**ACADEMIC ASSESSMENT**

Completed by {{ resource\_sepcialist\_name }}, Resource Specialist

1. **Teacher Feedback**

\*\*Using information from “Teacher Input Forms”. These are sent several weeks prior to the IEP. I include a due date for teachers to return the forms. I record the due date on the IEP checklist so I know when to follow up with teachers to receive the forms\*\*

1. **Classroom Observations**

Observation #1

\*\*narrative from observation #1. Observations are at least 40 minutes long and include a physical transition. I try to see the student during areas of suspected weakness as well as social/non-structured (nutrition break/recess)\*\*

1. **Formal Academic Achievement and Oral Language Assessments**

Test Administered:

*Woodcock-Johnson IV Tests of Oral Language* (Norms based on age {{ students\_age }})

*Woodcock-Johnson IV Tests of Achievement Form A and Extended* (Norms based on age {{ students\_age }})

Administered by**:** {{ resource\_sepcialist\_name }}; {{ test\_date }}

Woodcock Johnson IV Tests of Achievement and Oral Language were administered by a special education teacher trained in their use and were interpreted fairly in order to avoid any cultural, racial, or sexual bias. Please add final statement that addresses validity, you may use one of the following that apply as a guide

These tests were administered by the standardized assessment procedures and interpreted according to instructions provided by the publishers. {{ students\_name }} effort and engagement during the evaluation suggest that results can be considered a valid estimate of {{ students\_gender\_his\_her }} ability.

OR

These tests were administered by the standardized assessment procedures and interpreted according to instructions provided by the publishers. However, it is important to note that (student anxiety, inattention, language differences, hearing impairments, visual impairments) were observed/occurred during testing. As a result, this evaluation may not be a valid and reliable reflection of this student’s current functioning level.

OR

These tests were administered by the standardized assessment procedures and interpreted according to instructions provided by the publishers however the following modifications were made (describe any testing modifications). As a result, this evaluation may not be a valid and reliable reflection of this student’s current functioning level.

**Below are descriptions of specific subtests that are used to create the broad academic areas of functioning:**

| **Standard Score** | **Percentile** | **Description** |
| --- | --- | --- |
| ≥129 | 97-100 | Very High |
| 120-129 | 91-96 | High |
| 110-119 | 76-90 | Above Average |
| 90-109 | 25-75 | Average |
| 80-89 | 9-24 | Low Average |
| 70-79 | 2-8 | Low |
| ≤70 | <2 | Very Low |

**Testing Observations**

\*\*input summary of testing observations. I often take notes while giving the assessment to refer back to such as:

Wears glasses - were they worn during testing?

Hearing aids - worn during testing? Quiet environment? Assistive technology needed?

Depressed and anxious – give up easily or brief responses or calm and attentive

Autism – unusual responses - or age appropriate social conversation

Attention – Inconsistent responses, impulsive responses, or age appropriate attention and  focus

Processing speed - slow to produce work and respond?  or prompt and careful in  responding

@ readily accompanied the examiner to the testing room.  @ presented as a \* child and  rapport was easily established. He/She worked hard during testing and responded  appropriately to feedback from the examiner

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**WJIV ACHIEVEMENT ASSESSMENT RESULTS**

READING

| **CLUSTER/subtest** | **Standard Score** | **Percentile Rank** | **Classification** |
| --- | --- | --- | --- |
| BASIC READING SKILLS | {{ basic\_reading\_skills\_score }} | {{ basic\_reading\_skills\_percentile }} | {{ basic\_reading\_skills\_classification }} |
| Letter-Word Identification | {{ letter\_word\_identification\_score }} | {{ letter\_word\_identification\_percentile }} | {{ letter\_word\_identification\_classification }} |
| Word Attack | {{ word\_attack\_score }} | {{ word\_attack\_percentile }} | {{ word\_attack\_classification }} |
| READING COMPREHENSION | {{ reading\_comprehension\_score }} | {{ reading\_comprehension\_percentile }} | {{ reading\_comprehension\_classification }} |
| Passage Comprehension | {{ passage\_comprehension\_score }} | {{ passage\_comprehension\_percentile }} | {{ passage\_comprehension\_classification }} |
| Reading Recall | {{ reading\_recall\_score }} | {{ reading\_recall\_percentile }} | {{ reading\_recall\_classification }} |
| READING FLUENCY | {{ reading\_fluency\_score }} | {{ reading\_fluency\_percentile }} | {{ reading\_fluency\_classification }} |
| Oral Reading | {{ oral\_reading\_score }} | {{ oral\_reading\_percentile }} | {{ oral\_reading\_classification }} |
| Sentence Reading Fluency | {{ sentence\_reading\_fluency\_score }} | {{ sentence\_reading\_fluency\_percentile }} | {{ sentence\_reading\_fluency\_classification }} |

*Discussion of Reading results:*

The **Basic Reading Skills** cluster ({{ basic\_reading\_skills\_classification }}) is a measure of sight vocabulary, phonics, and structural analysis that provides a measure of basic reading skills. It is a combination of *Letter-Word Identification* and *Word Attack*. {{ students\_name }} scored in the {{ letter\_word\_identification\_classification }} range on Letter-Word Identification and {{ word\_attack\_classification }} range on Word Attack.

The *Letter-Word Identification* subtest measures a student’s word identification skills. Initial items require a student to identify individual letters in bold type**.** The majority of items require a student to read words of increasing difficulty in isolation (words are in list form rather than in context).

The *Word Attack* measures a student’s ability to apply phonic and structural analysis skills to the pronunciation of unfamiliar printed words. The initial items require the student to produce the sounds for single letters. The remaining items require the person to read aloud letter combinations (of nonsense words such as *wab*) that are phonetically consistent or are regular patterns in reading.

The **Reading Comprehension** cluster ({{ reading\_comprehension\_classification }}) provides a broad measure of reading comprehension skills and is a measure of comprehension, vocabulary, and reasoning. It includes the *Passage Comprehension* and *Reading Recall* subtests. {{ students\_name }} scored in the {{ passage\_comprehension\_classification }} range on Passage Comprehension and in the {{ reading\_recall\_classification }} range on Reading Recall

The *Passage Comprehension* subtest measures a student’s ability to use syntactic and semantic cues to identify a missing word in text, a reading-writing ability. Initial items measure a student’s ability to match a rebus (picture symbol) with an actual picture. The next set of items requires students to match a short phrase to the appropriate picture when given three choices. The majority of items require a student to supply a missing word to sentences and then paragraphs of increasing complexity.

The *Reading Recall* subtest is a measure of reading comprehension and meaningful memory (a long0term retrieval ability). The individual reads a short story silently then retells as much of the story as he or she can.

The **Reading Fluency** cluster ({{ reading\_fluency\_classification }}) provides a measure of several aspects of reading fluency, including prosody, automaticity, and accuracy (reading-writing and cognitive processing speed abilities). It is a combination of the *Oral Reading* and *Sentence Reading Fluency* subtests. {{ students\_name }} scored in the {{ oral\_reading\_classification }} on Oral Reading and in the {{ sentence\_reading\_fluency\_classification }} on the Sentence Reading Fluency subtest.

The *Oral Reading* subtest is a measure of story reading accuracy and prosody, a reading-writing ability. The student reads aloud sentences that gradually increase in difficulty. Performance is scored for both accuracy and fluency of expression.

The *Sentence Reading Fluency* subtest measures reading rate, requiring both reading-writing and cognitive processing speed abilities. The task involves reading simple sentences silently and quickly in the response booklet, deciding if the statement is true or false, and then circling *yes* or *no*. The difficulty of the sentences gradually increases to a moderate level. The student attempts to complete as many sentences as they can within a three-minute time limit.

MATH

| **CLUSTER/subtest** | **Standard Score** | **Percentile Rank** | **Classification** |
| --- | --- | --- | --- |
| MATH CALCULATION SKILLS | {{ math\_calculation\_skills\_score }} | {{ math\_calculation\_skills\_percentile }} | {{ math\_calculation\_skills\_classification }} |
| Calculation | {{ calculation\_score }} | {{ calculation\_percentile }} | {{ calculation\_classification }} |
| Math Fact Fluency | {{ math\_facts\_fluency\_score }} | {{ math\_facts\_fluency\_percentile }} | {{ math\_facts\_fluency\_classification }} |
| MATH PROBLEM SOLVING SKILLS | {{ math\_problem\_solving\_score }} | {{ math\_problem\_solving\_percentile }} | {{ math\_problem\_solving\_classification }} |
| Applied Problems | {{ applied\_problems\_score }} | {{ applied\_problems\_percentile }} | {{ applied\_problems\_classification }} |
| Number Matrices | {{ number\_matrices\_score }} | {{ number\_matrices\_percentile }} | {{ number\_matrices\_classification }} |

*Discussion of Math results:*

The **Math Calculation Skills** cluster ({{ calculation\_classification }}) is a measure of computational skills and automaticity with basic math facts, and it provides a measure of basic mathematical skills. This cluster include the *Calculation* and *Math Fact Fluency* subtests. {{ students\_name }} scored in the {{ calculation\_classification }} range on Calculation and in the {{ math\_facts\_fluency\_classification }} range on the Math Fact Fluency subtest.

The *Calculation* subtest is a test of math achievement measuring the ability to perform mathematical computations. The initial items in Calculation require the student to write single numbers. The remaining items require the student to perform addition, subtraction, multiplication, and division, and combinations of these basic operations. Calculations are presented in traditional problem format in the response booklet.

The *Math Fact Fluency* subtest measures speed of computation or the ability to solve simple addition, subtraction, and multiplication facts quickly, requiring both quantitative knowledge and cognitive processing speed abilities. The student is presented with a series of simple arithmetic problems in the Response Booklet. The test has a three-minute time limit.

The **Math Problem Solving** cluster ({{ math\_problem\_solving\_classification }} range) provides a measure of mathematical knowledge and reasoning. It is a measure of problem solving, analysis, and reasoning. It includes the *Applied Problems* and *Number Matrices* subtests. {{ students\_name }} scored in the {{ applied\_problems\_classification }} range on Applied Problems and in the {{ number\_matrices\_classification }} range on the Number Matrices subtests.

The *Applied Problems* subtest requires the student to analyze and solve math problems. To solve problems, the student must listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations.

The *Number Matrices* subtest is a measure of quantitative reasoning, requiring both quantitative knowledge and fluid reasoning abilities. A matrix is presented and the individual must identify the missing number.

WRITING

| **CLUSTER/subtest** | **Standard Score** | **Percentile Rank** | **Classification** |
| --- | --- | --- | --- |
| WRITTEN LANGUAGE | {{ written\_language\_score }} | {{ written\_language\_percentile }} | {{ written\_language\_classification }} |
| Spelling | {{ spelling\_score }} | {{ spelling\_percentile }} | {{ spelling\_classification }} |
| Writing Samples | {{ writing\_samples\_score }} | {{ writing\_samples\_percentile }} | {{ writing\_samples\_classification }} |
| WRITTEN EXPRESSION | {{ written\_expression\_score }} | {{ written\_expression\_percentile }} | {{ written\_expression\_classification }} |
| Writing Samples | {{ writing\_samples\_score }} | {{ writing\_samples\_percentile }} | {{ writing\_samples\_classification }} |
| Sentence Writing Fluency | {{ sentence\_writing\_fluency\_score }} | {{ sentence\_writing\_fluency\_percentile }} | {{ sentence\_writing\_fluency\_classification }} |

*Discussion of Writing results:*

The **Written Language** cluster ({{ written\_language\_classification }} range) provides a comprehensive measure of written language achievement including spelling if single-word responses and quality of expression (reading-writing ability). This cluster includes the *Spelling* and *Writing Samples* subtests. {{ students\_name }} scored in the {{ spelling\_classification }} range on the Spelling subtest and in the {{ writing\_samples\_classification }} range on the Writing Samples subtest.

The *Spelling* subtest measures a student’s ability to write orally presented words correctly. Initial items measure prewriting skills such as drawing and tracing letters and writing upper and lower-case letters. The majority of items require students to spell dictated words of increasing difficulty.

# The *Writing Samples* subtest measures a student’s ability to write sentences given a verbal and picture cue. Initial items require students to complete sentences. The next set of items requires students to write a sentence that complies with teacher directions. Final items require more complex sentence construction and carry more difficult task demands. Items on this sub-test are scored for the quality of expression. Students are not penalized for errors in capitalization, punctuation, and spelling. Written expression is measured at the single sentence level.

The **Written Expression** cluster ({{written\_expression\_classification}} range) is a measure of meaningful written expression and fluency. This cluster includes *Writing Samples* ({{ writing\_samples\_classification }} range) and *Sentence Writing Fluency* ({{ sentence\_writing\_fluency\_classification }} range*)*.

The *Sentence Writing Fluency* subtest measures an individual’s skill in formulating and writing simple sentences quickly, remembering both reading-writing and cognitive processing speed abilities. Each sentence must relate to a given stimulus picture in the Response Booklet and must include a given set of three words. The student has five minutes to write as many sentences as they can.

**WJIV ORAL LANGUAGE ASSESSMENT RESULTS**

| **CLUSTER/subtest** | **Standard Score** | **Percentile Rank** | **Classification** |
| --- | --- | --- | --- |
| ORAL LANGUAGE | {{ oral\_language\_score }} | {{ oral\_language\_percentile }} | {{ oral\_language\_classification }} |
| Picture Vocabulary | {{ picture\_vocabulary\_score }} | {{ picture\_vocabulary\_percentile }} | {{ picture\_vocabulary\_classification }} |
| Oral Comprehension | {{ oral\_comprehension\_score }} | {{ oral\_comprehension\_percentile }} | {{ oral\_comprehension\_classification }} |
| ORAL EXPRESSION | {{ oral\_expression\_score }} | {{ oral\_expression\_percentile }} | {{ oral\_expression\_classification }} |
| Picture Vocabulary | {{ picture\_vocabulary\_score }} | {{ picture\_vocabulary\_percentile }} | {{ picture\_vocabulary\_classification }} |
| Sentence Repetition | {{ sentence\_repetition\_score }} | {{ sentence\_repetition\_percentile }} | {{ sentence\_repetition\_classification }} |
| LISTENING COMPREHENSION | {{ listening\_comp\_score }} | {{ listening\_comp\_percentile }} | {{ listening\_comp\_classification }} |
| Oral Comprehension | {{ oral\_comprehension\_score }} | {{ oral\_comprehension\_percentile }} | {{ oral\_comprehension\_classification }} |
| Understanding Directions | {{ understanding\_directions\_score }} | {{ understanding\_directions\_percentile }} | {{ understanding\_directions\_classification }} |

*Discussion of Oral Language results:*

The **Oral Language cluster** ({{ oral\_language\_classification }} range) is a combination of the *Picture Vocabulary* and *Oral Comprehension* subtests. It is a measure of comprehension knowledge which includes lexical knowledge, listening ability, and verbal comprehension. {{ students\_name }} scored in the {{ picture\_vocabulary\_classification }} range on Picture Vocabulary and in the {{ oral\_comprehension\_classification }} range on Oral Comprehension.

*Picture Vocabulary* measures oral language development and lexical (word) knowledge. The task requires students to identify pictured objects with one-word answers (an expressive language task at the single-word level).

*Oral Comprehension* measures the ability to comprehend a short audio-recorded passage and then supply the missing word using syntactic and semantic cues. This required the use of listening, reasoning, and vocabulary abilities. It measures comprehension-knowledge and narrow ability of listening ability. The test begins with simple analogies and associations and progress to more complex passages. For example, “Water looks blue, and grass looks \_\_\_\_\_.”

The **Oral Expression** cluster ({{ oral\_comprehension\_classification }} range) is a measure of comprehension knowledge including lexical knowledge, language development, and syntactic knowledge. It is a combination of *Picture Vocabulary* and *Sentence Repetition* subtests. {{ students\_name }} scored in the {{ picture\_vocabulary\_classification }} range on Picture Vocabulary and {{ sentence\_repetition\_classification }} range on Sentence Repetition.

*Sentence Repetition* measures the ability to remember and repeat single words, phrases, and sentences presented from an audio recording. The task measures short-term working memory, specifically ability of auditory memory span.

The **Listening Comprehension** cluster ({{ listening\_comp\_classification }} range) is a measure of listening ability and verbal comprehension including comprehension-knowledge and short-term working memory for language. The cluster is a combination of the *Oral Comprehension* and *Understanding Directions* subtests. {{ students\_name }} scored in the {{ oral\_comprehension\_classification }} range on Oral Comprehension, and in the {{ understanding\_directions\_classification }} range on Understanding Directions.

The *Understanding Directions* subtest is an oral language measure including short-term working memory, specifically working memory for language. The task requires students to listen to a sequence of audio-recorded instructions and then follow directions by pointing to various objects in a colored picture.

1. **Academic Assessment Conclusion**

Input overall summary and recommendations