**EDUCATIONAL EVALUATION**

**REPORT**

**CONFIDENTIAL**

Name: **<**FullName**>** Test Date(s): <TestDates>

Parents: <ParentNames> Birth Date: <DOB>

Address: <Address> Chronological Age: <Age>

City: <City>, <State> Grade: <Grade>

Phone: <Phone1> District: MVUSD

Examiner(s): Cassie Caldwell - RSP School: Tovashal Elementary School

**REASON FOR REFERRAL:**

<Fname> was referred for a full psycho-educational assessment by the SST team at Tovashal Elementary School. Specific areas of concern were noted in reading, writing, and math reasoning.

**TESTS ADMINISTERED:**

Mrs. Caldwell, RSP teacher, administered the Woodcock Johnson III and the WIAT III tests of achievement over a multiple day period. The tests consisted of several subtests, all which measured <Fname>’s current level of academic achievement.

**OBSERVATIONS:**

<Fname> was tested in a one on one environment with Mrs. Caldwell, the RSP teacher. *<Observations>*

It is the opinion of this examiner that the scores presented in this report are true and indicative of <Fname>’s academic abilities at this time.

**ACADEMIC SKILLS:**

The WJ-III and WIAT III Tests of Achievement were used as a basis to measure <Fname>’s academic achievement levels. The Index and subtest scores obtained by the WJ III are described as Standard Scores with a mean of 100 and standard deviation of 10**. Thus, scores between 90 and 110 are within the average range on the Woodcock Johnson III.** The Index and subtest scores obtained by the WIAT III are described as Standard Scores with a mean of 100 and standard deviation of 15**. Thus, scores between 85 and 115 are within the average range on the WIAT III.** The scores that resulted from the administration of these measures are discussed and integrated throughout the report below.

**Oral Language**

On the Oral Language Cluster of the WJ-III, <Fname> received a Standard Score of <WJ1>, which placed <Pnoun> at the <WJ2> percentile (<Avg1> range). This cluster is composed of the Story Recall and Understanding Directions.

***Summary of WJ-III Oral Language Cluster***

|  |  |  |
| --- | --- | --- |
| **Index/Subtest** | **Standard Score** | **Percentile** |
| **Oral Language Index** | **<WJ1>** | **<WJ2>** |
| - Story Recall | <WJ3> | <WJ4> |
| - Understanding  Directions | <WJ5> | <WJ6> |

**Story Recall** measures aspects of oral language, including language development and meaningful memory. This task required <Fname> to recall increasingly complex stories that were presented, using an auditory recording for standardization. After listening to a passage, <Fname> was requested to recall as many details of each story as <Pnoun> could remember. <CapPnoun> received a Standard Score of <WJ3>, which placed <MPnoun> in the <Avg2> range (<WJ4><Suf1> percentile).

On the **Understanding Directions** subtest, <Fname> was required to listen to and follow a sequence of audio-recorded instructions by pointing to items within a colorful picture. The items gradually increased in linguistic complexity as the number of tasks to perform increased. <CapPNoun> received a Standard Score of <WJ5>, which placed <MPnoun> in the <Avg3> range (<WJ6><Suf2> percentile).

On the **Oral Expression Cluster** of the WIAT III, <Fname> received a Standard Score of <WIAT1>, which placed <MPnoun> at the <WIAT2><Suf3> percentile (<Avg4> range). This cluster is composed of the Expressive Vocabulary, Oral Word Fluency, and Sentence Repetition Subtests.

***Summary of WIAT III Oral Expression Cluster***

|  |  |  |
| --- | --- | --- |
| **Index/Subtest** | **Standard Score** | **Percentile** |
| **Oral Expression Index** | **<WIAT1>** | **<WIAT2>** |
| - Expressive Vocabulary | <WIAT3> | <WIAT4> |
| - Oral Word Fluency | <WIAT5> | <WIAT6> |
| - Sentence Repetition | <WIAT7> | <WIAT8> |

On the **Expressive Vocabulary** portion of the WIAT III, <Fname> was required to associate an item visually presented in a colorful picture with the associated vocabulary word. <Fname>’s score of <WIAT3> on this subtest was in the <Avg5> range.

On the **Oral Word Fluency** subtest of the WIAT IIII, <Fname> was required to orally name as many animals as <Pnoun> was able to in a one minute period. Similarly, <CapPnoun> was required to name as many colors as <Pnoun> was able to in one minute. <Fname>’s score of <WIAT5> on this subtest was in the <Avg6> range.

On the **Sentence Repetition** subtest of the WIAT III, <Fname> was required to listen to and repeat short sentences that were orally presented by the examiner. <Fname> received a standardized score of <WIAT7> on this subtest, placing <MPnoun> in the <Avg7> range.

After an extensive assessment of receptive and expressive language abilities, it was important to assess <Fname>’s reading and writing abilities. Reading can be viewed as a subset of listening (receptive) processes, and writing can be seen as a subset of speaking (expressive) processes. For instance, a passage that a child can be taught to read and comprehend is also a passage that the child would understand if <Pnoun> had heard the passage read by an adult. In addition, a written composition can be read and understood by the writer, even if others to whom the composition is read cannot understand it. The WJ-III and the WIAT III contain several subtests to measure one’s ability in the areas of reading and writing.

**Reading Ability**

The Broad Reading Cluster on the WJ III provides a comprehensive measure of reading achievement, including reading decoding, reading speed, and the ability to comprehend connected discourse while reading. <Fname> received an Age Equivalency Standard Score of <WJ7>, which placed <MPnoun> in the <Avg8> range (<WJ8><Suf4> percentile). This cluster is composed of the Letter-Word Identification, Reading Fluency, and Passage Comprehension subtests.

***Summary of WJ-III Broad Reading Cluster***

|  |  |  |
| --- | --- | --- |
| **Index/Subtest** | **Standard Score** | **Percentile** |
| **Broad Reading Index** | **<WJ7>** | **<WJ8>** |
| - Letter-Word  Identification | <WJ9> | <WJ10> |
| - Reading Fluency | <WJ11> | <WJ12> |
| - Passage Comprehension | <WJ13> | <WJ14> |

The **Letter-Word Identification** subtest measured <Fname>’s word identification skills. <CapPnoun> was required to read aloud and correctly pronounce increasingly complex words, the meaning of which was not required. <CapPnoun> received a Standard Score of <WJ9>, which placed <MPnoun> in the <Avg9> range (<WJ10><Suf5> percentile).

The **Reading Fluency** subtest required <Fname> to read simple sentences and decide whether the statements were true or false. <CapPnoun> was required to complete as many items as possible within a three-minute time limit. On this measure, <Fname> received a standard score of <WJ11> (<WJ12><Suf6> percentile) which is in the <Avg10> range.

<Fname> performed in the <Avg11> range on the **Passage Comprehension** subtest, receiving a Standard Score of <WJ13>, (<WJ14><Suf7> percentile). The task for this measure required that <Fname> read short passages and identifies the missing key word that makes sense in the context of that passage.

***Summary of WIAT IIII Reading Cluster***

|  |  |  |
| --- | --- | --- |
| **Index/Subtest** | **Standard Score** | **Percentile** |
| **Total Reading Composite** | **<WIAT9>** | **<WIAT10>** |
| **Basic Reading** | **<WIAT11>** | **<WIAT12>** |
| - Word Reading | <WIAT13> | <WIAT14> |
| - Pseudoword Decoding | <WIAT15> | <WIAT16> |
| **Reading Comprehension and Fluency** | **<WIAT17>** | **<WIAT18>** |
| -Reading Comprehension | <WIAT19> | <WIAT20> |
| -Oral Reading Fluency | <WIAT21> | <WIAT22> |

On the WIAT IIII, the **Total Reading Composite** is a combination of **Basic Reading**, which includes **Word Reading** (reading a list of words), and **Pseudoword Decoding** (decoding nonsense words), and **Reading Comprehension and Fluency**, which includes Reading Comprehension (reading passages and answering questions) and Oral Reading Fluency (reading aloud passages and responding to comprehension questions). These tests measure basic reading skills and reading comprehension.

**Written Language**

A comprehensive description of writing achievement is supplied by the Broad Written Language cluster in the WJIII. <Fname> received a Standard Score of <WJ15> on this cluster, which placed <MPnoun> in the <Avg12> range (<WJ16><Suf8> percentile). This cluster is composed of the Writing Fluency, Spelling, and Writing Samples subtests. **In addition, the nature of these tasks does not require the organization of thoughts and ideas and detailed writing skills.** They are more recognition and/or fill-in-the-blank types of exercises. Therefore, <Fname>’s abilities may be lower than depicted by this Broad Written Language Cluster score.

### *Summary of WJ-III Broad Written Language Cluster*

|  |  |  |
| --- | --- | --- |
| Index/Subtest | **Standard Score** | **Percentile** |
| **Broad Written Language Index** | **<WJ15>** | **<WJ16>** |
| -Writing Fluency | <WJ17> | <WJ18> |
| -Spelling | <WJ19> | <WJ20> |
| -Writing Samples | <WJ21> | <WJ22> |

The **Writing Fluency** subtest measures the ability to formulate and write simple sentences quickly. Each sentence must be related to a stimulus picture and set of three words provided within the subject’s response booklet. There is a 7-minute time limit. <Fname> received a Standard Score of <WJ17>, placing <MPnoun> in the <Avg13> range (<WJ18><Suf9> percentile).

<Fname>’s performance on the **Spelling** subtest was in the <Avg14> range, receiving a Standard Score of <WJ19>, <WJ20><Suf10> percentile.

<Fname> demonstrated below average skills in <PosPnoun> ability to write responses to a variety of demands, receiving a **Writing Samples** Standard Score of <WJ21> (<WJ22><Suf11> percentile). This measure was not timed and <Fname> was not penalized for spelling or grammatical errors.

<Fname> also demonstrated <Avg15> skills in the area of written expression. The written expression cluster is an aggregate measure of meaningful written expression and fluency. This cluster is a combination of the **Writing Fluency** and **Writing Samples** subtests. On this measure, <Fname> received a standard score of <WIAT23>, placing <MPnoun> in the <WIAT24><Suf12> percentile.

### *Summary of WIAT III Written Expression Cluster*

|  |  |  |
| --- | --- | --- |
| Index/Subtest | **Standard Score** | **Percentile** |
| **Written Expression Cluster** | **<WIAT23>** | **<WIAT24>** |
| -Spelling | <WIAT25> | <WIAT26> |
| -Sentence Composition | <WIAT27> | <WIAT28> |
| -Essay Composition | <WIAT29> | <WIAT30> |

On the WIAT III, the **Written Expression** cluster is a combination of *Spelling* (spelling a list of words) and *Written Expression* (writing sentences and paragraphs). These tests measures overall writing ability.

**Mathematical Ability**

<Fname> performed in the <Avg16> range (Standard Score = <WJ23>, <WJ24><Suf13> percentile) on the Broad Math cluster of the WJ-III.This cluster is comprised of the Calculation, Math Fluency, and Applied Problems subtests.

### *Summary of WJ-III Broad Math Cluster*

|  |  |  |
| --- | --- | --- |
| Index/Subtest | **Standard Score** | **Percentile** |
| **Broad Math Index** | **<WJ23>** | **<WJ24>** |
| -Calculation | <WJ25> | <WJ26> |
| -Math Fluency | <WJ27> | <WJ28> |
| -Applied Problems | <WJ29> | <WJ30> |

The **Calculation** subtest required <Fname> to perform addition, subtraction, and multiplication problems, and combinations of these basic operations. The mathematical problems in this subtest are presented in a traditional problem format. <Fname> was not required to make any decisions as to what operations to use or what data to include. This is not a timed test. <CapPnoun> received a Standard Score of <WJ25>, which placed <MPnoun> in the <Avg16> range and at the <WJ26><Suf14> percentile.

The **Math Fluency** subtest assesses the ability to solve simple math facts quickly, having a time limit of three minutes. Receiving a Standard Score of <WJ27>, <WJ28><Suf15> percentile, <Fname> performed in the <Avg17> range.

<Fname> showed <Avg18> performance on the **Applied Problems** subtest. <CapPnoun> was required to analyze and solve math problems that were both orally and visually presented to <MPnoun>. The task demands involved the need to recognize the procedure to follow and then undertake relatively simple calculations, as well as to differentiate between essential and nonessential details. <Fname> received a Standard Score of <WJ29>, which placed <MPnoun> in the <Avg18> range (<WJ30><Suf16> percentile). This is not a timed test, and <Fname> was offered a sheet of scratch paper to calculate <PosPnoun> problems.

### *Summary of WIAT III Math Cluster*

|  |  |  |
| --- | --- | --- |
| Index/Subtest | **Standard Score** | **Percentile** |
| **Mathematics** | **<WIAT31>** | **<WIAT32>** |
| -Numerical Operations | <WIAT33> | <WIAT34> |
| -Math Problem Solving | <WIAT35> | <WIAT36> |
| **Math Fluency** | **<WIAT37>** | **<WIAT38>** |
| -Addition | <WIAT39> | <WIAT40> |
| -Subtraction | <WIAT41> | <WIAT42> |
| -Multiplication | <WIAT43> | <WIAT44> |

The Mathematics composite of the WIAT IIII is a combination of Numerical Operations (solving math problems involving basic skills, basic operations with integers, geometry, algebra and calculus) and Math Problem Solving (basic skills including counting and identifying shapes, everyday applications including time, money, and word problems, and geometry, and algebra). These tests measure a student’s ability to perform basic math calculations and to use math skills in applied problems.

The Math Fluency composite is a combination of Math Fluency-Addition (completing simple addition problems within one minute), Math Fluency-Subtraction (completing simple subtraction problems within one minute) and Math Fluency-Multiplication (completing simple multiplication problems within one minute).

###### 

**RECOMMENDATIONS:**

The IEP team must meet and agree on program changes prior to making any decisions or placement changes.

<Comment2>

It was a pleasure working with <Fname>. If at any time, you have questions regarding this report, please do not hesitate to contact me.

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