|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 09/12/1995 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 25 years, 10 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Female | **ID:** ecr\_04\_0011 |
| |  |  | | --- | --- | | **Date of Testing:** | 07/07/2021 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 25-10)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 25-10)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 538 | >30 | 93/90 | 103 (100-107) |
| BROAD READING | 552 | >30 | 97/90 | 108 (105-111) |
| BASIC READING SKILLS | 537 | >30 | 96/90 | 109 (104-113) |
| READING COMPREHENSION | 517 | 20 | 89/90 | 99 (96-102) |
| READING COMP (Ext) | 521 | >30 | 91/90 | 102 (98-105) |
| READING FLUENCY | 550 | >30 | 97/90 | 107 (103-110) |
| READING RATE | 564 | >30 | 98/90 | 109 (105-112) |
| MATHEMATICS | 532 | >23 | 93/90 | 102 (100-105) |
| BROAD MATHEMATICS | 529 | 15-7 | 84/90 | 96 (94-99) |
| MATH CALCULATION SKILLS | 521 | 12-8 | 59/90 | 88 (84-91) |
| MATH PROBLEM SOLVING | 526 | >27 | 92/90 | 102 (99-106) |
| ACADEMIC SKILLS | 542 | >30 | 95/90 | 105 (103-108) |
| PHONEME-GRAPHEME KNOW | 515 | >29 | 92/90 | 102 (97-107) |
| BRIEF ACHIEVEMENT | 550 | >30 | 98/90 | 115 (112-118) |
|  |  |  |  |  |
| Letter-Word Identification | 548 | >30 | 96/90 | 107 (103-112) |
| Applied Problems | 545 | >30 | 99/90 | 115 (110-119) |
| Spelling | 558 | >30 | 99/90 | 117 (113-122) |
| Passage Comprehension | 528 | 20 | 87/90 | 98 (94-102) |
| Calculation | 519 | 13-0 | 69/90 | 91 (87-95) |
| Word Attack | 525 | >30 | 96/90 | 110 (102-117) |
| Oral Reading | 521 | 17-9 | 83/90 | 96 (91-100) |
| Sentence Reading Fluency | 579 | >30 | 99/90 | 112 (108-116) |
| Math Facts Fluency | 522 | 12-5 | 49/90 | 87 (82-91) |
| Reading Recall | 506 | >25 | 90/90 | 100 (96-104) |
| Number Matrices | 507 | 11-10 | 66/90 | 89 (85-94) |
| Word Reading Fluency | 549 | >30 | 96/90 | 104 (99-110) |
| Spelling of Sounds | 504 | 13-7 | 83/90 | 94 (89-99) |
| Reading Vocabulary | 530 | >30 | 95/90 | 107 (101-112) |

| **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 confident and self-assured |
|  | 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 initial items rapidly and accurately and identified more difficult items through increased application of phoneme-grapheme relationships (typical) |
|  | Oral Reading: Errors involving mispronunciation (4), substitution (1) and repetition (1) were observed |
|  | Sentence Reading Fluency: Appeared to read sentences at a rate typical for peers |
|  | Math Facts Fluency: Solved problems quickly |

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