**Norm-Referenced Test of Achievement Report**

**Test Administered**

*[Provide a description of the test based on the manual (you can find on the website, etc.) that is easy to understand for parents/teachers.]*

**Example:**

* Woodcock Johnson IV: Tests of Achievement (WJ-IV ACH)-Form A (Letter-Word Identification, Applied Problems, Spelling, Passage Comprehension, Oral Reading, Calculations, Writing Samples, Word Attack, Sentence Reading Fluency, Math Fact Fluency, and Sentence Writing Fluency)
  + The Woodcock Johnson IV: Tests of Achievement (WJ-IV ACH) is an individually administered, academic achievement test that measures what a person has been taught formally and informally. Areas assessed include Broad Reading, Basic Reading Skills, Broad Mathematics, Math Calculation Skills, Written Language, Broad Written Language, and Written Expression. The WJ-IV ACH was administered to determine strengths and weaknesses in different areas of academic achievement. Grade-based norms were used as a measure of relative standing.
  + Standard Scores on the WJ-IV ACH can be interpreted in the following manner:
    - 131 and above = Very Superior
    - 121 to 130 = Superior
    - 111 to 120 = High Average
    - 90 to 110 = Average
    - 80 to 89 = Low Average
    - 70 to 79 = Low
    - 69 and below = Very Low

**Behavior Observations During Testing**

*[In this section, include broad behaviors you observe. The test records have asked you to note behaviors (qualitative observations); go back and look at how you’ve noted attention to task and specific behaviors you’ve checked/noted in different subtests. Include information about the student’s attitude, attention, affect, and language (speech, expressive language, and receptive language, gestures and nonverbal behavior, content and style of communication). Also include information about the duration of testing and breaks.]*

**Example:**

Adriana entered the testing situation with a smile and spoke frequently with the examiner. She made consistent eye contact with the examiner and asked lots of questions about what the examiner was writing during testing. The examiner noticed an increase in Adriana’s talking about her friends and verbal requests for breaks during tests requiring reading. Consequently, the latency between the examiner’s questions and Adriana’s responses increased during tests requiring reading. Adriana told the examiner that reading was hard. In general, Adriana was very attentive to the test tasks. Testing was conducted over two separate days (10/25/2015 and 10/27/2015) for 1 hour each. Total testing time was 2 hours with approximately 2 10-minute breaks (Adriana requested these breaks).

**Test Results**

*[Guidelines for writing up your test results:*

* *You need these materials with you to write the test results:*
  + *WJ-IV Test Record Protocol with raw scores calculated for Tests 1-11 (Standard Battery)*
  + *WJ-IV Response Booklet Protocol*
  + *WJ-IV Score Report using the 95% confidence interval*
  + *WJ-IV Parent Report using the 95% confidence interval*
* *Begin your test results with a table.*
* *Select which personal pronoun you will use throughout the report: First person (I) or Third person (the examiner).*
* *Avoid passive language statements such as “The student* ***would say****…..”, instead, state “The student* ***said****….”*
* *As you describe the student’s performance, make sure you refer to the student’s* ***performance****, not the student herself/himself. For example, state “The student’s Broad Reading score fell in the average range.” DO NOT state “The student was average in Broad Reading.”*
* *Provide specific statements about what the student did well and what tasks were difficult for the student.*
* *Separate content area sections clearly*
* *Underline, bold, or italicize paragraph headings.*
* *Use complete sentences.*
* *Edit your work to ensure it is free of grammatical errors. Remember—this is a professional document that remains in the student’s educational file.*
* *You MAY use the identical format as presented in the example report.*
* *You MAY use identical wording with the exception of the description of how your particular student performed.*
* *You MAY NOT simply change the scores and turn in the same report.]*

**Example:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Woodcock-Johnson Tests of Achievement, 4th Edition (WJ-IV) Test Names** | **Percentile Rank** | **Standard Score (95% CI)** | **Descriptor** |
| **Cluster: WJ-IV Broad Reading** | <.1 | 41 (<40-48) | Very Low |
| Test: WJ-IV Letter-Word Identification | <.1 | <40 (<40-48) | Very Low |
| Test: WJ-IV Passage Comprehension | <.1 | 42 (<40-52) | Very Low |
| Test: WJ-IV Sentence Reading Fluency | .3 | 59 (46-71) | Very Low |
| **Cluster: WJ-IV Basic Reading Skills** | <.1 | 42 (<40-49) | Very Low |
| Test: WJ-IV Word Attack | .4 | 61 (48-74) | Very Low |
| **Cluster: WJ-IV Broad Math** | <.1 | 46 (<40-54) | Very Low |
| Test: WJ-IV Applied Problems | <.1 | 50 (40-61) | Very Low |
| Test: WJ-IV Calculation | .4 | 60 (51-68) | Very Low |
| Test: Math Facts Fluency | <.1 | 49 (<40-63) | Very Low |
| **Cluster: WJ-IV Broad Written Language** | .1 | 54 (46-63) | Very Low |
| Test: WJ-IV Spelling | .3 | 59 (50-68) | Very Low |
| Test: WJ-IV Writing Sample | .2 | 56 (40-71) | Very Low |
| Test: WJ-IV Sentence Writing Fluency | 1 | 65 (50-81) | Very Low |

**Reading**

Adriana’s performance on the WJ-IV ACH suggests very low reading skills when compared to children of the same grade (Broad Reading: <.1th Percentile; Standard Score = 41 (<40-48)). This cluster represents Adriana’s performance on the Letter-Word Identification, Passage Comprehension, and Sentence Reading Fluency tests. These results suggest that Adriana has great difficulty decoding and comprehending written material compared to children of the same grade.

On a measure of word identification skills (decoding), Adriana scored in the very low range (Letter-Word Identification: Percentile Rank = <.1; Standard Score = <40 (<40-40)). Given a list of isolated words presented in order of difficulty, Adriana read slowly and made many decoding errors. She read 16 letters and words correctly out of 30 attempted letters and words. She often substituted similar looking words for the words presented to her.

On a measure of her ability to use syntactic and semantic cues to identify a missing word in text (reading comprehension), Adriana scored in the very low range (Passage Comprehension: Percentile Rank = <.1; Standard Score = 42 (<40-52)). When presented with short connected text passages of varying lengths with a missing key word and a blank inserted, Adriana had difficulty stating an appropriate word that fit in the blank. Although she attempted to respond to many items, her responses were often not accurate. Her responses often appeared to be based on natural language patterns of the sentence with the blank.

On a measure of reading rate (a combination of reading fluency and reading comprehension), Adriana performed in the very low range (Sentence Reading Fluency: Percentile Rank = .3; Standard Score = 59 (46-71)). When asked to read short statements silently and indicate whether the statements were true or false by circling a Y for true and N for false, Adriana circled the answers for many of the statements, but often responded inaccurately. Although Adriana appeared to be reading the sentences, her responses were often incorrect.

**Continue this type of format for each of the next content areas.**