**ACADEMIC ACHIEVEMENT ASSESSMENTS**

***Examiner:*** {{ examiner\_name }}

***Student*:** {{ student\_full\_name }}

***Test Dates:*** {{ test\_dates | join(", ") }}

**Testing Observations:**

{{ testing\_observation }}

**Assessment Results:**

The assessment instrument used is non-discriminating and has been administered in {{ spl }}, the student’s primary language. These scores are based on a national normative sample and do not specifically reflect performance standards in California schools.

**Woodcock Johnson Tests of Achievement – Fourth Edition (IV)**

The WJ-IV is a battery of subtests that measure a variety of academic skills. Achievement tests are used to determine if a student is achieving at the expected level based on their cognitive ability. Your student’s performance on the WJ-IV is reported below as standard scores and percentiles. The average range on these scales is a standard score of 90 to 110 and a percentile rank of 25 to 75. The descriptive ranges are based upon the following standard scores: 69 or below=Very Low, 70-79= Low, 80-89= Low Average, 90-110= Average, 111-120= High Average, 121-130= Superior, 131-above= Very Superior

{% if achievement\_tests %}

**Woodcock-Johnson IV Tests of Achievement:**

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| **Test/Cluster** | **Standard Score** | **Percentile Rank** |
| **Broad Cluster- Reading**  Broad Reading provides a comprehensive measure of reading achievement including reading decoding, reading speed, and the ability to comprehend connected text while reading. The Cluster is a combination of Letter/Word Identification, Passage Comprehension and Sentence Reading Fluency. | {{ achievement\_tests[1] [‘SS’] }} | {{ achievement\_tests[1] [‘PR’] }} |
| * **Letter/Word Identification** measures skill in identifying letters/words that may never have been seen before. The items become more difficult as they represent words that appear less frequently in English. This test does not require the student to know the meaning of the words. | {{ achievement\_tests[17] [‘SS’] }} | {{ achievement\_tests[17] [‘PR’] }} |
| * **Word Attack** measures skill in applying phonic and structural analysis skills to the pronunciation of unfamiliar printed words. | {{ achievement\_tests[20] [‘SS’] }} | {{ achievement\_tests[20] [‘PR’] }} |
| * **Passage Comprehension** measures the student’s ability to match a rebus with an actual picture of an object. Next, the student is required to read a phrase and point to a picture represented by it in a multiple-choice format. Last, after reading a short passage, the student must identify a missing keyword. | {{ achievement\_tests[18] [‘SS’] }} | {{ achievement\_tests[18] [‘PR’] }} |
| * **Reading Recall** measures reading comprehension in combination with meaningful memory. | {{ achievement\_tests[21] [‘SS’] }} | {{ achievement\_tests[21] [‘PR’] }} |
| * **Oral Reading** measures the ability to apply important aspects of reading fluency, such as accuracy and the meter of oral language. | {{ achievement\_tests[22] [‘SS’] }} | {{ achievement\_tests[22] [‘PR’] }} |
| * **Sentence Reading Fluency** measures the reading speed and rate. The task requires the ability to read and comprehend simple sentences quickly. | {{ achievement\_tests[19] [‘SS’] }} | {{ achievement\_tests[19] [‘PR’] }} |

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| **Test/Cluster** | **Standard Score** | **Percentile Rank** |
| **Broad Cluster-Written Language**  Broad Written Language provides a comprehensive measure of written language achievement including spelling of single word responses, fluency of production, and quality of expression. The Cluster is a combination of Spelling, Writing Samples, and Sentence Writing Fluency. | {{ achievement\_tests[10] [‘SS’] }} | {{ achievement\_tests[10] [‘PR’] }} |
| * **Writing Samples** measures the student’s skills in writing responses to a variety of demands. The student must produce written sentences that are evaluated with respect to the quality of expression. | {{ achievement\_tests[28] [‘SS’] }} | {{ achievement\_tests[28] [‘PR’] }} |
| * **Sentence Writing Fluency** measures the student’s skills in formulating and writing simple sentences quickly in a 5-minute time limit. Each sentence relates to a given stimulus picture and includes a given set of three words. | {{ achievement\_tests[29] [‘SS’] }} | {{ achievement\_tests[29] [‘PR’] }} |
| * **Spelling** measures a student’s knowledge of prewriting skills and spelling. | {{ achievement\_tests[27] [‘SS’] }} | {{ achievement\_tests[27] [‘PR’] }} |

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| **Test/Cluster** | **Standard Score** | **Percentile Rank** |
| **Broad Cluster-Math**  Broad Math provides a comprehensive measure of mathematics achievement including problem solving, number facility, automaticity, and reasoning. The Cluster is a combination of Applied Problems, Calculation, and Math Facts Fluency. | {{ achievement\_tests[6] [‘SS’] }} | {{ achievement\_tests[6] [‘PR’] }} |
| * **Calculation** measures the student’s skill in performing written mathematical equations. | {{ achievement\_tests[24] [‘SS’] }} | {{ achievement\_tests[24] [‘PR’] }} |
| * **Math Facts Fluency** measures the ability to solve simple addition, subtraction, and multiplication facts quickly. The test has a 3-minute time limit. The test requires the student to constantly switch operations. | {{ achievement\_tests[25] [‘SS’] }} | {{ achievement\_tests[25] [‘PR’] }} |
| * **Applied Problems** measures how the student analyzes and solves everyday problems from a picture prompt. To solve the problems, the student must listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations. | {{ achievement\_tests[23] [‘SS’] }} | {{ achievement\_tests[23] [‘PR’] }} |
| * **Number Matrices** is a measure of the student’s ability to reason using mathematical or quantitative concepts. | {{ achievement\_tests[26] [‘SS’] }} | {{ achievement\_tests[26] [‘PR’] }} |

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| **Special Purpose Clusters** | **Standard Score** | **Percentile Range** |
| **Basic Reading Skills** is a combination of Letter-Word Identification and Word Attack and provides a measure of basic reading skills. | {{ achievement\_tests[2] [‘SS’] }} | {{ achievement\_tests[2] [‘PR’] }} |
| **Reading Comprehension skills** is a combination of Passage Comprehension and Reading Recall and provides a measure of reading comprehension. | {{ achievement\_tests[3] [‘SS’] }} | {{ achievement\_tests[3] [‘PR’] }} |
| **Reading Fluency** is a combination of Oral Reading and Sentence Reading Fluency. | {{ achievement\_tests[4] [‘SS’] }} | {{ achievement\_tests[4] [‘PR’] }} |
| **Written Expression** is a combination of Sentence Writing Fluency and Writing Samples, which provides a measure of meaningful written expression and fluency. | {{ achievement\_tests[11] [‘SS’] }} | {{ achievement\_tests[11] [‘PR’] }} |
| **Math Calculation Skills** combines Calculation and Math Facts Fluency for an aggregate measure of computational skills and automaticity with basic math facts. | {{ achievement\_tests[7] [‘SS’] }} | {{ achievement\_tests[7] [‘SS’] }} |
| **Math Problem Solving** combines Applied Problems and Number Matrices for a measure of mathematical knowledge, problem solving, analysis, and reasoning. | {{ achievement\_tests[8] [‘SS’] }} | {{ achievement\_tests[8] [‘PR’] }} |

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| **Cross Domain Clusters**  **(combining Reading, Writing and Math)** | **Standard Score** | **Percentile Range** |
| **Academic Applications** is a combination of Passage Comprehension, Applied Problems, and Writing Samples. These 3 tests require the application of academic skills to academic problems. | {{ achievement\_tests[14] [‘SS’] }} | {{ achievement\_tests[14] [‘PR’] }} |

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**Summary of Academic Assessments:**

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| **The Basic Reading Skills** cluster is a combination of the Letter-Word Identification and Word Attack subtests.  {{ student\_name }}’s performance on the task indicates a {{ bas\_read\_range }} ability for sight vocabulary with respect to phonics and structural analysis.  The *Letter-Word Identification* subtest measures the student’s word identification skills. The student reads aloud individual words. The student is not required to know the meaning of any word. The items become increasingly difficult as the student progresses through the subtest.  {{ student\_name }} scored in the {{ let\_word\_range }} range.  The *Word Attack* subtest measures skill in applying phonetic and structural analysis to the pronunciation of unfamiliar printed words. The subtest requires the student to read aloud letter combinations that are phonetically consistent or are regular patterns in English words.  {{ student\_name }} scored in the {{ word\_att\_range }} range on this particular subtest. |

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| **The Reading Comprehension** cluster is a combination of the Passage Comprehension and Reading Recall subtests.  {{ student\_name }} exhibited {{ read\_comp\_range }} abilities with respect to the Reading Comprehension cluster.  The *Passage Comprehension* subtest measures the ability to use syntax and semantic cues to identify a missing word in text. The test requires the student to read a short passage and identify a missing keyword that makes sense in the context of that passage. The items become increasingly difficult by increasing passage length, level of vocabulary, and complexity of syntax.  {{ student\_name }} demonstrated {{ pass\_comp\_range }} abilities in understanding the passage and in being able to supply the appropriate key word.  The *Reading Recall* subtest is a measure of reading comprehension and meaningful memory. The student reads a short story silently and then retells as much of the story as they can recall.  {{ student\_name }}’s score reflects {{ read\_recall\_range }} ability with regard to reading recall requiring a quick response to what has been read.  *Reading Fluency* is a cluster that measures aspects of reading fluency, such as prosody, automaticity, and accuracy.  {{ student\_name }} scored in the {{ read\_flu\_range }} range on the broad cluster of reading fluency.  The cluster is composed of a combination of *Oral Reading* in which the student reads sentences aloud with increasing length and vocabulary in the sentences.  {{ student\_name }} demonstrated {{ oral\_read\_range }} ability in oral reading.  The assessment is challenging because if you hesitate, mispronounce a word, or repeat a portion of the sentence the student is docked for the response.  *Sentence Reading Fluency* measures the speed and accuracy of reading and understanding simple sentences. The student was given 3-minutes to answer YES/NO to simple questions.  {{ student\_name }} demonstrated {{ sent\_read\_flu\_range }} ability to read quickly, process the information, and evaluate the content of these sentences. |

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| The **Math Calculations Skills** Cluster is a combination of the Calculation and Math Facts Fluency subtests.  For this cluster, {{ student\_name }} scored in the {{ math\_calc\_range }} range.  *Calculation* is a test of math achievement measuring the ability to perform mathematical calculations including addition, subtraction, multiplication, division, and combinations of these basic operations, as well as some more advanced operations. The calculations involve negative numbers, percentages, decimals, fractions, and whole numbers.  {{ student\_name }} scored in the {{ calc\_range }} range on this subtest.  *Math Facts Fluency* measures speed of computation or the ability to solve simple arithmetic facts quickly. The student was asked to solve as many single digit addition, subtraction, and multiplication facts as they can in three minutes.  {{ student\_name }} performed in the {{ fact\_flu\_range }} range on the sub test.  The *Math Problem Solving* cluster provides a measure of mathematical knowledge and reasoning. It is an aggregate measure of problem solving, analysis, and reasoning.  {{ student\_name }} exhibited {{ mat\_pro\_solv\_range }} abilities with respect to other clusters.  Math Problem Solving is a combination of the Applied Problems and Number Matrices subtest. On the *Applied Problems* cluster, itrequires the student to analyze and solve math problems. The student must listen to the problems, recognize the procedure to be followed, and then perform relatively simple calculations. Because many of the problems include extraneous information, the student must decide not only the appropriate mathematical operations to use but also which numbers to include in the calculation.  {{ student\_name }} scored in the {{ app\_pro\_range }} range on the Applied Problems subtest.  The student was allowed to use pencil and paper to assist with the calculations.  *Number Matrices* is a measure of quantitative reasoning, requiring both quantitative knowledge and fluid reasoning. A matrix is presented and the student must identify the missing number. The test is not timed; however, there is a guideline to move the student along if they get stuck on a problem.  {{ student\_name }} scored in the {{ mat\_matr\_range }} range.  Students was allowed use of pencil and paper to assist with the calculations. |

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| The **Written Expression** cluster is an aggregate measure of meaningful written expression and fluency. The Cluster is a combination of Writing Samples and Sentence Writing Fluency.  {{ student\_name }} displayed {{ writ\_exp\_range }} skills on the broad cluster.  *Sentence Writing Fluency* measures the student’s skill in formulating and writing simple sentences quickly. Each sentence must relate to a given stimulus picture in the Response Booklet and must include a given set of three words. The words gradually require the formulation of more complex sentence structure. The test has a 5-minute time limit.  {{ student\_name }} scored in the {{ sent\_writ\_flu\_range }} range on the subtest.  The *Writing Samples* subtest measures the student’s skill in writing responses to a variety of demands. The person must write sentences that are evaluated for their quality of expression. Item difficulty increases by increasing passage length, the level of vocabulary, and the sophistication of the content. The student is not penalized for errors in basic writing skills, such as spelling or punctuation. The student was given a variety of demands and asked to produce written sentences.  {{ student\_name }} scored in the {{ writ\_samp\_range }} range.  Spelling measures the ability to write orally presented words correctly.  {{ student\_name }} scored in the {{ spel\_range }} range. |

{% if oral\_tests %}

**Woodcock-Johnson IV Tests of Oral Language:**

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| **Test of Oral Language** | **Standard Score** | **Percentile Rank** |
| **Broad Oral Language** | {{ oral\_tests[1] [‘SS’] }} | {{ oral\_tests[1] [‘PR’] }} |
| **Listening Comprehension** | {{ oral\_tests[3] [‘SS’] }} | {{ oral\_tests[3] [‘PR’] }} |
| * **Understanding Directions** | {{ oral\_tests[6] [‘SS’] }} | {{ oral\_tests[6] [‘PR’] }} |
| * **Oral Comprehension** | {{ oral\_tests[5] [‘SS’] }} | {{ oral\_tests[5] [‘PR’] }} |
| **Oral Expression** | {{ oral\_tests[2] [‘SS’] }} | {{ oral\_tests[2] [‘PR’] }} |
| * **Picture Vocabulary** | {{ oral\_tests[4] [‘SS’] }} | {{ oral\_tests[4] [‘PR’] }} |
| * **Sentence Repetition** | {{ oral\_tests[7] [‘SS’] }} | {{ oral\_tests[7] [‘PR’] }} |

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**Summary of Oral Assessments:**

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| **Broad Oral Language** is a measurement of lexical knowledge (encompasses all the information that is known about words and the relationships among them), verbal comprehension, syntactic knowledge, working memory, and auditory memory span.  The cluster is a combination of **Picture Vocabulary**, **Oral Comprehension**, and **Understanding Directions**.  {{ student\_name }} scored in the {{ broad\_oral\_range }} range of the cluster. |

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| Within the **Oral Expression** cluster, {{ student\_name }} scored in the {{ oral\_expr\_range }} range.  The cluster provides measures of various aspects of oral language, such as listening comprehension, and oral expression. Specific combinations or groupings of tests form clusters for interpretive purposes.  Oral Expression is made up of two parts, **Picture Vocabulary** and **Sentence Repetition**.  {{ student\_name }} completed the **Picture Vocabulary** subtest scoring in the  {{ picture\_vocab\_range }} range.  The task requires the student to identify pictured objects. There is primarily an expressive language task at the single-word level. The items become increasingly difficult as the selected pictures appear less frequently in the general environment.  {{ student\_name }} completed the **Sentence Repetition** subtest scoring in the  {{ sentence\_rep\_range }} range.  This test measures the ability to remember and repeat phrases and sentences presented. In the task, the student uses sentence meaning to aid recall. The test primarily measures short-term work memory, specifically the narrow ability of auditory memory span. |

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| {{ student\_name }}’s score on the **Listening Comprehension** cluster is in the  {{ listening\_comp\_range }} range when compared to other students nationwide.  The cluster is an aggregate measure of listening ability and verbal comprehension. The narrow abilities measured represent a mix of comprehension-knowledge and short-term working memory for language. The cluster is a combination of the **Understanding Directions** and **Oral Comprehension**.  {{ student\_name }}’s performance indicates {{ under\_dir\_range }} ability to listen, understand, and follow directions in a specific sequence.  On the Understanding Directions subtest, {{ student\_name }} is required to listen to a sequence of audio-recorded instructions and then follow the directions by pointing to various objects in a colored picture. The items gradually increase in linguistic complexity as the number of tasks to perform increases. The test is primarily a measure of short-term working memory, specifically working memory for language. The language component also requires listening ability.  Regarding the **Oral Comprehension** subtest, {{ student\_name }} displayed an  {{ oral\_comp\_range }} ability on the task.  Oral Comprehension is a test of oral language measuring the ability to comprehend a short audio-recorded passage and then supply the missing word using syntactic and semantic cues. The assessment requires the use of listening, reasoning, and vocabulary abilities. The test begins with simple analogies and associations and progresses to more complex passages. |

**Vision and Hearing Screening:**

{{ vision\_comment }}

**Teacher Input:**

{{ teacher\_input }}