

**ANYTOWN PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT**

CONFIDENTIAL PSYCHOEDUCATIONAL EVALUATION

Date: 3/21/2005

Name:	Sally Smith	Parents:	John and Mary Smith
Birthdate:		Address:	125 NW Azalea Lane
Age at Testing:	6 years, 6 months		Portland, OR 97209
PPS ID#:	123456	Phone:	(503) 555-5555
School:	MLC	Supervisor:	Denise Immaculata
Grade:	1	School Psychologist:	Jim Hanson
General Education Teacher:	Amanda Kelly	Administrator:	Bob Zsebo
Special Education Teacher:	Dom DeFrais	Data Coordinator:	Jake Dean

1. REASON FOR REFERRAL:

Sally has difficulty with reading, memory, print conventions, and understanding concepts/categories. Sally does not retain sound symbol relationships.

2. ASSESSMENT AND EVALUATION:

◆ **Instruments Used:**

School Records Review, Interviews and Observations, Work Samples, The Instructional Environment System, Second Edition (TIES-II), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Woodcock Johnson Third Edition: Tests of Cognitive Abilities (WJ III COG), Woodcock Johnson Third Edition: Tests Academic Achievement (WJ III ACH), Curriculum-Based Oral Reading Fluency Test, Kaufman Assessment Battery for Children, Second Edition (KABC-II) Selected Subtests.

◆ **Background Information:**

Student Strengths: Social skills, effort, desire to achieve, art, and dance.

Family and Developmental History:

Father: delays in reading and language services in elementary school.

Sister (age 9): learning disability in reading

Developmental Milestones: early. Scooted; did not crawl. Communication disorder (articulation), June 2004.

Environmental and Cultural Supports and Challenges:

Home Language: English

Other Languages: None

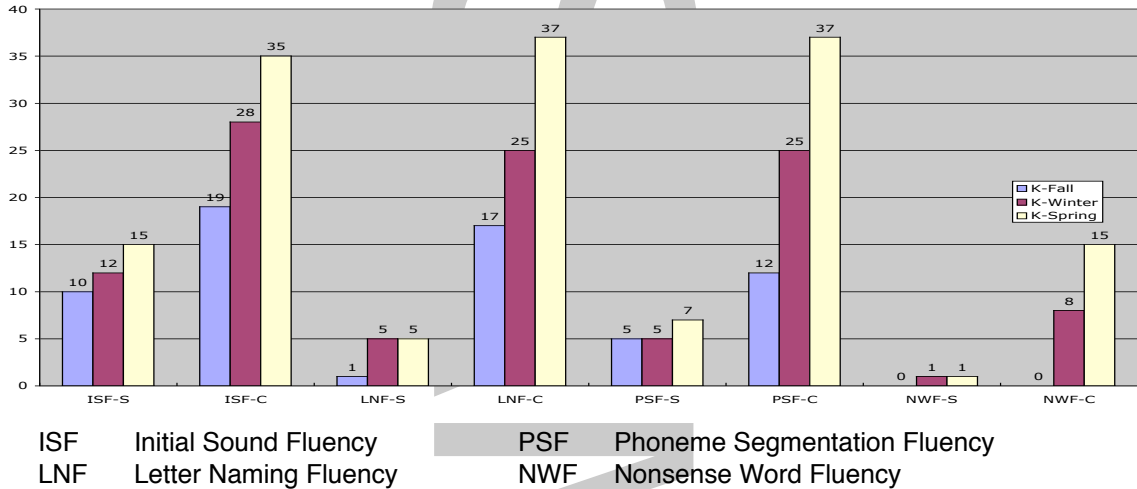
Home support for learning: high expectations, book availability, discussions, library visits twice a month, authoritative parenting style, allowance and reward system for chores and homework, television time and program monitoring, work samples displayed on fridge, routine for completing homework, parental help and check with homework, reading together before bedtime for fifteen minutes.

◆ **Progress in General Education Instruction**

School History:

Pre-Kindergarten: Peninsula Park.

Kindergarten: MLC. DIBELS screening. The group mean (-C) and Sally’s performance (-S) are outlined below:



First Grade:

General Education Reading Curriculum: Open Court, Teacher made materials.

Intensity and duration: sixty minutes, four times per week since Fall 2003.

Integrity: Running records and AYP data indicate student growth to 78% meeting standards.

Grouping: five groups of five desks with group materials in the center. A large group area with a rug in the back of the room. During large group instruction, Sally sits near the teacher. During small group practice, Ms. Kelly rotates among groups.

Interventions: I have arranged a peer tutor for fifteen minutes a week for eighteen weeks on performance-level alphabet reading activities. Ms. Jones’ tenth grade class come into my class and provides cross-age tutoring for thirty minutes every month on reading and writing activities. Parent volunteers teach extra skills to the lowest reading group members including Sally. These students receive small group instruction on extra phonemic awareness activities for fifteen minutes a day, four days a week. Sally has received extra instruction for twelve weeks. According to attendance logs, the instruction has been delivered consistently. I met with the parent tutors three times before the intervention to train them in how to work with the children. From my observations during their instruction, the instruction was given with integrity

Work Samples and Curriculum Based Assessment: Sally’s written work samples are far below the class average. Within the Open Court curriculum and on teacher-made tests, Sally is currently identifying 23 of 54 letters and letter blends. She identifies the initial sound of words seventy-five percent of the time; she does not identify the middle or ending sounds.

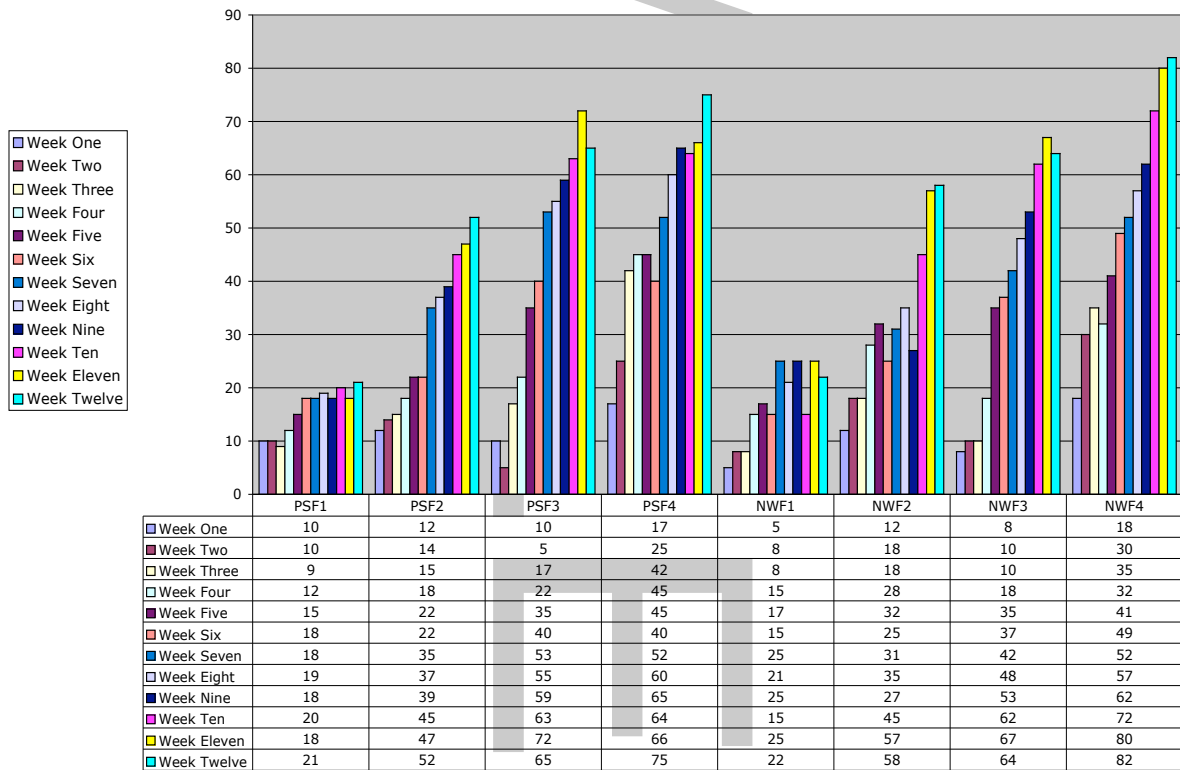
Amanda Kelly, M.Ed.
 General Education Teacher

Classroom observation: Sally was on task eighty-five percent of the time during small group reading instruction. She made ten comments unrelated to the task. Her teacher ignored the comments fifty percent of the time and redirected Sally fifty percent of the time. A female comparison student was on task seventy-five percent of the time. Sally's skill level was commensurate with teacher report and current assessment. She uses her right hand and a normal pencil grip but does not form letters or words well. She completed less than half of the amount of writing that other students her age did and that writing was of poorer quality.

Functional Assessment of Academic Behavior: The following aspects support Sally's reading: instructional match to proximal zone of development, exemplars posted, instructional goals clear, large and small group guided practice, students taught how to give mutual feedback, classroom climate good, preparation for transitions, parents and aides help, academic on-task rate over eighty percent. Sally's success rate was only about thirty-three percent despite frequent practice. The following aspects might improve Sally's reading acquisition and retention: require mastery before moving on, provide more structured work during integrated art and science activities, establish a consequence for giving up, monitor treatment integrity for whole group, small group, or intervention instruction, provide more book selections at Sally's level, include timed phonetic activities to promote fluency.

◆ **Response to Intervention**

Intervention: Slingerland Rationale: Sally's kinesthetic strengths and probable deficits in associative memory and retrieval fluency. Because Sally's vocabulary was reportedly excellent, vocabulary training was not given. Instructors: Resource Teacher and Speech Pathologist
 Frequency and duration: forty-five minutes per day, four days a week for ten weeks.
 Integrity: Two written skills progression scripts for the Slingerland, ten minutes each by Hanson.



Pretests: On the WJ III ACH, Sally scored at or below the first percentile in basic reading skills (letter identification, fluency, and nonsense word reading), reading comprehension, and written expression. Sally identified twelve out of fifteen letters. She did not read any two or three letter words. She did not identify a three-letter word given an oral prompt and four three-letter-word stimuli. Give a one-letter prompt, Sally did not produce the corresponding letter sound. Sally formed loop letters poorly and with inconsistent stroke. On the DIBELS, Sally identified fourteen letters per minute, seven phonemes per minute, and six nonsense word elements per minute.

Monitoring: Three other students were included in the one-on-one Slingerland trainings. The school psychologist administered the DIBELS once a week for each student. Based on classroom norms, the target for each student was sixty correct phonemes per minute (PSF) and seventy-two correct nonsense word elements (NWF). The four students' growth is shown in the graph above. Sally is student number one (PSF1, NWF1).

Dom DeFrais, B.S., Special Education Teacher

Observations During Testing: In prior and current testing, Sally came willingly to the examiner's office. Sally understood the purpose of the testing and agreed to the procedure. Testing sessions were between thirty and forty minutes Rapport was established. Testing conditions were adequate. Sally said she wasn't hungry or tired. The examiner asked if the room were too cold because of the lack of heat one day; Sally said yes and went and got her sweater. Sally needed little encouragement to work hard and to solve difficult problems. Results should be a valid representation of Sally's current functioning.

◆ Cognitive Testing

Sally obtained a **GENERAL INTELLECTUAL ABILITY score of 100 +5/-4**. Sally's average GIA score must be interpreted with extreme caution. Team members should consider that specific abilities are more representative of Sally's cognitive functioning. The following is a list of the abilities that are related to reading. The most important are listed first.

Phonemic Awareness: Sally's overall Phonemic Awareness score is invalid. Sally's score on Sound Blending (115) is significantly better than her score on Incomplete Words (84); Sally's phonemic awareness is probably affected by her working memory deficits.

Verbal Ability: (Strength) Sally's verbal ability is within the average to high average range.

Long-term Memory Storage and Retrieval: Overall, Sally's long-term memory storage and retrieval is invalid due to differences among narrow abilities. Sally's associative memory is at the eleventh percentile for her age and degrades more rapidly than other students over time (weakness). Sally's long-term memory retrieval speed is at the forty-ninth percentile (average).

Oral Language: (Strength) Sally's oral language is within the high average to superior range and at the eighty-sixth percentile for children her age. Sally's **Listening Comprehension** is within the high average to very superior range. Sally's Listening Comprehension is more developed than her **Oral Expression**, which is within the average to high average range.

Working Memory: (Weakness) Sally's working memory is at the thirteenth percentile for her age.

Processing Speed: (Low Average) Sally's processing speed is within the low average to average range. Sally's Rapid Naming (RAN) skills are within the low average range and at the twenty-first percentile for her age. RAN skills are associated with early reading achievement.

◆ **Academic Testing**

WJ III ACH Form B

Date: 3/17/2005

Examiner: James Hanson, M.Ed.

Composite or Test	Standard Score	Relative Proficiency	Percentile Rank	Grade Equivalent
Broad Reading	73	10/90	4	<K.8
Basic Reading Skills	84	22/90	14	K.6
Letter Word Identification	79	5/90	8	K.3
Reading Fluency	NA	NA	NA	<K.8
Word Attack	92	63/90	29	1.0
Reading Comprehension	74	14/90	4	<K.7
Passage Comprehension	71	2/90	3	<K.0
Reading Vocabulary	NA	NA	NA	<K.7
Broad Mathematics	83	57/90	12	K.5
Math Calculation Skills	76	50/90	6	K.3
Calculation	75	17/90	5	K.3
Math Fluency	NA	NA	NA	<K.2
Applied Problems	92	70/90	30	K.8
Broad Written Language	86	68/90	18	K.6
Spelling	93	69/90	33	K.6
Written Expression	81	67/90	10	K.7
Writing Samples	86	66/90	17	K.7
Spelling of Sounds	66	13/90	1	<K.0
Sound Awareness	80	46/90	9	K.1
Handwriting	80	NA	9	<K.0

◆ **Cross-Battery Assessment**

KABC-II

Date: 3/17/2005

Examiner: James Hanson

Test	Standard Score	Percentile
Verbal Knowledge	124	94
Expressive Vocabulary	93	33

*Standard scores between 90 and 110 fall within the average range. Scores below 85 indicate areas of weakness. Scores above 115 indicate areas of strength. Relative Proficiency Index scores of 96/90 and above indicate that the student will find tasks easy. Score of 74/90 and below indicate that the student will find the tasks difficult. NA=too low to measure.

◆ **Oregon State Standards linked with CHC, Standardized Academic, and Curriculum-Based Assessments**

READING

Area	Oregon State Standard	Present Level of Performance	Measure	Priority
Phonemic Awareness	Sally has met Oregon State Standard for orally blending from two to four spoken phonemes into words.	Sally is at the eighty-fifth percentile for her age in blending phonemes into words. She orally blends up to four phonemes into a word.	WJ III COG	0

Phonemic Awareness	Student will orally segment single-syllable spoken words into their components at a rate of eighty phonemes per minute on real and nonsense words	Sally segments CVC words into their phonemes at a rate of seven per minutes	DIBELS progress monitoring forms	5
Phonemic Awareness	Given a series of one-syllable words, student will create and state a series of two to three rhyming words including consonant blends.	Sally identifies words that rhyme sixty-six percent of the time when she sees pictures of three items. Given an orally presented stimulus word, Sally does not find a rhyme.	WJ III ACH Open Court, Teacher made materials	4
Phonemic Awareness	Student will listen and distinguish medial and final sounds in single-syllable words with one hundred percent accuracy.	Sally identifies initial sounds in CVC words seventy-five percent of the time. She distinguishes medial and final sounds less than fifty percent	WJ III, Slingerland Open Court Teacher Made Tests	5
Phonemic Awareness	Student will add target sounds to make single and multiple syllable words.	Sally is at the fourteenth percentile in identifying words with deleted sounds.	WJ III ACH, Open Court	4
Phonemic Awareness	Student will delete or change (substitute) sounds to change words. Sally will reverse the phonemes in real and nonsense CVC words.	Sally is at the ninth percentile (46/90 RPI) in rhyming, deleting, substituting and reversing phonemes	WJ III ACH, Open Court	4
Phonemic Awareness	Student will distinguish between long and short vowel sounds and different vowels, saying the sounds and letter names at one hundred percent.	Sally distinguishes between long and short vowel sounds or different vowel sounds less than fifty percent of the time.	Slingerland, Open Court	5
Concepts of Print	Sally meets Oregon State standards in identifying letters, words and sentences.	On curriculum-based measures, Sally distinguishes between letters, words, and sentences.	Teacher made tests	0
Concepts of Print	Student will match oral words to printed words by following along in orally read text using her finger.	Sally often skips between printed rows of letters, numbers, and objects. Sally does not follow text by word.	Grade level books chosen by Sally and her mom	3
Concepts of Print	Student will dictate sentences and use initial sound and other strategies to assemble word cards into sentences in correct order one hundred percent of the time.	With adult assistance, Sally dictates sentences orally. Sally assembles word cards into sentences in correct order less than twenty percent of the time.	Slingerland	4
Decoding and Word Recognition	Student will read twenty-five regular and irregular high frequency words by sight (e.g., have, would).	Sally does not read two letter words.	WJ III ACH, Open Court	5
Decoding and Word Recognition	Student will generate the sounds from all the letters and letter patterns including blends, long-short vowel, vowel digraphs, and r-controlled	Sally identifies 23 of 45 letters and consonant blends.	WJ III ACH, Teacher made materials and tests	5

	vowels to recognizable words.			
Word Recognition	Given ten words, Student will alphabetize them correctly.	Sally does not use a dictionary.	Teacher materials	3
Decoding and Word Recognition	Student will read inflectional forms (e.g., -s, -ed, -ing) and root words.	Sally does not identify common suffixes and prefixes.	Slingerland, Open Court	3
Word Recognition	Student will read common word patters such as -ite, -ate.	Sally does not read common word patterns.	Slingerland, Open Court	3
Decoding and Word Recognition	Student will read aloud text a manner that sounds like natural speech using punctuation cues	Sally does not use the cues of punctuation to assist in oral reading.	Teacher made tests	3
Decoding (Fluency)	Student will increase her fluency in identifying letters to seventy-five letters per minute.	Sally identified fourteen letters per minutes.	DIBELS	4
Decoding (Fluency)	Student will use letter-sound correspondence to sound out unknown words at a rate of seventy-five words per minute.	Sally identifies the sounds of 18 of 45 letters and consonant blends.	Teacher made materials and tests	4
Decoding (Fluency)	Student will read aloud forty to sixty words per minute on ending first grade level text.	Sally reads one word per minute on beginning first grade level books.	Curriculum-Based Tests	4
Vocabulary	Sally has met standard in learning new vocabulary that is introduced through stories and informational texts.	Sally's receptive vocabulary skills are at the 94 th percentile; her expressive vocabulary skills are at the 33 rd percentile.	Goal Met. WJ III ACH & WJ III COG	0
Vocabulary	Sally has met Oregon State standards for classifying categories of words.	Given a category, Sally generates words that fit within that category at a rate commensurate with her peers.	WJ III COG	0
Vocabulary	In reading, student will use context to understand word and sentence meaning. Sally will monitor and self-correct when she misidentifies a word within a sentence.	In oral speech, Sally uses context to understand and to predict the last word of sentences extremely well (96 th percentile). Classroom results are comparable.	WJ III ACH Form A Teacher made tests	0
Compre-hension	Student will understand and discuss children's magazines, reference materials, classic and contemporary literature, and poetry.	Sally listens to and understands a wide variety of grade-level informational and narrative text. She does not read them.	Library, reading logs (train cars)	2
Compre-hension	Student will notice when she encounters difficulty understanding the meaning of informational text.	Sally does not read text. Sally often raises her hand to ask questions when she doesn't understand a concept that she hears.	CBA Science texts	2

Comprehension	Student will locate the title, names of author and illustrator, and table of contents.	Sally locates the title of a text.	Teacher observation	3
Comprehension	Student will use picture clues to obtain information about words and meaning.	Sally uses rebus but not picture clues to obtain information about words.	WJ III ACH	4
Comprehension	Reorder information (e.g., "Before you point to this, point to that and to that"). Student will read and follow multi-step, conditional, and simultaneous directions on oral tests and in the classroom.	Sally understands and performs oral directions well (86 th percentile). Sally followed multi-step directions, conditional directions, directions with prepositions of place, and differentiated left and right.	WJ III ACH Teacher made tests and observation	0
Comprehension	Given coaching, student will identify the differing themes of stories and determine their meaning for her.	Sally identifies character, plot, and climactic event.	CBA Thematic Instruction	1
Comprehension	Student will discuss how her background knowledge relates to the characters, events, and themes in children's literature.	Sally understands stories well but sometimes does not relate stories to her own life or to other stories.	Teacher observation	3

WRITING

Area	Oregon State Standard	Present Level of Performance	Measure	Priority
Writing	State the sound, the letter name, and write the letters of CCVC and CVCC words in sequence.	Sally identifies the sounds of 18 of 45 letters and consonant blends.	Slingerland	4
Writing	Student will spell correctly three and four letter short vowel words.	Sally does not spell words.	Slingerland, Open Court	4
Writing	Student will capitalize: first word of sentences, proper nouns, and I	Sally mixes upper and lower case letters within words.	Teacher tests	2
Writing	Student will use ending punctuation including periods, question marks, and exclamation points independently seventy-five percent of the time with one hundred percent accuracy.	Sally uses periods at the end of sentences twenty percent of the time.	Work Samples	2
Writing	Student will form loop and narrow letters with proper stroke and formation.	Despite adequate visual motor ability, Sally's handwriting is below the tenth percentile.	Slingerland, WJ III ACH	4
Written Expression	In science portfolio pieces, Student will write and draw information discussing how, why, and what-if questions.	Sally forms word cards into sentences with twenty percent accuracy.	Slingerland, Portfolio	2
Written Expression	Student will write a story with identifiable beginning, middle and end with three paragraphs of at least two sentences each.	Sally does not write sentences. She uses alternative methods to write stories.	Portfolio, Self-Published Books	2
Written Expression	Student will use pre-writing, draft, revision and publishing skills	Sally's work samples use colorful pictures and shapes.	Portfolio	2

3. DISCREPANCY ANALYSIS

Dual Discrepancy: Yes. In response to reading interventions. Sally's initial performance was lower than her classmates when measured in January. As measured by progress in the Slingerland materials and on the DIBELS, Sally's response to intervention did not indicate sufficient growth relative to that of students who received the same interventions.

Discrepancies with Oregon State Standards: Yes. Vocabulary, categorization and listening are as good or better than expected. Phonemic awareness, word identification, oral reading, spelling, and handwriting are below benchmarks.

Ability/achievement discrepancies based on GIA: Yes. Broad Reading, Reading Comprehension, and Math Calculation skills. In contrast, Sally's Oral Language and Listening Comprehension are significantly higher than her GIA.

Intra-achievement and intra-cognitive discrepancies: Yes Sally's math reasoning achievement is more developed than her math calculation. Within phonemic awareness skills, Sally's sound blending is better than her elision and substitution. Sally's listening comprehension is more developed than her oral expression.

Aptitude-achievement consistency: Yes. Sally has lower cognitive aptitude in working memory, associative memory, and processing speed. This executive functioning deficit, which is present now, is consistent with Sally's lower Math Calculation, Basic Reading, Broad Reading and Reading Comprehension academic skills.

4. SUMMARY AND RECOMMENDATIONS

Based on Sally's response to intervention, Sally can be **identified** as a student who requires specially designed instruction. Sally demonstrated a dual discrepancy; Sally did not perform as well as her classmates on curriculum-based screening measures and she did not respond as well as other students did to small group interventions. In order to meet benchmarks, Sally will continue to need specialized instruction and resources beyond those available within the general education curriculum. In addition to **identifying** Sally as a student in need of special education services, the team might wish to consider if Sally can be **classified** as a student with a learning disability in basic reading skills. Sally has a personal and family **history** of and current weaknesses in basic reading skills, reading comprehension, oral reading, spelling, and handwriting. Sally demonstrates **differences** among her cognitive abilities; Sally demonstrates strengths in fluid reasoning, visual-spatial reasoning and oral language; she has deficits in working memory and associative memory. Sally's associative memory pairings degrade more rapidly than most students' do. Sally also demonstrates specific weaknesses within her phonemic awareness and processing speed abilities; specifically, Sally blends words well but she does not rhyme, delete, or substitute phonemes. Finally, Sally's receptive vocabulary is within the superior range and is better developed than her expressive vocabulary, which is in the average range. Sally has differences among her academic abilities. Her math reasoning is more advanced than her math calculation. The team will **target interventions** according to Sally's academic needs, interests, cognitive strengths, and cognitive weaknesses. First, the team will increase time addressing phonemic awareness skills through multi-sensory interventions that support working and associative memory. To aid Sally's retention of concepts, teachers will assure Sally's mastery level on lessons before moving on and we will review concepts more frequently. Then, Sally will visually memorize a number of sight words. The team will use Sally's strengths in fluid reasoning and oral language by training her to use the process of elimination in word choice. Sally should continue to make up and share stories, and she might profit from using the computer lab's voice recognition software for writing drafts. Sally's performance in the classroom math curriculum has been adequate; however, we will continue to monitor her development of math skills. We will consider further consultation with medical providers regarding memory issues.

Amanda Kelly, M.Ed.
General Education Teacher

Dom DeFries, B.S.
Special Education Teacher

James B. Hanson, M.Ed.
School Psychologist