Confidential Psychoeducational Evaluation

Student: XXX
Parent/Guard.:
Address:

DOE:
DOB:
CA: 17-5

Phone:

Grade: 11th (2006-07)

Examiners: Mr. Damian Bariexca, School Psychology Intern;

Reason for Identification

XXX is being evaluated in order to update his cognitive profile and yield scores that are necessary in the college admission process. He is currently eligible for special education and related services under the classification "Specific Learning Disability".

The purpose of this evaluation is to gather information about XXX's educational and psychological needs, generate appropriate modifications/accommodations for colleges, and assist in transition planning.

Information from the Student

XXX indicated that his favorite classes in high school have been Science (particularly Forensics) and Math. He feels that his thought process is inquisitive and analytical in nature, which suits him for those subjects. XXX feels that his "scientific mind" is one of his greatest academic strengths, while he cites his sense of humor as a personal strength. XXX does not feel that any challenge in high school has been too hard for him, though he does believe that "classes that move at a quick pace" can be challenging.

XXX enjoys many extracurricular activities. He enjoys snowboarding in the winter and going to the beach in the summer, and he plays the saxophone and clarinet (he is also currently learning the trumpet). XXX is also active in the Boy Scouts of America, and is currently a Life Scout pursuing his Eagle Scout award. His Eagle Scout service project involves designing and constructing tree identification signs in a local park.

XXX is currently weighing post-secondary options. He expressed an interest in learning more about the music industry, particularly the composition and production aspects.

Background Information

A review of records indicates that XXX has been eligible for Special Education and Related Services since fourth grade. Presently, he is classified as having a Specific Learning Disability. Additionally, a neurological evaluation conducted in second grade indicated borderline symptoms of Attention Deficit Disorder (Slagle 11/99).

XXX's most recent IEP was conducted on March 13, 2007. Modifications and accommodations include the following: preferential seating toward the front of the class, extra time for assignments (to be agreed upon by student and teacher, copies of class notes per student request, outline provided for XXX to fill in during class, access to keyboard, reasonable extra time for tests, no spelling penalty on handwritten work, outline/study guide for tests, and having XXX repeat back assignments to check for understanding

XXX most recently completed his sophomore year of high school. His 10th grade educational program consisted of [information redacted for portfolio publication].

XXX's 11th grade educational program currently includes [information redacted for portfolio publication].

Previous Test Results

Wechsler Intelligence Scale for Children-Third Edition (WISC-III): Brunner (11/99)
Woodcock-Johnson – Revised (WJ-R): Siani (6/99)
Wechsler Individual Achievement Test (WIAT): Siani (6/99)
Test of Written Language-3 (TOWL-3): Rigby (1/00)

WISC-III

Verbal IQ:	108
Performance IQ:	110
Full Scale IQ:	109

WJ-R

Scores not available.

WIAT

Scores not available.

TOWL-3

	Standard Score	Percentile
Vocabulary	8	25
Spelling	10	50
Style	7	16
Logical Sentences	7	16
Sentence Combining	7	16

	Quotient	Percentile
Contrived Writing	85	16
Spontaneous Writing	(Score could not be determined due to brevity of writing sample.)	

Observations and General Impressions

XXX was cooperative and pleasant throughout the evaluation sessions. He presented with appropriate affect and rapport was easily established, as both XXX and this examiner found common ground in their participation in Boy Scouts. XXX worked diligently and appeared to take all tasks seriously. These test results should be considered an accurate estimate of XXX's current cognitive and educational functioning.

Evaluation Procedures

Review of School Records
Structured Student Interview
Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)
Woodcock-Johnson III – Tests of Achievement, Form A (WJ-III)

Summary of Findings/Interpretation of Assessment Results

WJ-III

The Woodcock-Johnson III Tests of Achievement provide measures of general scholastic aptitude and academic achievement. Standard scores from 90 to 109 are considered average. Moreover, these scores will be reported with corresponding ranges at the 95% confidence level. A complete score report and description of each subtest appears at the end of this report.

Oral Expression. The Oral Expression cluster measures XXX's competency in spoken English, and is comprised of the Story Recall and Picture Vocabulary subtests. XXX's overall Oral Expression cluster standard score of 111 (76th percentile) places him in the average range of spoken English achievement. His score on the Story Recall subtest (ss=95; 37th percentile) was in the average range, and his score on the Picture Vocabulary subtest (ss=114; 82nd percentile) was in the high average range. XXX will likely find age-level tasks requiring listening skills and spoken English vocabulary easy.

Listening Comprehension. The Listening Comprehension cluster is a measure of listening ability and verbal comprehension, and is comprised of the Understanding Directions and Oral Comprehension subtests. XXX's overall Listening Comprehension standard score of 92 (29th percentile) is in the average range; his standard score on the Understanding Directions (ss=88; 22nd percentile) was toward the top of the low average range, and his Oral Comprehension standard score of 96 (40th percentile) fell in the average range. XXX's demonstrated achievement in acting upon verbal directions is typical of his age-level peers.

Oral Language-Extended Cluster. The Oral Language-Extended cluster (SS=100; 50th percentile) measures XXX's ability to comprehend and act upon verbal directions, and draws upon the Understanding Directions (ss=88; 22nd percentile), Oral Comprehension (ss=96; 40th percentile), Story Recall (ss=95; 37th percentile), and Picture Vocabulary (ss=114; 82nd percentile) subtests. XXX's standard scores on the subtests are described in the above two sections; his overall Oral Language-Extended cluster score fell in the average range. XXX will likely find most age-level tasks requiring listening skills and acting upon verbal directions as manageable as his most of his age-level peers.

Broad Written Language & Written Expression. The Broad Written Language cluster measures XXX's writing fluency, spelling ability, and the quality of his written expression. It is comprised of the Spelling, Writing Fluency, and Writing Samples subtests. XXX's overall cluster standard score of 102 (56th percentile) is in the average range, which is consistent with his scores on all the subtests in this cluster. XXX's standard scores on the Spelling (ss=95; 36th percentile), Writing Fluency (ss=108; 71st percentile), and Writing Samples (ss=107; 68th percentile) all fall in the average range. These scores suggest that XXX will find grade-level writing tasks manageable. Additionally, XXX's Written Expression standard score was 110 (75th percentile), which registered in the high average range. XXX likely finds grade-level tasks requiring clear expression and organization of sentences manageable.

Broad Reading. The Broad Reading cluster measures reading achievement and skills such as decoding, reading speed, and reading comprehension. This cluster is comprised of the following subtests: Letter-Word Identification, Reading Fluency, and Passage Comprehension. XXX's Broad Reading score falls in the low average range (SS=86; 18th percentile), but his performance on reading tasks varied. His average performances on the Letter-Word Identification (ss=93; 32nd percentile) and Passage Comprehension (ss=106; 65th percentile) were significantly higher than his borderline Reading Fluency score (ss=78; 7th percentile). This discrepancy suggests that while XXX's reading comprehension skills are average, his ability to utilize efficient reading processes is significantly below average.

Broad Math Cluster & Math Calculation Skills. The Broad Math cluster measures math reasoning, problem solving, and automaticity with basic math facts. All subtests are completed without the use of a calculator. This cluster is comprised of the Calculation, Math Fluency, and Applied Problems subtests, and

seemed to be the most challenging set of subtests for XXX. XXX's overall Broad Math standard score of 86 (17th percentile) falls in the low average range, but his performance on the different subtests varied widely. His skills in the Applied Problems subtest (ss=95; 37th percentile) are in the average range; this was XXX's best performance in this cluster. His standard score on the Math Fluency subtest (ss=67; 1st percentile), which requires students to complete basic addition, subtraction, multiplication, and division tasks under a three-minute time limit, was in the intellectually deficient range. XXX's standard score on the Calculation subtest (ss=88; 20th percentile) was in the low average range. Additionally, XXX's Math Calculation Skills standard score was 79 (8th percentile), which registered in the borderline range. These scores indicate that XXX's overall mathematical ability is limited, and XXX finds mathematical calculation skills and other tasks very difficult.

Overall Academic Processing. XXX's overall Academic Skills standard score is a 91, which places him in the 28th percentile (low end of the average range). Overall, while XXX's ability to apply his academic skills is rated as average (SS=100; 49th percentile), his fluency with those skills is rated at the low end of the low average range (SS=81; 10th percentile).

WAIS-III

The Wechsler Adult Intelligence Scale-Third Edition (WAIS-III) is a test of problem solving and intelligence that has two parts: a Verbal Scale and a Performance Scale. XXX's Verbal IQ score will be dependent on his accumulated experience, whereas his Performance IQ score will be more dependent on his immediate problem solving ability.

The WAIS-III additionally yields four IQ/Index scores; descriptions of each Index as presented in *Contemporary Intellectual Assessment* (Flanagan & Harrison, 2005) are as follows: the **Verbal Comprehension Index (VCI)** score is composed of the Information, Vocabulary, and Similarities subtest scores. It assesses verbal knowledge, conceptualization, and brief expression, without taking working memory or other cognitive factors into consideration. The **Perceptual Organization Index (POI)** is composed of the Picture Completion, Block Design, and Matrix Reasoning subtests. It assesses nonverbal thinking, spatial reasoning, attentiveness to detail, and visual-motor coordination. The **Processing Speed Index (PSI)** score is composed of the Coding and Symbol Search subtests. It assesses how quickly an individual can process simple or routine information without making errors, often over two-minute timed intervals. The **Working Memory Index (WMI)** is composed of the Digit Span, Letter-Number Sequencing, and Block Design subtests. It measures an individual's capacity for temporarily storing, processing, or calculating incoming information in order to complete a task.

Possible scaled scores range from 1 to 19, with a score of 8 to 11 falling within the average range. IQ/Index scores falling between 90 and 109 are also considered average. Moreover, these scores will be reported with corresponding ranges at the 95% confidence level. A complete score report and description of each subtest appears at the end of this report.

Cognitive testing results indicate that XXX is functioning within the Average range of intellectual ability. On the Wechsler Adult Intelligence Scale-Third Edition, XXX's Full Scale IQ is 104, placing him in the Average range at the 61st percentile. XXX's Verbal IQ score of 105 (63rd percentile) and Performance IQ score of 102 (55th percentile) are both also in the Average range. There is no significant discrepancy between XXX's Verbal and Performance IQ scores. There are, however, statistically significant discrepancies between XXX's High Average Verbal Comprehension Index score (VCI=112; 79th percentile) and his Average Processing Speed Index (PSI=96; 39th percentile) and Low Average Working Memory (WMI=88; 21st percentile) scores. There is also a significant discrepancy between XXX's Average Perceptual Organization Index score (POI=105; 63rd percentile) and his Low Average Working Memory score (WMI=88; 21st percentile). These discrepancies suggest that XXX may have difficulty retaining and processing information in short-term memory, as well as acting on that information to perform a specific task.

In the Verbal area, XXX's scores varied from Low Average to Superior, with most subtests falling in the Average range. His score on the Digit Span (ss=7; 16th percentile) was in the Low Average range. XXX's scores on the Similarities (ss=10; 50th percentile), Arithmetic (ss=9; 37th percentile), and Letter-Number Sequencing (ss=8; 25th percentile) all fell in the Average range, while his Vocabulary (ss=13; 84th percentile) and Comprehension (ss=13; 84th percentile) were in the High Average range. XXX's highest score in this area came on the Information (ss=14; 91st percentile) subtest, which fell in the Superior range. XXX's Vocabulary and Information subtest scores were noted as statistically significant strengths, and his score on the Digit Span subtest was noted as a statistically significant weakness. These scores suggest that XXX experiences difficulty retaining and retrieving information in the short term. They also suggest that XXX possesses a large font of general knowledge for a young man his age, and can retrieve a variety of information from "long-term storage" at a rate higher than many of his peers. XXX's overall general verbal reasoning skills were found to be equal to or better than approximately 63% of his age-level peers (VIQ=105).

XXX's scores in the Performance area were less varied than his Verbal scores. Here, XXX scored highest on the Matrix Reasoning subtest (ss=13; 84th percentile). This score falls in the High Average range, and was also noted as a statistically significant strength for XXX. His remaining scores – Picture Completion (ss=9; 37th percentile), Coding (ss=10; 50th percentile), Block Design (ss=11; 63rd percentile), Picture Arrangement (ss=9; 37th percentile), and Symbol Search (ss=9; 37th percentile) – all fell in the Average range. These scores suggest that tasks that require visual manipulation and the use of inductive or deductive reasoning to solve problems appeal to XXX's strengths. XXX's overall non-verbal problem-solving skills were found to be equal to or better than approximately 55% of his age-level peers (PIQ=102).

Recommendations

Given XXX's documented specific learning disability, as well as his demonstrated symptoms of ADHD, difficulties utilizing short-term memory, and weaknesses in academic fluency, it is recommended that he be allowed reasonable extra time (to be agreed upon by student and teacher prior to due date) for tests and written assignments, as well as be provided copies of class notes and study guides per his request. XXX would also benefit from having oral directions restated or rephrased, as well as being prompted to repeat directions to ensure comprehension. He should be offered preferential seating near the center of instruction, and be provided with copies of class notes and study guides or outlines as needed. XXX should be offered Books-on-Tape whenever possible, and be permitted to use a calculator for math tasks when applicable. Finally, it is suggested that XXX submit drafts of writing assignments to his professors for feedback in advance of due dates, and meet with his professors during their office hours in order to establish a positive working relationship with them.

Summary

XXX is a 17-year-old student who will be graduating from XXX High School in June 2008. XXX is being evaluated in order to update his cognitive profile and yield scores that are necessary in the college admission process. He is currently eligible for special education and related services under the classification "Specific Learning Disability." XXX's 11th grade educational program included [redacted].

Educational testing yielded mostly average standard scores; XXX's Picture Vocabulary score was in the high average range, while his scores on Understanding Directions and Calculation were in the low average range. XXX's Reading Fluency score was in the borderline range, and his Math Fluency score registered in the intellectually deficient range. In contrast to his average range academic skills, his level of academic fluency is rated as low average; XXX experiences difficulty correctly completing academic tasks under time restraints.

Cognitive testing results indicate that XXX is functioning within the Average range of intellectual ability. There is no significant discrepancy between XXX's Verbal and Performance IQ scores. Statistically significant cognitive weaknesses were noted at the .05 level in tasks requiring short-term memory retrieval. Statistically significant cognitive strengths were noted at the .05 level in tasks requiring visual problem solving, long-term memory retrieval, and expressive language.

Given XXX's documented specific learning disability, as well as his demonstrated symptoms of ADHD, difficulties utilizing short-term memory, and weaknesses in academic fluency, it is recommended that he be allowed reasonable extra time (to be agreed upon by student and teacher prior to due date) for tests and written assignments, as well as be provided copies of class notes and study guides per his request. XXX would also benefit from having oral directions restated or rephrased, as well as being prompted to repeat directions to ensure comprehension. He should be offered preferential seating near the center of instruction, and be provided with copies of class notes and study guides or outlines as needed. XXX should be offered Books-on-Tape whenever possible, and be permitted to use a calculator for math tasks when applicable. Finally, it is suggested that XXX submit drafts of writing assignments to his professors for feedback in advance of due dates, and meet with his professors during their office hours in order to establish a positive working relationship with them.

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Damian N. Bariexca **Date**
School Psychology Intern

Standardized Testing Scores

Academic Testing – WJ-III, Form A

Test	Percentile	Standard Score
Letter-Word Identification	32	93
Reading Fluency	7	78
Story Recall	37	95
Understanding Directions	22	88
Calculation	20	88
Math Fluency	1	67
Spelling	36	95
Writing Fluency	71	108
Passage Comprehension	65	106
Applied Problems	37	95
Writing Samples	68	107
Picture Vocabulary	82	114
Oral Comprehension	40	96
Cluster		
Oral Language (Ext.)	50	100
Oral Expression	76	111
Listening Comprehension	29	92
Broad Reading	18	86
Broad Math	17	86
Broad Written Language	56	102
Total Achievement	21	88

Psychological Testing – WAIS-III

Index/Subtest	Standard/Scaled Score	Percentile	95% Confidence Interval	Classification
Full Scale IQ	104	61	100 – 108	Average
Verbal IQ	105	63	100 – 110	Average
Performance IQ	102	55	95 – 109	Average
VC Index	112	79	106 – 117	High Average
PO Index	105	63	97 – 112	Average
PS Index	96	39	88 – 105	Average
WM Index	88	21	82 – 95	Low Average
Verbal Subtests				
Vocabulary (S)	13	84		High Average
Similarities	10	50		Average
Arithmetic	9	37		Average
Digit Span (W)	7	16		Low Average
Information (S)	14	91		Superior
Comprehension	13	84		High Average
Letter-Number Sequencing	8	25		Average
Performance Subtests				
Picture Completion	9	37		Average
Coding	10	50		Average
Block Design	11	63		Average
Matrix Reasoning (S)	13	84		High Average
Picture Arrangement	9	37		Average
Symbol Search	9	37		Average

*S = Statistically significant strength
*W = Statistically significant weakness

Description of Subtests

Woodcock-Johnson III – Tests of Achievement, Form A

The following is a description of the Woodcock-Johnson III Tests of Achievement, Form A subtests as provided by the test publisher:

Letter-Word Identification measured XXX's ability to identify letters and words. He was not required to know the meaning of any word.

Reading Fluency measured XXX's ability to quickly read simple sentences, decide if the statement is true, and then circle Yes or No. He was asked to complete as many items as possible within a 3-minute time limit.

Story Recall measured aspects of XXX's oral language ability including language development and meaningful memory. The task required him to recall increasingly complex stories that were presented using an audio recording. After listening to a passage, XXX was asked to recall as many details of the story as he could remember.

Understanding Directions required XXX to listen to a sequence of instructions and then follow the directions by pointing to various objects in a picture.

Calculation measured XXX's ability to perform mathematical computations. The items required him to perform addition, subtraction, multiplication, division, and combinations of these basic operations.

Math Fluency measured XXX's ability to solve simple addition, subtraction, and multiplication facts quickly. He was presented with a series of simple arithmetic problems to complete in a 3-minute time limit.

Spelling measured XXX's ability to write orally presented words correctly.

Writing Fluency measured XXX's skill in formulating and writing simple sentences quickly. He was required to write sentences relating to a given stimulus picture that includes a set of three words. This test had a 7-minute time limit.

Passage Comprehension measured XXX's ability to understand what is being read during the process of reading. Test items required XXX to read a short passage and identify a missing key word that makes sense in the context of the passage.

Applied Problems measured XXX's ability to analyze and solve math problems. To solve the problems, he was required to listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations. Because many of the problems included extraneous information, XXX needed to decide not only the appropriate mathematical operations to use but also what information to include in the calculation.

Writing Samples measured XXX's skill in writing responses to a variety of demands. He was asked to produce written sentences that were evaluated with respect to the quality of expression. XXX was not penalized for any errors in basic writing skills, such as spelling or punctuation.

Picture Vocabulary measured XXX's oral language development and word knowledge. The task required him to identify pictured objects. This was primarily an expressive language task at the single-word level.

Oral Comprehension measured XXX's ability to comprehend a short spoken passage and then supply the missing word using syntactic and semantic cues. This oral language cloze procedure required use of listening, reasoning, and vocabulary abilities.

Wechsler Adult Intelligence Scale – III

The following is a brief description of each subtest as presented in *Contemporary Intellectual Assessment* (Flanagan & Harrison, 2005).

Vocabulary: This subtest requires examinees to name pictures and define words.

Similarities: Examinees are presented with two words that represent common concepts and are asked to describe how they are alike.

Arithmetic: The examinee mentally solves a series of orally presented arithmetic problems within a specified time limit.

Digit Span: This subtest is composed of two parts: Digit Span Forward (DSF) and Digit Span Backward (DSB). DSF requires examinees to repeat numbers in the same order as those read aloud by the examiner. DSB requires examinees to repeat the numbers in the reverse order of that presented by the examiner.

Information: This subtest requires examinees to answer questions that address a broad range of general knowledge topics.

Comprehension: Examinees must answer questions based on their understanding of general principles and social situations (e.g., "What is the advantage of keeping money in a bank?")

Letter-Number Sequencing: The examinee is read a sequence of numbers and letters, and recalls the numbers in ascending order and the letters in alphabetical order.

Picture Completion: Examinees are required to view a picture and then point to or name the important part missing within a specified time limit.

Coding: The examinee copies symbols that are paired with simple geometric shapes or numbers. Using a key, the examinee draws each symbol in its corresponding shape or box within a specified time limit.

Block Design: This subtest requires examinees to view a constructed model or picture in the Stimulus Book, and to use one-color or two-color blocks to recreate the design within a specific time limit.

Matrix Reasoning: In this subtest, the examinee looks at an incomplete matrix and selects the missing portion from five response options.

Picture Arrangement: The examinee is presented with a set of picture cards that tell a story in a specified order and asked to rearrange the cards into a logical sequence within the specified time limit.

Symbol Search: The examinee scans a search group and indicates whether the target symbol(s) matches any of the symbols in the search group within a specified time limit.