|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** ecr\_00\_0009, ecr\_00\_0009 | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 05/26/1995 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 26 years, 5 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Male | **ID:** ecr\_00\_0009 |
| |  |  | | --- | --- | | **Date of Testing:** | 11/04/2021 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 26-5)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 26-5)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 531 | 20 | 86/90 | 98 (95-101) |
| BROAD READING | 542 | 30 | 91/90 | 101 (98-104) |
| BASIC READING SKILLS | 539 | >30 | 97/90 | 110 (105-116) |
| READING COMPREHENSION | 508 | 13-3 | 74/90 | 89 (86-92) |
| READING FLUENCY | 544 | >30 | 93/90 | 102 (99-106) |
| READING RATE | 549 | >30 | 92/90 | 101 (97-105) |
| MATHEMATICS | 510 | 11-10 | 54/90 | 85 (82-88) |
| ACADEMIC SKILLS | 526 | 14-9 | 76/90 | 92 (90-95) |
| BRIEF ACHIEVEMENT | 540 | >30 | 95/90 | 106 (103-108) |
|  |  |  |  |  |
| Letter-Word Identification | 544 | >30 | 94/90 | 104 (100-108) |
| Applied Problems | 531 | >30 | 94/90 | 104 (100-108) |
| Spelling | 545 | >30 | 96/90 | 107 (102-111) |
| Passage Comprehension | 518 | 15-2 | 70/90 | 91 (87-95) |
| Calculation | 489 | 9-6 | 8/90 | 70 (66-74) |
| Word Attack | 533 | >30 | 98/90 | 117 (107-127) |
| Oral Reading | 525 | 21 | 88/90 | 98 (94-103) |
| Sentence Reading Fluency | 562 | >30 | 96/90 | 104 (100-109) |
| Reading Recall | 497 | 10-4 | 77/90 | 88 (84-92) |
| Word Reading Fluency | 535 | 16-10 | 83/90 | 97 (92-103) |

| **Woodcock-Johnson IV Tests of Achievement Form A and Extended Test Session Observations** | |
| --- | --- |
|  | Level of conversational proficiency: Advanced |
|  | Level of cooperation: Exceptionally cooperative throughout the examination |
|  | Level of activity: Typical for age/grade |
|  | Attention and concentration: Attentive to the tasks (typical for age/grade) |
|  | Self-confidence: Appeared confident and self-assured |
|  | Care in responding: Prompt but careful in responding (typical for age/grade) |
|  | Response to difficult tasks: Attempted but gave up easily |
|  | The following modifications were made to the standardized testing procedures for the *WJ IV Tests of Achievement Form A and Extended*: Tests 10, 13, 16 and 17 skipped due to time constraints. |

| **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: Appeared to have limited understanding of grade- or age-appropriate math application tasks |
|  | 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 problems slowly and demonstrated less automaticity with the latter items |
|  | Word Attack: Identified initial items rapidly and accurately and identified more difficult items through increased application of phoneme-grapheme relationships (typical) |
|  | Sentence Reading Fluency: Appeared to read sentences at a rate typical for peers |

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