|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** ecr\_03\_0005, ecr\_03\_0005 | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 05/08/1993 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 28 years, 7 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Male | **ID:** ecr\_03\_0005 |
| |  |  | | --- | --- | | **Date of Testing:** | 12/07/2021 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 28-7)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 28-7)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 538 | >30 | 92/90 | 102 (99-105) |
| BROAD READING | 538 | 20 | 86/90 | 98 (95-100) |
| BASIC READING SKILLS | 523 | 19 | 84/90 | 96 (93-99) |
| READING COMPREHENSION | 511 | 14-11 | 80/90 | 93 (90-96) |
| READING COMP (Ext) | 518 | 20 | 88/90 | 98 (95-101) |
| READING FLUENCY | 526 | 14-8 | 65/90 | 91 (88-94) |
| READING RATE | 501 | 10-9 | 6/90 | 77 (72-82) |
| PHONEME-GRAPHEME KNOW | 503 | 12-5 | 75/90 | 89 (85-93) |
|  |  |  |  |  |
| Letter-Word Identification | 544 | >30 | 94/90 | 103 (99-108) |
| Spelling | 530 | 16-7 | 81/90 | 95 (91-98) |
| Passage Comprehension | 531 | >30 | 90/90 | 100 (96-105) |
| Word Attack | 502 | 11-10 | 65/90 | 87 (82-92) |
| Oral Reading | 515 | 14-8 | 70/90 | 91 (87-94) |
| Sentence Reading Fluency | 537 | 14-8 | 61/90 | 92 (88-97) |
| Math Facts Fluency | 499 | 9-11 | 7/90 | 71 (67-76) |
| Reading Recall | 491 | 8-9 | 63/90 | 79 (75-83) |
| Number Matrices | 416 | <3-1 | 0/90 | 40 (40-40) |
| Word Reading Fluency | 466 | 8-11 | 0/90 | 64 (56-72) |
| Spelling of Sounds | 504 | 13-7 | 83/90 | 94 (89-99) |
| Reading Vocabulary | 533 | >30 | 96/90 | 109 (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) |
|  | The following modifications were made to the standardized testing procedures for the *WJ IV Tests of Achievement Form A and Extended*: Did not get basal on Test 2, 5 or 13, subject refused math sections. |

| **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) |
|  | 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) |
|  | 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), substitution (1), hesitation (1) and repetition (2) were observed |
|  | Sentence Reading Fluency: Appeared to read sentences at a rate typical for peers |
|  | Math Facts Fluency: Solved problems slowly |

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