|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** , 5963 | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 01/01/1984 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 36 years, 10 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Male | **ID:** |
| |  |  | | --- | --- | | **Date of Testing:** | 10/19/2020 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 36-10)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 36-10)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| BASIC READING SKILLS | 501 | 10-8 | 28/90 | 77 (74-80) |
| MATHEMATICS | 490 | 9-5 | 13/90 | 71 (67-74) |
| BROAD MATHEMATICS | 487 | 9-1 | 5/90 | 65 (62-68) |
| MATH CALCULATION SKILLS | 485 | 9-0 | 3/90 | 61 (57-65) |
| MATH PROBLEM SOLVING | 490 | 9-3 | 21/90 | 72 (68-75) |
| ACADEMIC SKILLS | 500 | 10-4 | 15/90 | 72 (70-74) |
| PHONEME-GRAPHEME KNOW | 480 | 7-7 | 20/90 | 66 (62-70) |
| BRIEF ACHIEVEMENT | 501 | 10-5 | 18/90 | 74 (72-76) |
|  |  |  |  |  |
| Letter-Word Identification | 512 | 11-10 | 24/90 | 80 (76-83) |
| Applied Problems | 491 | 9-4 | 17/90 | 73 (68-77) |
| Spelling | 500 | 10-3 | 13/90 | 75 (72-78) |
| Calculation | 489 | 9-6 | 9/90 | 71 (68-75) |
| Word Attack | 490 | 8-11 | 34/90 | 77 (73-82) |
| Oral Reading | 497 | 9-11 | 21/90 | 77 (75-80) |
| Math Facts Fluency | 480 | 8-8 | 1/90 | 60 (54-66) |
| Reading Recall | 493 | 9-1 | 67/90 | 81 (78-85) |
| Number Matrices | 489 | 9-2 | 25/90 | 78 (73-82) |
| Spelling of Sounds | 470 | 6-8 | 11/90 | 61 (55-67) |
| Reading Vocabulary | 512 | 14-1 | 68/90 | 88 (84-93) |

| **Woodcock-Johnson IV Tests of Achievement Form A and Extended Qualitative Observations** | |
| --- | --- |
|  | Letter-Word Identification: Identified initial items rapidly and accurately but had difficulty applying phoneme-grapheme relationships to latter items |
|  | 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) |
|  | Calculation: Solved problems slowly and demonstrated less automaticity with the latter items |
|  | Word Attack: Identified the initial items rapidly and accurately but had difficulty applying phoneme-grapheme relationships to latter items |
|  | Oral Reading: Errors involving mispronunciation (13), hesitation (3), repetition (4) and transposition (1) were observed |

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