|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** ecr\_08\_0017, ecr\_08\_0017 | |  |  | | --- | --- | | **School:** |  | |
| **Date of Birth:** 04/04/1971 | |  |  | | --- | --- | | **Teacher:** |  | |
| |  |  | | --- | --- | | **Age:** | 51 years, 4 months | | |  |  | | --- | --- | | **Grade:** |  | |
| **Sex:** Female | **ID:** ecr\_08\_0017 |
| |  |  | | --- | --- | | **Date of Testing:** | 08/19/2022 | | |  |  | | --- | --- | | **Examiners:** |  | |

**TESTS ADMINISTERED**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 51-4)

**TABLE OF SCORES**

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age 51-4)

| **CLUSTER/Test** | **W** | **AE** | **RPI** | **SS (68% Band)** |
| --- | --- | --- | --- | --- |
| READING | 504 | 10-11 | 21/90 | 80 (78-82) |
| BROAD READING | 502 | 10-6 | 12/90 | 78 (76-81) |
| BASIC READING SKILLS | 494 | 9-7 | 18/90 | 78 (75-80) |
| READING COMPREHENSION | 501 | 11-0 | 59/90 | 85 (82-87) |
| READING COMP (Ext) | 486 | 8-3 | 16/90 | 69 (66-71) |
| READING FLUENCY | 498 | 10-1 | 10/90 | 78 (75-82) |
| READING RATE | 492 | 10-1 | 3/90 | 78 (74-82) |
| PHONEME-GRAPHEME KNOW | 482 | 7-10 | 31/90 | 75 (72-79) |
| BRIEF ACHIEVEMENT | 510 | 11-7 | 39/90 | 83 (81-85) |
|  |  |  |  |  |
| Letter-Word Identification | 506 | 11-0 | 15/90 | 79 (76-82) |
| Applied Problems | 508 | 11-8 | 59/90 | 87 (83-91) |
| Spelling | 516 | 12-3 | 50/90 | 88 (85-91) |
| Passage Comprehension | 502 | 10-11 | 28/90 | 82 (78-85) |
| Word Attack | 482 | 7-11 | 22/90 | 75 (72-79) |
| Oral Reading | 498 | 10-2 | 26/90 | 81 (78-83) |
| Sentence Reading Fluency | 497 | 10-0 | 4/90 | 80 (75-84) |
| Reading Recall | 500 | 11-3 | 84/90 | 94 (90-97) |
| Word Reading Fluency | 487 | 10-1 | 3/90 | 77 (70-84) |
| Spelling of Sounds | 483 | 7-8 | 41/90 | 79 (75-84) |
| Reading Vocabulary | 455 | 6-1 | 0/90 | 42 (<40-47) |

| **Woodcock-Johnson IV Tests of Achievement Form A and Extended Qualitative Observations** | |
| --- | --- |
|  | Letter-Word Identification: Was not able to apply phoneme-grapheme relationships |
|  | 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 very slowly and had difficulty identifying a correct word (struggled with application of syntactic and semantic cues) |
|  | Word Attack: Identified the initial items rapidly and accurately but had difficulty applying phoneme-grapheme relationships to latter items |
|  | Oral Reading: Errors involving mispronunciation (11), omission (1), substitution (4) and repetition (4) were observed |
|  | Sentence Reading Fluency: Appeared to read sentences slowly |

| **Woodcock-Johnson IV Tests of Achievement Form A and Extended Test Session Observations** | |
| --- | --- |
|  | The following modifications were made to the standardized testing procedures for the *WJ IV Tests of Achievement Form A and Extended*: Did not administer tests 5 + 13 due to time constraints. |

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