|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** ecr\_04\_0039, ecr\_04\_0039 | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 09/29/1993 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 29 years, 1 month | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Male | **ID:** ecr\_04\_0039 |
| |  |  | | --- | --- | | **Date of Testing:** | 11/04/2022 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 29-1)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 29-1)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 552 | >30 | 98/90 | 114 (110-118) |
| BROAD READING | 552 | >30 | 97/90 | 107 (104-111) |
| BASIC READING SKILLS | 539 | >30 | 97/90 | 110 (105-115) |
| READING COMPREHENSION | 518 | 25 | 90/90 | 100 (96-103) |
| READING COMP (Ext) | 523 | >30 | 92/90 | 103 (99-106) |
| READING FLUENCY | 538 | 20 | 87/90 | 98 (95-102) |
| READING RATE | 539 | 16-6 | 79/90 | 96 (92-100) |
| PHONEME-GRAPHEME KNOW | 518 | >29 | 94/90 | 105 (100-110) |
| BRIEF ACHIEVEMENT | 550 | >30 | 98/90 | 114 (111-117) |
|  |  |  |  |  |
| Letter-Word Identification | 558 | >30 | 99/90 | 113 (108-119) |
| Applied Problems | 531 | >30 | 94/90 | 104 (100-108) |
| Spelling | 562 | >30 | 99/90 | 120 (115-124) |
| Passage Comprehension | 547 | >30 | 98/90 | 114 (108-119) |
| Word Attack | 520 | >30 | 93/90 | 104 (97-110) |
| Oral Reading | 525 | 21 | 87/90 | 98 (93-102) |
| Sentence Reading Fluency | 550 | 20 | 87/90 | 99 (94-103) |
| Math Facts Fluency | 518 | 11-11 | 38/90 | 84 (80-89) |
| Reading Recall | 490 | 8-6 | 59/90 | 77 (73-81) |
| Word Reading Fluency | 528 | 14-7 | 69/90 | 94 (89-99) |
| Spelling of Sounds | 515 | >22 | 94/90 | 106 (100-112) |
| Reading Vocabulary | 532 | >30 | 95/90 | 108 (103-113) |

| **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 at ease and comfortable (typical for age/grade) |
|  | Care in responding: Slow and careful in responding |
|  | Response to difficult tasks: Noticeably increased level of effort for difficult tasks |
|  | The following modifications were made to the standardized testing procedures for the *WJ IV Tests of Achievement Form A and Extended*: Skipped Tests 5 + 13 due to time constraints. |

| **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: 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 passages with no observed difficulties (good use of syntactic and semantic cues) |
|  | 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) and repetition (3) 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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