EDUCATIONAL EVALUATION
REPORT OF TESTING
_____ (Quarter)   _____ (Year)

NAME: PARENT:
BIRTH: ADDRESS:
SCHOOL: DATE OF EVALUATION:
GRADE: CLINICIAN:
AGE: CASE NUMBER:

INSTRUMENTS OF EVALUATION

Intake interview
Review of Medical Records
Review of School Reports
Audiometer
Columbia Mental Maturity Test
Detroit Tests of Learning Aptitude - 2 (DTLA-2)
Detroit Tests of Learning Aptitude - 3 (DTLA-3)
Developmental Test of Visual-Motor Integration (VMI)
Durrell Analysis of Reading Difficulty
Goldman-Fristoe-Woodcock Sound Symbol Tests: Sound Analysis
Informal Oral and Written Language Samples
Keystone Telebinocular
Lindamood Auditory Conceptualization Test (LAC)
Motor-Free Visual Perception Test-Revised (MVPT-R)
Peabody Picture Vocabulary Test - Revised
Peabody Picture Vocabulary Test - III
Peabody Individual Achievement Test-Revised (PIAT-R): Spelling
Qualitative Reading Inventory - II (QRI-II)
Slosson Intelligence Test-Revised (SIT-R)
Test of Adolescent Language - 3 (TOAL-3)
Test of Language Development 2 Primary (TOLD-2:P)
Test of Language Development Intermediate - 2 (TOLD-I:2)
Test of Nonverbal Intelligence - 2 ((TONI-2)
Test of Nonverbal Intelligence - 3 (TONI-3)
Wechsler Individual Achievement Test (WIAT)
Wepman Test of Auditory Discrimination
Woodcock- Johnson Tests of Cognitive Ability- Revised (WJ-R)
Other:

REFERRAL AND IDENTIFYING DATA

_____, _____ years of age, (is currently attending) (will attend) _____
School. (He) (She) lives at home with (his) (her) parents (and _____)
where _____ (is) (are) the primary language(s) spoken. (His) (Her) difficulties were first
noticed by _____, because _____.
(He) (She) was referred to us for an evaluation by_____, who (was) (were) concerned
that (he) (she) has difficulty
_____ and who (has) (have)
requested an evaluation to determine (his) (her) current educational needs.

BACKGROUND

✔ *Pregnancy*
✔ *Delivery*
✔ *Birth*
✔ *Post-Natal*
✔ *Milestones*
✔ *Infancy*
✔ *Toddler*
✔ *Nursery School*
✔ *Kindergarten*
✔ *School History*
✔ *Special Education testing*
✔ *Special Education Services*
✔ *Program Placement in School*
　　　(i.e. Transitional Bilingual Program, Dual Language, ESL)
　　　(i.e. Reading Resource, LD resource, other)
✔ *Home Language*

GENERAL HEALTH AND ILLNESSES

_____'s general health is described as _____

✔*Chronic Illness, absence from school*
✔*Accidents, surgery*
✔*Hearing history, ear infections*
✔*Vision history, glasses*

HEARING AND VISION ASSESSMENT

_____'s vision was screened during this evaluation with the Keystone Telebinocular device. These results suggest that _____ has (normal) (problems with) visual acuity for distance, (and) (but) (normal) (problems with) visual acuity for close work.

*(Some) (No) problems were noted with _____'s ability to make (his) (her) eyes focus together (lateral posture) (vertical posture).

*(With glasses)Near point vision is adequate for school work such as reading and writing. Far point vision is adequate for such tasks as copying from the board.

*Problems with (near point) (far point vision) may interfere with school work such as (reading and writing) (copying from the board).

The results of an audiological screening during this evaluation revealed that hearing was _____ (with the possible exception of some slight difficulty hearing the lowest tones).

*Hearing is (generally) adequate for school work (although _____ may possibly experience some slight difficulty hearing faint or distant speech) (although _____ might possibly have some difficulty hearing certain speech sounds, such as _____).

*Hearing problems may interfere with school work (such as_____).

BEHAVIORAL OBSERVATIONS

During the evaluation, _____ was a _____, _____ child whose general behavior was _____.

✓**Separation from parents**
✓**Relationship to examiner**
✓**Cooperations**
✓**Motivation**
✓**Self-concept**

When presented with school-related tasks, _____'s attention span was _____

✓*Task avoidance*
✓*Distractibility, Impulsiveness*
✓*Involvement in testing (active, passive)*
✓*Following Directions*
✓*Organization, Visual scanning*
✓*Errors on easy items, difficulty getting started*
✓*Pace(reflective, unproductive)*
✓*Requests for repetition*
✓*Response to or preference for specific type of input (visual, auditory, kinesthetic, combination)*
✓*Preferred response mode (recognition, recall) (oral, written)*

SOCIAL/EMOTIONAL ASSESSMENT

An in-depth social-emotional assessment was beyond the scope of this evaluation. However, parent and teacher reports as well as _____'s behavior and interactions during the evaluation were reviewed for indications of social-emotional adjustment.

According to _____'s parents _____

✔*Behavior at home; behavior at school*
✔*Family relations/friends*
✔*Behavior relative to norms of the culture or context*

_____'s teacher reports _____

✔*Behavior at school*
✔*Social relations/friends*

During the evaluation here, _____

✔*Relation to examiner; behavior during testing*

MENTAL ABILITY

On a test that measures both verbal and nonverbal cognitive ability and is specifically a measure of school aptitude (Woodcock-Johnson Revised Tests of Cognitive Ability) _____ scored in the ___ percentile.

✔*Give range in which most subtests fall.*
✔*Discuss particularly high or low subtests.*
✔*Discuss any patterns on subtests that specifically measure reasoning (i.e., Analogies, concept formation, analysis and synthesis).*

In addition to the assessment of general cognitive ability, a screening assessment of nonverbal mental ability suggests that _____ is presently functioning in the ___ percentile (Test of Nonverbal Intelligence-3) (Raven Progressive Matrices) (Columbia Mental Maturity Scale) . (Similarly) (In contrast) on a screening assessment of verbal mental ability (he) (she) scored in the ___ percentile (Slosson Intelligence Test-Revised) .

✔*Discuss any specific patterns, strengths, or weaknesses on these tests.*
✔*Discuss any difficulties with certain tasks due to cultural or language differences.*

* In addition _____ drew pictures of a man, woman, and himself (Goodenough-Harris Draw-A-Man Test) . The test is scored on the amount of detail the child includes in the pictures, and for young children these drawings provide a developmental measure of mental maturity. _____'s drawings were at the ___ percentile.

Overall, _____ did best on tasks measuring _____

* (He) (She) (did less well on) (had difficulty with) tasks involving _____

✔ *Special ease or difficulty with verbal and nonverbal measures*
✔ *Describe any problems with thinking skills:*
  categorization
  problem solving strategies, reasoning
   flexibility
  cause/effect
  inference
  evaluation
   hypothesizing
   thinking/problem solving in native language

* Based on _____'s performance on these measures of mental ability and aptitude, (he) (she) would generally be expected to achieve (at) (above) (his) (her) current grade level.

* Based on _____'s performance on these measures of mental ability and aptitude, (he) (she) would be likely to have (some) (slight) (significant) difficulty achieving (at grade level) (in some areas such as _____) .

* Although _____'s overall mental ability is in the (average) (above average) range, (his) (her) performance on (items) (subtests) measuring _____ suggest that (he) (she) may have (some) (slight) (significant) difficulty achieving (at grade level) (in some areas such as _____) .

* In spite of average nonverbal intelligence, _____'s performance on the measures of verbal mental ability and aptitude indicate that (he) (she) may have (some) (slight) (significant) difficulty achieving in some areas, such as _____ .

However, it is important to understand that mental ability is not a fixed quantity and that other factors may also influence a child's performance in school.

LANGUAGE ASSESSMENT

* Language Proficiency

   _____'s language proficiency was tested with an instrument that included measures of auditory discrimination, spoken vocabulary, articulation, listening comprehension, and oral expression (Language Assessment Scales) . On this test (he) (she) scored at level ___ in Spanish, which indicates that (he) (she) _____ . In English (he) (she) scored at level ___ indicating that (he) (she) _____

   (Similarly) (In contrast) on another test which specifically measures grammatical ability in both languages (Bilingual Syntax Measure), _____ scored at level ___ in Spanish, which indicates that (he) (she) _____ . In English (he) (she) scored at level ___ indicating that (he) (she) ____.

   _____'s language proficiency was also tested with an instrument that included measures of oral language, reading, and writing abilities in English and Spanish (Woodcock-Muñoz Language Survey- English and Spanish Forms). On this test (he) (she) scored at the _____ proficiency Level __ in Spanish, which indicates that (his) (her) oral receptive and expressive vocabulary skills are similar to those of native Spanish-speaking children at the age of _ years _ months old. (His) (Her) reading and writing skills in Spanish are similar to those of native Spanish-speaking children at the age of __ years __ months old. In English, (he) (she) scored at the _____ proficiency Level __, which indicates that (his) (her) oral receptive and expressive vocabulary skills in English are similar to those of native English-speaking children at the age of __ years __ months old. (His) (Her) reading and writing skills in English were similar to those of native English-speaking children at the age of __years __ months old.

✔*Discuss any word retrieval, decoding, or reading comprehension difficulties.*
✔*Examples or list of errors.*
✔*Note observations of native language and second language(English) proficiency*

   Overall, scores were (better for _____) (the same for both languages) . _____ speaks _____ at home, and (his) (her) instructional language has been _____ . For these reasons testing was conducted in _____ (although it should be noted that (he) (she) is not entirely proficient in this language) .

Receptive Language

Assessment of receptive language included measures of auditory discrimination, comprehension of single words and connected language, and auditory memory for words, sentences and directions.

✔ *Note whether assessment was given in both languages (native and English)*

Auditory Discrimination. Auditory discrimination for spoken language was assessed by asking whether pairs of words such as "cash/catch," or "madder/matter," sounded the same or different (Wepman Test of Auditory Discrimination) . _____ easily understood the same/different task, which required (him) (her) to analyze the sounds in the words (he) (she) heard and make a judgment about them. (He) (She) made (only) _____ errors on this test,

*indicating that auditory discrimination is adequate.

*indicating that since auditory discrimination is usually developed by the age of 8, (he) (she) may not process auditory information easily or automatically.

✔ *Notable behaviors or problems*
✔ *Examples or lists of errors*

* Problems in discrimination may cause difficulty with (articulation) (phonics and word identification) and (spelling) .

Auditory Comprehension. Auditory comprehension was measured first with a test that assessed understanding of both vocabulary and connected language. On this test (Wechsler Individual Achievement Test - Listening Comprehension) _____ scored in the ___ percentile.

Understanding of vocabulary was in the ____ percentile, on a test which asked _____ to point to one of four pictures that matched a word spoken by the examiner (Peabody Picture Vocabulary Test-Revised) (Test de Vocabulario de Imagenes Peabody)

✔ *Notable behaviors or problems*
✔ *Examples or lists of errors*

Comprehension of connected language was assessed by asking _____ questions about short passages that were read aloud by the examiner (WIAT - Listening Comprehension) . An informal analysis of the items of this test indicated that _____ had (no) difficulty with comprehension of connected language.

* The questions asked after the passages were read required _____ to comprehend and remember (1) a simple fact, (2) a fact requiring interpretation of the language in the passage (3) a series or sequence, and (4) inferential interpretation of the passage. _____ had difficulty with

_____

Comprehension of connected language was also assessed informally during the testing session.

* _____ was able to _____

* _____ had difficulty _____

✔*Note any difficulties with comprehension during conversation.*
✔*Note any difficulties with comprehension during testing (test directions, comprehension of questions).*
✔*Compare comprehension of ordinary conversation to more academic tasks.*
✔*Notable behaviors or problems*
✔*Examples or lists of errors*

* Because _____ had difficulty with listening comprehension, further assessment of (understanding of vocabulary) (and) (understanding of grammatical structures) was undertaken.

* (His) (Her) understanding of vocabulary categories was measured by asking (him) (her) to listen to a word and then point to one of three pictures that represented categories such as "time words," "transportation," and "feelings." On this test (Durrell Analysis of Reading Difficulty - Auditory Vocabulary) (his) (her) performance was _____.

* Understanding of the multiple meanings of words, such as "palm," "crane" and "fencing" was tested as well (Test of Adolescent Language-2) . _____ was asked to listen to a word and then point to two pictures which indicated two different meanings of the word. (His) (Her) understanding of multiple meanings is in the ___ percentile.

✔*Notable behaviors or problems*
✔*Examples or lists of errors*

A strong understanding of vocabulary will be essential for good reading comprehension. It is also important for both spoken and written expression.

*   Comprehension of grammatical structures was assessed by asking _____ to point to one of several pictures that matched a sentence spoken by the examiner that featured a specific grammatical form such as "He *is going* to pitch." (TOLD-P-2 Grammatical Understanding). On this task (he) (she) scored in the ____ percentile.

*   Comprehension of grammatical structures was assessed by asking _____ to indicate whether a sentence spoken by the examiner was grammatically correct or incorrect. (TOLD-I-2 Grammatical Comprehension) On this test (he) (she) scored in the ___ percentile.

*   Comprehension of grammatical structures was assessed by asking _____ to listen to three sentences spoken by the examiner and choose the two that had the same meaning, even though they differed in grammatical form (TOAL-3 Listening Grammar) . On this task (he) (she) scored in the ____ percentile.

✔*Notable behaviors or problems*
✔*Examples or lists of errors*

* Problems understanding grammatical forms may interfere with (oral expression), (reading comprehension), (use of syntax cues to decode words), (and) (written expression) .

* Problems with understanding connected language may interfere with oral and written expression.

        Auditory Memory. Memory for various types of material was also assessed. Memory for unrelated information was assessed by asking _____ to repeat strings of digits in reverse order

(Woodcock-Johnson Numbers Reversed) and to repeat strings of unrelated words (Woodcock-Johnson Memory for Words) . (He) (She) scored in the ___ percentile for digits and in the ___ percentile for words.

Memory was then assessed for more meaningful connected language. (He) (She) scored in the ___ percentile when asked to repeat sentences that the examiner said (TOLD-P-2 Sentence Imitation) (Woodcock Johnson-Memory for Sentences) (Detroit-Memory for Related Words) (TOAL-Speaking Grammar) .

(He) (She) scored in the ___ percentile on a paper and pencil task where (he) (she) was asked to carry out a series of instructions spoken by the examiner (Detroit Test of Learning Aptitude - Oral Directions) .

✔*Compare memory for related (connected language) and unrelated items.*
✔*Compare pure auditory tasks to tasks with visual cues.*
✔*Notable behaviors or problems*
✔*Examples or lists of errors*

* Problems remembering what is said may interfere with _____'s ability to comprehend what (he) (she) hears, and may affect the ability to follow complex directions and retain classroom instruction.

* Overall, in the area of receptive language, discrimination of words, comprehension of language, and memory for language are in the _____ range and receptive language is (adequate) (an asset) for the development of academic skills.

* Overall, in the area of receptive language, (discrimination of words), comprehension of (vocabulary) (grammatical structures) (connected language), and (memory for language) are in the _____ range. Problems with _____ may interfere with the development of academic skills, especially _____ .

* Good understanding of spoken language is essential for good reading comprehension.

Expressive Language

Expressive language was assessed for oral vocabulary, oral expression, and conversational ability. Expressive ability was assessed first with a general test of oral expression (WIAT - Oral Expression) . On this test, _____ scored in the ___ percentile.

_____'s oral vocabulary was assessed specifically by asking (him) (her) to name a series of pictures (Woodcock-Johnson Picture Vocabulary)(Expressive One Word Picture Vocabulary Test - English/Spanish) . On (this) (these) test(s) (he) (she) performed in the ___ percentile. Expressive vocabulary was also measured by asking _____ to give antonyms and synonyms for words spoken by the examiner (Woodcock Johnson - Oral Vocabulary) . Here (he) (she) performed in the ___ percentile.

✔*Note if assessment given in both languages (Native and English)*
✔*Examples, lists of errors*

In general, expressive vocabulary was (not) in keeping with (his) (her) receptive understanding of vocabulary described above,

* suggesting that although _____ intuitively knows the meaning of many words, (he) (she) has more difficulty using those words.

* suggesting that although knowledge of vocabulary may be limited, (he) (she) is able to use the words (he) (she) knows.

Oral expression was assessed informally by taping and transcribing _____'s language during the WIAT oral expression subtest, (while telling a familiar story,) (while telling the story of a favorite movie or TV show) and during various parts of the testing session.

On the Oral Expression subtest, _____ was asked to describe a picture, to describe a map and explain how a person might get from one location to another, and also to explain how to complete an action such as getting a snack from a vending machine. On the descriptive items the child is evaluated on (his) (her) ability to (1) name objects, (2) describe objects, (3) give an overview of the picture, and (4) give details of the picture. On the explanatory items the child is evaluated on (his) (her) ability to (1) comply with the stated directions, (2) express a logically ordered sequence, (3) give an overview of the activity, and (4) give details of the activity. _____ had (no difficulty with these items) (difficulty with _____) .

(He) (She) was also asked to tell the story of _____ . (His) (Her) story was _____

In ordinary conversation during the testing sessions, _____

✔ *Specific behaviors*
✔ *Notable problems (sequencing, vague vocabulary, poor syntax, difficulty with elaboration or description)*
✔ *Examples or excerpts from language samples*

     _____ demonstrated (adequate) (some problems with) conversational abilities. (He) (She) was (able) (occasionally unable) (frequently unable) to take turns appropriately in a dialogue and functioned _____ in both the listener and speaker roles. (He) (She) was (able) (occasionally unable) (frequently unable) to introduce new topics and change topics appropriately, and was (able) (occasionally unable) (frequently unable) to offer appropriate information in a conversation. (He) (She) (also) was (able) (occasionally unable) (frequently unable) to use pronouns or other terms of reference appropriately when telling a story. _____ (rarely) (occasionally) (frequently) assumed too much shared knowledge on the part of the listener, which is (not) typical of a child of (his) (her) age.

✔ *Notable behaviors or problems*
✔ *Examples or lists of errors*
✔ *Compare conversation to more academic tasks such as narration or explanation.*

* Difficulty adapting conversation to the needs of one's audience is often reflected in problems adapting one's writing to the needs of the reader.

* Problems taking the perspective of the listener or another speaker may interfere with reading comprehension by making it difficult to take the perspective of the author or of several different characters in a story.

*   Because _____ had difficulty with oral expression, additional testing was undertaken. Further assessment involved evaluation of (vocabulary,) (retrieval of specific words,) (formulation of grammatical structures,) (the effective use of language,) (and) (articulation) .

* _____ was asked to define a list of words (TOLD-2:P Oral Vocabulary) . Here (he) (she) scored in the ___ percentile.

*_____ was (also) asked to give the category word for three words spoken by the examiner, such as "grasshopper, fly, bee" (TOLD-I Generals) . Ability to name categories is in the ___ percentile.

* _____ was (also) asked to use vocabulary words in a sentence (Test of Adolescent Language-2 Speaking Vocabulary) . On this test vocabulary usage was in the ___ percentile.

*   (At times) _____ had some difficulty retrieving or thinking of the exact word (he) (she) wanted to say, such as _____ . When (he) (she) could not retrieve the desired word (he) (she) would _____

* Retrieval was enhanced by giving cues such as (the first sound of the word) (the first syllable of the word) (a rhyming word) .

 *Problems retrieving vocabulary can interfere with oral and written expression, and can make oral reading more difficult.

 *   Oral grammar was also assessed. _____ performed in the ____ percentile on a test of grammatical usage and knowledge of word endings (TOLD-2:P Grammatical Completion), where (he) (she) was asked to complete a sentence such as "Joey likes to play. Right now (he) (she) is _____."

*   Oral grammar was also assessed. _____ performed in the ___ percentile on a test of grammatical usage where (he) (she) was asked to arrange short groups of words into grammatically correct sentences (TOLD-I 2 Word Order) . (Similarly) (In contrast) (He) (She) scored in the ____ percentile on a test which required (him) (her) to combine short sentences to make a more complex, grammatically correct sentence (Told-I Sentence Combining) .

✓*Notable behaviors or problems*
✓*Examples or lists of errors*

* It appears that _____'s understanding of grammatical structures is better than (his) (her) ability to use them. Although (he) (she) understands many grammatical forms (he) (she) has difficulty forming sentences with (appropriate) (complex) grammatical structure.

* Difficulty with understanding various grammatical forms appears to be interfering with _____'s ability to form sentences with (appropriate) (complex) grammatical structure.

* Problems with spoken use of grammatical structures may (in turn) make it difficult to use these structures in reading and writing.

*   Articulation was not formally assessed, but (no) (some) problems were noted in conversational speech.

*   Articulation was assessed with a picture naming task (TOLD-2:P Word Articulation), (but no) (and some) problems were noted in articulation of single sounds (such as _____) (_____ percentile).

✔ *Notable behaviors or problems*
✔ *Problems with multisyllable words*
✔ *Examples or lists of errors*
✔ *Were the same errors noted in isolation (testing) as in conversational speech?*

* Difficulty pronouncing or sequencing multisyllable words may make it difficult to read and spell those words.

*   Overall, expressive language is generally rich in vocabulary, coherent, precise, appropriate, and is in the (average) (high average) (above average) range. Expressive language is (adequate) (an asset) for the development of academic skills.

*   Overall, expressive language is generally (adequate) (poor) in vocabulary, (and) (but) (occasionally) (frequently) lacks (coherence), (precision) (and) (appropriateness) and is in the _____ range. Problems with _____ may interfere with development of academic skills, especially _____

* Problems with oral expression are often reflected in difficulty with written expression.

EDUCATIONAL ASSESSMENT

Auditory and Visual Abilities

In addition to the assessments described above, a limited number of other abilities that are thought to be important for the development of academic skills were also evaluated. These include auditory discrimination of words, sounds, and sound sequences, auditory analysis and synthesis of sounds in words, visual discrimination of shapes, letters, numbers and words, visual memory for words, and visual-motor coordination for paper and pencil tasks.

Auditory Discrimination, Analysis, and Synthesis. As noted in the section on Auditory Receptive Language, _____'s ability to discriminate fine differences in words is in the _____. Discrimination for sounds and sound sequences was measured by asking _____ to use colored blocks to represent sound sequences such as /m/ /l/ /m/ (Lindamood Auditory Conceptualization Test-Category I) . (He) (She) (could easily hear) (had problems hearing) the difference between the sounds.

_____'s ability to analyze the sounds in words was measured by asking (him) (her) to identify the first, middle and last sounds in one-syllable nonsense words (Goldman-Fristoe-Woodcock Sound Analysis) . On this relatively simple task (he) (she) performed in the ___ percentile.

(He) (She) performed in the _____ range on the Lindamood test (Category II) when asked to manipulate the blocks to represent changes in sequence of sounds in nonsense words. On this test (his) (her) score was similar to that of children in the _____ grade.

(Similarly) (In contrast) _____'s ability to blend sounds to form words was assessed by presenting separate sounds such as "c" "a" "t" and asking (him) (her) what word was being said (Woodcock-Johnson Sound Blending) . (His) (Her) ability to blend sounds into words was in the ___ percentile.

✔*Notable behaviors or problems*
✔*Examples or lists of errors*

* Problems in auditory (discrimination), (analysis) (and) (or) (synthesis) may make it difficult to learn sound/symbol relationships necessary for decoding, and to analyze words to spell them.

Auditory-Visual Association. _____'s ability to associate words with visual symbols and remember them was also measured. In this task (he) (she) looked at a series of iconic symbols that represented simple words such as "horse," "tree," "is," "the," and "on." (He) (She) then had to "read" sentences composed of these symbols by remembering the words they represent. On this test (Woodcock Johnson - Visual Auditory Learning) _____ scored in the ___ percentile.

Visual Discrimination. Visual discrimination was measured by asking _____ to match (shapes), (letters), (letter sequences), and (words) . (Motor-Free Visual Perception Test) (Wepman Visual Discrimination Test) . (He) (She) made (____) (no) errors on (this) (these) test(s) indicating that

* visual discrimination is _____.

* since visual perceptual abilities are usually developed by the age of 10 or 11 (he) (she) may not process visual information easily or automatically.

On a timed test in which (he) (she) had to match series of numbers (Woodcock Johnson-Visual Matching) _____ scored in the ___ percentile.

On a timed test in which (he) (she) had to match series of designs (Woodcock Johnson-Cross Out) _____ scored in the ___ percentile.

✔*Specific behaviors, reversals, rotations, poor visual search*
✔*Notable problems*
✔*Examples or lists of errors*

* Problems with visual discrimination may make it difficult to distinguish between letters and words that are visually similar, to analyze words to spell them, and to write numbers correctly when working math problems.

Visual Memory. Visual sequential memory for objects was measured by presenting a series of pictured objects. _____ had to look at the series and then indicate the order in which they appeared originally (DTLA-2 Object Sequences) . Here (he) (she) performed in the ___ percentile.

Visual memory for letters was measured by asking _____ to look at a series of letters and then write them after the letters were taken away (DTLA-2 Letter Sequences). Visual Memory for letters was also measured by asking _____ to look at a series of letters and then write them in reverse order after the letters were taken away (DTLA-3 Reversed Letters).   (His) (Her) ability to remember letter sequences was in the ___ percentile for letter sequences and in the ___ percentile for reversed letters.

* Visual memory for words was assessed by asking _____ to look at a word for a short time and then after the word was taken away, find it among several similar-looking words. (Durrell Analysis of Reading Difficulty-Visual Memory-Primary) . (He) (She) made (___) (several) (no) errors on (this) (these) test(s) suggesting that _____

* Visual memory for words was (also) assessed by asking _____ to look at a word for a short time and then to write it. (Durrell-Visual Memory-Intermediate) . (He) (She) made (___) (several) (no) errors on this test suggesting that _____

✔*Specific behaviors, reversals, additions, omissions, substitutions*
✔*Notable problems*
✔*Examples of lists of errors*
✔*Possible cultural and linguistic considerations*

* Problems with visual memory may make it difficult to learn sight words when reading and to remember what words look like when spelling.

Visual Spatial Abilities. On a timed test of spatial relations and visual analysis and synthesis, _____ looked at a several puzzle-like shapes some of which fit together to complete a geometric design. (His) (Her) ability to determine which shapes went together was in the ___ percentile (Woodcock Johnson-Spatial Relations) .

✓*Notable behaviors or problems*
✓*Examples or lists of errors*

Visual-Motor Coordination. _____'s visual-motor functioning is in the ___ percentile for copying geometric figures (Developmental Test of Visual-Motor Integration) .

✓*Observations from testing*
✓*Specific behaviors*
✓*Notable problems, reversals, rotations, directional confusion*
✓*Examples or lists of errors*

* Problems with visual-motor coordination may interfere with formation, spacing or alignment of letters or numbers when writing or doing math computation.

* 	Overall, _____ has no difficulty with any of the processing abilities measured during this evaluation. These abilities are adequate for achievement at grade level.

* 	Overall, _____ has difficulty with _____ , which may interfere with academic achievement, especially _____ .

✓*Summarize processing weaknesses and predict relationship to academic skills*.

Reading

*   Assessment of emergent reading skills involved testing alphabet recognition and recall, as well as sound/symbol identification, decoding skills, and basic sight words.

*_____ was asked to recite the letters of the alphabet in sequence (Brigance Inventory of Basic Skills). (He) (She) (was able to do so easily) (had some difficulty with _____) . Next, (he) (she) was asked to identify upper and lower case letters. (He) (She) correctly identified all the letters except _____ . Knowledge of letter names was also assessed on the Woodcock Reading Mastery-Letter Identification. Letter naming is in the ___ percentile.

*   _____ was also asked to write the letters when they were dictated in random order. (He) (She) could _____

*   _____'s knowledge of consonant sounds and letter-sound relationships was also measured. On one test (Metropolitan Readiness Test), _____ was required to choose a picture that began with the same sound as a word pronounced by the examiner, and (he) (she) performed in the _____ range. On another test the examiner spoke a word and (he) (she) viewed a picture depicting the word followed by 4 single consonants or consonant blends. (He) (She) then had to mark the letter(s) which represented the first sound of the word. Here (he) (she) (also) performed in the _____ range.

*On a different test (Brigance) _____ had to identify the initial consonant when the examiner read three words like "man, mat, may." (He) (She) correctly identified ____ out of ____ sounds. (He) (She) also had to give the correct sound when a letter was shown. (He) (She) had ___ out of ____ responses correct. These results indicate that _____

*   Recognition of everyday symbols was also assessed by showing _____ cards which pictured different types of symbols ranging from the McDonald's sign to letters of the alphabet to printed words and passages (TERA-2). _____ had to "read" what the symbols represented. (He) (She) (could easily identify) (had some difficulty identifying) commercial symbols such as the 7-Eleven Store sign. (He) (She) scored in the _____ percentile on this task.

*   In general, emergent reading skills are _____

A general assessment of basic reading skills (decoding) and reading comprehension were administered. On the general test of decoding in which _____ was asked to read a graded list of words aloud (WIAT - Basic Reading) (he) (she) scored in the ___ percentile. (Similarly,) (In contrast,) on the test of reading comprehension in which (he) (she) was asked to answer questions about short passages (WIAT - Reading Comprehension) (he) (she) scored in the ___ percentile.

An informal reading inventory was also administered (Qualitative Reading Inventory II). This inventory assesses both decoding and oral reading accuracy (reading isolated words and words in context) and oral and silent reading comprehension, and gives an estimate of independent, instructional, and frustrational reading levels. _____'s performance on this inventory indicated that (he) (she) was able to decode most of the words in a __ grade word list. Oral reading accuracy (contextual reading) was at a ____ instructional grade level. An analysis of oral reading miscues indicated that _____ _____

✔*Describe patterns and give examples, e.g. omissions, substitutions, mispronunciations, insertions; did they use phonics, sight words, context, structural analysis.*

Oral and silent instructional reading comprehension levels (were similar, varied). For example, _____'s instructional levels for oral reading comprehension is at the ____ grade level. (Similarly,) (In contrast,) (his) (her) instructional level for silent reading is at the ____ grade level. _____ (could easily answer) (had difficulty) answering (literal) (inferential) questions in (expository) (narrative) text.

* **Decoding**. Because decoding was weak, a further assessment was undertaken. Assessment of decoding skills involved evaluation of oral reading accuracy for single words in isolation and for short passages. Decoding skills were further assessed by measuring common strategies readers use to decode words: (phonics,) (sight words,) (structural analysis,) (and) (ability to use context cues to identify unknown words) .

*   ***Phonics.*** A test of phonics knowledge (Durrell) (El Paso Phonics Survey) (Northwestern Informal), indicated that _____ has adequate knowledge of (consonants,) (vowels,) (digraphs,) (blends,) (and) (diphthongs) . (He) (She) has difficulty with _____

✔*Compare with performance on QRI-II Oral Reading*
✔*Examples of phonics errors; do they interfere with meaning?*

*   ***Sight Words.*** _____'s knowledge of irregular or sight words that (he) (she) recognizes automatically when reading a word list (Fryer Dolch-Informal Word List) is

_____ .

✔*Compare with QRI-II word lists or Oral Reading*
✔*Examples of words known, unknown*
✔*Ability to use visual memory, configuration*
✔*Kinds of miscues; do they interfere with meaning?*

*   ***Structural Analysis***. _____'s knowledge of syllabication and structural analysis (ability to recognize word parts such as roots and affixes) is _____ (QRI) (Stanford Diagnostic Reading Test - Structural Analysis) .

✔*Compare with QRI-II word lists or Oral Reading*
✔*Examples of word parts that are recognized*

Use of Context Cues. _____'s ability to use context to read words accurately was further measured by asking (him) (her) to read passages at various grade levels aloud (Gray Oral Reading Test) . On this test (he) (she) (was able to decode passages at the ___ grade level) (scored in the ___ percentile .

✓ *Compare with QRI-II Oral Reading*

Overall, decoding skills are _____

✓ *Summarize strategy use: phonics, sight words, structural analysis, context.*
✓ *Relate decoding strategies to strengths and weaknesses in auditory and visual processing.*

* _____'s ability to identify or decode words is adequate for understanding what is read.

* Difficulties with identifying or decoding words when reading frequently interferes with understanding what is read.

*   **Comprehension**. Because reading comprehension was (also) poor, a more detailed investigation was undertaken. Reading comprehension was assessed by measuring understanding of reading vocabulary (single words), and by measuring comprehension of short passages read silently and orally.

Comprehension of Single Words. Reading comprehension of single words was assessed by asking _____ to give antonyms, synonyms or to complete analogies for words read silently. On this test (he) (she) scored in the ___ percentile (Woodcock Reading Mastery-Word Comprehension) .

* On a different measure of reading vocabulary _____ was asked to read words and then select an appropriate (picture) (synonym or definition) from among several choices (Stanford Diagnostic Reading Test). Knowledge of silent reading vocabulary on this measure is in the ____ percentile.

* Reading knowledge of category words was also assessed (TOAL-Reading Vocabulary) . _____ had to read a group of words and then select additional words that fit in the same category. On this test (he) (she) scored in the ___ percentile.

✔*Compare to comprehension of oral vocabulary. If one is better, why?*
✔*Are problems due to: word attack, retrieval, oral vocabulary, seeing relationships?*
✔*Examples of problems*

* Difficulties with understanding reading vocabulary generally interfere with comprehension of longer passages, such as stories or textbooks.

* Comprehension of reading vocabulary is adequate for comprehension of longer passages, such as stories or textbooks.

*   ***Comprehension in Context***. Comprehension in context was assessed further when _____ was reading (both) (orally) (and) (silently.) *Oral* reading comprehension was measured by asking _____ to read a passage and then answer questions about it (Gray Oral Reading Test) . _____'s comprehension of passages read *orally* is (at the _____ grade level) (in the___ percentile) . (He) (She) (could) (had difficulty) _____

✔*Compare with QRI-II Oral Reading*

        Silent reading comprehension in context was also further assessed.

* *Silent* comprehension at the word and sentence level was measured by having _____ supply a missing word in a short passage (Woodcock Johnson-R-Passage Comprehension) . On this test (he) (she) scored in the ___ percentile.

* *Silent* comprehension of paragraphs and longer units was (also) assessed by having _____ read

graded selections and then answer a series of questions (WIAT Reading Comprehension, Stanford Diagnostic Reading Test, Durrell Analysis of Reading Difficulty) . For passages read *silently*, _____ comprehends (at the _____ grade level) (in the ___ percentile) .

✔*Compare with QRI-II Silent Reading*
✔*Compare comprehension during oral and silent reading.*
✔*Compare comprehension of words/sentences with comprehension of longer passages.*
✔*Relate comprehension problems to strengths and weaknesses in:*
       oral language
       memory or attention
       thinking
       decoding

*   Overall, _____'s ability to decode words is _____ . (His) (Her) silent reading comprehension is _____ . (Similarly,) (In contrast,) oral reading comprehension is _____.

* Problems with decoding (significantly) interfere with _____'s ability to comprehend what (he) (she) reads, and (he) (she) will benefit from systematic developmental instruction in both areas.

* In spite of (some) (significant) difficulty with decoding _____ is able to comprehend what (he) (she) reads at a _____ grade instructional reading level. (He) (She) reads for meaning and is able to use whatever information (he) (she) can gather from the text to understand what (he) (she) reads. _____ will benefit substantially if parents and teachers read aloud to (him) (her) frequently and discuss informally the vocabulary and meaning of what is read. In this way _____ will enjoy reading, and comprehension skills will continue to develop while instruction is being given to improve reading accuracy.

* In spite of accurate decoding skills, _____ has (some) (significant) difficulty understanding what (he) (she) reads. (He) (She) will benefit from instruction to help (him) (her) _____ .

Written Language

Written language is a complex task that encompasses many different skills. In this evaluation handwriting, spelling and composition were assessed.

      Handwriting. _____ is _____ handed, and uses a pencil grip that is _____ . (He) (She) preferred the (cursive) (manuscript) form and handwriting was generally (in)appropriate for (his) (her) age. (Letter formation,) (spacing) (and) (alignment) were adequate. (He) (She) had some difficulty with _____

✔ *Reversals? Relate to visual discrimination.*
✔ *Examples of errors or problems:*
      upper/lower case
      manuscript/cursive

Overall, handwriting is _____ , and (will not) (may) interfere with spelling and written language.

      Spelling. Spelling was assessed on measures of dictation and spontaneous spelling. On a test where the examiner dictated words orally (WIAT - Spelling) _____ scored in the _____ percentile.

✔ *Patterns of correct spellings and errors: phonics, sight, rules*
✔ *Examples or lists or errors; explain or interpret*

_____'s spontaneous spelling of words when writing (a story) (a letter to a friend) (WIAT - Written Expression) (Informal Writing Sample) indicated _____

*   Because spelling was weak, a test of recognition spelling was also given. On a test in which _____ had to point to one of four words that represented the correct spelling of a word spoken by the examiner (Peabody Individual Achievement Test) (he) (she) scored in the ___ percentile. (His) (Her) ability to recall the spelling of words was then compared to (his) (her) ability to recognize the correct spelling.

Overall, _____'s spelling is _____

✔ *Compare dictated spelling (recall) to spontaneous recall: same errors?*
✔ *Examples of new or different errors*
✔ *Compare recognition spelling to recall. Is one better? Why (if applicable)?*
✔ *If recognition spelling is poor, discuss implications for proofreading (f applicable).*
✔ *Compare spelling to decoding; does spelling reflect decoding problems?*
✔ *Relate overall spelling errors to problems with auditory discrimination, auditory analysis, visual discrimination, visual memory.*

Composition. Composition was assessed by evaluating _____'s ability to write a letter to a friend describing an ideal home and another letter inviting a friend on a trip (WIAT - Written Expression). On this test (he) (she) scored in the ___ percentile. Various aspects of writing were evaluated: ideas and development; organization, unity and coherence; vocabulary; sentence structure and variety; grammar and usage; and capitalization and punctuation.

_____ (was able to) (had difficulty) express(ing) and develop(ing) (his) (her) ideas in writing. (He) (She) received a score of ___ out of possible 4 points. (He) (She) was able to _____

* On a different test _____'s ability to develop (his) (her) ideas in writing, was in the ___ percentile. (He) (She) was able to _____

_____ also (was able to) (had difficulty) develop(ing) organization, unity and coherence in (his) (her) writing. (He) (She) received a score of ___ out of 4 points in this area of written expression. (He) (She) was able to _____

Another aspect of composition is vocabulary usage. In this area _____ received a score of ___ out of 4, indicating that (he) (she) (was able to) (had difficulty) using a variety of words when writing. (He) (She) could _____

✔*List examples of the most advanced words used.*

* Writing vocabulary was (also) assessed further by asking _____ to write sentences using specific vocabulary words listed in the test booklet. (TOAL-3 Writing Vocabulary) . On this test, written vocabulary was in the ___ percentile.

Sentence structure and sentence variety were also examined. Here _____ received ___ out of 4 possible points. (He) (She) was able to _____

✔*List examples of advanced sentence structures used.*
✔*Give examples of grammatical errors.*

In the area of grammar and language usage, _____ earned ___ out of 4 points. (He) (She) was able to _____

✔*Give examples of errors.*

* _____ (also) had to demonstrate grammatical knowledge by combining several short sentences into one compound or complex sentence. On this measure language usage was in the ___ percentile (TOAL-2 Writing Grammar) .

Mechanical aspects of writing (capitalization and punctuation) were also assessed. _____ received ___ out of 4 points in this area of written language. (He) (She) was able to _____.

✔*Give examples of errors.*

_____ was also asked to write a short story involving narration (informal writing sample).

(He) (She) wrote a story about _____ and (did) (did not) ask for help on spelling. (His) (Her) written expression was (not) significantly different on this informal assignment than on the more formal test described above.

✔*Briefly describe performance in organization, sequencing, vocabulary, syntax and mechanics (especially if it is significantly different than performance on the WIAT).*

Overall, _____'s written expression is _____

✔*Effects of language problems (vocabulary, syntax, formulation)*
✔*Effects of organization and thinking problems*
✔*Effects of handwriting and spelling*
✔*Does student address the needs of the listener (point of view, appropriate pronouns and terms of reference, assumed information)?*

Mathematics

       Mathematics achievement was assessed in the areas of basic numerical concepts, computation, and applications.

       Concepts. _____ understanding of basic mathematical concepts is in the ____ percentile (WJ-R Achievement) (Key Math-R). (He) (She) was able to _____.

(Problems were seen with _____)

       Computation. Computation was assessed with paper and pencil tasks (WIAT - Numerical Operations) (Key Math-R) . _____ scored in the ___ percentile for computation. (He) (She) was able to _____

(Problems were seen with _____)

✔*Notable behaviors, problems, patterns of errors*
✔*Effects of language problems on computation*
✔*Effects of nonverbal, viz. perceptual, visual motor problems on computation*
✔*Effects of memory problems on computation, knowledge of math facts*
✔*Effects of thinking problems on computation*
✔*Effects of sequencing problems on computation*

       Applications. _____'s _____ performance on a math problem solving and applications test (WIAT - Mathematical Reasoning) (Key Math-R) indicates that (his) (her) ability is in the ___ percentile. Problem solving skills were _____. (He) (She) was able to _____

(Difficulties were seen with _____)

_____'s applied math skills (money, time, measurement) were _____ . (He) (She) was able to _____

(Difficulties were seen with _____)

✔ *Observations of behaviors*
✔ *Notable problems, patterns of errors*
✔ *Effects of language problems on applications*
✔ *Effects of visual perceptual, visual motor problems on applications*
✔ *Effects of reading problems on applications*
✔ *Effects of memory problems on applications*
✔ *Effects of thinking problems on applications*
✔ *Effects of sequencing problems on applications*

* An informal assessment of math (computation) (and) (problem solving) was also administered. In this assessment, _____ was asked to solve problems of varying difficulty levels. As (he) (she) worked through the problems, (he) (she) was asked to talk aloud, explaining (his) (her) thought process. The examiner asked questions to get a clearer idea of (his) (her) (computation) (and) (problems solving) strategies). This informal assessment indicated _____

Overall, _____'s math skills (are adequate) (are a strength) (need improvement) .

* Math (concepts) (computation) (applications) are in the (average) (high average) (above average) range.

* Problems were seen with math (concepts) (computation) (and) (applications) . _____ has specific difficulty with _____

✔ *Summarize relationship of math problems to processing weaknesses.*
✔ *Are problems due to lack of instruction only?*

SUMMARY

_____ is a ____ year old (child) (adolescent) who is _____

✓*Discuss child in positive terms.*
✓*Include personal characteristics, interests, strengths.*

_____ was referred to the DePaul Reading and Learning Lab for a psychoeducational evaluation by _____ because of _____ . In this evaluation (he) (she) scored in the _____ percentile on a measure of general cognitive ability. (He) (She) also scored in the _____ percentile on a short, screening measure of verbal ability and in the _____ percentile on (a) (two) test(s) of nonverbal mental ability.

*   Academically, _____ showed significant strengths and is achieving above average in _____.

        (Average) (Low average) areas of academic achievement include _____.

*   _____ is significantly underachieving in _____

*   In general, our assessment of mental ability suggests that _____ is currently achieving at a level that is in keeping with (his) (her) potential.

*   In general, _____ is not underachieving in any areas relative to (his) (her) own potential or based on informal assessments or the national norms of the standardized tests used in this evaluation. However, in our experience, it is possible that a child appears to be underachieving, but only relative to the pace of the curriculum and expectations of a particular school.

*   In general, although _____ is underachieving, our assessment of those abilities that are important for the development of good academic skills all appear to be (at least) within the average range. However, there are indications that _____ is experiencing _____ problems which may play a significant role in (his) (her) learning difficulties.

*   In general, although _____ is underachieving, none of (his) (her) weaknesses was serious enough to clearly warrant a diagnosis of learning disability at this time. However, there are indications that _____ is experiencing (mild) emotional problems which may play a role in (his) (her) learning difficulties. (It is our experience that children with relatively mild learning weaknesses often do not have difficulty learning in school. But if they have the additional burden of emotional concerns, the learning weaknesses often seem more prominent and do interfere with learning.)

*   In general, although _____ is underachieving, none of (his) (her) weaknesses was serious enough to clearly warrant a diagnosis of learning disability at this time. However, there are indications that there are other (social) (motivational) (environmental) factors which may play a significant role in (his) (her) learning difficulties. (It is our experience that children with relatively mild learning weaknesses often do not have difficulty learning in school. But if they have the additional burden of (social) (motivational) (environmental) problems, the learning weaknesses often seem more prominent and do interfere with learning.)

*   In general, although _____ is underachieving, none of (his) (her) weaknesses was serious enough to clearly warrant a diagnosis of learning disability at this time. However, there are indications that there are (language) (and) (cultural) differences which may play a role in (his) (her) learning difficulties. (It is our experience that children with relatively mild learning weaknesses often do not have difficulty learning in school. But if there are (language) (and) (cultural) differences, the learning weaknesses may seem more prominent and might interfere with learning.)

*   In general, _____ is underachieving relative to (his) (her) potential. Our assessment of (his) (her) abilities that are important for the development of good academic skills suggest that a learning disability may be interfering with _____ .

✔*Discuss areas of underlying weakness (if any).*
✔*Relate underlying weaknesses to specific areas of academic underachievement.*
✔*Relate emotional factors to processing and achievement problems.*

✔*Discuss areas of underlying strengths (if any).*
✔*Relate strengths to academic achievement.*
✔*Special considerations- culture and language*
✔*Circumstances when abilities improved*
✔*Spontaneous compensatory strategies observed (repetition, verbalization, rehearsal, other)*
✔*Ability to use strategies suggested by examiner*
✔*Personal or behavioral characteristics that enhance learning (persistence, humor, willingness to try, other).*
✔*Recap positive characteristics, strengths. End on strong positive note.*

_____   _____
    Clinician   Supervisor

RECOMMENDATIONS

General Recommendations

No additional educational assistance is recommended for at this time.

_____ may benefit from remedial assistance, learn to use compensatory strategies, and learn to make use of his learning strengths.

_____ may benefit from a small student-teacher ratio and an emotionally supportive environment to address his _____

_____ may benefit from educational support to help him with _____ (list academic subjects) and to learn to use more effective learning strategies.

_____ may benefit from educational support from a bilingual learning specialist to help him with _____.

may benefit from educational support from a learning specialist to help him with _____

_____ may benefit from a summer program to provide more diagnostic information and additional educational support.

Parents should become quite familiar with the expectations of 's current school to be sure that they are appropriate for him.

_____ may be more successful in a less rigorous school, where learning weaknesses would not be such a problem.

_____ 's regular academic program should take account of his learning strengths and weaknesses. Specific educational recommendations follow.

(Other): _____

Recommendations for Monitoring Progress

_____ 's performance in school should be monitored. If he does not maintain adequate progress and falls further behind, he may need a different academic placement or

supportive service.

_____ 's social-emotional development should be monitored to see if he will need any specific interventions in this area.

Academic progress should be re-evaluated in (six months) (one year) . This re-evaluation should begin with a consultation with 's teacher, and would not necessarily involve a repetition of testing.

(Other): _____

Recommendations in Specific Areas

The hearing screening administered at the DePaul Lab should be followed up with a complete audiological assessment.

The vision screening administered at the DePaul Lab should be followed up with a thorough vision assessment.

_____ should wear his glasses consistently for all academic work.

_____ should wear his hearing aid consistently.

_____ should receive speech and language therapy, concentrating on _____

Adapted physical education would be helpful in improving 's fine- and gross-motor skills.

Ongoing parent education would help 's parents better understand his difficulties. This may be accomplished by inviting them to observe and discuss remediation sessions.

(Other):_____

Recommendations for Counseling

_____ and his family should participate in diagnostic sessions to assess emotional factors that may be interfering with school performance.

After three to six months in an appropriate educational setting, 's emotional status should be re-evaluated to see if he needs counseling or psychotherapy.

_____ would benefit from sessions with a counselor who is knowledgeable about both learning and emotional issues. In counseling sessions could sort out the learning and emotional factors that may be interfering with academic progress and become more aware of his strengths and how to use them.

_____ 's parents should (initiate) (continue in) (psychological) (family) therapy, to provide him with a more supportive family atmosphere.

(Other): _____