

## Elementary Level PSW Example

Ionia County Intermediate School District  
2191 Harwood Road  
Ionia, MI 48846  
616-527-4900

### *Multidisciplinary Evaluation Team Report-Confidential*

---

<b>Student:</b> Zoe Zander	<b>Date of Evaluation:</b> 6-10-10
<b>Date of Birth:</b> 2-3-00	<b>District/School:</b> Applecore Elementary
<b>Grade:</b> 4th	<b>Age:</b> 10 years 3 months
<b>Examiner:</b> Mrs. School Psychologist, Ed.S.	

---

#### **Reason for Evaluation**

This evaluation was initiated at parent request. Zoe's parents suspect that she may have a learning disability in mathematics and her teacher agreed that an evaluation should be completed. Information from this comprehensive evaluation will be used to determine eligibility, and if Zoe is eligible, the information will be used to develop an appropriate Individualized Education Program (IEP).

#### **Evaluation Methods**

CA 60 file review  
Review of previous interventions  
Teacher interview  
Classroom observation  
Wechsler Intelligence Scale for Children-IV (WISC-IV)  
Wechsler Individual Achievement Test (WIAT-III)  
Comprehensive Mathematical Abilities Test  
Instructional Assessments  
Parent Interview

#### **Evaluation Components**

In assessing whether Zoe has a learning disability and is in need of special education, the evaluation process will address the following major components:

- A. Achievement relative to age or state approved grade level standards
- B. Progress to meet age or grade level standards
- C. Other disabilities and factors
- D. Appropriateness of instruction
- E. Present Level of Academic Achievement and Functional Performance

**Achievement Relative to Age or State Approved Grade Level Standards***CMAT**5-25-10*

The CMAT was administered to assess Zoe's skills in the area of mathematics. The purpose of this assessment is to compare the performance of one student to the performance of other students of the same age. Average scores on this assessment fall between 8 and 12.

	Standard Score	Percentile Rank
Addition	7	16
Subtraction	6	9
Multiplication	5	5
Division	7	16
Problem Solving	5	5
Charts, Tables, and Graphs	8	25
Rational Numbers	9	37
Time	10	50
Money	7	16
Measurement	7	16
<b>General Mathematics Composite</b>	<b>75</b>	<b>5</b>
<b>Basic Calculations</b>	<b>75</b>	<b>5</b>
<b>Mathematical Reasoning</b>	<b>79</b>	<b>8</b>
<b>Practical Applications</b>	<b>87</b>	<b>19</b>
<b>Global Mathematics Ability</b>	<b>79</b>	<b>8</b>

Zoe's Global Mathematics Ability score was 79. This score is considered low average indicating that Zoe's performance was below that expected for a student her age. Zoe's score is associated with a percentile rank of 8, which means that she would likely score higher than 8 out of 100 students her age on this assessment.

Zoe demonstrates the ability to add multiple digit numbers; however, she does not have addition facts memorized and often uses her fingers. As the problems become more complex she often miscalculates. Zoe knows where to place the comma in a multi-digit number and remembers to include it. She does not yet consistently place the decimal point. Zoe demonstrated the ability to solve some subtraction problems with her fingers or a number line. She frequently miscalculated. She did not reprint the problems vertically, which likely also contributed to her inaccuracies. Zoe did not demonstrate an understanding of the concepts or steps of regrouping. Zoe has not yet memorized multiplication facts. She was able to solve a few basic division fact problems. She did not demonstrate skills of long division. Zoe was not able to select the correct operation when provided with addition and subtraction story problems. She did not disregard additional information that was provided in problems and she could not articulate reasoning for choosing a correct or incorrect operation. Zoe was able to read simple graphs and charts as long as she did not need to calculate anything. For example, she could read the number of degrees from a chart, but could not calculate the difference between two temperatures. Zoe is able to read a calendar, tell time to the half hour, and knows how many seconds in a minute. She did not tell time to the five minutes.

*WIAT - III**6-1-10*

The WIAT-III was administered to assess Zoe's skills in the area of reading. The purpose of this assessment is to compare the performance of one student to the performance of other students of the same age. Average scores on this assessment fall between 90 and 110.

## Elementary Level PSW Example

	Standard Score	Percentile Rank
Reading Comprehension	89	23
Word Reading	100	50
Pseudoword Decoding	94	34
<b>Basic Reading</b>	<b>96</b>	<b>39</b>

Zoe's Basic Reading Composite score fell in the range of 92-100. Zoe's score is likely to fall in this range nine out of ten times. Scores in this range are considered average indicating that Zoe's performance was similar to that expected for a student her age. Zoe's score is associated with a percentile rank of 39, which means that she would likely score higher than 39 out of 100 students her age on this assessment. Zoe was able to identify words similarly to other students her age. She was also able to use decoding skills to identify nonsense words. Zoe's reading comprehension was similar to other students her age. She was able to answer questions about the stories that she read.

### *Informal Assessments*

Several instructional assessments were completed to assess Zoe's reading skills. Fictional fourth grade reading materials were used for these assessments. Zoe was able to retell most of the events of a passage that she heard read to her. She demonstrated the ability to identify most of the words in the passages selected for her to read. There were a few words for which she did not know the meaning. After talking about these words, Zoe was able to read the passage. Her reading sounded fluent with appropriate phrasing and speed. Zoe was able to demonstrate her understanding of the passage that she read by retelling some of the passage as well as answering questions about the passage. Zoe seemed to have adequate understanding of the events of the passage; however, she did not understand the subtle humor or inferences included within the text. Even with explanation, Zoe did not seem to find the passage funny or entertaining. In general, Zoe seems to have strong basic reading skills including word identification, decoding, and reading fluency. She could use improvement in her reading vocabulary as well as comprehension skills. She needs strategies and improvement in understanding inferences and a structure for retelling the main ideas of a story rather than the specific details.

### *Teacher Interview*

Zoe's fourth grade teacher, Mrs. Teacher, reported that Zoe is able to read well. She recognizes the words and sounds fluent. She is performing okay on AR reading tests this year. Mrs. Teacher expressed concerns that it takes Zoe a long time to complete tasks and she seems to have difficulty understanding concepts in the classroom setting. Then, when she does understand the lesson, she may not be able to demonstrate the skills later. She tends to rush through tasks and assignments and at times it looks as if she hasn't read the materials at all. In mathematics, Mrs. Teacher noted that Zoe has not yet mastered subtraction with or without regrouping which makes long division very difficult. Mathematics is Zoe's most difficult area. She frequently has difficulty with problem solving especially if the assignments are not read to her. Mrs. Teacher's greatest concern is that Zoe appears to be getting frustrated and giving up easily on classroom tasks. Everything seems difficult for Zoe and it is getting difficult for Zoe to handle.

### **Progress to Meet Age or Grade Level Standards**

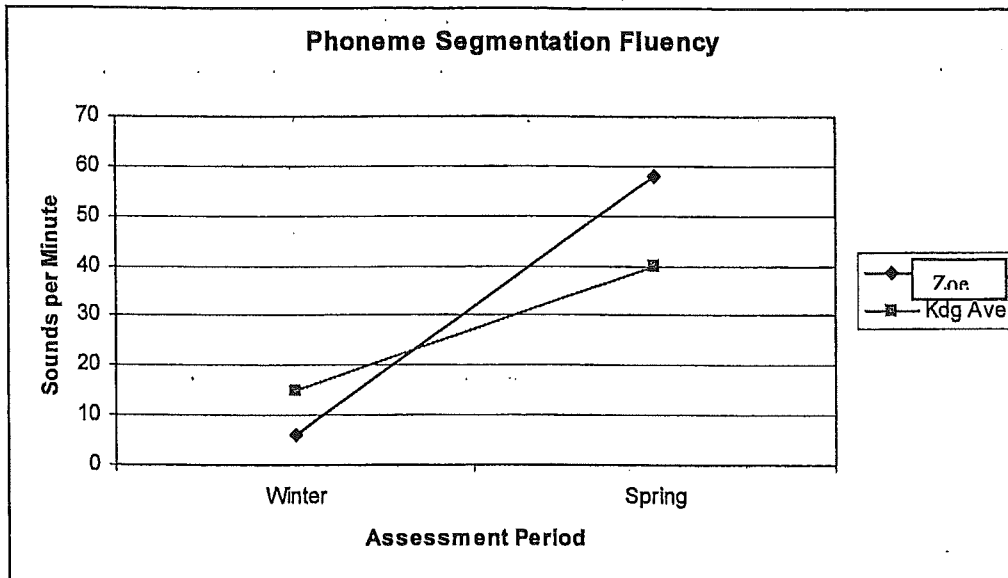
#### *Review of Previous Interventions*

- Participated in small group interventions to increase letter identification and phoneme segmentation skills during the 2005-2006 school year
- Received Title One services each school year

## Elementary Level PSW Example

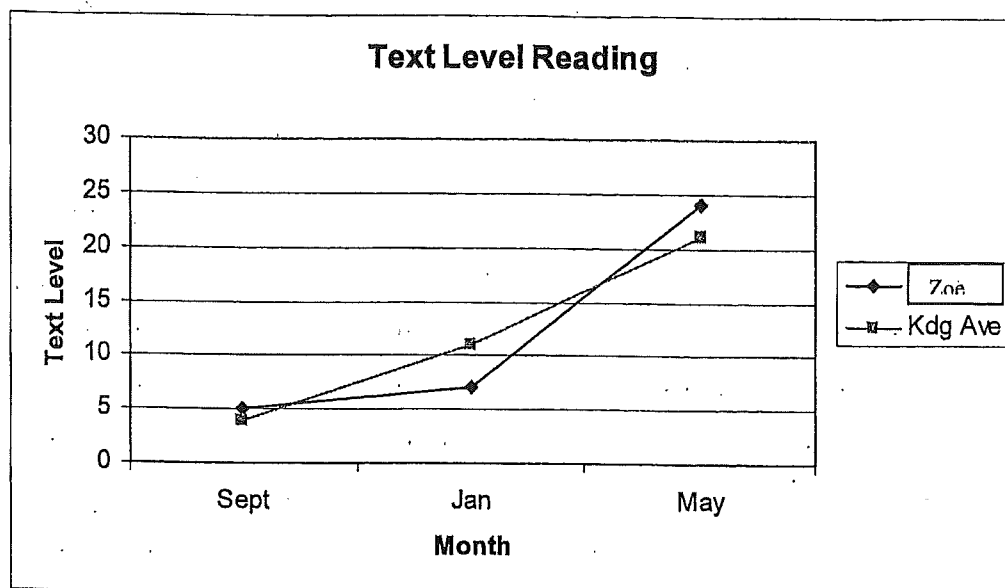
### *Progress Monitoring Data*

DIBELS, Dynamic Indicators of Early Literacy Skills, assessments are administered three times per year to assess the progress of each kindergarten student at Saranac Elementary School. Due to low scores on these assessments, Zoe received interventions to increase her letter identification and phonemic awareness during her kindergarten year. She made good progress over time. Her scores on the letter naming fluency and phoneme segmentation fluency assessments placed her in the “no risk of reading failure” group. Her progress on these skills was similar to that of other students her age and is displayed on the graphs below.

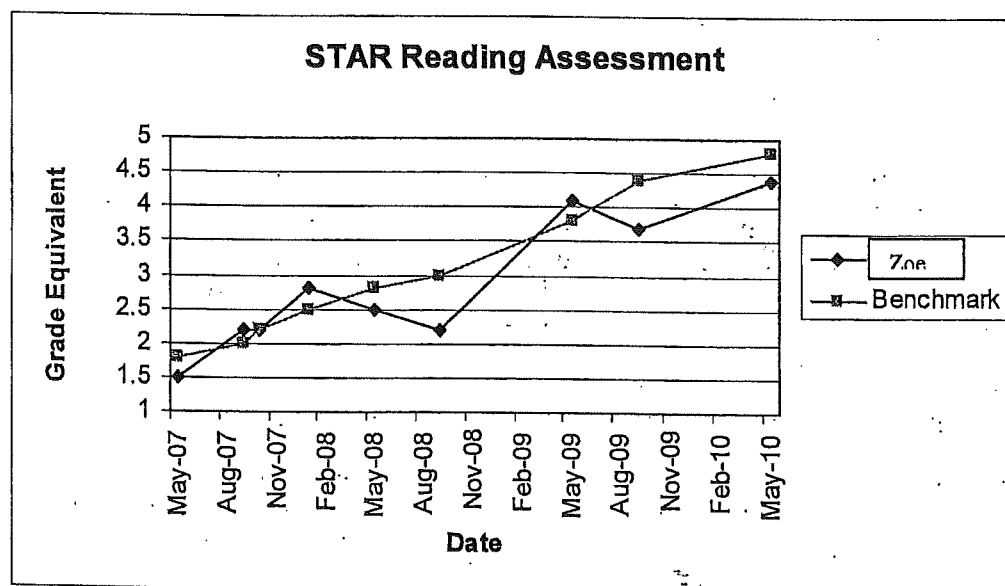


Specific reading and mathematics interventions were not documented for Zoe during the first grade, although Zoe received Title 1 services to support her reading and mathematics development. The Observation Survey is used to assess reading growth for all first grade students. Zoe made good progress in reading over the course of the school year. She met the expected level for a student her age and was reading slightly above the first grade average at the end of the year. Zoe's scores and the class averages are displayed below. Specific data on Zoe's mathematics progress is not available.

## Elementary Level PSW Example



Saranac Community Schools use the STAR Reading Assessment to monitor growth in student reading levels over time. Zoe has demonstrated growth in reading each school year according to this assessment. Her progress in this area is similar to that of other students her age. The graph below displays her test scores each school year.



The graphs and information above indicate that Zoe's basic reading performance with the support of Title One services has progressed similarly to other students her age. Progress data in mathematics is not available; however grades, teacher reports, and achievement assessments provide evidence that Zoe's mathematics performance has progressed similarly to her peers. Zoe does not yet demonstrate many of the mathematics skills that have been taught and reviewed since first and second grade.

## Elementary Level PSW Example

### CA 60 Review

Zoe began her school career as a kindergarten student at Saranac Elementary. Her kindergarten report card indicates that she was a quiet and helpful student. She received a 1 or "met" all of the reading objectives during the school year with the exception of reading familiar words. She earned a combination of 1s, 2s "working toward", and 3s "not yet" on the math objectives. She only counted to 49, did not recognize teen numbers, and was not yet able to add and subtract to 10 with objects. In the attitudes and habits section, Zoe was rated as 2 or 3 in listens and follows directions, organizes self, independently begins and pursues a task, and completes work carefully.

In the first grade, Zoe earned 1s throughout the attitudes and habits section. She earned both 1s and 2s in all academic areas, with more 2s than 1s in mathematics. She was still working on counting by 2s, 5s, and 10s, as well as solving addition and subtraction problems.

In second grade, Zoe's report card indicates that she met the reading objectives by the end of the year. She had not yet mastered comparing numbers using place value, 2 digit subtraction with or without regrouping, or telling time to the five minutes. The attitudes and habits section provided evidence of difficulty organizing self, independently beginning and pursuing tasks, completing work carefully, and completing work on time. Zoe was evaluated for special education services during this school year due to parent concerns about attention and low mathematics performance. The evaluation did not provide enough evidence that Zoe demonstrated a learning disability in the area of mathematics or any other area.

Similar concerns about organization and work completion were noted on Zoe's third grade report card; although she made progress in these areas as the school year progressed. Grades on her report card averaged Bs and Cs. In math, however, there were several objectives that she did not meet. These included adding and subtracting, multiplication facts, division, patterns, and measurement. Zoe's third grade MEAP English Language Arts scores fell in the proficient range. Her MEAP Writing and MEAP Math scores both fell in the partially proficient range.

In the fourth grade, Zoe's grades averaged Cs and Ds with the exception of reading which was a B-. The attitudes and habits section is similar to previous years in which there are twos or threes in the areas of listens and follows directions, independently begins and pursues tasks, organizes self, completes work carefully, and completes work on time. As the year has progressed, Zoe's positive attitude and respect of staff has decreased.

### **Other Disabilities and Factors**

*WISC-IV* 5-25-10

The WISC-IV was administered to assess Zoe's general ability skills. This test provides normative information about how a student compares with other students of the same age. Standard scores falling in the range of 90 through 110 are considered average.

	Standard Score	Percentile
Verbal Comprehension	83	13
Perceptual Reasoning	82	12
Working Memory	74	4
Processing Speed	80	9
<b>Full Scale</b>	<b>75</b>	<b>5</b>

## Elementary Level PSW Example

Zoe's full-scale standard score fell within the range of 72-80. Zoe would be expected to score in this range nine out of ten times. This score is considered to fall in the low average range. Zoe would likely score higher than 5 out of 100 students her age on this assessment. Zoe's standard scores on the Verbal Comprehension, Processing Speed, and Perceptual Reasoning scales fell within the low average range. Zoe's Working Memory scale fell in the low range. Overall, Zoe performed lower than other students her age on this assessment.

This score is somewhat lower than the scores on a previously administered cognitive assessment. Zoe's scores on that assessment fell in the average range. There is no clear explanation for the difference between the two sets of scores. On both assessments, Zoe's working memory score fell below the other scores, indicating that working memory remains a weak area for Zoe.

### *Classroom Observation*      5-13-10

Zoe was observed during language arts activities and during a mathematics lesson. During the language arts activities, the class was reviewing and sharing a worksheet that they had completed previously. Zoe raised her hand to answer a question. She read her answer, but misread security for secretary. Another student provided the correct response that Zoe easily picked up on and repeated, but she had not seemed to realize that security did not make sense as the correct response. Zoe appeared inattentive through most of the activities although she would occasionally raise her hand to offer a response. Zoe volunteered to share and was asked to read a paragraph that she had written. Her paragraph consisted of two sentences. While Zoe's response met the expectation, it was the shortest paragraph in the class. The worksheet review was followed by time to finish a writing project. Mrs. Teacher immediately approached Zoe to make a plan for what to do during this time. They agreed that Zoe would edit her story for paragraphs. Once Mrs. Teacher moved on to work with another student, Zoe began talking with the peers seated near her and looking through a rhyming dictionary. She proceeded to page through the dictionary and quietly talk with her peers for the next seven minutes. At that time, the teacher redirected the entire group to work on their writing and reminded Zoe of her writing plan.

During the mathematics lesson, the class was studying equivalent fractions. Several students were able to name an equivalent fraction to  $\frac{1}{2}$ . Zoe raised her hand to respond and provided an incorrect response. An explanation of how to compare fractions and determine if fractions are equivalent was initiated. Zoe was looking at her book, shoes, and fossils during the majority of this explanation. She did not appear attentive to the lesson or discussion. Following the lesson, the class was instructed to complete several problems on their own. Zoe did not begin working on the assignment until she was individually prompted to do so. She did not appear to understand the tasks and was not able to complete the problems independently.

Overall, this observation provided evidence that Zoe appears inattentive in the general classroom setting. She does not look at the teacher or speaker, looks engaged in a task, but isn't actually working on the task, and does not demonstrate many of the skills necessary to complete the tasks independently. Furthermore, some of her verbal responses did not seem to make sense with the question even when she volunteered the answer.

### *Parent Interview*

Ms. Susie Q Quizenberry, Zoe's mother, provided input into this evaluation. Mrs. Quizenberry expressed concerns that Zoe has to work so hard at school. She reports that Zoe has difficulty with processing and that her brain just doesn't work as well as it should. Mrs. Quizenberry reports that Zoe seems to understand something and then doesn't show these skills at school. She is concerned about how

## Elementary Level PSW Example

frequently Zoe fails tests, doesn't seem to understand what she reads, doesn't remember the details of what she reads, and provides answers to questions that don't make sense. Mrs. Quizenberry is pursuing evaluations and treatment for Zoe outside of the school setting.

### **Appropriateness of Instruction**

Zoe has demonstrated consistent school attendance and has received appropriate, research-based classroom instruction in the general education setting. She has received Title 1 support services each school year. Student progress data has been collected and analyzed and is referenced earlier in this report.

### **Eligibility Recommendation**

Based on information documented on the REED form and information gathered as part of this evaluation it is evident that Zoe:

- Demonstrates a lack of achievement relative to age or state approved grade level standards
- Demonstrates insufficient progress to meet age or grade level standards
- Does not have other disabilities/factors as a primary cause of his reading difficulties
- Has been provided with systematic, appropriate, research-based instruction
- Has a need for special education programs and/or services

Based on the above considerations, it is the recommendation of the examiner that Zoe meets eligibility requirements for a Specific Learning Disability in the area of Math Calculation and Math Problem Solving according to the Pattern of Strengths and Weaknesses model. Zoe has demonstrated clear strengths in the area of Basic Reading (grades that meet expectations, proficient MEAP scores from 2008, criterion referenced assessments at grade level, and norm-referenced achievement tests greater than the 30<sup>th</sup> percentile, and teacher reports). She has demonstrated a clear weakness in the area of Mathematics Calculation and Mathematics Problem Solving (norm-referenced assessments below the ninth percentile, grades that "do not meet" expectations, teacher report, and classroom observation). See the attached chart which illustrates this pattern of strengths and weaknesses. Final determination of eligibility will be made by the IEP Team.

### **Present Level of Academic Achievement and Functional Performance**

Zoe is a sweet, quiet, hard working, fourth grade student. She demonstrates strong basic reading skills with norm-referenced achievement scores in the average range and a STAR score at the fourth grade level. She has strong word identification skills yet continues to need strategies for word meaning, reading comprehension, and understanding inferences in text. General education instruction with accommodations is appropriate to address these areas.

Zoe's mathematics skills, however, fall in the low range on a norm-referenced assessment. Her ability to complete subtraction problems is weak and she does not seem to have a solid understanding of regrouping. Zoe uses her fingers or a number line when solving addition and subtraction problems. She has familiarity with Touch Math, but is not yet able to use this strategy with efficiency. Efficient use of Touch Math could increase her calculation accuracy significantly. Zoe has not yet memorized multiplication or division facts. When solving word problems, Zoe is not able to accurately choose which operation to use. Nor can she articulate why a particular operation would be chosen over any other operation. Special education services are necessary to meet Zoe's educational needs in the area of mathematics.

In addition to Zoe's mathematical instruction needs, teacher and parent reports and observations indicate that Zoe has difficulty focusing and attending in the general education setting. She rushes through her



## Elementary Level PSW Example

work without taking time to read carefully and focus on the details. At times, she may not have read the text at all. Zoe also has difficulty working on tasks independently. She may not get started or may lose interest while working and move on to something else. Prompts to slow down and perform her best are necessary along with frequent checks to ensure that she is engaging in the expected task. Having tests and assessments read to her helps to slow her down ensures that she has heard the information and can aid in her comprehension of the material. This accommodation should be provided regularly in the general education setting. Zoe will also need a larger number of repetitions of new information and skills than other students her age.

### **Recommendations**

1. Teach Zoe to use Touch Math strategies for addition and subtraction.
2. Provide adequate repetitions to support Zoe's memorization of multiplication facts.
3. Zoe needs additional repetition to memorize new information. Drill and practice strategies that involve 7 known and 3 unknown items will work best.
4. Teach strategies for organization of materials, task initiation, and task completion.
5. Provide frequent monitoring and feedback within the classroom to ensure that Zoe understands the assignment or activity.
6. Teach study skills that can be used at school and at home.
7. Read tests and assessments aloud to ensure that Zoe has the best opportunity to focus on and understand the text.

---

Mrs. School Psychologist, Ed.S.  
School Psychologist

Area(s) of Strength or Weakness	Academic achievement with respect to grade-level expectations		Academic achievement with respect to age-level expectations	Classroom performance with respect to grade-level expectations			
	Progress monitoring, CBM screening or criterion-referenced assessments	State or District wide assessments (i.e. MEAP)	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher reports	Classroom observation
Basic Reading	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Reading Fluency	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Reading Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Math Calculation	S N W	S N W	S N (W)	S N W	S N (W)	S N (W)	S N (W)
Math Reasoning	S N W	S N W	S N (W)	S N W	S N (W)	S N (W)	S N (W)
Written Expression	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Oral Expression	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Listening Comp.	S N W	S N W	S N W	S N W	S N W	S N W	S N W

Age appropriate functional/Intellectual skills
IQ Assessment/Adaptive Behavior Assessment
S N W

S = Strength  
N = Neither Strength/Weakness (Must include at least 3 circled S's for each area OR functional/intellectual)  
W = Weakness

The area(s) of Strength is: Basic Reading

The area(s) of Weakness is: Math Calculation + Math Problem Solving (Must include at least 4 circled W's in any one area - 1 of which must be an individually administered academic achievement measure)

### Suggested Guidelines for Determining Strengths and Weaknesses

Assessment Type	Strength	Weakness
Progress monitoring	Meeting/exceeding aimline	Falling below aimline for at least 4 consecutive weeks
CBM (Benchmark) screening	At "benchmark" level or above grade level median score if using local norms	At "at-risk" level or below 10 <sup>th</sup> percentile if using local norms
Criterion-referenced assessment	Skills at or above grade level	Skills well below grade level
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm-referenced tests (Achievement, IQ)	Percentile rank $\geq 30$	Percentile rank $\leq 9$
Curriculum assessments	Score $\geq 80\%$	Score $\leq 70\%$
Grades	A/B or "meets/exceeds" expectations	D/E or "does not meet" expectations
Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom	Based upon professional judgment of teacher in comparing students to others in classroom
Observations - Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates that he/she does not understand the academic content
Observations/Interviews/ Scales - Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale $\geq 30$	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale $\leq 9$ .

Ionia County ISD

Suzie Psychologist  
School Psychologist

Telephone (555) 555-5555

## School Psychological Report

### Confidential

**Student Name:** Robert Robertson  
**Date of Birth:** May 1, 1993  
**District/School:** Applecore High School  
**Grade:** 11  
**Parent/Guardian(s):** Roy and Joy Robertson  
**Current Eligibility:** LD – basic reading/comprehension skills  
**Dates of Evaluation:** 4-13-10, 4-27-10, 4-30-10, 5-4-10  
**Date of Report:** 5-12-10  
**Examiner:** Suzie Psychologist

### Reason for Evaluation

Robert was referred for a psychoeducational evaluation as part of a three-year re-evaluation. Information on the evaluation plan, completed in September, 2009, indicated Robert is very conscientious, completes assignments and has a great attitude. Mrs. Walsh, who had Robert in English classes for the last two year, felt he was capable of the work without special education support. It was noted that Robert's mother was fine with his progress but wanted to be sure he received help as needed. The purpose of the current evaluation is to assist in determining whether Robert should be eligible for special education, to determine his present level of performance and educational needs and, if appropriate, to assist in planning an educational program for him.

### Evaluation Methods

Record review  
Teacher input  
Parent input  
Classroom observation  
*Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV)*  
*Kaufman Test of Educational Achievement – Second Edition (KTEA-II)*

Review of previous interventions  
Review of progress monitoring data

### Evaluation Components

In assessing whether Robert has a learning disability and is in need of special education, the evaluation process will address the following major components:

- A. Achievement relative to age or state approved grade level standards
- B. Progress to meet age or grade level standards
- C. Other disabilities and factors
- D. Appropriateness of instruction
- E. Present Level of Academic Achievement and Functional Performance

There are eight areas in which a student may have a specific learning disability: basic reading skills, reading fluency, reading comprehension, written expression, mathematics calculation, mathematics problem solving, oral expression and listening comprehension.

**Overall Observations during Testing**

When he arrived for the first testing session, it was clear that Robert did not want to be tested. Besides stating as much, his body language communicated his dislike for being pulled out of class. However, after the examiner explained the purpose of the evaluation, Robert agreed to testing. Although Robert initially provided minimal responses to the examiner's attempts to engage him in conversation, an adequate level of rapport was established with Robert. He discussed his plan to attend Montcalm Community College for two years before entering the army. Robert indicated he does not like reading, math or any subjects. Before the end of the first testing session, Robert's mood seemed to improve as he discussed playing soccer and baseball. Robert reported that he was supposed to wear glasses to see the board. He said he hates his glasses, though, and does not want to try contacts. As soon as he arrived for testing during the second testing session, and continuing for the remainder of the testing process, Robert seemed to be more comfortable and more friendly. He thereafter demonstrated appropriate affect. At times, Robert rocked in his chair as he worked. He appeared to give good effort throughout testing.

**Achievement Relative to Age or State Approved Grade Level Standards**

*WAIS-IV*

The *Wechsler Adult Intelligence Scale – Fourth Edition* (WAIS-IV) was given to assess Robert's school related intellectual ability. Average quotients on the scales fall between 90 and 109. This test provides normative information about how a student compares with other students of the same age.

***Wechsler Adult Intelligence Scale - Fourth Edition (WAIS-IV) Profile***

Scale	IQ	Confidence Interval (95%)	Percentile Rank
Verbal Comprehension	87	82-93	19
Perceptual Reasoning	98	92-104	45
Working Memory	89	83-96	23
Processing Speed	111	102-118	77
Full Scale	94	90-98	34

## Secondary Level PSW Example

On the following subtests, average scores fall within the range of 8 to 12.

<b>Verbal Comprehension Subtests</b>	<b>Scaled Score</b>
Similarities	8
Vocabulary	7
Information	8

<b>Perceptual Reasoning Subtests</b>	<b>Scaled Score</b>
Block Design	8
Matrix Reasoning	11
Visual Puzzles	10

<b>Working Memory Subtests</b>	<b>Scaled Score</b>
Digit Span	9
Arithmetic	7

<b>Processing Speed Subtests</b>	<b>Scaled Score</b>
Symbol Search	12
Coding	12

Robert was administered the *Wechsler Adult Intelligence Scale - Fourth Edition* (WAIS-IV), which is an individually administered test to assess a person's intellectual abilities, cognitive strengths, and difficulties. On the WAIS-IV, Robert achieved a Full Scale IQ of 94, which fell within a range of 90 to 98. His overall performance places him in the average range and ranks him in the 34<sup>th</sup> percentile when compared to other individuals his age. The chances that his range of scores from 90 to 98 includes his true IQ score are about 95 out of 100.

The Verbal Comprehension Scale measures verbal knowledge and the ability to apply that knowledge in new situations. Robert's Verbal Comprehension score falls in the below average range and exceeds 19% of the individuals in his age group. When compared with other individuals his age, Robert was average in explaining similarities between objects and events (Similarities) and range of knowledge and fund of information (Information). When further compared to his peers, he demonstrated difficulty with word knowledge and language usage (Vocabulary).

The Perceptual Reasoning Scale measures the ability to interpret and organize visually perceived material. Robert's Perceptual Reasoning score falls in the average range and exceeds 45% of the individuals in his age group. When compared with other individuals his age, Robert was average in problem solving and fine motor skills (Block Design), nonverbal reasoning (Visual Puzzles) and visual reasoning (Matrix Reasoning).

The Working Memory Scale measures the ability to store and sort information in short-term memory. Robert's Working Memory score falls in the below average range and exceeds 23% of individuals his age. When compared to others his age, Robert was average in short-term

## Secondary Level PSW Example

sequential auditory memory (Digit Span). When further compared to his peers, he demonstrated difficulty with answering mental math problems (Arithmetic).

The Processing Speed Scale measures the ability to take in visual information quickly and apply it in new situations as well as visual-motor coordination. Robert's Processing Speed score falls in the above average range and exceeds 77% of individuals his age. When compared to others his age, Robert was average in visual discrimination (Symbol Search) and speed and accuracy of visual-motor coordination (Coding).

Robert's Perceptual Reasoning score was 11 points above his Verbal Comprehension score. This difference is significant at the .05 level and suggests his nonverbal reasoning skills are stronger than his verbal knowledge/reasoning skills. Robert's Processing Speed score was 24 points above his Verbal Comprehension score, 13 points above his Perceptual Reasoning score and 22 points above his Working Memory score. These differences are also significant at the .05 level and suggest his ability to quickly take in and use visual information is stronger than his verbal knowledge/reasoning skills, his nonverbal reasoning skills and his auditory working memory skills.

The current results are slightly higher than those of Robert's initial evaluation in third grade. When evaluated then with the WISC-III, Robert received a Full Scale IQ of 87, a Verbal IQ of 74 and a Performance IQ of 104. It appears that Robert's language-based cognitive skills have improved since the initial evaluation.

### *KTEA-II*

The *Kaufman Test of Educational Achievement – Second Edition* (KTEA-II) was administered to Robert to assess his general achievement levels in reading, math, written language, and oral language. Average standard scores on the KTEA-II range from 90 to 109. The purpose of this assessment is to compare Robert's performance to that of other students of the same age.

Academic Area	Standard Score	Confidence Interval (95%)	Percentile Rank	Range of Performance
Letter and Word Recognition	71	65-77	3	Well below avg.
Reading Comprehension	70	60-80	2	Well below avg.
<b>Reading Composite</b>	<b>69</b>	<b>63-75</b>	<b>2</b>	<b>Extremely low</b>
Word Recognition Fluency	74	62-86	4	Well below avg.
Decoding Fluency	67	56-78	1	Extremely low
<b>Reading Fluency Composite</b>	<b>71</b>	<b>63-79</b>	<b>3</b>	<b>Well below avg.</b>
Nonsense Word Decoding	70	63-77	2	Well below avg.
Written Expression	84	72-96	14	Below average
Spelling	74	65-83	4	Well below avg.
Math Concepts & Applications	81	74-88	10	Below average
Math Computation	84	79-89	14	Below average
<b>Mathematics Composite</b>	<b>82</b>	<b>78-86</b>	<b>12</b>	<b>Below average</b>
Listening Comprehension	89	77-101	23	Below average

## Secondary Level PSW Example

Robert's Reading Composite score fell in the extremely low range. The Reading Composite reflects basic reading and reading comprehension skills. When compared to 100 other students his age, Robert's score was the same as or better than 2 other students. Robert had difficulty with reading words in isolation, considering his well below average standard score on the Letter & Word Recognition subtest. He also had difficulty with reading fluently; on the Reading Fluency Composite his standard score fell in the well below average range. Robert also struggled with understanding connected text he read, as indicated by his well below average standard score on the Reading Comprehension subtest. Applying phonics skills to sound out unknown words was difficult for Robert; his standard score on the Nonsense Word Decoding subtest fell in the well below average range.

On the Written Expression subtest, which assessed use of capitalization, punctuation, sentence structure, grammar and organization, Robert's score fell in the below average range. Robert struggled with spelling words he heard, considering his well below average score on the Spelling subtest.

Robert's Mathematics Composite score fell in the below average range and exceeded 12% of students his age. This Composite reflects math computation and math reasoning skills. A measure of Robert's ability to apply math to real-life situations fell in the below average range. For example, he struggled with some of the real-life problems involving division, tables/graphs and probability. He also had some difficulty with computing paper and pencil math problems without a calculator; his standard score on the Math Computation subtest fell in the below average range. For instance, Robert struggled with most operations involving fractions and long division.

### *Teacher Input*

Ms. Smith, Robert's special education case manager and the special education teacher in some of his general education co-taught classes, provided input on May 5 and 7, 2010. Ms. Smith discussed Robert's desire to be exited from special education services, which has been a battle with him for the last three years. Ms. Smith said Robert fights services despite the need, but he also compensates well as he has passed everything except his current Geometry class. Robert has refused any form of accommodations this year as well as last year. Ms. Smith reported seeing more immature, attention getting behaviors this year compared to last, almost like he is trying to turn into the class clown. Ms. Smith reported that Robert can be lazy and does the bare minimum but is passing the team taught English class. Robert's listening skills/focusing could use improvement, but Ms. Smith knew that was something he could control, as she saw it last year in the team taught Algebra class.

Mrs. Ford, the special education teacher in some of his general education co-taught classes, supplied information on May 5, 2010. Mrs. Ford reported that Robert struggles a great deal academically, but he does not want anyone to be aware of this. This includes teachers, but especially his peers. Mrs. Ford said Robert's reading abilities are well below his grade level peers, and average to low of his special education peers. Robert will not read aloud in the general education classroom. Mrs. Ford felt Robert's reading difficulties prohibit him from comprehending difficult curriculum material in the classroom. However, he does not want to

## Secondary Level PSW Example

identify with Special Education and will frequently refuse services. Mrs. Ford recounted how she recently encouraged Robert to come with her for the administration of a difficult test so that she could read it aloud. Robert reluctantly came, but then worked on it without following along with Mrs. Ford. Robert did not pass the test, as a result. When Mrs. Ford discussed this with Robert, he said that he just did not like to be singled out. Mrs. Ford noted, though, that there was a group of 10 kids who came for the oral reading of the test. Mrs. Ford noted that Robert earned a composite score of 15 on the ACT test, for which he appeared to use the DVD accommodation. Mrs. Ford said Robert is a hard worker at times. If he truly engages himself and attempts to learn the material, he can demonstrate great work. However, there is a great deal of time in the classroom during critical notes or information that he will choose to put his head down and disengage. Robert completes most assignments in his classes. When Robert follows along and listens to a reader, he demonstrates a higher comprehension than when working independently. In order to be successful, Robert needs to fully engage in class work and allow for special education support when necessary, Mrs. Ford said.

Robert's Civil Law teacher, Mr. Garner, supplied input on May 5, 2010. Mr. Garner noted that that particular class is not a great learning environment due to a few kids who are not there to learn. For that reason, Robert is easily distracted from doing his work. Mr. Garner said Robert's reading comprehension appears to be fine, but he noted they do not read aloud or check for reading specifically in class. There are a few who struggle mightily in that area, so Robert would be above average in comparison to his classmates. His weaknesses are he is distracted from doing his work, and he seems to lack real social interaction with anyone in class. He seems to keep to himself, even though others are working together. Robert chooses not to take advantage of the test reader that is available for each test. His test and quiz scores are fairly low.

### *Curriculum Assessments*

This trimester, Robert received a C- on a grammar test in English 11B. He averaged F's on tests/quizzes in Geometry B.

### **Progress to Meet Age or Grade Level Standards**

#### *Review of Previous Interventions*

Reading recovery and Title I support – prior to 3<sup>rd</sup> grade  
Special education instruction for ELA – 3<sup>rd</sup> grade through 9<sup>th</sup> grade  
Special education instruction for math – 4<sup>th</sup> grade through 8<sup>th</sup> grade  
School social work services – 3<sup>rd</sup> grade through 4<sup>th</sup> grade  
Speech and language therapy – 3<sup>rd</sup> grade through 4<sup>th</sup> or 5<sup>th</sup> grade  
Various co-taught general education classes – 9<sup>th</sup> grade through present

#### *Progress Data*

Math: Lately, Robert has struggled to make progress toward meeting age or grade level math standards. He received report card grades of C- and C in Pre-Algebra, B in Algebra IA, C+ in Algebra IB, and D in Geometry A. Robert is currently in a general education Geometry B class,



where he is receiving an F. Robert's math MEAP assessments suggest that he is making some progress toward meeting age or grade level math standards. He demonstrated a basic understanding of the math standards in 7<sup>th</sup> grade, but he met the math standards in 8<sup>th</sup> grade. On the 10<sup>th</sup> grade PLAN test, Robert scored at the 15<sup>th</sup> national percentile rank in math. On the ACT test, taken this year, Robert scored at the 14<sup>th</sup> national percentile rank in math.

ELA: Robert has had some difficulty making progress toward meeting age or grade level ELA standards, considering his ELA report card grades: A- in 9<sup>th</sup> grade ELA resource room, C+ in English 9B, D+ in English 10A, C+ in English 10B, and D+ in English 11A. He is currently taking co-taught general education English 11B, where he is receiving a B-. All of these classes except for the first 9<sup>th</sup> grade English class were in the general education setting, but at least some of them were co-taught (i.e., taught by a general education teacher and a special education teacher). Examining his ELA MEAP scores confirms that Robert has had difficulty making progress toward meeting age or grade level ELA standards. On the 7<sup>th</sup> and 8<sup>th</sup> grade MEAP tests, Robert demonstrated apprentice levels of understanding of the ELA reading standards. As a seventh grader, he demonstrated a basic understanding of the ELA writing standards. On the 8<sup>th</sup> grade MEAP test, he demonstrated an apprentice level of understanding of the ELA writing standards. On the 10<sup>th</sup> grade PLAN test, Robert scored at the following national percentile ranks: English 10% and reading 16%. On the ACT test, taken this year, Robert scored at the 5<sup>th</sup> national percentile rank in English and at the 19<sup>th</sup> national percentile rank in reading.

### **Other Disabilities and Factors**

#### *Classroom Observation*

Robert was observed from 8:45 to 9:35 on April 13, 2010 during English 11B with Ms. Midas and Ms. Smith. At the beginning of the observation, students wrote on a journal topic. Robert appeared on-task during this time. Next, Ms. Midas discussed background information for the author of The Lord of the Flies. When Ms. Midas read aloud about the author's life, Robert appeared to be listening / following along. Ms. Midas then pre-taught definitions of vocabulary words from the novel while students copied definitions on worksheets. Robert wrote down vocabulary words and he participated by guessing some of the definitions of the words, like other students did. At the end of the observation, students were told to begin reading the first chapter. Ms. Midas read aloud in the classroom. About half of the class left the room to read on their own in the hallway. Initially, Robert chose to read in the hallway. However, Ms. Smith took him and other students to hear the novel read aloud in her classroom. During this observation, Robert was on-task for 79% of the intervals observed. The behavior of a male comparison student was also recorded to compare Robert's behavior to that of other males in his classroom. The comparison peer was on-task for 90% of the intervals observed. While Robert did not demonstrate attention skills to the level of his male peers, he still was on-task for a large percent of intervals observed. Robert appeared to demonstrate adequate writing skills to complete the journal activity. Independent reading skills were not required during this observation. During this observation it was noted that Robert exhibited age-appropriate skills in the areas of cognition, motor, self-help and social/emotional. Robert interacted with peers appropriately at times.

*CA60 Review*

Robert has attended Apple Area Schools since preschool, when Robert attended a Head Start program. As a kindergartner, during the 1998-1999 school year, his teacher noted they would watch his reading progress closely. It was also reported that Robert had some emotional issues regarding the death of his father in 1997. Reading concerns continued during first grade. As a second grader, Robert was brought up to his school's Case Review Team due to concerns that he struggled with reading and writing skills. It was also noted that he was very anxious with any threat of failure, but he had good general knowledge and adequate recall. Testing completed in third grade found Robert eligible for special education services as a student with a Specific Learning Disability in basic reading/comprehension skills. He then began to receive special education instruction for ELA, along with social work services. Due to a large difference between his average Performance IQ and well below average Verbal IQ during that assessment, Robert was then evaluated by a speech-language pathologist. He qualified for additional services as a student with a Speech/Language Impairment due to receptive and expressive language delays caused by vocabulary deficits. Speech services and resource room instruction for math were added to Robert's IEP at the end of third grade. However, at the end of fourth grade school social work services, which focused on working on cooperating with peers and expressing feelings, were discontinued because he met his goals. It appears that speech services were discontinued during fourth or fifth grade. Robert continued with resource room instruction for ELA and math throughout middle school. He did quite well in his classes during middle school, earning report card grades of C and above.

As a ninth grader, Robert received ELA instruction in a resource room setting for his first English class. However, he then was moved to a general education English class. The rest of Robert's instruction as a high school student has been in a general education, sometimes co-taught, setting. Robert has done fairly well in his classes while at the high school; he has not received any final grades of F. Robert's most recent IEP indicates he is able to have tests/quizzes read to him.

Attendance: Robert has demonstrated fairly consistent attendance throughout his schooling. He missed 9 days in kindergarten, at least 10 days in first grade and second grade, 6.5 days during third grade, 8 days during fourth grade, 5 days in fifth grade, 4.5 days during sixth grade, and 4 days during seventh grade. This year, he has missed 4 full and 1 partial days of school.

Discipline: Robert has not received any discipline referrals this year.

Health: Robert passed his most recent school vision (April, 2004) and hearing (November, 2002) screenings.

*Parent Input*

Robert's mother, Mrs. Cowles, provided input on May 7, 2010. When asked about Robert's strengths, she said he is pretty good at sports. He is gentle and good with people. Robert is active; he is into weightlifting and staying healthy. Mrs. Cowles voiced concerns with Robert's reading ability. She noted that his reading difficulties would affect his future endeavors (i.e.,

college, job). She talked about how Robert is adamant about getting out of special education and how he will not accept special education services. Mrs. Cowles worried, though, about how Robert would get help if he goes on to college. Mrs. Cowles reported that Robert is pretty healthy. He had many ear infections as a toddler and he had his tonsils out in sixth grade. No complications were noted during her pregnancy or delivery with Robert. Mrs. Cowles reported that Robert's eyes were checked a few years ago.

### **Appropriateness of Instruction**

Robert has demonstrated consistent attendance. He did not often move between schools. It appears that he has received appropriate, research-based classroom instruction in the general education setting. He has recently participated in additional interventions in the form of co-taught classes and other accommodations. Student progress data has been collected and analyzed and is referenced earlier in this report.

### **Eligibility Recommendation**

Based on information gathered as part of this evaluation it appears that Robert:

1. Demonstrates a lack of achievement relative to age or state approved grade level standards in the areas of basic reading skills, reading fluency and reading comprehension.
2. Demonstrates insufficient progress to meet age or grade level standards in reading areas, considering his grades in some ELA classes and his performances on ELA reading portions of MEAP assessments.
3. Does not have other disabilities/factors as a primary cause of his learning difficulties.
4. Has been provided with systematic, appropriate, research-based instruction.
5. Has a need for special education programs and/or services. The IEP will determine the correct programming for Robert.

Based on the above considerations and according to the Pattern of Strengths and Weaknesses model, Robert has demonstrated a clear strength in intellectual skills. He has demonstrated clear weaknesses in the areas of basic reading skills, reading fluency and reading comprehension (norm-referenced achievement test, state assessment, grades, and teacher reports). See attached chart which illustrates this pattern of strengths and weaknesses. Final determination of eligibility will be made by the IEP Team.

### **Present Level of Academic Achievement and Functional Performance**

Robert was referred for a psychoeducational evaluation as part of a three-year re-evaluation and to consider possible dismissal from special education services. In third grade, Robert qualified for special education services as a student with a Specific Learning Disability in basic reading/comprehension skills. In the current evaluation, an overall measure of Robert's cognitive skills on the WAIS-IV (i.e., Full Scale IQ) fell in the average range. Intellectual skills appear to be a strength for Robert. Measures of his verbal reasoning skills and auditory working memory skills fell just below the average range. A measure of Robert's nonverbal reasoning skills fell in the average range. A measure of his ability to quickly take in and use visual

## Secondary Level PSW Example

information fell in the above average range. On the KTEA-II, where average standard scores range from 90 to 109, Robert had difficulty with reading words in isolation (Letter & Word Recognition 71, 3<sup>rd</sup> percentile rank (meaning on this measure he scored the same as or better than 3% of the students in his age group)). Robert also struggled with applying phonics skills to sound out unknown words (Nonsense Word Decoding 70, 2<sup>nd</sup> percentile rank) and with reading fluently (Reading Fluency Composite 71, 3<sup>rd</sup> percentile rank). Understanding connected text he read was also difficult for Robert (Reading Comprehension 70, 2<sup>nd</sup> percentile rank). Teacher reports, grades and state assessments confirm that basic reading skills, reading fluency and reading comprehension are weaknesses for Robert. Robert appears to be eligible for special education services as a student with Specific Learning Disabilities in basic reading skills, reading fluency, and reading comprehension. These reading difficulties limit his ability to read and understand grade-level material in the general education curriculum and appear to require special education instruction/support. The IEP team will make the final determination of eligibility and will determine the correct programming for Robert.

### **Recommendations**

Due to his reading difficulties, Robert may benefit from having tests and quizzes read to him. He may also benefit from being allowed to use books on CD, from being allowed to tape record classes or lectures, and from getting copies of notes from someone else. Repeated readings may help Robert to improve his reading fluency.

It is concerning that Robert does not wear glasses to see the board. During the observation conducted as part of this evaluation, he sat in the front row. If he will not wear his glasses, he needs to advocate for himself and ask for a seat in the front of the classroom.

It is also concerning that Robert is so resistant with special education support. Some of his teachers felt he performed better when he accepted accommodations, such as having tests read. Some of his other teachers did not see a lot of reading difficulties in the classroom, although poor test/quiz grades were noted (in a class where Robert did not agree to have tests read aloud). Given Robert's reading levels, it seems that he would benefit greatly from utilizing accommodations, such as those mentioned above.

I enjoyed working with Robert. Please feel free to contact me at (555) 555-5555 if I can be of further assistance.

Suzie Psychologist  
School Psychologist  
Ionia County ISD

## Worksheet for Charting Patterns of Strengths and Weaknesses

Area(s) of Strength or Weakness	Academic achievement with respect to grade-level expectations		Academic achievement with respect to age-level expectations	Classroom performance with respect to grade-level expectations			
	Progress monitoring, CBM screening or criterion-referenced assessments	State or District wide assessments (i.e. MEAP) <i>8th gr MEAP</i>	Norm-referenced achievement tests	Curriculum assessments	Grades	Teacher reports	Classroom observation
Basic Reading	S N W	S N (W)	S N (W)	S N W	S N (W)	S N (W)	S N W
Reading Fluency	S N W	S N (W)	S N (W)	S N W	S N (W)	S N (W)	S N W
Reading Comp.	S N W	S N (W)	S N (W)	S N W	S N (W)	S N (W)	S N W
Math Calculation	S N W	(S) N W	S (N) W	S N (W)	S (N) W	S N W	S N W
Math Reasoning	S N W	(S) N W	S (N) W	S N (W)	S (N) W	S N W	S N W
Written Expression	S N W	S N (W)	S (N) W	S (N) W	S N (W)	S N W	(S) N W
Oral Expression	S N W	S N W	S N W	S N W	S N W	S N W	S N W
Listening Comp.	S N W	S N W	S (N) W	S N W	S N W	(S) N W	(S) N W

S = Strength

N = Neither Strength/Weakness (Must include at least 3 circled S's for each area OR functional/intellectual)

W = Weakness

The area(s) of Strength is:

intellectual skills

The area(s) of Weakness is: basic reading, reading fluency, reading comprehension (Must include at least 4 circled W's in any one area - 1 of which must be an individually administered academic achievement measure)

## Suggested Guidelines for Determining Strengths and Weaknesses

Assessment Type	Strength	Weakness
Progress monitoring	Meeting/exceeding aimline	Falling below aimline for at least 4 consecutive weeks
CBM (Benchmark) screening	At "benchmark" level or above grade level median score if using local norms	At "at-risk" level or below 10 <sup>th</sup> percentile if using local norms
Criterion-referenced assessment	Skills at or above grade level	Skills well below grade level
MEAP	Level 1 or Level 2	Level 3 or Level 4
Norm-referenced tests (Achievement, IQ)	Percentile rank $\geq 30$	Percentile rank $\leq 9$
Curriculum assessments	Score $\geq 80\%$	Score $\leq 70\%$
Grades	A/B or "meets/exceeds" expectations	D/E or "does not meet" expectations
Teacher report	Based upon professional judgment of teacher in comparing student to others in classroom	Based upon professional judgment of teacher in comparing students to others in classroom
Observations - Academic	Student demonstrates average understanding of academic content in comparison to other students in classroom	Student demonstrates that he/she does not understand the academic content
Observations/Interviews/ Scales - Functional	Student demonstrates typical functional skills in comparison to other students the same age or in the same grade. Percentile rank on scale $\geq 30$	Most of the student's functional skills appear to be well below average in comparison to other students the same age or in the same grade. Percentile rank on scale $\leq 9$ .