WASHINGTON TOWNSHIP SCHOOLS
OFFICE OF SPECIAL SERVICES
Long Valley, NJ 07853
(908) 876-3865
CONFIDENTIAL
COMPREHENSIVE CHILD STUDY TEAM REPORT

NAME: Paul Smith	**BIRTHDATE:** 07/07/2017 **CHRONOLOGICAL AGE**: 7:6
ADDRESS: 1 Main Street Long Valley, NJ 07853	**PARENTS NAME:** Kelly and Peter Smith
PHONE NUMBER: 123-456-7890	**EMAIL:** KPS@gmail.com
GRADE: 2	**SCHOOL:** Old Farmers Road School

Assessment Methods:

Evaluation	*Examiner*	*Dates Of Assessment*
Social History	Jana Rojas	1/22/2025
Classroom Observation	Jennifer Aussicker, BA, School Psychology Graduate Intern	1/13/2025
Psychological	Jennifer Aussicker, BA, School Psychology Graduate Intern Hilary S. Harvey, M.S. Ed.; L.S.S.P., Supervising School Psychologist	1/10/2025
Educational	Kristen Olsen, LDT/C	12/17/2024
Teacher Interviews	Jennifer Aussicker, BA School Psychology Graduate Intern	1/22/2025

DATE OF REPORT: 02/03/2025

REASON FOR REFERRAL**:**

An Initial Evaluation Plan Meeting was held in order to determine if testing is warranted. This evaluation is being completed to determine his eligibility for special education and related services as per N.J.A.C. 6A-14. Paul was referred by his homeroom teachers on 11/19/2024 due to the continued difficulty he has been experiencing in the classroom in all subject areas, despite Tier 3 support and classroom and curriculum accommodations and modifications.

A psychological evaluation, educational evaluation, as well as social history, review of records, teacher interview and classroom observation were the tests and sources of information recommended at the Initial Evaluation Plan meeting. These evaluations will give him the support to best fit his needs as well as provide strategies in order to help with intervention and identify learning strategies best suited for him.

BACKGROUND INFORMATION:

Paul is currently in second grade in an In-Class-Resource (ICR) classroom, in which there are both a General Education teacher and a Special Education teacher. Paul currently receives Academic Assistance in English Language Arts (ELA) daily for 30 minutes with the Interventionist. Paul is currently receiving Tier 3 intervention, and has been given extended time with Tier 1 and Tier 3 support in the classroom. It should be noted that Paul is very inconsistent with transfer. Paul has difficulty holding on to the skills that the interventionist has been working on with him. Alternative methods or materials that have been provided by his teachers include Orton-Gillingham (OG) Multisensory techniques.

Paul was given the DIBELS and scored in the Intensive range in all subsets. Paul also receives specialized support in the English Language Arts Orton-Gillingham (ELA - OG) Tutoring Program 1 time per week, the English Language Arts Peer Academic Learning Support (PALS) Program 1 time per week, and outside personal tutoring with Mrs. Hayes 1 time per week. Additionally, his classwork is being modified to fit his academic needs.

According to Mrs. Garner and Mrs. Matusewicz, Paul is experiencing difficulty in all academic areas. Alternate approaches that have been utilized in the classroom include: assignments being modified, extra time being given, one-on-one and small group support given for all areas, OG and multisensory approaches in spelling and reading groups. It should be noted that modified assignments, one-on-one and small group work have been found to be effective for Paul.

Paul listens to his teachers and has a positive relationship with them. Paul is polite and respectful to other adults. Paul gets along well with his peers. Paul's Vision and Hearing Screenings fell within normal limits.

CLASSROOM OBSERVATION:

Date of Observation: 1/13/2025

This observation was conducted by Jennifer Aussicker, a Graduate School Psychology Intern at Old Farmers Road School. The observation took place at the end of Paul's English Language Arts (ELA) period, and the beginning of his math period on January 13th, 2025 between 12:25 and 12:55 PM. These periods follow Paul's recess and lunch periods. In the classroom, the desks were arranged into groups of 3 and 4. The teachers in the classroom included Mrs. Matusewicz (Special Education Teacher), Mrs. Garner (General Education Teacher), and Mrs. Emmolo (Student Teacher).

At the beginning of the observation, Paul was in the bathroom. Mrs. Matusewicz mentioned discretely to the observer that Paul goes to the bathroom often. Upon his return, Paul sat at the side table with Mrs. Matusewicz and three other students. Paul could be seen with a packet in front of him, which was an unfinished math assessment. Paul sat looking around the room, with his fingers twirling his hair, and chatting with another student at the table. After working with another student, Mrs. Matusewicz redirected Paul to the task at hand. She asked him prompting questions for him to answer the math questions independently. Once she redirected him and began helping another student, Paul returned to being off task. Soon after, Mrs. Matusewicz prompted him more to help him finish his assignment. Again, after having one-to-one teacher help, Paul became off topic again. He could be seen tapping his foot, playing with his pencil, looking around the classroom, and singing to himself. After a nonverbal prompt (point) from Mrs. Matusewicz, Paul tapped his pencil on his number grid to help answer the question he was on. After some trying, Paul appeared to be off task again and not attending to the task at hand. Mrs. Garner announced that it was time to switch subjects to math. With a cue from Mrs. Matusewicz, Paul went back to his seat and got out the materials needed for math.

During math, Paul was seated at his seat, which was located directly in front of the SmartBoard and closest to Mrs. Garner, who was at the computer cart. When Mrs. Garner was describing the warm up, Paul was playing with the whiteboard, whiteboard marker, and tissue that were on his desk for the upcoming task. Paul then made a hole in his tissue and put his hand through it. During all of the directions, Paul did not maintain eye contact and did not appear to be attending to the lesson. He did not offer an answer to any of the questions asked of the class by Mrs. Garner, which were all review questions. Mrs. Garner then gave a direction to draw the number six on their boards, then two lines. Paul did not follow these directions on his own, and looked over to other students. Although they were doing the task, he did not. It appeared as though he was confused and didn't know what to do. Mrs. Emmolo went over to Paul and told him what the direction was. She remained near to him for the next few minutes of the lesson. Paul continued to

need prompting to follow the directions and to know what they were. Paul was able to erase when the class was told to do so by Mrs. Garner. On the next question, Paul was again looking around the room, and appeared to not know what to do. Mrs. Matusewicz then walked over to Paul and redirected him and told him what was expected of him. After the help, Paul continued to play with the tissue on his desk and began tearing it up into pieces. Other students in his class (about 50% of them) offered answers to the questions asked of them by Mrs. Garner during the math warm up. Paul was again able to erase at the correct time. He was also able to write the next number and two lines to set up the decomposition equation. Mrs. Matusewicz stopped by his desk again and helped him solve it using his number line. He began to rip up the tissue again. Mrs. Emmolo stopped by his desk and prompted him to start the next problem. She offered other "on-target" peers at his table positive praise, and then Paul when he did the same. On this problem, Paul offered his answer and Mrs. Garner called on him. He gave the correct answer, and Mrs. Garner offered him positive praise as well. He needed a reminder by Mrs. Matusewicz to start the next problem, but then was able to finish the problem on his own. Mrs. Emmolo gave him positive praise for doing it correctly. When moving onto the next task, Mrs. Garner told Paul, "Paul, only use the tissue to erase."

As Mrs. Emmolo walked near Paul, he began writing, while Mrs. Garner reviewed the correct answer. Rather than writing the problem earlier, Paul was twirling his tissue. For the next problem, Mrs. Emmolo walked over to Paul immediately and helped him with the problem. Paul was able to get the correct answer and was given verbal praise from Mrs. Emmolo and Mrs. Garner. When reviewing the correct answer, Paul was playing with the tissue in his lap. Mrs. Garner then told the class they were moving onto the next problem. Paul brought the tissue to the top of his desk, and began writing the next equation when Mrs. Matusewicz prompted him individually. He began writing and was trying to solve the problem, and Mrs. Emmolo walked over to him. When they began discussing the problem together, Paul erased his board and they completed the problem together. This observation concluded at 12:55 pm.

Overall, during the observation, Paul was mostly off-task. He received prompting and cues from his three teachers to remain on task and complete the math problem. Even so, Paul remained off-task for the majority of the observation. He was observed playing with his hair, a tissue (that was meant to be an eraser), and not visually attending the lesson. When his peers were given positive feedback for completing their math work, it appeared to motivate Paul to do the same. When he completed a math problem with the help of one of his teachers, he was given positive praise for it. It appeared that Paul had difficulty focusing and comprehending the lesson in this environment, even with the support of three teachers.

TEACHER INTERVIEW:

Date of Interview: 1/22/2025

Paul's teachers, Mrs. Matusewicz and Mrs. Garner, were interviewed on Wednesday, January 22nd, 2025 to discuss how Paul is doing in school. Paul's teachers' main concerns regard his academics. In English Language Arts (ELA), Paul is pulled five times a week for 25 minutes to work with an Interventionist as part of a Tier 3 Intervention. Paul is currently in the lowest-level reading group and still appears to struggle in ELA. In Math, Paul's teachers are very concerned. Many things in the curriculum seem to go over his head and he does not understand the concept of what's being taught. Oftentimes, Paul can be seen sitting at his desk. His teachers report that Paul does not frequently advocate for himself and let his teachers know he's struggling. To help with this, Paul's teachers frequently check in with him to ensure he is understanding the lesson and provide additional assistance when needed. Paul's teachers note that Paul requires a lot of assistance to do his work and understand it. They do not believe this to be a behavioral concern, rather more comprehension-based. Paul is given all accommodations and modifications available, but they are not working for him in this capacity. One support attempted for Paul was graphic organizers, especially in math. His teachers noted that second grade is increasingly hard and Paul is still having difficulty grasping the concepts and keeping up with the pace of the curriculum. Outside of school, Paul receives Orton-Gillingham support and private tutoring.

Socially, Paul is great in school and his teachers have no concerns. He is consistently kind and respectful to his peers and teachers. In terms of his progress throughout the year, his teachers describe it as slow, but not fast enough and Paul is struggling to keep up. Compared to his same-age peers, Paul is very low academically. On a normal day, Paul can be seen at Mrs. Matusewicz's back table during independent work time to receive additional help in both ELA and Math. During math, Mrs. Matusewicz lets Paul start the lesson and attempt it at his desk first, but he is always welcome to receive additional help at her back table. Almost always, Paul will go to the back table for extra help.

In terms of attitude towards himself, Paul's teachers are very concerned. Paul is beginning to say things about himself regarding him being "bad" at math and work in general. Paul will make statements such as, "My brain doesn't work well" and "Man, this is hard for me." Paul's teachers are especially concerned about Paul's negative self-talk, given the rigorous second grade curriculum and even more rigorous third grade curriculum.

Overall, Paul is a very kind boy but certainly appears to be struggling in his current learning environment in both ELA and math. He is in an In-Class Resource (ICR) setting with diversified

instruction, in addition to accommodations and modifications, Tier 3 support five times a week, and outside tutoring, but continues to struggle with his academics. In addition to his academic struggles, Paul has begun negative self-talk regarding his performance in school. This is a large concern to his teachers given the higher social awareness and rigorous curriculums of second and third grades.

SOCIAL HISTORY:

Assessment Techniques: Social history assessment completed January 22, 2025 with Mrs. Kelly Smith.

FAMILY BACKGROUND

Mother: Kelly Smith was born on November 26, 1986 in New Jersey. She earned an Associates in Fashion Marketing. She is currently a full time stay at home mother.

Father: Peter Smith was born February 21, 1980 in New Jersey. He earned a computer software certification, and is currently employed as a software developer for Chubb Insurance.

There have been no significant changes or alterations to the family system that may have impacted Paul adversely. All family members enjoy good health. Paul lives with both of his parents in Long Valley. Mrs. Smith was cooperative and informative for the purposes of the social history assessment.

Sibling: Paige (DOB: 11/16/2020) is four years old.

BIRTH HISTORY AND EARLY DEVELOPMENT

Paul is the product of a full-term healthy pregnancy of 39 weeks. He was born via scheduled Cesarean section, and weighed 9 lb 5 oz. Paul was a regularly scheduled infant, with normal eating and sleeping patterns. He breathed spontaneously at birth.

Paul sat unsupported at seven months, crawled at 11 months, and took his first steps independently around 13 months of age. Paul began to use single words around 15 months of age, and developed short phrases around two years of age. Paul was toilet-trained around 3 ½ years of age, both daytime and nighttime. There are no concerns noted in reference to gross or fine motor skill development.

MEDICAL HISTORY

Paul has been a generally healthy child without susceptibility to chronic illness or infection. There are non concerns for vision or hearing. History is negative for seizures. No muscular difficulty is noted. Paul does not take any medications. His pediatrician is Dr. Aygen in Chester.

SOCIAL-EMOTIONAL/ACADEMIC DEVELOPMENT

Paul is an outgoing and sociable child. He enjoys playing with his friends and his sister. He may get bored easily and has a hard time concentrating on tasks, as reported by his parents. Paul plays with friends from his neighborhood, and they enjoy playing outdoors and riding quads.

Paul attended Haytown Nursery School from 18 months of age until four years. He received private speech therapy at Hackettstown Hospital for one year. There has not been any previous educational testing. Paul currently has a positive attitude towards attending school, but when he arrives home, he "checks out" and needs to decompress, likely due to the effort he puts into his school day. It is noted that homework can be a struggle, and Paul requires support for this at home. Attendance is satisfactory, no absences this year.

PSYCHOLOGICAL ASSESSMENT:

Date of Testing: 1/10/2025

ASSESSMENT USED:

Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V)

TESTING OBSERVATIONS:

Paul is a seven year seven month old boy who was well groomed and his appearance was appropriate for his age and situation. Despite not having familiarity with the test examiner, he came willingly to the testing environment. Rapport was established on the way to the testing room by discussing his new cowboy boots, what he did over winter break, what he enjoyed doing at recess, and his favorite subjects in school. Testing was done in conjunction with the school psychology intern. In the second session of testing, Paul was even more comfortable with the examiner and was more talkative in the conversation. This rapport was maintained throughout both testing sessions.

Paul began testing in the morning of January 10th so as to assess him at his most alert. He completed testing in two sessions, the second session following his lunch and recess periods. He was given the opportunity to take breaks and to continue the testing if he wished. He chose to

continue as he appeared to be comfortable and enjoyed what he was doing. Throughout the testing sessions, Paul had strong attention and concentration, and was able to stay on task. Paul was eager to complete the tasks asked of him, and it appeared that he tried his best on all of them. At times, Paul asked, "Did I get that right?" after he noticed the examiners moved on from the subtest at hand. He was reassured that he was only required to try his best, and this was only to see what he knew, rather than it being some sort of graded assessment for class. Additionally, at certain times in the testing session when Paul became stumped, Paul became noticeably quiet, would tug gently at his hair, put his hands on his head, or slide backwards in his chair. Again, Paul was reassured that he only needed to try his best, and he was able to continue on. Paul displayed some fidgeting with a pencil and pen during the testing session, but nothing out of the ordinary for his age level.

Overall, Paul had great focus and attention during the testing session, and had maintained his confidence for most of the session as well. At times, he was given reassurance that he only needed to try his best, and he was able to continue on and complete the task at hand. Paul did not display any unusual behaviors or verbalizations. He was able to complete the test in two sessions. Most of the time, Paul was quick to answer questions, but would also self-correct if he realized his answer was incorrect. On certain occasions, Paul would use his finger to trace or measure as a strategy to complete the task. At times, Paul would become silly and would sing some of his answers. Within reason, this was maintained but was redirected when necessary to stay on task and take the test seriously.

Wechsler Intelligence Scale for Children –Fifth Edition (WISC-V)

The **Wechsler Intelligence Scale for Children**, and its variations and updates, are individually administered standardized instruments for assessing the intellectual ability of children ages 6 years 0 months through 16 years 11 months. The **WISC** tests consist of several subtests, each measuring a somewhat different facet of intelligence. They are diagnostic tools for identifying learning styles, strengths and weaknesses. The student being tested performs a variety of tasks (subtests), which are normed by age. Subtest scores can range from 1 to 19 with a mean of 10, a standard deviation of 3, and an **average range of 8 to 12.** The child's performance on these various measures is summarized into composite scores: Verbal Comprehension Index; Visual Spatial Index; Working Memory Index; Processing Speed Index; Fluid Reasoning Index; and Full-Scale I.Q. These scores provide estimates of an individual's intellectual abilities. The **WISC-V** uses standard scores. The Index / Composite Scores have a mean of 100 and a standard deviation of 15. The range of standard scores from 90 to 109 falls into the Average range. The **WISC-V** is standardized to represent children in the United States.

Test Results

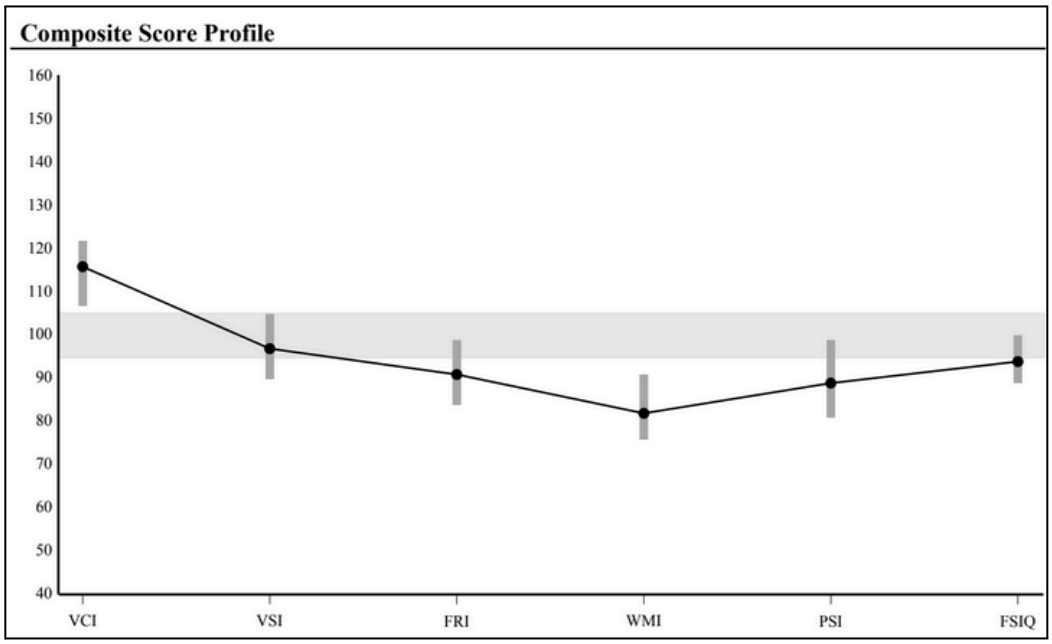
I.Q. SCORES SUMMARY:

Composite Score Summary

Composite		Sum of Scaled Scores	Composite Score	Percentile Rank	95% Confidence Interval	Qualitative Description	*SEM*
Verbal Comprehension	VCI	26	116	86	107-122	High Average	4.24
Visual Spatial	VSI	19	97	42	90-105	Average	4.24
Fluid Reasoning	FRI	17	91	27	84-99	Average	3.67
Working Memory	WMI	14	82	12	76-91	Low Average	4.50
Processing Speed	PSI	16	89	23	81-99	Low Average	5.20
Full Scale IQ	FSIQ	64	94	34	89-100	Average	3.00

Subtest Score Summary

Domain	Subtest Name		Total Raw Score	Scaled Score	Percentile Rank	Age Equivalent	*SEM*
Verbal	**Similarities**	SI	21	12	75	8:2	1.08
Comprehension	**Vocabulary**	VC	23	14	91	9:2	1.12
	(Information)	IN	-	-	-	-	-
	(Comprehension)	CO	-	-	-	-	-
Visual Spatial	**Block Design**	BD	14	8	25	6:2	1.12
	Visual Puzzles	VP	12	11	63	7:10	0.95
Fluid Reasoning	**Matrix Reasoning**	MR	12	8	25	6:6	1.04
	Figure Weights	FW	13	9	37	6:10	0.73
	(Picture Concepts)	PC	-	-	-	-	-
	(Arithmetic)	AR	-	-	-	-	-
Working Memory	**Digit Span**	DS	16	8	25	6:2	0.85
	Picture Span	PS	12	6	9	<6:2	1.27
	(Letter-Number Seq.)	LN	-	-	-	-	-
Processing Speed	**Coding**	CD	18	5	5	<6:2	1.41
	Symbol Search	SS	28	11	63	7:10	1.24
	(Cancellation)	CA	-	-	-	-	-



INTELLECTUAL TEST RESULTS:

Paul was administered the WISC-V to determine his current level of functioning. In this administration, his overall level of functioning fell in the Average range with a Full-Scale IQ (F.S. I.Q.) score of 94 at the 34th percentile, which indicates that he scored better than or equal to 34% of his same-age peers. The F.S. I.Q. is derived from a combination of seven subtest scores and is considered to be the most representative estimate of global intellectual functioning. The F.S. I.Q. is composed of five different Index scales combined to generate a global estimate of the examinee's current level of cognitive ability.

Paul obtained a Verbal Comprehension Index score of 116 (86th percentile) which falls in the High Average range, a Visual Spatial Index score of 97 (42nd percentile) which falls in the Average range, a Fluid Reasoning Index score of 91 (27th percentile) which falls in the Average range, a Working Memory Index score of 82 (12th percentile) which falls in the Low Average range, and a Processing Speed Index score of 89 (23rd percentile) which falls within the Low Average range.

The Verbal Comprehension Index (VCI) measures crystallized intelligence and a child's ability to access and apply word knowledge, and verbal ability. Crystallized intelligence is the breadth and depth of a person's acquired knowledge of a culture and the effective application of this knowledge. This Index involves verbal concept formation, reasoning and expression. Paul's scores within this Index slightly varied and fell within the High Average range and the High or Superior range. He fell within the High Average range on the subtest which measured his verbal

abstract reasoning skills in which he was asked to state how two words were alike. He fell within the High or Superior range on the task which he needed to provide the definition of vocabulary terms. This showed a significant strength. Overall, Paul's verbal comprehension is typically better developed when compared to other children his age. No significant weaknesses were portrayed.

The Visual Spatial Index (VSI) measures a child's ability to evaluate visual details and to understand visual spatial relationships to construct geometric designs from a model. Paul's scores within this Index consistently fell within the Average range. The subtests measured his nonverbal reasoning and the ability to analyze and synthesize abstract visual stimuli. He fell within the Average range on the tasks in which he was asked to view a completed puzzle and select three response options that, when combined, reconstructed the puzzle within a specified time limit, and in which he was given a model and a printed picture design in order to replicate a design using red and white blocks in a specific time frame. No significant strengths or weaknesses were found. Overall, his alertness to visual details and his visual-spatial abilities and visual-motor integration appeared to be averagely developed when compared to other children his age.

The Fluid Reasoning Index (FRI), which is in the perceptual domain, measures a child's ability to detect the underlying non-verbal conceptual relationship among visual objects and to use reasoning to identify and apply rules. Measures of fluid reasoning included on the test involve the ability to identify important elements among objects presented visually and then to understand their conceptual relationship(s); then that conceptual knowledge must be applied to identify other object(s). Identification and application of conceptual relationships requires inductive and quantitative reasoning, simultaneous processing, broad visual intelligence, and abstract thinking. Paul's subtest scores were consistently found to be in the Average range. He fell within the Average range on the subtests which he needed to view an incomplete matrix or series and select the response option that completed the matrix or series, and on the task which asked him to view a scale with missing weight(s) and select the response option that kept the scale balanced. This was done in a specified time limit. The subtests measured his fluid intelligence, broad visual intelligence, classification and spatial ability, knowledge of part-whole relationships, simultaneous processing, perceptual organization, and quantitative and analogical reasoning. Overall, these results illustrate that he has typically less developed abilities when compared to his peers. He has the same ability to abstract conceptual information from visual details, the ability to apply that knowledge, visual perception and organization abilities, and visual motor coordination compared to other people his age. No significant strengths or weaknesses were portrayed.

The Working Memory Index (WMI) measures a child's ability to register, maintain, manipulate, and retrieve visual and auditory information and recall in conscious awareness. For this Index, examinees must hold the information in their short term memory, and the examiner assesses

whether they are able to sustain their attention and concentration level. Paul had a significant weakness in this Domain in comparison to other Domains. Paul's subtest scores slightly varied, and were found to be in the Low Average and Average range. Paul scored in the Average range on the subtest which tested his auditory memory and required the examiner to read a sequence of numbers while he listened so that she could recall the numbers in a particular sequence (i.e. forward order, reverse order, and ascending order). Paul scored in the Low Average range on the subtest which measured his visual memory. This required him to view a stimulus page with one or more pictures and then select the picture(s) (in sequential order) from options on a response page in a specified time frame. The subtests measured his working memory, mental manipulation, cognitive flexibility, rote memory and learning, attention, and encoding as well as his visual working memory using the familiarize–recognize paradigm. When comparing the two subtests, it appeared that he had higher abilities when hearing number sequences than viewing pictures. In general, Paul had typically less developed ability when it comes to mental control and holding information in his short-term memory when his visual memory and when his auditory memory is being tested when compared to other children his age.

The Processing Speed Index (PSI) measures a child's speed and accuracy of visual identification, decision-making, and decision implementation. More specifically, processing speed involves the child to quickly and correctly scan or discriminate between simple visual information and assess whether he can mentally process simple or routine information in a specific time frame. Within this Index, Paul was asked to view and complete simple paper-pencil tasks accurately within a specified time limit to assess the speed of information processing. His scores within this Index varied, and were found to be in the Borderline or Low and Average range. Paul scored in the Borderline or Low range on the subtest where the examiner asked him to copy symbols that were paired with geometric shapes which he had to complete this task in a certain time limit. It should be noted that this is considered a significant weakness when compared to the other subtest in this domain. In the subtest where Paul needed to scan a search group of symbols to indicate whether a target symbol was present or absent in a specified time frame, he scored in the Average range. These subtests measured his processing speed, short-term visual memory, learning ability, psychomotor speed, visual perception and discrimination, visual-motor coordination, cognitive flexibility, and speed of mental operation. Paul's visual-motor organizational and graphomotor abilities appeared to be typically less developed when compared to other children his age.

EDUCATIONAL ASSESSMENT:

Test Date: *12/17/2024*

ASSESSMENTS USED:

Woodcock-Johnson IV (WJ-IV)
Comprehensive Test of Phonological Processing-2 (CTOPP-2)

TESTING OBSERVATION:

Paul entered the testing session easily. He appeared comfortable with this examiner and readily engaged in back and forth conversation. When asked, he said Math is his favorite subject in school. Paul did appear more confident on Math subtests rather than those requiring reading. He did prefer to skip some unknown testing items on decoding assessments. Paul remained in his seat throughout the session. Occasionally, he was distracted by testing items; however, he was easily redirected when prompted.

Woodcock-Johnson IV: Tests Of Achievement Extended

Paul was administered a set of tests from the Woodcock-Johnson IV Tests of Achievement (WJ IV ACH) which assess various aspects of academic achievement. This assessment contains subtests measuring four curricular areas: reading, mathematics, written language and academic knowledge. Specific combinations, or groupings, of these tests form clusters for interpretive purposes. A range of 90 to 110 is considered the average level of functioning according to standard scores. A range of 25 to 75 is considered average when discussing percentiles.

Achievement Score Profile

Reading and Written Language Results:

Subtest	*Standard Score*	*Percentile*	*WJ-IV NU Classification*
Reading	79	9	Low Average
Basic Reading Skills	91	27	Average
Broad Reading	72	3	Low
Reading Fluency	70	2	Very Low
Written Language	94	34	Average

Letter-Word Identification	86	17	Low Average
Passage Comprehension	74	4	Low
Word Attack	98	45	Average
Oral Reading	82	12	Low Average
Sentence Reading Fluency	69	2	Very Low
Spelling	89	23	Low Average
Writing Samples	98	44	Average

DISCUSSION OF THE RESULTS:

The **Reading** cluster is a measure of decoding and comprehension skills. It includes Letter-*Word Identification, Passage Comprehension* and *Sentence Reading Fluency*. Paul's Reading cluster score falls within the low average range (SS=79, 9th percentile). The **Broad Reading** cluster provides a comprehensive measure of reading achievement including reading decoding, reading speed, and the ability to comprehend connected discourse while reading. Paul's cluster is a combination of *Letter Word Identification*, *Passage Comprehension* and *Sentence Reading Fluency*. His Broad Reading scores fell within the low range of functioning (SS=72, 3rd percentile).

The **Basic Reading Skills** cluster provides a measure of sight vocabulary, phonics, and structural analysis skills. Paul's Basic Reading Skills (SS=91, 27th percentile) fall within the average range for his age. The scores are an aggregate measure of his performance on two tests, *Letter Word Identification* and *Word Attack*. The **Reading Fluency** cluster provides a measure of several aspects of reading fluency including prosody, automaticity and accuracy. *Oral Reading* and *Sentence Reading Fluency* are administered to derive an aggregate measure of an examinee's reading fluency in comparison to Paul's same age peers. His score (SS=70, 2nd percentile) falls within the very low range of functioning.

Letter-Word Identification measures a person's word identification skills. Paul's performance is categorized as low average (SS=86, 17th percentile). He read some initial words quickly and fluidly. When coming across unknown words, it was difficult to determine if he was applying decoding strategies. At times, he guessed words based on initial sounds.

Word Attack measures skill applying phonic and structural analysis skills to the pronunciation of unfamiliar printed words. The examiner presents lists of nonsense words to the examinee to read using Standard English pronunciation. The initial items require the examinee to produce sounds for single letters. The remaining items require the person to read aloud letter combinations that are phonetically consistent or are regular patterns in English orthography but are not nonsense or low frequency words. Paul's performance is considered average (SS=98, 45th percentile). He was able to decode some letter-blends as well as some CVC words. Higher level, multisyllabic blends were a little more challenging for him.

Passage Comprehension measures a person's ability to read and comprehend text, as follows: Test items are presented in a multiple-choice format and require the person to read a short passage and identify a missing key word that makes sense in the context of that passage. Paul's performance is considered low (SS=74, 4th percentile). He was first able to match short words to their correlating pictures. Paul had more difficulty reading passages. In some cases, he did not want to attempt to read them.

Sentence Reading Fluency measures reading rate, requiring both reading-writing and cognitive processing abilities. The task involves reading simple sentences printed in the Student Response Booklet, silently and quickly, deciding if the statement is true or false, and then circling Yes or No to indicate if the statement was true or false. Paul was asked to complete as many items as possible within a three-minute time limit. At times, he had to be redirected to the task as he became a little distracted by the testing items. His *Sentence Reading Fluency* score fell within the very low range (SS=69, 2nd percentile). Paul's difficulty with decoding and distractibility had a negative impact on the timed factor of this subtest.

Oral Reading is a measure of story reading accuracy and prosody, a reading-writing ability. The individual reads aloud sentences that gradually increase in difficulty. Performance is scored for both accuracy and fluency of expression. Paul read initial passages accurately. As the passages became longer he had some decoding errors. His score is low average (SS=82, 12th percentile).

The Comprehensive Test of Phonological Processing - 2nd Edition (CTOPP-2) was administered on 12/17/24. This test assesses Phonological Awareness, Phonological Memory, and Rapid Symbolic Naming. Phonological Awareness refers to an individual's awareness and access to the sound structures and units of his or her oral language. This ability is necessary in order for them to distinguish between units as well as manipulate these units. Deficits in this area can lead to difficulty with reading and writing. Phonological Memory refers to coding information phonologically for temporary storage in working or short-term memory. Deficits in this area can lead to difficulty learning new written and spoken vocabulary. Rapid Symbolic Naming requires

efficient retrieval of phonological information from long –term or permanent memory. When reading one must rapidly retrieve phonemes associated with letters and letter pairs, for pronunciation of common word segments and pronunciation of whole words. Deficits in this area may lead to difficulty in reading fluency.

A deficit in one or more of these kinds of phonological processing abilities is viewed as the most common cause of learning disabilities in general, and of reading disabilities in particular. Phonological processing abilities also support effective mathematical calculation, listening comprehension, and reading comprehension. Percentile ranks represent values that indicate the percentage of the distribution that is equal to or below a particular score. Subtest scaled scores provide the clearest indication of an individual's subtest performance. Subtest scaled scores are based on the mean of 10 and a scaled deviation of 3. Results are as follows:

SUBTESTS:

Core	*Raw Score*	*Percentile Rank*	*Scaled Score*	*Description*
Elision (EL)	15	25	8	Average
Blending Words (BW)	19	37	9	Average
Phoneme Isolation (PI)	14	16	7	Low Average
Memory for Digits (MD)	16	50	10	Average
Nonword Repetition (NR)	11	9	6	Low Average
Rapid Digit Naming (RD)	33	25	8	Average
Rapid Letter Naming RL)	26	50	10	Average

Subtests

Elision (EL) - measures the extent to which an individual can say a word, and then say what is left after dropping out designated sounds. Paul was in the average range at the 25th percentile. He did a nice job of accurately saying several words with portions omitted. Omitting sounds in the medial position of words was challenging for him.

Blending Words (BW) - measures an individual's ability to combine sounds to form words. Paul was average at the 37th percentile. He was able to combine several sounds in order to accurately say a word.

Phoneme Isolation (PI) - measures an individual's ability to identify an individual sound from a group of sounds strung together to form words. Paul was in the low average range at the 16th percentile. Some difficulty was noted in giving the medial sounds of words.

Memory for Digits (MD) - measures the extent to which an individual can repeat a series of numbers ranging in length from two to eight digits. Paul was in the average range at the 50th percentile. He was able to repeat up to 4 and 5 digits.

Nonword Repetition (NR) - measures an individual's ability to repeat nonwords that range in length from 3 to 15 sounds. Paul was low average at the 9th percentile. He did a nice job of segmenting sounds in single words. Multisyllabic words were more challenging for him.

Rapid Digit Naming (RD) - measures the speed with which an individual can name the numbers on two pages. Paul was average at the 25th percentile. He was able to name all digits accurately.

Rapid Letter Naming (RL) - measures the speed with which an individual can name letters on two pages. Paul was average at the 50th percentile.

COMPOSITES:

The most reliable scores from the CTOPP-2 are the composite scores. The composite scores are derived by adding the subtest scaled scores and converting the sum to a composite score. The composite scaled score has a mean of 100 and a scaled deviation of 15.

Results are as follows:

Composite	*Percentile*	*Composite Scores*	*Description*

Phonological Awareness	21	88	Low Average
Phonological Memory	21	88	Low Average
Rapid Symbolic Naming	37	95	Average

Phonological Awareness Composite Score is comprised of three subtests, Elision, Blending Words, and Phoneme Isolation. This score measures a student's awareness and access to the phonological structure of oral language. Paul was low average in the 21st percentile.

Phonological Memory Composite Score is comprised of two subtests, Memory for Digits and Nonword Repetition. This score represents a student's ability to code information phonologically for storage in short-term or working memory. Paul was low average in the 21st percentile.

Rapid Symbolic Naming Composite Score is comprised of the scaled scores of the two subtests Rapid Digit Naming and Rapid Letter Naming. This score represents the ability to efficiently retrieve phonological information and quickly and repeatedly execute a sequence of operations. Paul was in the average range at the 37th percentile.

The **Written Language** cluster provides an aggregate measure of meaningful written language and spelling. Two tests are administered: *Writing Samples* and *Spelling*. Paul's written language score falls within the average range (SS=94, 34th percentile) as compared to same-age peers.

On the *Writing Samples* test, Paul responded in writing to an oral prompt. Some items were also accompanied by a visual. He achieved an average Standard Score (SS=98, 44th percentile). Paul first completed sentences by filling in a missing word. Here, he displayed accurate spelling. Then he wrote some complete sentences. He does have two incomplete thoughts. There are capitalization, punctuation and spelling errors present. However, it should be noted that this does not always count against his score for this subtest.

Paul's performance on the *Spelling* test, which measured his ability to spell words with increasing difficulty placed him at the low average range (SS=89, 23rd percentile). He was able to spell a few, single-syllable words. Certain blends were challenging for him. Paul had some errors on sounds in the medial and final position of words.

MATH RESULTS:

Cluster / Tests	Standard Score	Percentile	WJ-IV NU Classification
Mathematics	94	35	Average
Broad Mathematics	90	24	Low Average
Math Calculation Skills	88	22	Low Average
Applied Problems	93	33	Average
Calculation	94	35	Average
Math Facts Fluency	86	17	Low Average

The **Mathematics** cluster provides a comprehensive measure of math achievement including problem solving and calculation skills. Paul's score falls within the average range (SS=94, 35th percentile). This includes the subtests of *Applied Problems* and *Calculation.* **Broad Mathematics** fell within the low average range (SS 90, 24th percentile). This cluster provides a comprehensive measure of math achievement which includes problem solving, number facility, automaticity and reasoning. This cluster includes the subtests of *Applied Problems, Calculation* and *Math Facts Fluency.* **Math Calculation Skills** cluster is a measure of computational skills and automaticity of basic math facts. Paul scored low average (SS=88, 22nd percentile). The subtests for this cluster includes *Calculation* and *Math Facts Fluency.*

Applied Problems requires a person to analyze and solve math problems. To solve the problems, the person must listen to the examiner read the problem while reading along or with the aid of a visual, recognize the procedure to be followed and perform relatively simple calculations. Because many of the problems include extraneous information, the individual must decide not only the appropriate mathematical operations to use, but also which numbers to include in the calculation. Item difficulty increases with calculations that are more complex. Paul's performance is within the average range (SS=93, 33rd percentile). He solved several items relating to general counting, patterns, clock times (to the hour) and word problems with a visual. Paul had more difficulty with some word problems without a visual cue and some problems involving counting coin value.

*Calculati*on is a test of math achievement measuring the ability to perform mathematical computations. The items require the person to perform computations without the use of a calculator. Items include addition, subtraction, multiplication, division, and combinations of these

basic operations, as well as some geometric, trigonometric, logarithmic and calculus operations. The calculations involve negative numbers, percentages, decimals, fractions and whole numbers. Because the calculations are presented in a traditional problem format in the Student Response Booklet, the person is not required to make any decisions about what operations to use or what data to include. Paul's score is within the average range (SS=94, 35th percentile). He correctly answered single-digit addition and subtraction problems. Paul did not want to attempt multi-digit equations. He does have a couple of calculation errors.

Math Facts Fluency (SS=86, 17th percentile) was within the low average range. Paul had three minutes to answer as many single-digit addition and subtraction problems as possible. He answered several problems; however, he does have some incorrect answers.

Cluster/Tests	*Standard Score*	*Percentile*	*WJ-IV NU Classification*
Academic Knowledge	103	57	Average
Science	102	56	Average
Social Studies	105	64	Average
Humanities	99	46	Average

Academic Knowledge provides a small sample of an individual's range of knowledge in Science, Social Studies and Humanities. Paul's score (SS=103, 57th percentile) falls into the Average range. He scored average on all three areas. Paul displayed a knowledgeable background.

Cluster / Tests	*Standard Score*	*Percentile*	*WJ-IV NU Classification*
Academic Applications	87	19	Low Average
Academic Skills	89	23	Low Average
Brief Achievement	88	21	Low Average

Academic Applications cluster measures the application of academic skills to academic problems. It specifically looks at math reasoning, comprehension and writing abilities. Paul's score (SS=87, 19th percentile) falls within the low average range. The **Academic Skills** cluster is a measure of decoding, math calculation and spelling, providing an overall score of basic achievement skills. His score (SS 89, 23rd percentile) falls into the low average range of functioning in basic skills. **Brief Achievement** represents a measure of performance across reading, writing and math. Paul's score (SS=88, 21st percentile) is within the low average range.

SUMMARY:

An Initial Evaluation Plan Meeting was held in order to determine if testing was warranted. Paul was referred by his homeroom teachers on 11/19/2024 due to the continued difficulty he has been experiencing in the classroom in all subject areas, despite Tier 3 support and classroom and curriculum accommodations and modifications.

Paul is currently in second grade in an In-Class-Resource (ICR) classroom, in which there are both a General Education teacher and a Special Education teacher. Paul currently receives Academic Assistance in English Language Arts (ELA) daily for 30 minutes with the Interventionist. Paul is currently receiving Tier 3 intervention, and has been given extended time with Tier 1 and Tier 3 support in the classroom. It should be noted that Paul is very inconsistent with transfer. Paul has difficulty holding on to the skills that the interventionist has been working on with him. Alternative methods or materials that have been provided by his teachers include Orton-Gillingham (OG) Multisensory techniques.

Paul was administered a Psychological Evaluation. Paul was given the WISC-V to determine his current level of cognitive functioning, which was found to be in the Average range (Full-Scale I.Q. = 94). His Verbal Comprehension Index fell in the High Average range (VCI = 116), his Visual Spatial Index fell in the Average range (VSI = 97), his Fluid Reasoning Index fell in the Average range (FRI = 91), his Working Memory Index fell in the Low Average range (WMI = 82), and his Processing Speed Index fell in the Low Average range (PSI = 89). Paul demonstrated Low Average to High Average abilities.

Paul showed a significant strength in the area of Verbal Comprehension. More specifically, Paul's strength showed in the Vocabulary subtest. Paul showed a significant weakness in the area of Working Memory. More specifically, Paul showed difficulty in the Coding subtest. These strengths and areas of weaknesses point to Paul being an auditory learner. Given his strength in Verbal Comprehension, it is shown that Paul demonstrates a strong ability to understand and use words effectively, including accessing and applying his knowledge of vocabulary, interpreting language, and expressing ideas verbally, essentially showing a high level of "word knowledge"

compared to others his age. His significant weakness in the area of Working Memory indicates that Paul has difficulty holding and manipulating information in his mind for a short period, which can lead to struggles with tasks that require multi-step processing, following complex instructions, or remembering details while performing another action; essentially, he may have trouble "keeping track" of information needed to complete a task. Given this information, Paul would likely benefit most from listening and speaking with strategies like discussions, group work, reading aloud, and using rhymes and mnemonics. These strategies would be highly effective as they would allow him to process information primarily through sound and verbal communication.

During testing, distractions were minimal and insignificant, and the conditions of standardized and formal testing were considered to be adequate. At times, Paul showed a lack of confidence in his abilities, but at other times he appeared to be very confident. Paul was able to be redirected when necessary and had a positive attitude throughout the testing session. The results appear to be a true depiction of his true intellectual functioning as this truly shows his capability and what his areas of improvement are.

Paul was administered an Educational Evaluation. His scores fall within the very low to the average range of achievement on the WJ-IV. On the CTOPP-2, his scores ranged from low average to average. In regards to literacy, Paul has a letter-sound foundation. However, application of this to higher level decoding is a challenge for him at this time. This impacts his fluency while reading and his comprehension of text. Decoding also impacts encoding while writing. Paul was able to get some thoughts onto paper, but spelling is an area of weakness when writing. Inconsistencies with the mechanics of written expression were also noted. Mathematically, Paul has a number sense which he was able to apply to single-digit calculation skills. Certain reasoning abilities, such as higher level word problems and coins were a little difficult. Paul was able to perform math facts; however, he may have been impacted by the timed factor. He appeared more confident in the area of math as compared to literacy.

Determination for eligibility for special education and related services will be discussed at the eligibility meeting with the parents, teachers, and child study team.

RECOMMENDATIONS

Considering multiple data sources and methods of assessment, Paul will benefit from behavioral strategies to address the concerns from his parents and teachers. Selected recommendations are offered below.

1. *Language*: Play to Paul's strengths in Verbal Comprehension skills and incorporate language-rich activities and discussions.
2. *Scaffolding*: Provide explicit instruction and scaffolding for tasks that require working memory, such as breaking down complex tasks into manageable steps.
3. *Extra Time*: Allow extra time for tasks to accommodate his lower Processing Speed.
4. *Visual Aids*: Use visual aids and graphic organizers to support memory and understanding.
5. *Multisensory Techniques*: Implement multisensory learning approaches to engage different cognitive domains and enhance learning.
6. *Assistive Technology*: Encourage the use of assistive technology, such as speech-to-text software, to support writing tasks.
7. *Environment*: Foster a supportive learning environment that recognizes and builds on Paul's strengths while providing targeted interventions for his areas of need.

Required Signatures

Name	Credentials	Signature	Date Signed
Kristin Olsen	LDT/C Learning Consultant	Kristin Olsen	2/3/2025
Jana Rojas	M.S.W., L.S.W Social Worker	Jana Rojas	2/3/2025
Hilary S. Harvey	M.S Ed., L.S.S.P., Certified School Psychologist	Hilary S. Harvey	2/3/2025
Jennifer Aussicker	M.A. Psychology School Psychology Graduate Intern	Jennifer Aussicker	2/3/2025