|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 08/11/1988 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 32 years, 9 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Male | **ID:** ecr\_04\_0003 |
| |  |  | | --- | --- | | **Date of Testing:** | 05/06/2021 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 32-9)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 32-9)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 533 | 23 | 86/90 | 98 (95-100) |
| BROAD READING | 552 | >30 | 96/90 | 107 (104-109) |
| BASIC READING SKILLS | 523 | 19 | 83/90 | 95 (92-98) |
| READING COMPREHENSION | 520 | >30 | 91/90 | 102 (98-106) |
| READING COMP (Ext) | 523 | >30 | 92/90 | 102 (99-105) |
| READING FLUENCY | 568 | >30 | 99/90 | 117 (113-121) |
| READING RATE | 560 | >30 | 97/90 | 106 (103-109) |
| MATHEMATICS | 513 | 12-5 | 64/90 | 88 (85-91) |
| BROAD MATHEMATICS | 519 | 12-11 | 65/90 | 89 (86-91) |
| MATH CALCULATION SKILLS | 518 | 12-4 | 52/90 | 85 (82-89) |
| BASIC WRITING SKILLS | 554 | >30 | 99/90 | 119 (115-123) |
| ACADEMIC SKILLS | 535 | 25 | 89/90 | 99 (97-102) |
| BRIEF ACHIEVEMENT | 540 | >30 | 94/90 | 105 (102-107) |
|  |  |  |  |  |
| Letter-Word Identification | 538 | 25 | 86/90 | 98 (94-101) |
| Applied Problems | 521 | 16-5 | 84/90 | 96 (92-101) |
| Spelling | 562 | >30 | 99/90 | 119 (115-124) |
| Passage Comprehension | 528 | 20 | 86/90 | 98 (94-101) |
| Calculation | 506 | 11-2 | 37/90 | 82 (78-86) |
| Word Attack | 509 | 14-7 | 79/90 | 93 (88-98) |
| Oral Reading | 548 | >30 | 99/90 | 116 (108-124) |
| Sentence Reading Fluency | 589 | >30 | 100/90 | 116 (113-120) |
| Math Facts Fluency | 530 | 13-9 | 67/90 | 92 (88-95) |
| Reading Recall | 513 | >25 | 95/90 | 109 (105-114) |
| Editing | 546 | >30 | 98/90 | 115 (110-120) |
| Word Reading Fluency | 531 | 15-2 | 72/90 | 95 (90-100) |
| Reading Vocabulary | 527 | >30 | 92/90 | 102 (97-108) |

| **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 the initial items rapidly and accurately but had difficulty applying phoneme-grapheme relationships to latter items |
|  | Oral Reading: Errors involving and mispronunciation (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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