas of achievement in the Spanish language.

The ***Batería IV Woodcock-Muñoz Pruebas de Aprovechamiento (Bateria-IV)***, is a comprehensive, individually administered test for assessing the achievement of persons aged two years, zero months through ninety years old plus years. The Bateria-IV contains 13 tests measuring three curricular areas – reading, mathematics, and written language. Specific combinations, or grouping of these 13 tests form clusters for interpretive purposes.

**Reading: BATERIA-IV**

|  |  |
| --- | --- |
| **CLUSTER/Subtest** | **Standard Score** |
| **DESTREZAS BÁSICAS EN LECTURA/BASIC READING SKILLS** | **<40** |
| **Identificación de Letras y Palabra/ Letter-Word Identification**  *Identifying letters and pronouncing words* | <40 |
| **Analisis de Palabras/Word Attack** *Reading nonsense letter combinations that are phonetically consistent or regular patterns in orthography* | <40 |
| **COMPRENSION DE LECTURA/READING COMPREHENSION** |  |
| **Comprension de Textos/Passage Comprehension**  *Reading a short passage silently then supplying a key missing word* | <40 |
| **FLUIDEZ EN LA LECTURA/READING FLUENCY** |  |
| **Lectura Oral/Oral Reading** *Reading sentences aloud* | <40 |

Standard Scores: M=100, SD=15

George’s performance towards his reading abilities yielded low standard scores in all areas of reading. Within the area of Basic Reading Skills, George displayed poor phonetic coding skills when reading real and non real words. Specifically, George would sound out words correctly, however, when attempting to read all the letters within the word fluently, George was unable to read the majority of words listed. George’s difficulty with phonetic coding also impacted his performance towards Reading Fluency. When instructed to read sentences within a paragraph, George would respond, “I can’t do this” multiple times. The examiner encouraged George to do his best, and ultimately George was unable to read the majority of words within the paragraphs. Within the area of Reading Comprehension, George relied heavily on visual stimuli such as illustrations to make comprehensive selections. For example, when George was asked to read a sentence and supply a missing word that would best complete the sentence, George had significant difficulty and would select a word that did not belong in the sentence. However, when George had illustrations and was instructed to select the word that best corresponded, he had no difficulty selecting the correct word.

**Written Expression: BATERIA-IV**

|  |  |
| --- | --- |
| **CLUSTER/Subtest** | **Standard Score** |
| **EXPRESIÓN ESCRITA/WRITTEN EXPRESSION** |  |
| **Expresión de lenguaje escrito/ Writing Samples**  *Composing sentences based on the directions given and sentences are evaluated with respect to the quality of expression* | <40 |
| **Ortografía/Spelling**  *Writing individual letters and increasingly difficult words from dictation* | 44 |

Standard Scores: M=100, SD=15

George’s performance towards his written expression abilities yielded low standard scores. Within the area of spelling, George had difficulty writing words with all necessary letters. For example, George would write the correct letter for the initial sound in a word and then instead of writing the letter that corresponds to the second sound in a word, George would write the letter of an ending sound or a medial sound. George’s difficulty in adequately identifying all letters required to spell a word correctly affected his performance when writing complete sentences. George was instructed to write complete sentences using specific words with the use of visual supports and was unable to write a complete sentence adequately. Instead, George would copy the specific words in an order that would not be considered a complete sentence. Through observation, the evaluator observed George to verbally state what he would intend to write, however, when George would begin to write what he previously stated, it was incomparable.

**Math Calculation: BATERIA-IV**

|  |  |
| --- | --- |
| **CLUSTER/Subtest** | **Standard Score** |
| **DESTREZAS EN CÁLCULOS MATEMÁTICOS/MATH CALCULATION** |  |
| **Cálculo/Calculation**  *Completing math computations on a worksheet* | 65 |

Standard Scores: M=100, SD=15

George’s performance towards his math calculation ability yielded a low standard score. George was able to add single and triple digit numbers adequately with no difficulty. When performing the math operation of subtraction, George was able to successfully subtract single digit and double digit numbers, with little to no difficulty. George attempted to adequately multiply and divide single and double digit numbers, however was unable to correctly compute numbers with multiplication and division.

**Math Problem Solving: BATERIA-IV**

|  |  |
| --- | --- |
| **RESOLUCIÓN DE PROBLEMAS MATEMÁTICOS/MATH PROBLEM SOLVING** |  |
| **Problemas aplicados/Applied Problems**  *Analyzing and solving word problems* | 61 |

Standard Scores: M=100, SD=15

George’s performance towards solving math problems yielded a low standard score. George was able to tell time from a digital clock and complete word problems that required the use of addition and subtraction. George had difficulty completing word problems that required him to calculate money, tell him from a non-digital clock, and utilize multiplication and division.

The ***Woodcock-Johnson IV Tests of Achievement (WJ IV ACH)*** is a comprehensive set of individually administered, norm-referenced tests to measure educational achievement in the areas of reading, mathematics, written language, and academic skills. The standard battery contains eleven subtests these can be combined to form fifteen cluster scores. The extended battery contains nine subtests; used in combination with tests in the Standard Battery these can be combined to form seven additional cluster scores. Both subtests and cluster scores are distributed with a mean of 100 and a standard deviation of 15. The tests are designed for administration to individuals aged two through adulthood.

The ***Wechsler Individual Achievement Test – Fourth Edition (WIAT-4)***, is a comprehensive, individually administered test for assessing the achievement of persons aged four years, zero months through nineteen years eleven months. The WIAT-4 yields eight composite scores; Oral Language, Total Reading, Basic Reading, Reading Comprehension and Fluency, Written Expression, Mathematics, Math Fluency, and Total Achievement. Subtests and Composites derive standard scores with a mean of 100 and a standard deviation of 15.

**Reading**

|  |  |
| --- | --- |
| **CLUSTER/Subtest** | **Standard Score** |
| **BASIC READING** |  |
| **Word Reading/WIAT-4**  *Reading a list of sight words* | 50 |
| **READING FLUENCY** |  |
| **Oral Reading/WJ-IV**  *Reading sentences aloud* | <40 |
| **READING COMPREHENSION** |  |
| **Passage Comprehension/WJ-IV**  *Reading a short passage silently then supplying a key missing word* | <40 |

Standard Scores: M=100, SD=15

George was administered reading tests in English to assess his reading abilities in his second language. George demonstrated below average scores in every area of reading in English. During the test, George was able to identify each letter of the alphabet correctly and point to the symbol that represented the picture on display. However, George was unable to sound out words correctly and demonstrated great difficulty with reading 3 to 4 word sentences.

**INTELLECTUAL**

An intelligence test is administered in order to assess the student’s cognitive processing and to determine current cognitive strengths and weaknesses. The authors of the seven intelligence tests published since 2000, to some degree, all relied on Cattell-Horn-Carroll (CHC) theory for test development. CHC theory is a comprehensive and empirically supported psychometric theory of the structure of cognitive and academic abilities. This theory is a multiple-factor model of the structure of abilities. These broad abilities are referred to as overall broad ability scores or ‘G’ scores.

The following test instruments were used in determining areas of processing related to George’s academic achievement deficits.

The ***Wechsler Intelligence Scale for Children-Fifth Edition Spanish (WISC-V);*** is an individually administered, comprehensive clinical instrument for assessing the intelligence of children ages six years zero months through 16 years 11 months. The WISC V provides composite scores that represent intellectual functioning in four specified cognitive domains, as well as a measure of general intellectual functioning. The index composite scores are reported as age-correlated standard scores. The composite scores are scaled to a metric with a mean of 100 and a standard deviation of 15. The scaled scores have a mean of ten and a standard deviation of three.

The **Batería *IV Woodcock-Munoz Pruebas de Habilidades Cognitivas (*Batería-IV*);*** is wide age-range, comprehensive system for measuring general intellectual ability (g) in Spanish, as well as, broad ability clusters based on a number of different tasks. This test can derive scores that examine verbal and thinking ability as well as cognitive efficiency. The composite scores are scaled to a metric with a mean of 100 and a standard deviation of 15.

The ***Test of Auditory Processing Skills Spanish Bilingual Edition (TAPS-3 SBE);*** is an individually administered assessment of auditory skills commonly utilized in academic and everyday activities. The composite scores are scaled to a metric with a mean of 100 and a standard deviation of 15.

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument** | **Narrow Abilities** | **Composite/Index & Subtests** | **Scaled/Standard Score** |
| **Short – Term Memory (Gsm)** is the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. Gsm is a limited-capacity system, as most individuals can retain only seven chunks of information in this system at one time. When a new task requires an individual to use his or her Gsm abilities to store new information, the previous information held in short-term memory is either lost or must be stored in the acquired stores of knowledge. Short-Term Memory (Gsm) is correlated with reading, writing, and math within the context of the narrow ability of working memory. | | | |
| **XBA** |  | Working Memory | **62** |
| Bateria-IV | MW: Working Memory Capacity | **Atención Verbal/Verbal Attention** *Listening to a series of animal names and numbers and answering a question about sequential position or repeating the items in the order as directed* | 80 |
| Bateria-IV | MW: Working Memory Capacity | **Inversión de Números/Numbers Reversed** *Holding a span of numbers in immediate awareness and then reversing the sequence* | 69 |
| WISC-V Spanish | MW: Working Memory Capacity | **Digit Span Backward** *Repeating a series of orally presented digits in reverse order* | 3/65 |
| WISC-V Spanish | MW: Working Memory Capacity | **Digit Span Sequencing**  *Repeating a series of orally presented digits in ascending order* | 4/70 |
| WISC-V Spanish | MS: Memory Span | **Digit Span Forward**  *Repeating a series of numbers verbatim* | 1/55 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument** | **Narrow Abilities** | **Composite/Index & Subtests** | **Scaled/Standard Score** |
| **Auditory Processing (Ga)** is the ability to perceive, analyze, and synthesize patterns among auditory stimuli. Auditory Processing (Ga) is closely related to reading and writing especially in the early elementary years. | | | |
| **TAPS-3** |  | **Procesamiento Auditivo** | **65** |
| TAPS-3 | PC: Phonetic Coding | **Word Discrimination**  *Discriminating words based on similar sounds within words* | 6/80 |
| TAPS-3 | PC: Phonetic Coding | **Phonological Segmentation**  *Manipulate phonemes within words by dropping specific beginning, middle, or ending sounds* | 2/60 |
| TAPS-3 | PC: Phonetic Coding | **Phonological Blending**  *Identifying words by blending sounds that are provided in isolation* | 1/55 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument** | **Narrow Abilities** | **Composite/Index & Subtests** | **Scaled/Standard Score** |
| **Visual Processing (Gv)** is the ability to perceive, analyze, synthesize, and think with visual patterns, including the ability to store and recall visual representations. Visual Processing is more correlated with achievement in Geometry and Calculus and only somewhat correlated with reading and early math achievement. The abilities related to orthographic processing, for example, visual memory, visual discrimination, and form consistency are somewhat related to reading achievement. | | | |
| **XBA** |  |  | **81** |
| Bateria-IV | Vz: Visualization | **Visualización/Visualization** *Identifying pieces from an array needed to form a complete shape; Selecting two sets of blocks from an array that are rotated versions of a three-dimensional target item* | 83 |
| WISC-V Spanish | Vz: Visualization | **Diseño de bloques/Block Design**  *Reproducing a series of designs using blocks within a specified time limit* | 7/85 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument** | **Narrow Abilities** | **Composite/Index & Subtests** | **Scaled/Standard Score** |
| **Crystallized Intelligence (Gc)** is the breadth and depth of a person’s acquired knowledge of a culture and the effective application of this knowledge. Crystallized Intelligence is correlated with reading, writing, and math academic skills. | | | |
| **Bateria-IV** |  | **Comprehensión-Conocimiento** | **70** |
| Bateria-IV | VK: Lexical Knowledge | **Vocabulario Oral/Oral Vocabulary** *Stating antonyms and synonyms for stimulus words* | 76 |
| Bateria-IV | KO: General Knowledge | **Información General/General Information** *Answering questions such as: ¿Dónde se encuentran….?/ ¿Qué se hace con…?* | 72 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument** | **Narrow Abilities** | **Composite/Index & Subtests** | **Scaled/Standard Score** |
| **Learning Efficiency (Gl)** is the ability to learn, store and consolidate new information over periods of time measured in minutes, hours, days, and years. Associative Memory is correlated with reading achievement in young children. | | | |
| **Bateria** |  | **Almacenamiento y Recuperación a Largo Plazo** |  |
| Bateria-IV | MM: Meaningful Memory | **Rememoración de Cuentos/Story Recall** *Listening to and retelling details of stories* | 72 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument** | **Narrow Abilities** | **Composite/Index & Subtests** | **Scaled/Standard Score** |
| **Retrieval Fluency (Gr)** is the rate and fluency at which individuals can access information stored in long-term memory. Naming facility or rapid automatic naming is most highly correlated with aspects of reading achievement and is most important during the elementary school years | | | |
| Bateria-IV | NA: Naming Facility | **Rapidez en la identificación de dibujos/ Rapid Picture Naming**  *Recalling and naming of simple pictures within a specific time limit* | 93 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument** | **Narrow Abilities** | **Composite/Index & Subtests** | **Scaled/Standard Score** |
| **Processing Speed (Gs)** is the ability to fluently perform cognitive tasks automatically, especially when under pressure to maintain focused attention and concentration. Processing Speed (Gs) is correlated with all areas of achievement especially in the early elementary school years. | | | |
|  |  | **Velocidad de Procesamiento Cognitivo** | **87** |
| Bateria-IV | P: Perceptual Speed | **Pareo de Letras Idénticas/Letter-Pattern Matching** *Rapidly locating and drawing a line through identical letters/letter patterns from a defined row of letters* | 85 |
| Bateria-IV | P:Perceptual Speed | **Pareo de Números Idénticos/Number-Pattern Matching** *Rapidly locating and drawing a line through identical numbers from defined rows of numbers* | 92 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Instrument** | **Narrow Abilities** | **Composite/Index & Subtests** | **Scaled/Standard Score** |
| **Fluid Reasoning (Gf)** is a broad ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures. Fluid Reasoning is most highly correlated with math problem solving, while it is less correlated with basic writing skills in the early elementary grades and moderately correlated with reading comprehension. | | | |
| **Bateria-IV** |  | **Razonamiento Fluido** | **59** |
| Bateria-IV | RQ: Quantitative Reasoning | **Series Numéricas/Number Series**  *Filling in the missing number in a series/numerical pattern* | 61 |
| Bateria-IV | I: Induction | **Formación de Conceptos/Concept Formation** *Identifying and determining a rule for a pattern depicted on an item set* | 70 |

**Cognitive Processing Interpretation**

George’s performance yielded strengths in the following board abilities: Processing Speed and Retrieval Fluency**.** Strengths within these broad abilities indicate that George has high automaticity towards simple tasks and is able to produce or recall information such as names for objects quickly.

George’s performance towards his cognitive abilities yielded weaknesses in the following broad abilities: Short Term Memory, Auditory Processing, Visual Processing, Crystalized Intelligence, Learning Efficiency, and Fluid Reasoning. Weaknesses within these areas can cause George to have significant difficulty with recalling newly learned information, manipulating or analyzing visual stimuli, utilizing adequate vocabulary, processing speech sounds, making conclusions and inferences, and maintaining information he read or heard while simultaneously performing some operation upon it.

**ADAPTIVE BEHAVIOR**

Adaptive behavior is the effectiveness with which individuals meet the standards of personal independence and social responsibility expected of individuals of their age and cultural group. The assessment of adaptive behavior focuses on two major issues: the degree to which individuals are able to function and maintain themselves independently and the degree to which they meet the culturally imposed demands of personal and social responsibility. Adaptive behavior represents the interaction of personal, cognitive, social, and situational variables. (Sattler, J. M., (2002). Assessment of Children: Behavioral and Clinical Applications-Fourth Edition. California. Sattler Publishing)

Adaptive behavior was assessed using formal measures. The Vineland-3 was administered.

The ***Vineland Adaptive Behavior Scales, Third Edition (Vineland-3)*** measures the personal and social skills of individuals from birth through adulthood.  Because adaptive behavior refers to an individual's typical performance of the day-to-day activities required for personal and social sufficiency, these scales assess what a person actually does, rather than what he or she is able to do.

Mr. Vidal Rodriguez (father), Ms. Chromcak (math teacher), and Ms. Prestwood (art teacher) completed the Vineland-3. Below are the scores indicated by each rater.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Vineland Adaptive Behavior Scales-Third Edition: Parent and Teacher Forms** | | | | | | |
|  | Parent | | Teacher- Chromcak | | Teacher- Prestwood | |
|  | v-Scale Score | Standard Score | v-Scale Score | Standard Score | v-Scale Score | Standard Score |
| Receptive | 11 |  | 13 |  | 5 |  |
| Expressive | 9 |  | 8 |  | 9 |  |
| Written | 5 |  | 9 |  | 1 |  |
| **Communication** |  | 65 |  | 74 |  | 53 |
| Personal | 16 |  | 13 |  | 1 |  |
| Domestic/Academic | 16 |  | 10 |  | 1 |  |
| Community | 13 |  | 12 |  | 11 |  |
| **Daily Living Skills** |  | 100 |  | 83 |  | 48 |
| Interpersonal Relationships | 15 |  | 7 |  | 9 |  |
| Play and Leisure Time | 10 |  | 7 |  | 1 |  |
| Coping Skills | 13 |  | 17 |  | 11 |  |
| **Socialization** |  | 87 |  | 76 |  | 57 |
| **Adaptive Behavior Composite** |  | 81 |  | 76 |  | 58 |

v-Scale Score: M=15, SD=3 Domain Standard Score: M=100, SD=15

The results above indicate that the parents and teachers scores for the overall adaptive behavior composite were in the below average range.

Mr. Vidal Rodriguez scored George’s communication skills two standard deviations below the average range, which means he is significantly below the average range. George's Communication domain standard score is based on his scores on three subdomains: Receptive, Expressive, and Written. The Receptive subdomain assesses attending, understanding, and responding appropriately to information from others. George's Expressive score reflects his use of words and sentences to express himself verbally. The Written subdomain score conveys an individual's use of reading and writing skills. His father reported all three areas of communication below the average range. However, Mr. Vidal Rodriguez scored George in the average range in the areas of daily living skills and socialization. Overall, the adaptive behavior composite that was scored by his father was below the average range.

Ms. Chromcak scored George’s communication, daily living skills, and socialization skills below the average range. She indicated that George has below average abilities in the areas of expressive & written communication; numeric & school community daily living skills; and interpersonal relationships & play and leisure socialization skills. Overall, the adaptive behavior composite that was scored by Ms. Chromcak was below the average range.

Ms. Prestwood scored George’s communication, daily living skills, and socialization skills below the average range. She indicated that George has below average abilities in the areas of receptive, expressive, & written communication; personal, numeric, & school community daily living skills; and interpersonal relationships, play and leisure, & coping socialization skills. Overall, the adaptive behavior composite that was scored by Ms. Prestwoord was below the average range.

Based on this data, George’s adaptive behavior appears to be consistent with his current intellectual functioning.

**CONCLUSION**

The group of qualified professionals convened a Full and Individual Evaluation (FIE) in order to collect data to determine if George demonstrates characteristics of a student with a disability condition.

George is an 11 year old, 6th grade student attending Hudson Bend Middle School. He was referred for a Full and Individual Evaluation for his triennial evaluation. He currently receives special education services as a student with an Intellectual Disability and a Speech Impairment.

Information about academic performance including performance data from administration of the tests, indicates that George has higher difficulty towards language based academics, such as reading and writing. George was observed by the evaluator to rely on visual stimuli when reading and had significant difficulty reading sentences without pictures. George also has difficulty applying his letter sound knowledge and phonemic knowledge towards words when reading, which has an impact on his writing ability. Additionally, George has difficulty with accurately multiplying and dividing single and double digit numbers, and needs to improve his ability to accurately solve math problems that include money, time, and the use of math operations.

In an educational setting it is important to understand George’s general range of intellectual functioning and to examine his educational performance data. Within the cognitive domain George’s general range of intellectual functioning was assessed with the Wechsler Intelligence Scale for Children-Fifth Edition Spanish (WISC-V), the Batería IV Woodcock-Munoz Pruebas de Habilidades Cognitivas (Batería-IV), and the Test of Auditory Processing Skills Spanish Bilingual Edition (TAPS-3 SBE). Geroge displayed strengths in the Broad Abilities of Processing Speed and Retrieval Fluency. He will likely find tasks that are simple and require him to have high automaticity and recall information such as names to be easier and enjoyable. George displayed weaknesses in the Broad Abilities of Short Term Memory, Auditory Processing, Visual Processing, Crystalized Intelligence, Learning Efficiency, and Fluid Reasoning. Weaknesses in these abilities will cause the following to be more difficult for him: Recalling newly learned information, manipulating or analyzing visual stimuli, utilizing adequate vocabulary, processing speech sounds, making conclusions and inferences, and maintaining information he read or heard while simultaneously performing an operation upon it. George’s Adaptive Behavior ranged fell into the average range by all three raters.

Within the domain of language-communication, and based on the evaluation data, George meets the eligibility criteria of a student with a mixed receptive and expressive language disorder in both English and Spanish. He also presents with a mild articulation disorder although many of his errors can be attributed to dialectal differences. During testing George used a variety of nouns and verbs to describe.His use of connecting words was limited. He exhibited some difficulties with noun/verb agreement in Spanish (el senor mato ella). He also mixed Spanish and English and his sentences were incomplete.

During conversation George responded to different questions, initiated conversations, took turns and maintained the topic of conversations. He used simple sentences to communicate his ideas. He sometimes talked about things that were not related to the topic.

Pragmatic skills appeared to be below normal limits during testing. He engaged in conversations with others, asked/answered questions, initiated and maintained conversations using appropriate eye contact. George uses language to interact with others and to express his ideas.

George did not elaborate when answering questions. He did not ask for clarification or made relevant contributions to the conversation.

According to testing results, parent information and observations made during testing George exhibits receptive and expressive language skills and pragmatic skills that are below the normal range for his chronological age.

Consideration of assistive technology is an ongoing process driven by changes in student needs including, but not limited to, participation, access, curriculum, or environmental changes.

**LEARNING DISABILITY DETERMINATION AND DYSLEXIA**

Linguistic differences, attendance, continuity of instruction, exposure to the curriculum, environment, culture, economic disadvantage, vision, hearing, physical factors, and or/emotional disturbance have been ruled out as a primary cause of George’s learning difficulties. **George meets criteria for the condition of an Intellectual Disability, therefore precluding him from meeting the criteria for a Specific Learning or dyslexia.** George does not meet criteria for the condition of a Specific Learning Disability or for the condition of dyslexia.

**Speech Disability Report**

1. Is there a disability condition (i.e. Communication Disorder)? Yes

The student meets the eligibility criteria for Speech Impairment, in the area(s) of:

Language (receptive, expressive and pragmatics)

Articulation

2. Is there an adverse effect on educational performance (academic achievement and/or

functional performance) resulting from the Communication Disorder? yes

Academic/Educational performance is affected in the following manner: (functional implications)

George exhibits both a receptive and expressive language disorder. This impacts his understanding of educational material in the classroom and affects his ability to express his thoughts in an efficient manner. He may have difficulty comprehending grade level material as a result of his language impairment.

The group of qualified professionals has collected and reviewed the evaluation data in order to determine if the student is a student with a disability condition and needs Special Education services. Current evaluation results indicate that the student continues to meet The Texas Education Agency’s criteria for the disability conditions of Speech Impairment.

**Intellectual Disability Report**

George has a significantly sub-average intellectual functioning as measured by a standardized, individually administered test of cognitive ability in which the overall test score is at least two standard deviations below the mean, when taking into consideration the standard error of measurement (SEM) of the test.

Several of George’s cognitive areas fell below the average range. His scores were determined to be 2 standard deviations below the mean; 15 points from 100 is a standard deviation.

George demonstrates deficits in at least two of the following areas of adaptive behavior:

□ Communication □ Self-Care □ Home Living

□ Social/Interpersonal Skills □ Use of Community Resource □ Self-Direction

□ Functional Academic Skills □ Work □ Leisure

□ Health □ Safety

These deficits adversely affect student’s educational performance.

**Impact of Disability**

The results of the evaluation indicate that George meets eligibility criteria for an Intellectual Disability and a Speech Impairment. His Intellectual Disability impacts his abilities to understand and gather information from instruction that is at the appropriate grade level. His 6th grade teachers reported that George is performing below the grade level he is currently in. George is unable to read or spell words correctly. George’s disability impacts his education as he is receiving his education through modified instruction for all four core classes. His disability also appears to affect his abilities on the state standardized testing. Historically, on the STAAR tests, George is not performing on grade level. On the MAP testing, taken at the school, George is performing in the 1st percentile on both math and reading assessments. George’s Intellectual Disability may also impact his abilities to appropriately engage in communication, academics, daily living skills, and socialization across multiple areas.

Speech Impact:

George’s deficits in the areas of receptive, expressive language and pragmatic negatively impact affect his ability to participate in academic activities and discussions. George has strong receptive skills but has difficulties remembering information which make it hard for him to follow along with classroom instruction. His expressive language deficit makes it difficult for him to communicate his ideas with peers and staff in the school setting. These language deficits make it hard for George to navigate his school day both socially and academically.

George’s assessment data indicates he presents with articulation errors with the /th/, /rr/ and /r/ sound which impacts his intelligibility with unfamiliar listeners.

**RECOMMENDATIONS**

This multidisciplinary evaluation is considered a valid representation of George’s current levels of functioning in the areas assessed. The purpose of the FIE is to identify the presence of a disability condition and provide information regarding the student’s need for special education and related services. All decisions pertaining to eligibility, services to be provided, and placements remain the responsibility of the ARD committee.

The following recommendations are based upon a review of evaluation data and educational performance:

**Academics**George struggles with foundational reading, which has an effect toward his reading fluency and reading comprehension. To help him develop phonetic decoding skills:

* Place George in a learning environment that will meet his specific needs.
* Give George opportunities to practice and provide immediate error correction.
* Explicitly teach George that words can be broken into syllables and that simple words are often contained within a larger word.
* Talk about word families and make new words by changing individual letters in a base word. To illustrate, George could write a simple word, such as “cat”. Read the word several times with him. Change one letter and have him read the new word. George could then read the list of new words that were created.
* Rhyming or imitation games can make this learning process more engaging.

George struggled on spelling tasks on this assessment. In order to increase his skill in this area, the following strategies may be considered:

* Teach George how to find similarities among spelling words (e.g., root words and word families) and place the words into groups based on these similarities.
* Have Geore make his own word book to allow for extra practice with spelling, while also providing a word bank for future compositions or testing situations.

George experienced difficulty with mathematical calculation problems on this assessment. To support him in this area, several strategies should be considered:

* Allow George to use manipulatives while completing math calculation problems.

-Move gradually from the concrete manipulative to abstract thinking, making sure that comprehension is established before progressing to the next step.

* When teaching new concepts, model how to compute the problem.
* Provide numerous opportunities for George to practice the skill and immediate feedback/error correction.
* Break an algorithm into component parts, teaching one part of the computation procedure at a time. It will also be beneficial to provide a visual set of steps for George to follow.

To increase George’s ability to solve word problems, several strategies could be used:

* Teach key vocabulary words that signal the use of a particular operation.
* Teach a step-by-step process for solving word problems: review the problem, paraphrase it by using key words/visuals, visualize what the words are describing, think about how to solve the problem, compute the answer, and double check your solution.
* After modeling, provide George opportunities to talk through similar problems.
* Have George write his own word problems for practice.

**Language and Communication**

* Check for understanding
* Give George adequate time to respond to questions
* Encourage George to rephrase if he is not understood by the listener
* Model correct syntax
* Encourage George to provide detail information when answering questions and teach him how to advocate for himself
* Reduce language complexity for academic tasks

**Assurances:**

The multidisciplinary team assures that:

* Information has been drawn from a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent.
* More than one measure or assessment procedure was used as the criteria for determining whether a child is a child with a disability.
* Technically sound instruments were used to evaluate the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
* Assessments and other evaluation materials used were selected and administered so as not to be discriminatory on a racial or cultural basis.
* Assessments and other evaluation materials were administered in the child’s native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally unless it clearly was not feasible to so provide or administer.
* Assessment and other evaluation materials were used for the purposes for which the assessments or measures are valid and reliable, except where otherwise noted.
* Assessment and other evaluation tools/materials were administered by trained and knowledgeable personnel and were administered in accordance with any instructions provided by the producer of the assessment.
* Assessments and other evaluation materials included those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient
* Assessments and other evaluation materials were selected and administered so as best to ensure that if an assessment was administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child’s aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child’s impaired sensory, manual, or speaking skills.
* The child was assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.
* In evaluating each child with a disability, the evaluation was sufficiently comprehensive to identify all of the child’s special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
* Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child were used.
* Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year were coordinated with those children’s prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

THE FULL INDIVIDUAL EVALUATION REPORT (FIE) IS ONE OF THE COMPONENTS CONSIDERED BY THE ADMISSION, REVIEW AND DISMISSAL (ARD) COMMITTEE.  THE ARD COMMITTEE CONSIDERS THESE RESULTS AND OTHER INPUT WHEN ADDRESSING THE student’S INDIVIDUAL NEEDS FOR SPECIAL EDUCATION PLACEMENT AND SERVICES.  THE FINAL DECISION REGARDING THE PLACEMENT AND SERVICES RESTS WITH THE ARD COMMITTEE.

**SIGNATURE OF EVALUATORS POSITION**

|  |  |
| --- | --- |
|  | Licensed Specialist in School Psychology  Ashlyn Koenning |
|  | School Psychologist  Olivia Ann Salazar, LSSP |
|  | Speech Language Pathologist |
|  | Bilingual Speech Pathologist  Ana Duque M.A., CCC-SLP  NPI# 1093904542 |