Date of Report: 05/24/2019

Reason for Evaluation: Initial Evaluation

FIE Addendum Date: _____

Waxahachie ISD
1000 Hwy 77 North
Waxahachie, TX 75165
972-923-4638

FULL AND INDIVIDUAL EVALUATION
DISABILITY REPORT: DETERMINATION

Student Name: ZOE MUIRHEAD   Grade: 01   Date of Birth: 03/02/2012

Campus of Enrollment: Marvin Elementary Medicaid#:   Local ID#: 2212684

QUALIFIED PROFESSIONALS: The group of qualified professionals which collects and reviews evaluation data must include, but is not limited to: a licensed specialist in school psychology (LSSP); an educational diagnostician; other appropriately certified or licensed practitioner with experience and training in the area of the disability; or a licensed or certified professional for a specific disability category.

REASON FOR REFERRAL TO SPECIAL EDUCATION

Zoe is a 1st grade student that was referred for an initial Full and Individual Evaluation by her parent due to academic concerns. The purpose of this evaluation is to assess the student's pattern of strengths and weaknesses, to determine if the student meets the criteria for special education services as a student with a Specific Learning Disability (SLD) and to make recommendations to the ARD committee for educational planning.

Areas of Suspected Disability:

Specific Learning Disability

Sources of Data

Evaluation Date	Evaluator	(Formal and Informal Measures)
04/23/2019	Kay Reid, Dyslexia Specialist	Dyslexia Evaluation
04/03/2019	Shelley Guerrero, Educational Diagnostician	Woodcock Johnson IV-Tests of Achievement Woodcock Johnson IV-Test of Cognitive Abilities Woodcock Johnson IV-Tests of Oral Language
03/05/2019	Hope Winter, Teacher	Teacher Input
03/05/2019	Monica Chilton, Counselor	Classroom Observation
03/05/2019	Sally Colwell, School Nurse	School Health Screening
03/03/2019	Victoria Muirhead, Parent	Parent Input
07/29/2017	Victoria Muirhead, Parent	Home Language Survey

COMMUNICATIVE STATUS
Results And Interpretations:

According to Zoe's Home Language Survey, English is the only language spoken in the home (primary language).

Student's native language:
☒ English   ☐ Spanish

Student's academic language:
☒ English   ☐ Spanish

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☐ Yes ☒ No   This student is limited English proficient.

SPEECH/LANGUAGE/COMMUNICATION EVALUATION

Language Results and Interpretation:

The Woodcock-Johnson IV Tests of Oral Language
The Woodcock-Johnson IV Tests of Oral Language were administered. Results of all tests administered are presented below. All scores reported are standard scores with 85 to 115 being within normal limits). Standard scores fall into the following categories: 131+ very superior, 121-130 superior, 111-120 high average, 90-110 average, 80-89 low average, 70-79 low, < 69 very low. Age norms were used.

Test	Standard Score	Classification
Listening Comprehension	**117**	**High Average**
Oral Comprehension	117	High Average
Understanding Directions	112	High Average
Oral Expression	**110**	**Average**
Picture Vocabulary	108	Average
Sentence Repetition	108	Average
Phonetic Coding	**92**	**Average**
Segmentation	96	Average
Sound Blending	90	Average

Oral Language
Zoe's Oral Language cluster score (SS = 115), composed of Picture Vocabulary and Oral Comprehension tests, was in the High Average range.

Receptive language is a measure of listening comprehension. According to formal testing, Zoe's abilities are in the High Average range. Oral Comprehension measures the ability to comprehend a short passage and then supply the missing word using syntactic and semantic cues. The oral cloze procedure requires the use of listening, reasoning, and vocabulary abilities and is primarily a measure of Comprehension-Knowledge (Gc) and the narrow ability of listening ability in particular. Understanding Directions requires the student to listen to a sequence of instructions and then follow the directions by pointing to various objects in a colored picture, which gradually increase in linguistic complexity as the number of tasks to perform increases. This test is primarily a measure of Short-term Working Memory (Gwm), specifically working memory for language. The language component also requires, to a

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much lesser extent, listening ability, a narrow Comprehension-Knowledge (Gc) ability.

Expressive language is a measure of oral expression. Zoe's abilities are measured to be in the Average range when compared to same-age peers. Picture Vocabulary measures oral language development and lexical (word) knowledge and requires the student to identify pictured objects. Sentence Repetition measures the ability to remember and repeat single words, phrases, and sentences presented.

Phonetic Coding
Phonetic Coding is a measure of auditory processing, including phonological awareness, both analysis and synthesis. It was measured by the Segmentation and Sound Blending subtests. Zoe's standard score fell in the Average range when compared to same age peers.

Articulation/Voice/Fluency Interpretation:

No concerns were noted in this area.

HEALTH/MOTOR ABILITIES

Results And Interpretations:

According to Zoe's health screening conducted by the school nurse, She passed her vision test without correction. She also passed her hearing test unaided. Zoe does not require adaptive equipment or facility adaptation.

VISION:
- ☒ **Within normal limits**
  - ☒ Without correction
  - ☐ With correction
- ☐ Not within normal limits (See report from ophthalmologist or optometrist)
- ☐ Appears to have functional vision

HEARING:
- ☒ **Within normal limits**
  - ☒ Unaided
  - ☐ Aided
- ☐ Not within normal limits (See report from otologist or audiologist)
- ☐ Appears to have functional hearing

When evaluating a student for a visual impairment:

☐ Yes ☐ No ☒ N/A   Based on the Functional Vision Evaluation and Learning Media Assessment, the student is functionally blind (which means the student requires tactile media as the primary tool in learning to communicate in both reading and writing at the same level of proficiency as other students of comparable ability).

Health/Motor Abilities:

Results And Interpretations:

Zoe's mother, reported that there were no complications with Zoe's birth and her condition was described as healthy immediately after birth. Mrs. Muirhead reported that Zoe met her developmental milestones at about the same rate than the other children in her family. No serious illnesses, accidents, or hospitalizations were reported.

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☐ Yes   ☒ No   The student has a significant health history. If YES, specify:

☐ Yes   ☒ No   This student appears to have one or more health-related conditions, which directly affect his/her ability to profit from the educational process. If yes, specify:

☐ Yes   ☒ No   Adapted physical education is indicated.

SOCIOLOGICAL

Results And Interpretations:

Zoe lives at home with her parents and older sister (age 9). As a family, they enjoy watching TV, shopping, and participating in Girl Scout events.

Cultural, Linguistic, And Experiential Background

☒ No concerns regarding cultural, linguistic, or experiential factors

☐ Yes   ☒ No   CULTURE AND/OR LIFESTYLE FACTORS influence this student's learning and behavioral patterns.
If YES, explain:

☐ Yes   ☒ No   This student's sociological status indicates a LACK OF PREVIOUS EDUCATIONAL OPPORTUNITIES IN READING AND/OR MATH
If YES, explain:

☐ Yes   ☒ No   Excessive absences have influenced this student's learning and behavioral patterns.
If YES, explain:

EMOTIONAL/BEHAVIOR

Results And Interpretations:

TESTING OBSERVATIONS

Zoe was tested in two sessions over a period of two days. She was observed to be quiet yet friendly. Rapport was easily established with the examiner and Zoe remained at ease during testing. She had an adequate ability to focus and pay attention as long as was necessary with minimal breaks and did not appear distracted at any time. She enjoyed talking with the examiner and responded well to praise and encouragement. Zoe was observed to give adequate effort during testing and the results of testing are determined to be an adequate representation of her abilities at this time.

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TEACHER AND PARENT INPUT
Ms. Winter, Zoe's teacher, reports no emotional or behavioral concerns. Zoe cooperates with teacher requests, works cooperatively with others, makes and keeps friends at school, is please with good work and responds appropriately to praise and corrections. She has a happy disposition and resists becoming upset by difficulties or minor setbacks. Zoe's mother reported that Zoe is a good child and well-behaved at home. She enjoys playing with other children and is very affectionate and friendly. Zoe often responds to discipline by crying or becoming more defiant.

CLASSROOM OBSERVATION
Mrs. Chilton, school counselor, observed Zoe during her math class. The class was comprised of approximately 10 to 15 students and their desks were seated on the rugs. Mrs. Chilton reported that Zoe paid attention to the lesson and remained focused on the teacher. Mrs. Winter reviewed shapes and vertices with students and Zoe answered questions correctly when called upon. She also worked well with her partner to complete the tasks. Zoe was also observed to follow oral directions, and interact with peers appropriately. She also did not speak out of turn or get out of her seat without permission.

☐ Yes   ☒ No   The student's behavior impedes the student's learning.

☐ Yes   ☒ No   The student's behavior impedes the learning of others.

If Yes to either of the above questions, clarify:

INTELLIGENCE/ADAPTIVE BEHAVIOR

Results And Interpretations:

The Woodcock-Johnson Tests of Cognitive Abilities IV (WJ-IV Cog)
The Woodcock-Johnson Tests of Cognitive Abilities IV (WJ-IV Cog) is an individually administered instrument used to evaluate the intelligence of children ages 2 years through 90 years of age. This test is based on the Cattell-Horn-Carroll theory of intelligence yielding information on the seven broad abilities and associated narrow abilities that make up cognitive functioning. The WJ-IV Cog provides composite scores in the areas of intellectual ability including general intellectual ability (GIA) and brief intellectual ability (BIA); scholastic aptitude (Reading, Writing, Mathematics); CHC factors (seven broad abilities); narrow ability clusters and clinical clusters. The WJ IV Cog may be used to determine the student's strengths, weaknesses, determine the extent of the impairment, and provide information to aid in classification and diagnosis.Subtests of the WJ IV Oral Language or WJ IV Achievement may also be included below.

Standard scores fall into the following categories: 131+ very superior, 121-130 superior, 111-120 high average, 90-110 average, 80-89 low average, 70-79 low, < 69 very low.

Standard scores ranging from 85 to 115 are considered within normal limits, while scores below 85 indicate normative weakness and scores above 115 are normative strengths.

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Clusters/Test	Standard Score	SS Classification
GENERAL INTELLECTUAL ABILITY (GIA)	124	Superior
Oral Vocabulary (Gc)	135	Superior
Number Series (Gf)	123	Superior
Verbal Attention (Gwm)	121	Superior
Letter-Pattern Matching (Gs)	110	Average
Phonological Processing (Ga)	102	Average
Story Recall (Glr)	119	High Average
Visualization (Gv)	108	Average

Intellectual functioning was assessed using: ☒ Formal measures   ☐ Informal measures

Describe pertinent findings:

Zoe's performance on these seven core tests ranged from Superior to Average when compared to same-age peers. Zoe's General Intellectual Ability (GIA) score was in the Average range (SS = 124). The GIA is an overall measure of cognitive ability derived from tests of vocabulary, quantitative reasoning, working memory, perceptual speed, phonological processing, meaningful memory, and visualization ability.

Oral Vocabulary (Gc)
Oral Vocabulary is made up of two subtests, Synonyms (words with the same definition) and Antonyms (words with opposite definitions), that measured the breadth of Zoe's vocabulary knowledge. This test measures Zoe's Comprehension-Knowledge (Gc), or obtained knowledge and vocabulary ability. Compared to her peers, Zoe scored in Superior range (SS = 135) and this is an cognitive area is a strength for her.

Number Series (Gf)
Number Series is a measure of quantitative reasoning, a narrow measure of Fluid Reasoning (Gf). Fluid Reasoning is the ability to use prior knowledge to solve new problems, reason, or form new concepts. In this test, Zoe was presented with a series of numbers where one number was missing, such as "9, 10, 11, __." Zoe obtained a standard score of 123, which is within the Superior compared to her peers.

Verbal Attention (Gwm)
Verbal Attention is a narrow measure of verbal working memory within the Short-term Working

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Memory (Gwm) ability. Short-term Working memory tests measure the ability to attend to information, hold the information in immediate awareness, and then perform a mental operation on the information. During this test, Zoe listened to a series of words containing animal names and digits intermingled. Then Zoe was asked a specific question about the series of words. For example, the series might be "7...dog... 9," and he would be asked to repeat the word that comes between 7 and 9. His standard score of Zoe falls within the Superior ability range compared to her peers. Zoe maintained attentional control, held new verbal material in the short term, manipulated verbal stimuli, and provided an appropriate response.

Letter-Pattern Matching (Gs)

Letter-Pattern Matching is a perceptual speed task measuring a narrow ability of Cognitive Processing (Gs). Performance on these tasks relates to the area of cognitive efficiency--the speed at which Zoe can make visual symbol discriminations and identify common orthographic (spelling) patterns. On this task, Zoe was asked to locate and circle the two identical letter patterns in a row of six patterns. Zoe obtained a standard score of 102, which falls within the Average range compared to her peers.

Phonological Processing (Ga)

Phonological Processing is a measure of Zoe's Auditory Processing (Ga) ability, or the student's ability to analyze, synthesize, and discriminate auditory stimuli and perceive and manipulate speech sounds. It includes three subtests that measure various aspects of phonological processing. In this test, Zoe was asked to (a) name a word that has a specific sound in a specific location, (b) name as many items that start with a certain sound in 1 minute as she could, and (c) substitute one part or sound in a word for another to create a new word. Compared to his peers, Zoe scored within the Average range on Phonological Processing (SS = 102). Compared to other students her age, her abilities in phonological processing appear to be intact**.**

Story Recall (Glr)

Story Recall is a measure of Zoe's Long-term Retrieval ability (Glr), or the student's ability to learn information and then recall it. In this test, Zoe listened to a passage and then was asked to recall the story elements. Compared to her peers, Zoe scored in the High Average range (SS = 119).

Visualization (Gv)

Visualization measures Visual Processing (Gv) ability, which is the ability to perceive, analyze, synthesize, and think with visual patterns, including the ability to store and correctly identify visual images from memory. It has two subtests. The first, Spatial Relations, required Zoe to identify from a series of shapes, the pieces needed to form a whole shape. The second, Block Rotation, required him to identify the two block figures that match the target figure. Compared to her peers, Zoe scored in the Average range (SS = 108). Zoe adequately completed tasks requiring complex spatial relations.

Adaptive behavior was assessed using: ☐ Formal measures   ☒ Informal measures

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Student Name: ZOE MUIRHEAD _____ Grade: ___01___ Date of Birth: 03/02/2012___

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Describe pertinent findings:

> No concerns regarding adaptive behavior skills were reported by either parent or teachers. Zoe's adaptive behavior appears to be commensurate with her intellectual ability.

☒ Yes ☐ No   This student's level of intellectual functioning is consistent with his/her adaptive behavior. If NO, explain:

ACADEMIC PERFORMANCE

RESULTS AND INTERPRETATIONS:

Woodcock-Johnson Tests of Achievement IV (WJ-IV)

Woodcock-Johnson Tests of Achievement IV (WJ-IV) is a set of individually administered, norm referenced tests for students ages two to ninety, which measures academic achievement in reading, mathematics, written language and general knowledge. Scores for the WJ-IV are reported as standard scores which include the following categories: 131+ very superior, 121-130 superior, 111-120 high average, 90-110 average, 80-89 low average, 70-79 low, ≤ 69 very low.

The WJ-IV is a norm-referenced measure which compares skills in each academic area to same-age or same-grade peers. The average range calculated on the WJ-IV is from 90-109. A standard score that falls within 1 standard deviation from the mean, in this case between 85-115, is considered to be within normal limits. Scores of 85-89 are considered weaknesses but not necessarily deficits. Likewise, scores between 110-115 are considered strengths but not unusual strengths. Each assessment administered reports scores with a mean standard score of 100 and standard deviations of 15 points. This is the descriptive classification system that will be used to interpret the student's test results.

Test	Standard Score	Classification
Basic Reading	**99**	**Average**
Letter-Word Identification	93	Average
Word Attack	110	Average
Reading Comprehension	**100**	**Average**
Passage Comprehension	94	Average
Reading Recall	111	High Average
Reading Fluency	**95**	**Average**
Oral Reading	96	Average
Sentence Reading Fluency	96	Average
Written Expression	**96**	**Average**
Writing Samples	93	Average
Sentence Writing Fluency	104	Average
Spelling (not part of cluster score)	91	Average

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Math Calculation	104	Average
Calculation	103	Average
Math facts fluency	105	Average
Math Problem Solving	**114**	**High Average**
Applied problems	113	High Average
Number matrices	112	High Average

Basic Reading Skills cluster is a combination of Letter-Word Identification (reading a list of words aloud) and Word Attack (reading nonsense letter combinations that are phonically consistent or regular patterns in orthography). These tests measure sight word vocabulary, the application of phonics and structural analysis skills. Specifically, Zoe was able to read a list of words aloud and read nonsense letter combinations phonetically. On Letter-Word Identification, Zoe would often guess at the word and name a similar looking word such as garbage for garden and time for them. She also did that on the Oral Reading subtest. Zoe's scores on this cluster fall in the "Average" range.

Reading Comprehension cluster is a combination of Passage Comprehension (using syntactic and semantic cues to identify the missing words in a text) and Reading Recall (reading a short story silently and then retelling as much of the story as can be recalled). It is a measure of comprehension and reasoning. Specifically, Zoe is able to use syntactic and semantic cues to identify a missing word in a text and read a short story silently and the retelling it. On the Passage Comprehension subtest, Zoe often relied on the pictures to help her figure out the missing word in each sentence. She was unable to read many words in the sentences such as: soup, slide, Mary, sign, building, and leave. On the Reading Recall subtest, Zoe was able to read with ease to herself and was able to recall a sufficient amount of details. With prompting, such as, "Can you remember anything else?", Zoe was able to give one or two more details on a multiple of stories. Zoe's scores on this cluster is within normal limits.

Reading Fluency is a cluster that measures aspects of reading fluency, such as, prosody, automaticity, and accuracy. This cluster is composed of a combination of Oral Reading (reading sentences aloud) and Sentence Reading Fluency (reading simple sentences quickly, decide if the statement is true, and select either yes or no). Overall, her reading fluency skills fall within the average range and is within normal limits.

Math Calculation Skills cluster is a measure of computational skills and automaticity. This cluster is composed of combination of Calculation (completing math computations on a worksheet) and Math Fact Fluency (completing simple addition, subtraction, and multiplication facts within a 3-minute time limit). On formal math testing, Zoe solved initial problems quickly with no observed difficulties, but demonstrated less automaticity with the latter items which is typical. It was observed that Zoe favors quality over quantity as she took her time in completing the items in order to get accurate answers. Her standard score for the Math Facts Fluency fell in the Average range and her overall score on this cluster is in the Average range of functioning.

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Math Reasoning is a combination of Applied Problems (analyzing and solving word problems) and Number Matrices (completing number sequences by identifying the missing number). It is a measure of mathematical knowledge and reasoning. The tests are specific in measuring mathematics concerns because no reading is involved. She solved initial problems with no observed difficulty but demonstrated increasing difficulties solving the latter items which is typical. Zoe's score on this cluster is in the High Average range of functioning.

Written Expression cluster is a measure of meaningful written expression and fluency. This cluster is a combination of Writing Samples (composing sentences based on directions given and sentences are evaluated with respect to the quality of expression) and Sentence Writing Fluency (formulation of a simple sentence when presented a stimulus picture with 3 words in a 5-minute time limit.)   Zoe's performance on the two subtests yielded similar results as she scored in the average range. She was able to complete sentences by providing one or two words. Zoe's pencil grip was adequate and her handwriting was legible. For the Sentence Writing Fluency subtest, she was able to complete the expected number of sentences for her grade level. Zoe wrote appropriate sentences at an adequate pace. Although Zoe's spelling fell within the average range, she struggled with many words and appeared to spell phonetically. (wiht for with, frun for from, cap for camp, wodr for water, nias for nice, and wust for once).

TEACHER INPUT
Mrs. Winter reported that her main concerns for Zoe is her poor progress acquiring basic reading skills, difficulty in spelling, and difficulty in producing written work. She rated her ability to read material aloud, spell material adequately, and write legibly as "below average" when compared to her peers. The following abilities were rated as "average": comprehends material read, performs math computations at expected proficiency, retains instruction from week to week, exhibits organization in accomplishing tasks, and completes work on time. Individual tutoring, ability grouping , grading on basis of individual growth, and oral tests have all been attempted but Zoe continues to struggle in the classroom. As of March 9th, Zoe's DRA level was an 8 whereas it should have been a 10. Her current grades were all A's.

PARENT INPUT
Mrs. Muirhead reported that Zoe's father has been diagnosed with dyslexia and she suspects Zoe may also have dyslexia. Mrs. Muirhead indicated that she first became aware of a problem when Zoe started 1st grade but Zoe does not mention that she thinks she has any problems in school.

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Name: Zoe Muirhead	DOB: 3-2-12	Date: 4-23-19			

The committee (§504 or ARD) _must_ first determine whether a student's difficulties in the areas of _word reading and spelling_ reflect a pattern of evidence for the primary characteristics of dyslexia with _unexpectedly_ low performance for the student's age and educational level in some or all of the following areas (_The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22_):

PRIMARY CHARACTERISTICS OF DYSLEXIA	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
WORD READING – [Reading words in isolation]	WJ IV Letter/Word Identification	☐ Composite X Subtest		93	
DECODING UNFAMILIAR WORDS ACCURATELY	WJ IV Word Attack	☐ Composite X Subtest		110	
SPELLING – [An isolated difficulty in spelling would _NOT_ be sufficient to identify dyslexia.]	WJ IV Spelling	☐ Composite X Subtest		91	

LETTER KNOWLEDGE AND LETTER-SOUND CORRESPONDENCE: Informal and/or observational data.
- Can the student name the letters of the alphabet without singing the _"alphabet song"_?
- How quickly can the student accurately name random letters of the alphabet?
- How accurately can the student identify the corresponding sound of the letter?

Student was unable to recite the alphabet in sequence. Student was unable to write the alphabet in sequence. Student identified 26/26 upper case letters, 26/26 lower case letters, and was able to identify 24/26 letter sounds.

READING FLUENCY –	ASSESSMENT INSTRUMENT	WCPM [Rate]	% CORRECT [Accuracy]	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ACCURACY – [Reading words in text with no errors]	GORT Accuracy			85		
RATE – [Words correct per minute]	GORT Rate				95	
OBSERVED PROSODY: [Pitch, tone, volume, emphasis, & rhythm]						
OTHER FLUENCY INDICATORS [specify]:	GORT Fluency WJ IV Reading Fluency				90 95	

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Based on professional judgment in reviewing student's qualitative and quantitative data, the evaluator has included assessment data in the following areas: **reading comprehension, mathematics,** and **written expression.** Measures used may be formal or informal.

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pgs. 20 – 22.)

SECONDARY CONSEQUENCES	ASSESSMENT INSTRUMENT [If formal, what assessment instrument was utilized?]	COMPOSITE OR SUBTEST*	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION X Formal ☐ Informal	WJ IV Reading Comprehension GORT Reading Comprehension	X Composite ☐ Subtest		100 100	
MATHEMATICS X Formal ☐ Informal	WJ IV Applied Problems	☐ Composite X Subtest			113
WRITTEN EXPRESSION [Informal writing samples]	WJ IV Written Expression	X Composite ☐ Subtest			

Difficulties in **phonological** and **phonemic awareness** are typically seen in students with dyslexia.

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 20.)

DIFFICULTIES: UNDERLYING CAUSE	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
PHONOLOGICAL AWARENESS	CTOPP-2 (EL=125 , BW=85,PI=100)	X Composite ☐ Subtest		105	
RAPID NAMING	CTOPP-2	X Composite ☐ Subtest		107	
PHONOLOGICAL MEMORY	CTOPP-2	X Composite ☐ Subtest	85		

Based on the above information and *The Dyslexia Handbook* guidelines, should the committee (§504 or ARD) determine that the student exhibits weaknesses in **_word reading and spelling_**, the committee **_must_** then examine the student's data to determine whether these difficulties are **_unexpected_** in relation to the student's other abilities, sociocultural factors, language difference, irregular attendance, or lack of appropriate and effective instruction. *"The student may exhibit strengths in areas such as reading comprehension, listening comprehension, math reasoning or verbal ability yet still have difficulty with reading and spelling. Therefore, **it is not one single indicator but a preponderance of data (both informal and formal) that provide the committee with evidence for whether these difficulties are unexpected.**"*

(The Dyslexia Handbook – Revised 2014 – Procedures Concerning Dyslexia and Related Disorders, pg. 22.)

A. In the absence of print, is the student's listening comprehension (ability to comprehend what he or she is listening to) age and grade appropriate?			X Yes		☐ No
AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
LISTENING COMPREHENSION	WJ IV Listening Comprehension	X Composite ☐ Subtest			117

B. Is the student's reading comprehension age and grade appropriate?   X Yes   ☐ No
C. Is the student's math reasoning age and grade appropriate?   X Yes   ☐ No

AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
READING COMPREHENSION	WJ IV Reading Comprehension	X Composite ☐ Subtest		100	
MATH REASONING	WJ IV Applied Problems	☐ Composite X Subtest			113

D. Is the student's verbal expression age and grade appropriate?   X Yes   ☐ No

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AREA EVALUATED	ASSESSMENT INSTRUMENT	COMPOSITE OR SUBTEST*	BELOW AVERAGE SS	AVERAGE SS	ABOVE AVERAGE SS
ORAL EXPRESSION	WJ IV Oral Expression	X Composite ☐ Subtest		110	
VOCABULARY KNOWLEDGE		☐ Composite X Subtest			

**General Intellectual Ability = 124

SUMMARY AND CONCLUSIONS NARRATIVE –Zoe came willingly to the evaluation session. Rapport was easily established and well maintained. Zoe had difficulty with phonological memory. Her performance in all other areas appeared to be typical for her age.

Based on these assessment scores as well as data reviewed as part of this evaluation, although it does not appear that Zoe exhibits weaknesses in the areas specified in the Texas Dyslexia handbook (reading words in isolation, decoding unfamiliar words accurately and automatically, reading fluency for connected text (both rate and/or accuracy), and spelling, her below level performance in the classroom appears to be unexpected in relation to her general intellectual ability, and therefore would meet the guidelines for an educational identification of dyslexia. Investment in evaluation tasks was adequate and results of this evaluation are considered a valid estimate of present measurable functioning.

DYSLEXIA EVALUATION COMPLETED BY:

Kay Reid

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☐ Yes ☒ No ☐ N/A
The student is below grade level in reading. If yes, describe the student's history of reading instruction.

☐ Yes ☒ No ☐ N/A The student is below grade level in math. If yes, describe the student's history of math instruction.
☐ Yes ☐ No ☒ N/A The student's low achievement is the result of limited English proficiency. If yes, explain.

ASSISTIVE TECHNOLOGY

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FULL AND INDIVIDUAL EVALUATION
DISABILITY REPORT: DETERMINATION

Student Name: ZOE MUIRHEAD   Grade: 01   Date of Birth: 03/02/2012

Campus of Enrollment: Marvin Elementary Medicaid#:   Local ID#: 2212684

Results And Interpretations:

> Zoe possesses sufficient motor and communication skills to be able to utilize standard instructional tools and materials in the classroom. Based on information gathered through observations and teacher and parent information, Zoe does not require assistive technology devices or services to benefit from the education program.

Assistive technology needs were considered. Based on the previously addressed competencies:

☒ (AT=No) The student will be able to participate in the educational program, accomplish expected tasks, and make reasonable progress toward mastery of his/her IEP goals and objectives with typically available supports and services. No assistive technology, devices and/or services are recommended at this time.

☐ (AT=Yes) The student will NOT be able to participate in the educational program or make reasonable progress toward mastery of IEP goals and objectives WITHOUT assistive technology, devices and/or services. The specific devices and/or services are documented in the IEP.

CONSIDERATION OF DISABILITY

SUMMARY OF EVALUATION DATA:

Zoe is a 1st grade student that was referred for an initial Full and Individual Evaluation by her parent due to academic concerns. The purpose of this evaluation is to assess the student's pattern of strengths and weaknesses, to determine if the student meets the criteria for special education services as a student with a Specific Learning Disability (SLD) and to make recommendations to the ARD committee for educational planning. She was also assessed for Dyslexia. Mrs. Muirhead reported that Zoe's father has been diagnosed with dyslexia and she suspects Zoe may also have dyslexia. Mrs. Muirhead indicated that she first became aware of a problem when Zoe started 1st grade but Zoe does not mention that she thinks she has any problems in school.

COGNITIVE AND ACHIEVEMENT SUMMARY

When compared to others of her age, Zoe's cognitive abilities are in the Average range in Visual Spatial, Auditory Processing, and Processing Speed. She scored in the High Average range in the cognitive area of Long Term Retrieval and in the Superior range for Verbal Comprehension, Fluid Reasoning, and Short-Term Working Memory. On formal achievement testing, Zoe's abilities fell within the average range for basic reading skills, reading comprehension, written expression, and math calculation, Her math problem solving abilities fell within the high average range of functioning.

SPECIFIC LEARNING DISABILITY

Multiple data sources were integrated to determine whether a pattern of cognitive strengths and weaknesses can be linked to academic deficits. Standardized test results were further supported through information provided by Mrs. Muirhead, her mother, teachers (teacher reports/classroom information, attendance information, grades), and observation data collected during testing. Based on a variety of data collected as well as information, Zoe does not appear to demonstrate a significant pattern of strengths and weaknesses in her cognitive profile. The triangulation of

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data collected over time did not create and support a pattern of strengths and weaknesses that is indicative of a Specific Learning Disability at this time. Zoe **does not** meet eligibility criteria for special education services as a student with a Specific Learning Disability.

DYSLEXIA

Based on the assessment scores as well as data reviewed as part of this evaluation, although it does not appear that Zoe exhibits weaknesses in the areas specified in the Texas Dyslexia handbook, her below level performance in the classroom appears to be unexpected in relation to her general intellectual ability, and therefore **would meet the guidelines for an educational identification of dyslexia**. Investment in evaluation was adequate and results of this evaluation are considerable valid estimate of present measurable functioning.

RECOMMENDATIONS TO THE ARD COMMITTEE

☒ The student does not meet criteria for a specific disability condition.

Recommendations:

Zoe would benefit from participating in a targeted interventions for reading. She will require instruction designed to strengthen decoding, fluency, comprehension, and spelling skills and needs instruction that is explicit, direct, sequential, multi-sensory, and phonics-oriented and teaches the structure of the English language.

Access to a frequently misspelled word list, such as Fry's First 100 Sight Words List, during writing assignments may be beneficial.

ASSURANCES

Assessments and other evaluation materials used for the evaluation were selected and administered so as not to be discriminatory on a racial, cultural or sexual basis. Assessments and other evaluation materials are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is not feasible to so provide or administer.

Assessments and other evaluation materials are used for the purpose for which the assessments and measures are valid and reliable.

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient

Assessments and other evaluation materials are selected and administered so as best to ensure that the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those are the skills the test purports to measure).

The child is assessed in all areas of suspected disability including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

For a child with limited English proficiency, the district differentiates between language proficiency and disability.

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The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child must be provided.

Shelley Guerrero	Educational Diagnostician	*S Guerrero*
NAME	POSITION	SIGNATURE OF EVALUATOR
Amy Lozier	Educational Diagnostician	*Amy Lozier*
NAME	POSITION	SIGNATURE OF EVALUATOR
NAME	POSITION	SIGNATURE OF EVALUATOR

NOTE: Extra signature blocks are provided if more than one evaluator participated in this part of the assessment.

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