**Houston Baptist University Testing Course**

7015 Fondren

Houston, Texas 77040

**FULL AND INDIVIDUAL EVALUATION**

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| **IDENTIFYING INFORMATION** |

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| **Student’s Name:** | Alden Smith | **Student’s Date of Birth:** 4/21/2003 | **Student’s Age:** 11- 2 |
| **Student’s Gender:** | Male | **Student’s Ethnicity:** African American |  |
| **Student’s School:** | Foerster Elementary | **Student’s Grade:** 4th |  |
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| **Parents/Guardians:** | Robert Smith |  | **Primary Language Spoken at Home:** English |
| **Examiner’s Name:** | Kima Elmore |  |  |
| **Testing Date(s):** | June 15, 2015 |  |  |
| **Date of Report:** | June 30, 2015 |  |  |

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| **REASON FOR FULL AND INDIVIDUAL EVALUATION (FIE)** |
| The student agreed to be tested to help meet the requirements of a graduate course at Houston Baptist University the evaluator is currently taking. The testing is for practice purposes only  This Full and Individual Evaluation (FIE) represents academic and intellectual evaluations conducted by Kima Elmore, Educational Diagnostician. The purpose of this FIE is to: (a) describe ***Alden Smith’s*** strengths and weaknesses and present levels of performance across multiple academic areas; (b) provide information that will assist personnel at her current school in determining if a disability condition(s) exists and educational needs; and (c) make recommendations regarding educational programming.  Throughout his school years, ***Alden Smith*** has experienced academic difficulties in Reading and Math. His school success is determined by her efforts to consciously seek assistance from teachers and tutoring in Math and ELA provided by after school tutorials and instructional pull-outs at Foerster Elementary School. |

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| **ASSESSMENT INSTRUMENTS AND PROCEDURES** |
| Standardized evaluation procedures were followed. Alden was tested on the campus of a private University and testing office. During the testing, Alden was extremely cooperative, focused, friendly, and task driven. His attitude toward testing was pleasant. Alden was tested at Foerster Elementary. This environment was quiet and conducive to an environment appropriate for testing. The following procedures were components of the evaluation: |

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| **PROCEDURE** | |
| **Wechsler Individual Achievement Test 3rd Edition (WIAT-III)**  The WIAT-III is an individually administered test that evaluates academic achievement in reading, math, and writing,  and oral language (expressive and receptive). | |
| **Wechsler Intelligence Scale for Children Fourth Edition – (WISC-V)**  The WISC-IV Integrated is an individually administered clinical instrument designed to assess the cognitive ability and  problem-solving processes of children aged 6-0 through 16-11. | |
| **Direct Observation** | |
| **Indirect Observation** | |
| **Vision/Hearing Screening** | |
| **Review of School Records** | |
| **VISION/HEARING SCREENING** | |
| **Vision** |  |
| **Date Assessed:** | 1/11/2015 |
| **Comments:** | Within normal limits |
| **Hearing:** |  |
| **Date Assessed:** | 2/22/2015 |
| **Comments:** | Within normal limits |
| **REVIEW OF PREVIOUS EDUCATIONAL EVALUATIONS** | |
| Based on the findings of previous evaluations, it was determined that Alden scored within the low average range on intellectual and achievement tests. There appeared to be significant weaknesses in his ability to attend to tasks and concentrate. In addition, he exhibited difficulty with language processing, reading, spelling, and decoding. Alden was diagnosed with Attention Deficit Disorder in 2000.  Previous evaluation information was obtained from Alden. Sources of previous evaluation data included the following.  **Sources of Previous Evaluation Data**   |  |  | | --- | --- | | **Tests** | **Dates** | | Wechsler Intelligence Scale for Children-Fourth Edition (WISC-V) | June 15 & 16, 2015 | | Wechsler Individual Achievement Test-3rd Edition (WIAT-III) | June 20 &21, 2015 | | |
| **SPEECH/LANGUAGE** | |
| Alden expresses himself best in oral speech. Language functioning was observed during the evaluation and it was determined that he easily engages in informal conversation. He has intelligible speech and is able to make his needs known to others. His dominant language is English.  Alden was able to follow instructions for testing and engaged in appropriate conversation. He was able to take turns during conversation and remained on topic. All evaluation instruments and procedures were administered in his dominant language. | |

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| **PHYSICAL INFORMATION** |
| Physical conditions that may directly affect Alden’s ability to profit from the educational process were considered. His vision and hearing appeared to be within normal limits without correction. He did not exhibit any signs of health or medical problems. Currently, he takes the prescription medication, Vyvance which assists in decreasing her/his attention difficulties.  He does not appear to have physical conditions that must be considered in the provision of an appropriate education, including physical education. Analysis of the noted evaluations, interviews, and observations indicate this student can function in a regular physical education program including athletics. |
| **SOCIOLOGICAL** |
| Sociological data concerning Alden’s family and community environment that may influence learning/behavior patterns were considered. He lives with his biological father. He has one younger, elementary school age sister. Alden and his family appear to have a positive relationship. His father is very involved in Alden’s educational performance and have provided numerous supports for his success. Based on current data, sociological factors do not appear to adversely affect Alden’s learning and behavior patterns to a degree that would impede his learning. |
| **EMOTIONAL/BEHAVIORAL** |
| The evaluation of a student’s emotional and behavioral factors consists of identifying those characteristics of behaviors which may impact the student’s learning. During the evaluation, Alden was friendly, cooperative, polite, respectful, independent, and wanted to do well. He mentioned several times that he didn’t mind being tested and was fascinated with using the iPad for the WISC-V. He was focused and took his time answering the questions. It appeared very important to Alden to get the answers correct on this test. Based on observations and parent and student information, serious emotional and behavioral factors do not appear to significantly interfere with her/his ability to learn. |
| **TEACHER INTERVIEWS** |
| Ms. Davis, Alden’s general education teacher, provided input regarding Alden’s typical classroom performance. Ms. Davis reports that Alden wants to please. She reports that he is polite, respectful, and well-liked by his peers. Alden does require numerous breaks and often misses instruction while he is walking around, looking for materials in his desk, and talks to his peers anytime he is near them. According to Ms. Davis, Alden has a short attention span and frustrates easily at times which she believes is impacting his learning. |

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| **CLASSROOM OBSERVATIONS** |
| I observed Alden several times in his classroom. During whole group instruction, Alden experienced difficulty sitting still on the carpet. Although he was observed to move and fidget, he was able to participate in the class discussion. The students then moved to their desks. Alden’s desk had papers crumpled up as well as many that had fallen on the floor. He picked up the items and pushed them into his desk. Alden needed to find his reading book and started removing the items from his desk, most of which were crumpled papers. His tablemate helped him look and then replaced the items on his desk. Ms. Davis reported that she assists Alden every Friday in searching through his desk for papers that were not completed, completed but not turned in, or needed to go home. Once Alden located his book, it took an additional 5 minutes before he settled into his seat and opened it. He flipped through the pages but it did not appear that he was reading any of them. |

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| **ASSESSMENT OBSERVATIONS** |
| During the assessment Alden was attentive. He was observed to fidget and squirm during assessment task but overall he appeared comfortable in the testing environment and the results of the evaluation are considered a valid measure of his current functioning. |
| **INTELLECTUAL/COGNITIVE FUNCTIONING** |
| Intellectual functioning was assessed using formal instruments. An intelligence test was administered in order to assess Alden’s general range of intellectual functioning and to determine current strengths and weaknesses across cognitive processing areas. The *Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)* is an individually administered clinical instrument designed to measure a child’s intellectual ability for ages 6 years 0 months to 16 years 11 months. This revision of the *Wechsler Intelligence Scale for Children-Forth Edition (WISC-IV)* provides subtest and composite scores that represent intellectual functioning in specific cognitive domains that include verbal comprehension and working memory as well as a composite score that represents general intellectual ability that includes a Full Scale IQ (FSIQ). A number of other subtest, process, and index scores intended for additional clinical uses are included. |

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| **COGNITIVE TESTING** |
| The five cognitive domains are:   * The Verbal Comprehension Index (VCI) – this score is composed of subtests measuring verbal abilities that require reasoning, comprehension, and conceptualization. * The Visual Spatial Index (VSI) – this score is composed of subtest measuring the capacity to apply visual spatial and apply visual details. * The Fluid Reasoning Index (FRI) – this score is composed of subtest measuring abilities that underline conceptual relationships among objects and use reasoning to identify and apply rules. * The *Working Memory Index (WMI)* – this score is composed of subtests measuring working memory (specifically, simultaneous and sequential processing), attention, and concentration. * The *Processing Speed Index (PSI)* – this score is composed of subtests measuring the speed of mental and graphomotor processing. |
| To assess Alden’s ability to reason and to solve problems, verbally and nonverbally, the Wechsler Intelligence Scale for Children: Fifth Edition (WISC-V) was administered. The index composite scores are reported as age-correlated standard scores. The composite scores are Scale to a metric with a mean of 100 and a standard deviation of 15.  Alden obtained a *Full Scale Intelligence Quotient (FSIQ)* of 58, which ranks his overall ability at the 19thpercentile. This means that Alden performed as well as or better than 19% of his peers in the same age group and not as well as the remaining 81%. This score is in the Low Average range of intellectual functioning. This score is derived from the combined sum of index composite scores for the *VCI, VSI, FRI, WMI*, and *PSI* is considered to be the score that is most representative of general intellectual functioning. His scores on the index composite scores for *VCI* and *PSI* are also in the Low Average range. |

**WISC–V Results**

**WISC-V Composite Scores Summary**

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| **Scale** | **Sum of Scaled Scores** | **Composite Score** | **Percentile Rank** | **95% Confidence Interval** | **Qualitative Description** |
| Verbal Comprehension (VCI) | 16 | 89 | 23 | 82-98 | Low Average |
| Visual Spatial (VSI) | 12 | 78 | 7 | 72-87 | Very Low |
| Fluuid Reasoning (FRI) | 17 | 91 | 27 | 84-99 | Average |
| Working Memory (WMI) | 24 | 112 | 79 | 103-119 | High Average |
| Processing Speed (PSI) | 15 | 86 | 18 | 79-97 | Low Average |
| Full Scale (FSIQ) | 58 | 87 | 19 | 82-93 | Low Average |

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| ***Composite Index Score Differences***  Composite index score differences were examined to determine significant strengths and weaknesses. The scores are examined for statistical significance of the difference and for the frequency of the difference in the population by *FSIQ* ability level.  When analyzed for discrepancies, Alden’s five composite index scores *Verbal Comprehension Index (VCI)*-89, *Visual Spatial Index (VSI)*-78, *Fluid Reasoning Index (FRI)*-91, *Working Memory Index (WMI)-112*, and *Processing Speed Index (PSI)*-86 did not yield statistically significant differences on the six discrepancy comparisons. The differences between the paired composite index scores are less than the critical values for each pair. The base rates (frequency of the difference in the population by *FSIQ* ability level ≤90- ≤109) indicate that none of the base rates for the paired index composite scores are clinically meaningful because they are higher than 15%. Base rates that are 15% or lower are considered clinically meaningful because the probability of occurrence of the difference in the population is considered low. |

**WISC-V Composite Score Differences**

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| **Index Comparisons** | **Scaled Score 1** | **Scaled Score 2** | **Diff.** | **Critical Value** | **Sig. Diff. Y / N** | **Base Rate** |
| VCI – VSI | 89 | 78 | 11 | 12.81 | N | 3.4% |
| VCI – FRI | 89 | 91 | -2 | 12.46 | Y | 46.4% |
| VCI – WMI | 89 | 112 | -23 | 12.46 | Y | 16.1% |
| VCI – PSI | 89 | 86 | 3 | 13.79 | N | 7.7% |
| VSI – FRI | 78 | 91 | -13 | 12.12 | Y | 2.3% |
| VSI – WMI | 78 | 112 | -34 | 12.12 | Y | 26.7% |
| VSI – PSI | 78 | 86 | 8 | 13.48 | Y | 48.0% |
| FRI – WMI | 91 | 112 | -21 | 11.75 | Y | 12.4% |
| FRI – PSI | 91 | 86 | 5 | 13.15 | N | 6.0% |
| WMI – PSI | 112 | 86 | 26 | 13.13 | Y | 26.8% |

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| NOTE: Statistical Significance (Critical Values) at the .05 level |

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| **WISC-V Differences between Subtest and Mean of Subtest Scores** | | | | | | |
| **Subtest** | **Subtest Scaled Score** | **Mean**  **Scaled Score** | **Diff.** | **Critical Value** | **S / W** | **Base Rate** |
| Similarities | 8 | 7.86 | 0.14 | 3.44 |  | >25% |
| Vocabulary | 8 | 7.86 | 0.14 | 2.89 |  | >25% |
| Block Design | 7 | 7.86 | -0.86 | 3.27 |  | >25% |
| Visual Puzzles | 5 | 7.86 | -2.86 | 2.80 |  | 5-10% |
| Matrix Reasoning | 7 | 7.86 | -0.86 | 3.34 |  | >25% |
| Figure Weights | 10 | 7.86 | 2.14 | 2.10 |  | 15-25% |
| Digit Span | 11 | 7.86 | 3.14 | 2.48 |  | 5-10% |
| Picture Span | 14 | 7.86 | 6.14 | 3.18 | S | >2% |
| Coding | 7 | 7.86 | -0.86 | 3.44 |  | >25% |
| Symbol Search | 8 | 7.86 | 0.14 | 3.58 |  | >25% |

*Note*. Overall: Mean = 7.8

Statistical Significance (Critical Values) at the .05 level

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| ***Composite Index Score Subtest Scale Score Differences*** |
| The index composite scores for the *VCI, VSI, FRI, WMI*, and *PSI* were further/his analyzed to determine whether the Scale scores on the subtests that constitute each index measure are a *consistent* or *non-consistent* trait. The Scale scores of the index composite scores have a mean of 10 and a standard deviation of three. Discrepancies that are less than five points between the highest and lowest subtest Scale scores within an index are considered *consistent*. This indicates that the intra-index variability among the Scale score range of the subtests for a particular index composite score deems the index composite score as a valid predictor of the student’s skills for the index. Discrepancies that are equal to or greater than five points between the highest and lowest subtest Scale scores within an index are considered *non-consistent*. This indicates that the intra-index variability among the Scale score range of the subtests for a particular index composite score deems the index composite score as not a valid predictor of the student’s skills for the index. |
| Alden’s composite score of 89 on the *Verbal Comprehension Index (VCI)* is ranked in the 23rd percentile and is in the Low Average range of intellectual functioning. This means that he scored as well as or better than 23% of peers in his age group. Alden’s ability was assessed using several tasks that identified his skill sets.  **Crystalized-Knowledge/Verbal Comprehension** **(Gc)** measures the breadth and depth of a person’s acquired knowledge, the ability to communicate one’s knowledge and the ability to reason using previous learned experiences or procedures. The Verbal Comprehension Index includes four subtests. These four core Verbal Comprehension subtests include Similarities, Vocabulary, Information, and Comprehension.  He was required to draw conceptual similarities between words (*Similarities*). The **Similarities** subtest measures verbal concept formation and abstract reasoning. It involves crystallized intelligence, abstract reasoning, auditory comprehension, memory, associative and categorical thinking, distinction between nonessential and essential features, and verbal expression. Alden scored in the Low Average range of intellectual functioning on this subtest. He earned 23 points out of a possible 46 points.  He was required to define words presented orally and visually (*Vocabulary*). The **Vocabulary** subtest measures word knowledge, verbal concept formation, crystallized intelligence, fund of knowledge, learning ability, long-term memory, degree of language development, auditory comprehension, and verbal expression. Alden scored in the Blow Average range of intellectual functioning on this subtest. He had difficulty defining abstract words such as (absorb, precise, transparent). He was able to define concrete words such as (soap, kitchen, and coat). He earned 23 points out of a possible 54 points.  He was required to answer questions that addressed a broad range of general knowledge topics (*Information*). The **Information** subtest is designed to measure the examinee’s ability to acquire, retain, and retrieve general factual information and verbal perception, comprehension, and expression. It involves crystallized intelligence and long-term memory. Alden scored in the Low Average range of intellectual functioning on this subtest.  He was required to answer questions based on his understanding of general principles and social situations (*Comprehension)*. C**omprehension** subtest is designed to measure verbal reasoning and conceptualization, verbal comprehension and expression, the ability to evaluate and use past experience, and the ability to demonstrate practical knowledge and judgment. It also involves crystallized intelligence, knowledge of conventional standards of behavior, social judgment, long-term memory, and common sense. Alden scored in the Low Average range of intellectual functioning on this subtest.  Subtest scores for this index are considered *cohesive* because the discrepancy between the highest and lowest subtest Scale scores is less than five points. This indicates that the intra-index variability among the Scale score range of the subtests for the *VCI* composite score is a valid predictor of Alden’s skills for the index. |

**WISC-V Verbal Comprehension Index (VCI) Subtest Scores Summary**

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| **Subtest** | **Scale Scores** |
| Similarities | 8 |
| Vocabulary | 8 |
| Information | 8 |
| Comprehension | 11 |

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| The composite score of 78 obtained by Alden on the *Visual Spatial Index (VSI)* is in the 7th percentile and is in the Very Low Average range of intellectual functioning. This means that he scored as well as or better than 7% of peers in his age group. Alden’s ability was assessed using several tasks that identified his skill sets.  **Visual Processing (Gv)** measures the ability to perceive, analyze, synthesize, and think with visual patterns, including the ability to store and recall visual representations. There are two subtests that make up visual processing. They are Block Design and Visual Puzzles.  Within a specific time limit, he was required to view a picture and use red and white blocks to re-create the design (*Block Design*). The **Block Design** subtest measures the ability to analyze and synthesize abstract visual stimuli. It involves nonverbal concept, broad visual intelligence, fluid intelligence, visual perception and organization, simultaneous processing, visual-motor coordination, learning, and the ability to separate figure-ground in visual stimuli. Alden scored within the Very Low Average range of intelligence on this subtest.  Working within a specific time limit, he was required to view a completed puzzle and select three response options that, when combined, reconstruct the puzzle *(Visual Puzzles)*. The **Visual Puzzles** subtest nonverbal reasoning and the ability to analyze and synthesize abstract visual stimuli. It involves visual perception, broad visual intelligence, fluid intelligence, simultaneous processing, spatial visualization and manipulation, and the ability to anticipate relationships among parts. Alden scored within the Very Low Average range of intelligence on this subtest.  Subtest scores for this index are *consistent* because the discrepancy between the highest and lowest subtest Scale scores  within the index is less than five points. This indicates that the intra-index variability among the Scale score range of  the subtests for the *VSI* composite score is a valid predictor of Alden’s skills for the index. |

**WISC-V Visual Spatial Index (VSI) Subtest Scores Summary**

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| **Subtest** | **Scale Scores** |
| Block Design | 7 |
| Visual Puzzles | 5 |

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| The composite score of 91 was obtained by Alden on the *Fluid Reasoning Index (FRI)* which is in the 27th percentile and  is in the Average range of intellectual functioning. This means that he scored as well as or better than 27% of peers in his  age group. Alden’s ability was assessed using several tasks that identified his skill sets.  **Fluid Reasoning (Gf)** measures the ability to reason, form concepts, and solve problems using unfamiliar information or new procedures. There are four subtests that make up the fluid reasoning (Gf) cluster score. **Matrix Reasoning** involves fluid intelligence, broad visual intelligence, classification and spatial ability, knowledge of part-whole relationships, simultaneous processing, and perceptual organization. **Figure Weights** requires reasoning processes that can be expressed mathematically, inductive and deductive logic. **Picture Concepts** requires looking at two or three rows of pictures and then selecting from each row the one picture that best goes together with the other selection(s) to form a concept. The **Arithmetic subtest** works within a specified time limit. The examinee mentally solves a series of arithmetic problems. It involves mental manipulation, concentration, attention, short and long-term memory, numerical reasoning ability, and mental alertness.  He was required to view an incomplete matrix or series and select the response option that completes the matrix or series  (*Matrix Reasoning*). The **Matrix Reasoning** subtest, involves fluid intelligence, broad visual intelligence, classification  and spatial ability, knowledge of part-whole relationships, simultaneous processing and perceptual organization. Alden  scored within the Average range of intelligence on this subtest.  Working with a specific amount of time, Alden was required to view a scale with missing weight(s) and selects the  response option that keeps the scale balanced *(Figure Weights)*. The **Figure Weights** subtest measures quantitative  fluid reasoning and induction. Alden scored within the Average range of intelligence on this subtest.  **Visual Processing (Gv)** measures the ability to perceive, analyze, synthesize, and think with visual patterns, including the ability to store and recall visual representations. There are two subtests that make up visual processing. They are Block Design and Picture Completion. On the **Block Design Subtest**, the examinee **w**orks within a specified time limit, views a model and a picture, or a picture only, and uses blocks to recreate the design. It is designed to measure the ability to analyze and synthesize abstract visual stimuli. The **Picture Completion** subtest also requires the examinee to work within a specified time limit, view a picture with an important part missing and identify the missing part.  He was required to view two or three rows of pictures and selects one picture from each row to form a group with a common characteristic *(Picture Concepts)*. The **Picture Concepts** subtest measures fluid and inductive reasoning, visual-perceptual recognition and processing, and conceptual thinking. This task also requires visual scanning, working memory, and abstract reasoning. Alden scored within the Average range of intelligence on this subtest.  He was required to mentally solve arithmetic problems within a specific time limit. For both the picture and verbal items *(Arithmetic)*. The **Arithmetic** subtest involves mental manipulation, concentration, brief focused attention, working memory, short- and long-term memory, numerical reasoning ability, applied computational ability, and mental alertness. Alden scored within the Average range of intelligence on this subtest.  Subtest scores for this index are *consistent* because the discrepancy between the highest and lowest subtest Scale scores within the index is less than five points. This indicates that the intra-index variability among the Scale score range of the subtests for the FRI composite score is a valid predictor of Alden’s skills for the index. |
| **WISC WISC-V Fluid Reasoning Index (FRI) Subtest Scores Summary**   |  |  | | --- | --- | | **Subtest** | **Scale Scores** | | Matrix Reasoning | 7 | | Figure Weights | 10 | | Picture Concepts | 10 | | Arithmetic | 8 |   Alden obtained a composite score of 112 on the *Working Memory Index (WMI)* which is in the 79th percentile and is in the High Average range of intellectual functioning. This means that he scored as well as or better than 79% of peers in his age group. Alden’s ability was assessed using several tasks that identified his skill sets.  **Long Term Retrieval (Glr)** measures the ability to store information and retrieve it later. Long term retrieval is not tested on the WIAT-III or WISC-IV.  **Short Term Working Memory (Gsm)** measures the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. Short Term Working Memory is made up of two subtests. They include Digit Span and Letter Number Sequencing. **Digit Span** is composed of two tasks: **Digit Span Forward and Digit Span Backward.** For Digit Span Forward, the examinee is read a sequence of numbers and states the numbers in the same order. For Digit Span Backward, the examinee is read a sequence of numbers and states the numbers in reverse order. Digit Span Forward involves rote learning and memory, attention, encoding, and auditory processing. Digit Span Backward involves working memory, transformation of information, mental manipulation, and visuospatial imaging. In **Letter Number Sequencing**, the examinee is read a sequence of numbers and letters and states the numbers in ascending order and the letters in alphabetical order. The task involves sequential processing, mental manipulation, attention, concentration, memory span, and short-term auditory memory.  Alden’s ability for this index was assessed using tasks that required him to recall and repeat a sequence of numbers in the same order as presented by the examiner (*Digit Span Forward*), in the reverse order (*Digit Span Backward*) this task required her/his to listen to a sequence of numbers and recall the numbers in reverse order, and in ascending order (*Digit Span Sequencing*). The **Digit Span** subtest measures cognitive flexibility and mental alertness. **Digit Span Forward** involves rote learning and memory, attention, encoding, and auditory processing. The **Digit Span Backward**subtest involves working memory, transformation of information, mental manipulation, and visuospatial imaging. The *Digit Span Sequencing* subtest is similar to other/his tasks that are designed to measure working memory and mental manipulation. Alden scored within the Average range of intelligence on this subtest.  He was required to view a stimulus page with one or more pictures of nameable objects for a specified time and then selects the picture(s) in sequential order from options on a response page *(Picture Span)*. The **Picture Span** subtest measures visual working memory and working memory capacity. Alden scored within the High Average range of intelligence on this subtest.  He was required to read a sequence of letters and recall the numbers in ascending order and then the letters in alphabetical order *(Letter-Number Sequencing)*. The **Letter-Number Sequencing** subtest involves sequential processing, the ability to compare stimuli based on quantity or alphabetic principles, working memory capacity, and mental manipulation. Alden scored within the High Average range of intellectual functioning on this subtest.  Subtest scores for this index are *consistent* because the discrepancy between the highest and lowest subtest Scale scores within the index is less than five points. This indicates that the intra-index variability among the Scale score range of the subtests for the *WMI* composite score is a valid predictor of Alden’s skills for the index. |

**WISC-V Working Memory Index (WMI) Subtest Scores Summary**

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| **Subtest** | **Scale Scores** |
| Digit Span | 11 |
| Picture Span | 14 |
| Letter-Number Sequencing | 14 |

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| Alden’s composite score of 86 on the *Processing Speed Index (PSI)* is in the 18th percentile and is in the Average range of intellectual functioning. This means that he scored as well as or better than 18% of peers in his age group. There is a high correlation between processing speed and general cognitive ability, and the score is sensitive to certain clinical conditions. Alden’s ability was assessed using several tasks that identified his skill sets.  **Processing Speed (Gs)** measures the ability to perform automatic cognitive tasks, as an aspect of cognitive efficiency. Processing Speed is made up of three subtests which include Coding, Symbol Search and Cancellation. In the **Coding** subtest, using a key, the examinee copies symbols that are paired with numbers within a specified time limit. In addition to processing speed, the subtests measure short-term visual memory, visual perception, attention, concentration, and motivation. **Symbol Search** works within a specified time limit, by having the examinee scan a group of symbols and indicate whether one of the symbols matches a particular symbol in the target group. In addition to processing speed, the subtest involves short-term visual memory, visual-motor coordination, visual discrimination, attention, and concentration. The **Cancellation Subtest** consists of working within a specified time limit by having the examinee scan an arrangement of shapes and mark targeted shapes. It is designed to measure processing speed, visual selective attention, vigilance, perceptual speed, and visual-motor ability.  Alden’s ability was assessed using tasks that required him to copy symbols that are paired with numbers within a specified time limit (*Coding*). The **Coding** subtest measures processing speed, short-term visual memory, learning ability, psychomotor speed, visual perception, visual-motor coordination, visual scanning ability, cognitive flexibility, attention, motivation, sequential processing, and fluid intelligence. Alden scored within the Low Average range of intellectual functioning on this subtest. His low score could have been due to his difficulty with attention to tasks. Tasks on this subtest required him to focus on many skills at one time to be successful. In addition, the subtest was timed.  Working within a specific time limit, he was required to scan a search group and indicate whether/his one of the symbols in the target group matches *(Symbol Search)*. The **Symbol Search** subtest measures processing speed, short-term visual memory, visual-motor coordination, cognitive flexibility, visual discrimination, psychomotor speed, speed of mental operation, attention, concentration, auditory comprehension, perceptual organization, fluid intelligence, and planning and learning ability. Alden scored in the Low Average range of intellectual functioning on this subtest.  Subtest scores for this index are *non-*consistent, which indicates that the intra-index variability among the Scale score range of the subtests for the *PSI* is greater than five points therefore, the *PSI* composite score is not a valid predictor of Alden’s skills for this index. |

**WISC-V Processing Speed Index (PSI) Subtest Scores Summary**

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| **Subtest** | **Scale Scores** |
| Coding | 7 |
| Symbol Search | 8 |
| Cancellation | 1 |

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| Alden’s composite index scores are within the Average range of intellectual ability. The differences between the index composite scores are real; however they are not statistically significant. A significant discrepancy was identified between subtests on the *Processing Speed Index*, which indicates that that measure is not a valid predictor of his skills for this index. Alden’s *WISC-V Full Scale IQ (FSIQ)* is a valid interpretation of her/his intellectual ability when the range of his *FSIQ* 82-93 is taken into consideration. His *FSIQ* of 87 falls within the Average range of intellectual ability. This does not mean that Alden will not experience academic difficulties. This means that he has the potential to overcome difficulties if she/he is afforded the opportunity to utilize accommodations in academic settings. |

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| **ADAPTIVE BEHAVIOR** |
| Adaptive behavior is the effectiveness with which individuals meet the standards of personal independence and social responsibility expected of individuals of their age and cultural group. Adaptive behavior represents the interaction of personal, cognitive, social, and situational variables. |
| Alden’s adaptive behavior was assessed using informal measures (i.e.: student information and observation of behavior during the individual evaluation, and parent information). Based on this data, Alden’s adaptive behavior appears to be within the Average range and consistent with her/his current intellectual functioning. |

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| **ACADEMIC/DEVELOPMENTAL PREFORMANCE** |
| Information regarding Alden’s level of academic and/or developmental performance may be gathered through data from, but not limited to report cards, state developed assessments, district assessments, his teacher reports, information obtained from parents, observations, and the administration of standardized achievement tests. The collection of educational performance data is used to assess Alden’s level of acquired knowledge.   |  | | --- | | **INFORMAL AND SCHOOL BASED ACADEMIC TESTING** | | During the 2014-15 school year Alden earned credits for the courses and is eligible to be classified as a fifth grade student for the 2015-16 school year.  He was required to pass the state administered standardized STAAR examinations in math, reading, science, and social studies. He passed all assessed areas within the STAAR examination. | |

**Sources of Previous Academic Data**

|  |  |
| --- | --- |
| **Tests** | **Dates** |
| Texas Assessment of Knowledge and Skills (TAKS) | April 2015 |
|  |  |
| Texas Assessment of Knowledge and Skills (TAKS) | April 2014 |
| Iowa Tests of Basic Skills (ITBS) | May 2015 |

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| **WECHSLER INDIVIDUAL ACHIEVEMENT TEST-THIRD EDITION (WIAT-III)** |
| The *Wechsler Individual Achievement Test-Third Edition* (*WIAT-III*) was administered to assess Alden’s current levels of academic functioning. The *WIAT-III* is an individually administered, diagnostic achievement test designed for students in grades Prekindergarten (PK) through 12, or ages 4 years 0 months through 19 years 11 months. The test includes 16 subtests designed to measure listening, speaking, reading, writing, and mathematics skills.     |  | | --- | | **COMPOSITE AND SUBTEST SCORE INTERPRETATIONS** | | Overall, Alden’s academic skills are commensurate with his intellectual ability. Based on the findings of the WIAT-III, composite standard scores in all academic areas are within the Average range. Below Average subtest standard scores were identified in two areas. The scores are explained in detail below.  The *Oral Language* composite includes the subtests of *Listening Comprehension* and *Oral Expression*. These subtests measure listening comprehension skills that closely resemble the skills required by students in a classroom setting. Items require comprehension of single sentences, extended discourse, word retrieval, cognitive flexibility, working memory, syntactic ability, and verbal short-term memory. ***Alden*** obtained standard scores, 81 (*Oral Language*), 84 (*Listening Comprehension*), and 83 (*Oral Expression*). The *Oral Language* composite score is within the Below Average range. The *Listening Comprehension* standard score is 84, which is in the Below Average range. The *Oral Expression* standard score is in the Below Average range. Alden has Below Average expressive language skills.  The *Total Reading* composite includes the subtests *Reading Comprehension*, *Word Reading*, and *Pseudoword Decoding .*These subtests measure untimed reading comprehension of various types of text, including fictional stories, informational text, advertisements, and how-to passages; speed and accuracy of de-contextualized word recognition; ability to decode nonsense words; and speed, accuracy, fluency, and prosody of contextual oral reading. ***Alden*** obtained standard scores, 75 (*Total Reading*), 83 (*Reading Comprehension*), 72 (*Word Reading*), and 75 (*Pseudoword Decoding*). All standard scores are Below the average range.  The *Basic Reading* composite includes the subtests *Word Reading* and *Pseudoword Decoding*. These subtests measure speed and accuracy of decontextualized word recognition and ability to decode nonsense words. ***Alden*** obtained standard scores, 75 (*Basic Reading*), 72 (*Word Reading*), and 75 (*Pseudoword Decoding*). All standard scores are Below the average range.  The *Reading Comprehension and Fluency* composite includes the subtests *Reading Comprehension* and *Oral Reading Fluency*. These subtests measure untimed reading comprehension of various types of text, including fictional stories, informational text, advertisements, and how-to passages and speed, accuracy, fluency, and prosody of contextual oral reading. ***Alden*** obtained standard scores 83 (*Reading Comprehension)* and 83 (*Oral Reading Fluency*). All standard scores are within the Below the average range.  The *Written Expression* composite includes the subtests of *Sentence Composition*, *Essay Composition*, and *Spelling*. These subtests measure sentence formulation skills and written syntactic maturity; spontaneous, compositional writing skills within a 10 minute time limit and written spelling of single words. ***Alden*** obtained standard scores, 78 (*Written Expression*)*,* and 88 (*Spelling*). All standard scores are Below the average range except for Spelling.  The *Mathematics* composite includes the subtests of *Math Problem Solving* and *Numerical Operations*. These subtests measure math problem solving and math calculation. These subtests are designed to inform teacher about ***Alden*** knows or what she needs to be taught, skill strengths and weaknesses, which skills can be applied at an instructional level and which skills can be applied automatically. ***Alden*** obtained standard scores, 96 (*Mathematics*)*,* 91 (*Math Problem Solving*)*,* 103 (*Numerical Operations*). All standard scores are within the Average range.  The *Math Fluency* composite includes the subtests of *Math Fluency-Addition*, *Math Fluency-Subtraction*, and *Math Fluency-Multiplication*. These subtests measure complex problem solving and the acquisition of higher/level mathematics skills. Students are required to correctly answer mathematics problems (addition, subtraction and multiplication facts) within a given time period. ***Alden*** obtained standard scores, (*Math Fluency*)*,* 112 (*Math Fluency-Addition*)*,* 90 (*Math Fluency-Subtraction*)*,* 93 (*Math Fluency-Multiplication*). All standard scores are within the Average range.  There are significant differences between the composite achievement scores and full scale IQ score. The findings indicate that ***Alden*** has difficulty in the area of Reading, Written language, and Oral language. She scored much lower on the Reading composite than expected. | |
| **WECHSLER INDIVIDUAL ACHIEVEMENT TEST-THIRD EDITION (WIAT-III)** |

# Summary of WIAT-II Composite and Total Scores

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Composite | Standard Score | 95%  Confidence Interval | Percentile Rank | Qualitative Description |
| Reading | 075 | 71- 79 | 5 | Below Average |
| Mathematics | 96 | 89- 103 | 39 | Average |
| Written Language | 82 | 74- 90 | 12 | Below Average |
| Oral Language | 81 | 70- 92 | 10 | Below Average |
|  |  |  |  |  |
| Total Achievement | 080 | 76- 84 | 9 |  |

**Wechsler Individual Achievement Test-Third Edition (WIAT-III) Subtest Score Summary**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUBTESTS\*** | **Standard Score** | **95%**  **Confidence Interval** | **Percentile Rank** | **Age Equivalent** | **Grade Equivalent** |
| Word Reading | 72 | 67- 77 | 3 | 7:8 | 2:6 |
| Reading Comprehension | 83 | 76- 90 | 13 | 8:8 | 3:2 |
| Pseudoword Decoding | 75 | 70- 80 | 5 | 6:4 | 1:7 |
| Numerical Operations | 103 | 94- 112 | 58 | 11:4 | 5:8 |
| Math Reasoning | 91 | 83- 99 | 27 | 10:0 | 4:8 |
| Spelling | 88 | 82- 94 | 21 | 9:4 | 3:8 |
| Written Expression | 78 | 65- 91 | 7 | 8:0 | 3:0 |
| Listening Comprehension | 84 | 70- 98 | 14 | 8:4 | 3:2 |
| Oral Expression | 83 | 71- 95 | 13 | 7:8 | 3:0 |

\*\*NOTE: The WIAT–III is a norm-referenced test. It is not aligned with the Texas Essential Knowledge and Skills (TEKS).

**Wechsler Individual Achievement Test-Third Edition (WIAT-III) Subtest Component Score Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subtest Component** | **Standard Score** | **Percentile Rank** | **Qualitative Description** |
| **Listening Comprehension** |  |  |  |
| Receptive Vocabulary | 076 | 05 | Below Average |
| Oral Discourse Comprehension | 096 | 39 | Average |
| **Sentence Composition** |  |  |  |
| Sentence Combining | 107 | 68 | Average |
| Sentence Building | 103 | 58 | Average |
| **Essay Composition** |  |  |  |
| Word Count | 110 | 75 | Average |
| Theme Development & Text Organization | 109 | 73 | Average |
| **Oral Expression** |  |  |  |
| Expressive Vocabulary | 117 | 87 | Above Average |
| Oral Word fluency | 124 | 95 | Above Average |
| Sentence Repetition | 097 | 42 | Average |

\*\*NOTE: The WIAT–III is a norm-referenced test. It is not aligned with the Texas Essential Knowledge and Skills (TEKS).

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| **ASSISTIVE TECHNOLOGY** |
| Alden can access the school environment and curriculum without the need for AT services or devices. He communicates clearly and is motorically independent. |
| **CONCLUSION** |
| During individual achievement testing, ***Alden*** demonstrated the following academic strengths and weaknesses:  Strengths –***Alden*** performed best in the area of Mathematics*.* Additional strengths include Numerical Operations, Math Reasoning, and Spelling, which all falls into the average range.  Weaknesses – ***Alden*** exhibited difficulty in Reading. This included word reading, reading comprehension, pseudoword decoding, written expression, listening comprehension, and oral expression. ***Alden*** was below average in Reading, Written language, and Oral language. However, her spelling is in average range. |
| **RECOMENDATIONS** |
| ***Alden’s*** overall scores indicate that she is performing in the Average range of intellectual ability and achievement in mathematics but not in reading and written and oral language. It is recommended that he gets additional help in these areas of difficulty.  This evaluation is considered a valid representation of ***Alden’s*** current levels of functioning in the areas assessed. The following recommendations are based upon a review of evaluation data to assist ***Alden*** in Reading, and written and oral language. These recommendations are intended for the classroom as well as test settings.   * Allow ***Alden*** extra time to complete examinations. Extend time 50%. * Provide ***Alden*** with a quiet place to complete examinations, if the student requests this accommodation. * Provide instructions (written and oral) for tasks to be completed in “chunks” short and precise. * Repeat important information often. * Check for understanding frequently. * Allow multiple exposures to new material using different instructional techniques. * Underline or highlight key information as a quick visual aid. * Provide practice in word usage and definitions. * Provide class notes. |
| **ASSURANCES** |
| The multidisciplinary team assures that the testing, evaluation materials, and procedures used for the purpose of evaluation were selected and administered so as not to be racially or culturally discriminatory.  The multidisciplinary team assures that the tests and other evaluation materials have been validated for the specific purpose for which they were used.  The multidisciplinary team assures that the tests and other evaluation materials were administered by trained personnel in conformance with the instructions provided by their producers.  More than one procedure was used for determining whether a student has a disability and for determining an appropriate educational program for the student.  Technically sound instruments were used to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.  The evaluation provides relevant information that directly assists persons in determining the educational needs of the child and is sufficiently comprehensive to identify the special education needs and related (supportive) services as a required to assist the child to benefit from special education. |

**MULTIDISCIPLINARY TEAM**

## Kima Elmore

## Educational Diagnostician

## SIGNATURE OF EVALUATOR

*K.Y. Elmore*