|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** ecr\_00\_0006, Stephanie | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 11/17/1995 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 25 years, 8 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Female | **ID:** ecr\_00\_0006 |
| |  |  | | --- | --- | | **Date of Testing:** | 07/10/2021 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 25-8)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 25-8)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 530 | 19 | 85/90 | 97 (94-100) |
| BROAD READING | 541 | 27 | 91/90 | 100 (97-103) |
| BASIC READING SKILLS | 531 | >30 | 93/90 | 104 (99-109) |
| READING COMPREHENSION | 515 | 17-10 | 87/90 | 97 (94-100) |
| READING COMP (Ext) | 517 | 18-9 | 87/90 | 97 (94-100) |
| READING FLUENCY | 538 | 20 | 88/90 | 99 (95-102) |
| READING RATE | 552 | >30 | 94/90 | 103 (99-107) |
| MATHEMATICS | 537 | >23 | 96/90 | 106 (103-109) |
| BROAD MATHEMATICS | 538 | >30 | 94/90 | 104 (102-107) |
| MATH CALCULATION SKILLS | 537 | 24 | 90/90 | 100 (97-103) |
| MATH PROBLEM SOLVING | 527 | >27 | 94/90 | 104 (100-107) |
| ACADEMIC SKILLS | 531 | 16-10 | 84/90 | 96 (94-99) |
| PHONEME-GRAPHEME KNOW | 517 | >29 | 94/90 | 105 (99-112) |
| BRIEF ACHIEVEMENT | 533 | 26 | 90/90 | 100 (98-103) |
|  |  |  |  |  |
| Letter-Word Identification | 529 | 16-0 | 77/90 | 94 (90-97) |
| Applied Problems | 541 | >30 | 98/90 | 112 (108-116) |
| Spelling | 530 | 16-7 | 82/90 | 95 (91-99) |
| Passage Comprehension | 531 | >30 | 91/90 | 101 (96-106) |
| Calculation | 534 | >21 | 91/90 | 101 (97-105) |
| Word Attack | 533 | >30 | 98/90 | 118 (107-128) |
| Oral Reading | 513 | 13-9 | 65/90 | 89 (85-93) |
| Sentence Reading Fluency | 562 | >30 | 96/90 | 105 (100-109) |
| Math Facts Fluency | 541 | 19 | 88/90 | 99 (95-103) |
| Reading Recall | 499 | 10-11 | 80/90 | 90 (86-94) |
| Number Matrices | 513 | 13-8 | 81/90 | 95 (90-99) |
| Word Reading Fluency | 542 | >30 | 91/90 | 101 (95-106) |
| Spelling of Sounds | 502 | 11-11 | 79/90 | 91 (86-96) |
| Reading Vocabulary | 522 | 21 | 88/90 | 98 (93-103) |

| **Woodcock-Johnson IV Tests of Achievement Form A and Extended Test Session Observations** | |
| --- | --- |
|  | Level of conversational proficiency: Advanced |
|  | 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: At times responded too quickly |
|  | 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 (5), insertion (1), substitution (2) and ignores punctuation (1) were observed |
|  | Sentence Reading Fluency: Appeared to read sentences at a rate typical for peers |
|  | Math Facts Fluency: Solved problems at a rate typical for peers |

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