

PSYCHOEDUCATIONAL ASSESSMENT REPORT

CONFIDENTIAL

IDENTIFYING INFORMATION

Student Name: Jane Smith

Date of Birth: May 15, 2015

Age: 10 years, 0 months

Grade: 4

School: Maple Grove Elementary School

Date(s) of Assessment: April 10-25, 2025

Date of Report: May 1, 2025

Referred by: Ms. Rebecca Johnson, Classroom Teacher

REASON FOR REFERRAL

Jane was referred for a comprehensive psychoeducational assessment by her classroom teacher due to ongoing difficulties with reading acquisition despite classroom interventions and school-based support. Jane has been struggling with decoding words, reading fluency, and spelling since Grade 1. Her difficulties have persisted despite receiving Tier 2 interventions through the school's response to intervention model over the past two years. This assessment was requested to identify Jane's learning profile, determine if she meets criteria for a specific learning disorder in reading (dyslexia), and to provide recommendations for appropriate educational programming and accommodations.

BACKGROUND INFORMATION

Educational History

Jane has attended Maple Grove Elementary School since Kindergarten. She has had consistent attendance and has not changed schools. Reports from previous teachers indicate that Jane has consistently struggled with reading acquisition, letter-sound correspondence, and spelling. She received Reading Recovery support in Grade 1 and has been receiving additional small-group reading

intervention (Empower Reading Program) since Grade 2. Despite these interventions, her reading skills remain significantly below grade-level expectations.

Developmental and Medical History

According to parent reports, Jane's developmental milestones were within normal limits. She has no significant medical concerns and has passed all vision and hearing screenings at school. Parents report a family history of reading difficulties, with Jane's father having struggled with reading throughout his school years.

Previous Assessments

A Level B academic assessment was completed by the school's resource teacher in Grade 2, which indicated that Jane was performing significantly below grade level in reading and spelling. No previous comprehensive psychoeducational assessment has been conducted.

Social-Emotional Functioning

Jane is described as a friendly, cooperative student who gets along well with peers. Her teacher reports that Jane is becoming increasingly frustrated with reading tasks and has begun to show some avoidance behaviors when faced with reading activities. Parents report that Jane has recently expressed negative statements about her academic abilities and has shown reluctance to complete homework involving reading.

ASSESSMENT PROCEDURES

The following assessment procedures were used:

Standardized Measures

- Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
- Woodcock-Johnson IV Tests of Achievement (WJ-IV ACH)
- Comprehensive Test of Phonological Processing, Second Edition (CTOPP-2)
- Test of Word Reading Efficiency, Second Edition (TOWRE-2)
- Process Assessment of the Learner, Second Edition (PAL-II)
- Gray Oral Reading Tests, Fifth Edition (GORT-5)
- Behavior Assessment System for Children, Third Edition (BASC-3)

Informal Assessment

- Classroom observation
- Teacher interview

- Parent interview
- Student interview
- Review of school records and work samples

ASSESSMENT RESULTS

Cognitive Assessment (WISC-V)

Composite Scores:

- Full Scale IQ (FSIQ): 104 (Average range)
- Verbal Comprehension Index (VCI): 112 (High Average range)
- Visual Spatial Index (VSI): 108 (Average range)
- Fluid Reasoning Index (FRI): 110 (High Average range)
- Working Memory Index (WMI): 98 (Average range)
- Processing Speed Index (PSI): 89 (Low Average range)

Jane's overall cognitive abilities fall within the Average range. She demonstrates relative strengths in verbal comprehension and fluid reasoning abilities, with scores in the High Average range. Her verbal reasoning skills are well-developed, and she is able to form verbal concepts, express ideas, and engage in abstract reasoning. Jane's visual-spatial skills and working memory are in the Average range. Her processing speed, which involves the ability to quickly and accurately scan, sequence, and discriminate visual information, falls in the Low Average range and represents a relative weakness in her cognitive profile.

Academic Achievement (WJ-IV ACH)

Reading:

- Letter-Word Identification: 78 (Below Average range, 7th percentile)
- Word Attack: 75 (Below Average range, 5th percentile)
- Passage Comprehension: 85 (Low Average range, 16th percentile)
- Reading Fluency: 76 (Below Average range, 5th percentile)
- Sentence Reading Fluency: 72 (Below Average range, 3rd percentile)

Writing:

- Spelling: 74 (Below Average range, 4th percentile)
- Writing Samples: 95 (Average range, 37th percentile)

- Writing Fluency: 82 (Low Average range, 12th percentile)

Mathematics:

- Calculation: 98 (Average range, 45th percentile)
- Math Facts Fluency: 92 (Average range, 30th percentile)
- Applied Problems: 102 (Average range, 55th percentile)

Jane's performance on measures of academic achievement indicates significant weaknesses in reading and spelling skills, with scores falling well below average and significantly below what would be expected given her average cognitive abilities. Her difficulties are most pronounced in the areas of word-level reading (decoding), reading fluency, and spelling. Despite these difficulties with the mechanics of reading, Jane's reading comprehension skills, while below average, are somewhat better developed, though still below expected levels. Jane's writing skills are variable, with significant difficulties in spelling but average performance on tasks measuring writing quality. Mathematics skills are within the average range across all areas assessed.

Phonological Processing (CTOPP-2)

Composite Scores:

- Phonological Awareness: 78 (Below Average range, 7th percentile)
- Phonological Memory: 82 (Low Average range, 12th percentile)
- Rapid Symbolic Naming: 80 (Low Average range, 9th percentile)

Jane demonstrates significant weaknesses in phonological processing, particularly in phonological awareness (the ability to identify and manipulate sounds in spoken language). Her difficulties with phonological awareness are evident in tasks requiring her to blend sounds, segment words into individual sounds, and manipulate phonemes. Jane also shows weaknesses in rapid naming tasks, which require quick retrieval of phonological information from long-term memory.

Reading Efficiency (TOWRE-2)

- Sight Word Efficiency: 76 (Below Average range, 5th percentile)
- Phonemic Decoding Efficiency: 72 (Below Average range, 3rd percentile)
- Total Word Reading Efficiency: 74 (Below Average range, 4th percentile)

Jane demonstrates significant difficulties with both sight word recognition and phonemic decoding, with particularly pronounced weaknesses in her ability to quickly and accurately decode nonsense words, indicating poor phonemic decoding skills.

Reading Fluency and Comprehension (GORT-5)

- Rate: 4 (Below Average range, 2nd percentile)
- Accuracy: 5 (Below Average range, 5th percentile)
- Fluency: 4 (Below Average range, 2nd percentile)
- Comprehension: 7 (Low Average range, 16th percentile)
- Oral Reading Index: 75 (Below Average range, 5th percentile)

Jane reads at a slow pace with many word recognition errors. Her oral reading is characterized by frequent hesitations, repetitions, and self-corrections. Despite these difficulties, her comprehension of text is somewhat better, though still below age expectations.

Written Language (PAL-II)

- Alphabet Writing: 82 (Low Average range, 12th percentile)
- Copy Task A: 95 (Average range, 37th percentile)
- Copy Task B: 92 (Average range, 30th percentile)
- Receptive Coding: 102 (Average range, 55th percentile)
- Expressive Coding: 76 (Below Average range, 5th percentile)
- Word Choice: 74 (Below Average range, 4th percentile)

Jane demonstrates average graphomotor skills but significant difficulties with tasks involving orthographic coding (spelling) and word retrieval for writing.

Social-Emotional Functioning (BASC-3)

Results from the BASC-3 (parent, teacher, and self-report forms) indicate that Jane is experiencing moderate levels of anxiety and school-related stress. She shows elevations on scales measuring negative attitudes toward school and feelings of inadequacy. These findings suggest that Jane's academic difficulties are beginning to affect her emotional well-being and attitudes toward learning.

SUMMARY AND DIAGNOSIS

Jane is a 10-year-old student who presents with significant and persistent difficulties in reading acquisition and written expression despite average cognitive abilities and adequate educational opportunities. Her assessment results indicate a pattern of strengths and weaknesses that is consistent with a Specific Learning Disorder with impairment in reading (dyslexia) as defined by the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and in accordance with provincial criteria for the identification of learning disabilities.

Specifically, Jane demonstrates:

1. Persistent difficulties with accurate and/or fluent word recognition
2. Poor decoding abilities
3. Poor spelling abilities
4. A significant discrepancy between her cognitive abilities and her academic achievement in reading and written expression
5. Core phonological processing deficits, particularly in phonological awareness and rapid naming
6. Adequate response to intervention has not been achieved despite the provision of targeted evidence-based interventions over time

These difficulties are not better explained by intellectual disabilities, uncorrected visual or auditory acuity, other mental or neurological disorders, psychosocial adversity, lack of proficiency in the language of academic instruction, or inadequate educational instruction.

Diagnosis:

Based on the comprehensive assessment data, Jane meets criteria for:

- Specific Learning Disorder with impairment in reading (315.00)
 - With impairment in word reading accuracy
 - With impairment in reading rate or fluency
 - With impairment in spelling

Current severity: Moderate (requiring substantial support)

This diagnosis is consistent with the Ontario Ministry of Education's definition of a Learning Disability and qualifies Jane for consideration of an Identification, Placement, and Review Committee (IPRC) process to formally identify her as an exceptional student within the category of Learning Disability.

RECOMMENDATIONS

Educational Programming

1. Jane would benefit from an Individual Education Plan (IEP) that addresses her specific learning needs in reading and written expression.
2. Intensive, systematic, explicit instruction in:
 - Phonological awareness
 - Phonics and word analysis skills
 - Orthographic mapping and sight word recognition

- Reading fluency
 - Spelling using a structured, multisensory approach
3. Consideration for Tier 3 intervention using an evidence-based structured literacy program designed specifically for students with dyslexia (e.g., Orton-Gillingham approach, Wilson Reading System, Empower Reading Program).
 4. Daily one-to-one or small-group (no more than 3 students) intervention for a minimum of 30-45 minutes, provided by a teacher with specialized training in structured literacy instruction.

Accommodations

1. Extended time (50% additional time) for all reading and writing tasks, including tests and examinations.
2. Access to assistive technology:
 - Text-to-speech software for reading material
 - Speech-to-text software for written assignments
 - Word prediction software
 - Electronic spell-checker
3. Provide oral instructions in addition to written directions.
4. Reduce the volume of reading and writing required (quality over quantity).
5. Provide access to recorded books and digital texts.
6. Allow alternative forms of demonstrating knowledge (oral presentations, projects, etc.).
7. Provide copies of notes and outlines of key concepts.
8. Break down complex tasks into smaller, manageable units.
9. Consider use of a scribe for longer writing assignments.

Social-Emotional Support

1. School-based counseling to address feelings of anxiety and inadequacy related to learning difficulties.
2. Implementation of strength-based approaches to build self-efficacy and confidence.
3. Regular monitoring of emotional well-being and adjustment.
4. Parent and teacher education about dyslexia to foster understanding and appropriate support.

Home Support

1. Regular reading practice using decodable texts at her instructional level.

2. Continued exposure to grade-level content through audiobooks and read-alouds.
3. Focus on building vocabulary and background knowledge through discussion and oral language activities.
4. Maintain open communication with school regarding progress and emotional well-being.
5. Consider connection with dyslexia support organization (such as the International Dyslexia Association - Ontario Branch) for parent support and resources.

Follow-Up

1. Review of IEP every reporting period to monitor progress and adjust goals as needed.
2. Progress monitoring of reading skills using curriculum-based measurement every 2-3 weeks.
3. Consideration for IPRC process for formal identification as an exceptional student.
4. Reassessment of academic skills in 2 years to evaluate progress and adjust programming as needed.

PROFESSIONAL AUTHORIZATION

This report was prepared by:

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Registered Psychologist (Registration #1234)
Certified School Psychologist

Michael Thompson, M.Ed.
Special Education Resource Teacher

STATEMENT OF CONFIDENTIALITY

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