|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** , 6016 | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 02/06/2002 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 20 years, 7 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Female | **ID:** |
| |  |  | | --- | --- | | **Date of Testing:** | 08/22/2022 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 20-7)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 20-7)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 522 | 15-0 | 76/90 | 93 (90-96) |
| BROAD READING | 528 | 15-2 | 76/90 | 93 (91-96) |
| BASIC READING SKILLS | 521 | 16-6 | 86/90 | 97 (93-100) |
| READING COMPREHENSION | 517 | 19 | 90/90 | 99 (96-103) |
| READING COMP (Ext) | 521 | >30 | 92/90 | 103 (99-106) |
| READING FLUENCY | 527 | 14-9 | 73/90 | 93 (89-96) |
| READING RATE | 550 | >30 | 94/90 | 103 (99-107) |
| MATHEMATICS | 543 | >23 | 98/90 | 111 (108-114) |
| BROAD MATHEMATICS | 543 | >30 | 97/90 | 108 (106-111) |
| MATH CALCULATION SKILLS | 546 | >30 | 96/90 | 107 (104-110) |
| MATH PROBLEM SOLVING | 537 | >27 | 98/90 | 113 (109-117) |
| ACADEMIC SKILLS | 537 | >30 | 93/90 | 103 (100-106) |
| PHONEME-GRAPHEME KNOW | 515 | >29 | 93/90 | 104 (99-109) |
| BRIEF ACHIEVEMENT | 534 | 28 | 92/90 | 102 (100-105) |
|  |  |  |  |  |
| Letter-Word Identification | 529 | 16-0 | 83/90 | 96 (92-100) |
| Applied Problems | 538 | >30 | 97/90 | 110 (106-114) |
| Spelling | 535 | 23 | 91/90 | 101 (97-105) |
| Passage Comprehension | 515 | 14-0 | 67/90 | 90 (86-94) |
| Calculation | 548 | >21 | 98/90 | 110 (106-114) |
| Word Attack | 512 | 17-10 | 88/90 | 98 (92-103) |
| Oral Reading | 513 | 13-9 | 70/90 | 90 (86-94) |
| Sentence Reading Fluency | 541 | 15-6 | 75/90 | 95 (90-100) |
| Math Facts Fluency | 544 | >30 | 92/90 | 102 (98-106) |
| Reading Recall | 519 | >25 | 97/90 | 119 (114-123) |
| Number Matrices | 537 | >24 | 98/90 | 114 (109-120) |
| Word Reading Fluency | 559 | >30 | 99/90 | 110 (104-116) |
| Spelling of Sounds | 519 | >22 | 96/90 | 110 (103-117) |
| Reading Vocabulary | 529 | >30 | 95/90 | 108 (103-114) |

| **Woodcock-Johnson IV Tests of Achievement Form A and Extended Test Session Observations** | |
| --- | --- |
|  | Level of conversational proficiency: Typical for age/grade |
|  | Level of cooperation: Cooperative (typical for age/grade) |
|  | Level of activity: Typical for age/grade |
|  | Attention and concentration: Attentive to the tasks (typical for age/grade) |
|  | Self-confidence: Appeared at ease and comfortable (typical for age/grade) |
|  | Care in responding: Prompt but careful in responding (typical for age/grade) |
|  | Response to difficult tasks: Generally persisted with difficult tasks (typical for age/grade) |

| **Woodcock-Johnson IV Tests of Achievement Form A and Extended Qualitative Observations** | |
| --- | --- |
|  | Letter-Word Identification: Identified initial items rapidly and accurately and identified more difficult items through increased application of phoneme-grapheme relationships (typical) |
|  | Applied Problems: Solved initial problems with no observed difficulty but demonstrated increasing difficulties solving the latter items (typical) |
|  | Spelling: Spelled initial items easily and accurately; spelling of latter items reflected a need for further skill development (typical) |
|  | Passage Comprehension: Appeared to read initial passages easily but appeared to struggle as the reading increased in difficulty (typical) |
|  | Calculation: Solved initial problems quickly with no observed difficulties but demonstrated less automaticity with the latter items (typical) |
|  | Word Attack: Identified initial items rapidly and accurately and identified more difficult items through increased application of phoneme-grapheme relationships (typical) |
|  | Oral Reading: Errors involving mispronunciation (9), omission (1) and insertion (1) were observed |

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