|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** ecr\_04\_0015, Raymond | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 07/19/1999 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 22 years, 0 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Male | **ID:** ecr\_04\_0015 |
| |  |  | | --- | --- | | **Date of Testing:** | 07/30/2021 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 22-0)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 22-0)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 552 | >30 | 99/90 | 117 (112-122) |
| BROAD READING | 545 | >30 | 95/90 | 105 (101-109) |
| BASIC READING SKILLS | 550 | >30 | 99/90 | 122 (116-129) |
| READING COMPREHENSION | 516 | 19 | 89/90 | 99 (95-102) |
| READING COMP (Ext) | 525 | >30 | 95/90 | 107 (104-111) |
| READING FLUENCY | 535 | 18-1 | 86/90 | 98 (93-102) |
| READING RATE | 528 | 13-9 | 58/90 | 91 (87-95) |
| MATHEMATICS | 550 | >23 | 99/90 | 116 (113-119) |
| BROAD MATHEMATICS | 547 | >30 | 98/90 | 112 (109-114) |
| MATH CALCULATION SKILLS | 543 | >30 | 95/90 | 105 (102-108) |
| MATH PROBLEM SOLVING | 549 | >27 | 99/90 | 123 (119-127) |
| ACADEMIC SKILLS | 558 | >30 | 99/90 | 119 (116-123) |
| PHONEME-GRAPHEME KNOW | 520 | >29 | 95/90 | 109 (102-115) |
| BRIEF ACHIEVEMENT | 562 | >30 | 100/90 | 126 (122-130) |
|  |  |  |  |  |
| Letter-Word Identification | 567 | >30 | 100/90 | 123 (115-130) |
| Applied Problems | 556 | >30 | 100/90 | 124 (119-129) |
| Spelling | 562 | >30 | 99/90 | 121 (117-126) |
| Passage Comprehension | 538 | >30 | 96/90 | 108 (103-113) |
| Calculation | 544 | >21 | 97/90 | 108 (104-112) |
| Word Attack | 533 | >30 | 99/90 | 119 (109-129) |
| Oral Reading | 540 | >30 | 98/90 | 112 (106-119) |
| Sentence Reading Fluency | 530 | 13-4 | 47/90 | 90 (85-95) |
| Math Facts Fluency | 542 | 24 | 91/90 | 100 (97-104) |
| Reading Recall | 495 | 9-6 | 71/90 | 84 (79-88) |
| Number Matrices | 542 | >24 | 99/90 | 119 (113-125) |
| Word Reading Fluency | 526 | 14-2 | 68/90 | 94 (88-99) |
| Spelling of Sounds | 507 | 16-3 | 86/90 | 96 (91-102) |
| Reading Vocabulary | 542 | >30 | 99/90 | 122 (116-127) |

| **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: Seemed lethargic |
|  | 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: Very slow and hesitant in responding |
|  | 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 words rapidly and accurately with little effort (automatic word identification skills) |
|  | 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 problems slowly and demonstrated less automaticity with the latter items |
|  | Word Attack: Identified nonwords rapidly and accurately with little effort (advanced phonic skills) |
|  | Oral Reading: Errors involving and mispronunciation (2) 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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