

## Confidential Psychoeducational Evaluation

**Student:**  
**Parent/Guard.:**  
**Address:**

**DOE:**  
**DOB:**  
**CA:**

**Phone:**

**Grade:**

**Examiners:** Damian Bariexca

---

### Reason for Identification

XXX was referred for Child Study Team evaluation in order to update his cognitive profile and yield scores that are necessary in the transition process. The purpose of this evaluation is to gather information about XXX's educational and psychological needs, generate appropriate modifications and accommodations, and assist in transition planning.

### Background Information

A review of records indicates that XXX has been eligible for Special Education and Related Services since pre-school, when he was found eligible based on a language delay and fine motor difficulties. XXX was re-evaluated at age 5 ½ and was classified as neurologically impaired, a finding substantiated by a follow-up neurological evaluation at age 8. Presently, he is classified as having a Specific Learning Disability due to a severe discrepancy between general cognitive functioning and achievement in the area of broad reading. XXX also has documented weakness in working memory.

XXX's most recent IEP was conducted on August 23, 2007. Modifications and accommodations include the following: reduction of distractions, copies of class notes per student request, reasonable extra time for tests, longer assignments/projects broken into shorter parts, visual/concrete learning aids, and having XXX repeat back assignments to check for understanding

XXX most recently completed his junior year at \_\_\_\_\_ High School. His 11<sup>th</sup> grade educational program consisted of Pull-Out Replacement English, ICS Math, ICS U.S. History, ICS Latin, and ICS Science, as well as Pull-Out Support Study Skills. Final grades for the 2006-2007 school year are as follows: TNT (Tech/Tech) (A), B-; SIP-Language Arts, B; HSPA Math, D; Service Learning 11, U (no credit earned); Study Skills, C-; English III (ASP) D; Chemistry (A), D-; World History (A), D+; Latin I (A), F (no credit earned); Phys. Ed. QX, A+; Phys. Ed. SX, A-; First Aid, A.

XXX's 12<sup>th</sup> grade educational program at \_\_\_\_\_ currently includes Pull-Out Replacement for English, Pull-Out Support Study, In-Class Support for Geometry and Spanish, and mainstream Phys. Ed., electives, and Algebra. Quarter 1 grades for the 2007-2008 school year are as follows: Academic Fundamentals of Geometry, 72; English IV, 86; Spanish for Communicators I, 77.

### Information from the Student

XXX indicated that his favorite classes in high school have been his Science courses, because he appreciates the inquiry-based nature of the discipline. He likes the idea that in science, there is an infinite amount of information to discover. He has also been enjoying his English classes more recently, as he has discovered a latent talent for writing. He also particularly enjoyed his English classes at \_\_\_\_\_ High School, where he felt more time was spent on discussion and analysis of literature than on comprehension, as in his English classes at \_\_\_\_\_. XXX sees himself as a creative person, and the creative component of his English IV class at \_\_\_\_\_ has allowed him to explore that side of himself, as well as prompting him to think about literature on a deeper level on his own. XXX feels that his biggest challenge in high school has been getting homework done, and participating in classes he does not like.

XXX plays guitar, and has recently started a rock band with friends. He has also applied for a stockboy position at \_\_\_\_\_ in Flemington. XXX also enjoys studying Tae Kwon Do at the local dojo in \_\_\_\_\_. XXX plans to attend \_\_\_\_\_ Community College after graduation, but does not yet have a planned major area of study.

### Previous Test Results

Wechsler Intelligence Scale for Children-Third Edition (WISC-III): Glick (2/04)

Woodcock-Johnson III – Tests of Cognitive Ability and Achievement: Schwarzenberger (2/04)

#### WISC-III

Verbal IQ:	108
Performance IQ:	110
Full Scale IQ:	109

#### WJ-III

<b>Tests of Cognitive Ability</b>	<b>Standard Score</b>	<b>Percentile</b>	<b>Range</b>
Verbal Comprehension	108	70	Average
Visual-Auditory Learning	80	80	Below Average
Spatial Relations	88	21	Below Average
Sound Blending	142	99.7	Very Superior
Concept Formation	117	87	High Average
Numbers Reversed	78	7	Low
Visual Matching	85	15	Below Average
Incomplete Words	110	75	Average
Auditory Working Memory	73	4	Low

<b>Tests of Achievement</b>	<b>Standard Score</b>	<b>Percentile</b>	<b>Range</b>
Broad Reading	74	4	Low
Passage Comprehension	98	44	Average
Reading Fluency	**	**	Very Low
Letter-Word Identification	100	49	Average
Basic Reading Skills	97	41	Average
Letter-Word Identification	100	49	Average
Word Attack	93	33	Average

<b>Tests of Achievement</b>	<b>Standard Score</b>	<b>Percentile</b>	<b>Range</b>
Calculations	109	72	Average
Applied Problems	101	52	Average
Spelling	97	42	Average
Writing Samples	110	75	Average

## Observations and General Impressions

XXX was cooperative and pleasant throughout the evaluation sessions. He presented with appropriate affect and rapport was easily established. XXX worked diligently and appeared to take all tasks seriously. These test results should be considered an accurate estimate of XXX's current cognitive and educational functioning.

## Evaluation Procedures

Review of School Records

Structured Student Interview

Wechsler Adult Intelligence Scale-Third Edition (WAIS-III)

Woodcock-Johnson III – Tests of Achievement, Form A (WJ-III)

## Summary of Findings/Interpretation of Assessment Results

### ***WJ-III***

The Woodcock-Johnson III Tests of Achievement provide measures of general scholastic aptitude and academic achievement. Standard scores from 90 to 109 are considered average. Moreover, these scores will be reported with corresponding ranges at the 95% confidence level. A complete score report and description of each subtest appears at the end of this report.

*Oral Expression.* The Oral Expression cluster measures XXX's competency in spoken English, and is comprised of the Story Recall and Picture Vocabulary subtests. XXX's overall Oral Expression cluster standard score of 102 (56<sup>th</sup> percentile) places him in the Average range of spoken English achievement. His score on the Story Recall subtest (ss=112; 78<sup>th</sup> percentile) was in the High Average range, and his score on the Picture Vocabulary subtest (ss=99; 47<sup>th</sup> percentile) was in the Average range. XXX will likely find age-level tasks requiring listening skills and spoken English vocabulary appropriately manageable.

*Listening Comprehension.* The Listening Comprehension cluster is a measure of listening ability and verbal comprehension, and is comprised of the Understanding Directions and Oral Comprehension subtests. XXX's overall Listening Comprehension standard score of 102 (56<sup>th</sup> percentile) is in the Average range; his standard score on the Understanding Directions (ss=93; 33<sup>rd</sup> percentile) was toward the low end of the Average range, and his Oral Comprehension standard score of 108 (70<sup>th</sup> percentile) fell toward the top of the Average range. XXX's demonstrated achievement in acting upon verbal directions is typical of his age-level peers, though some tasks requiring short-term memory storage and manipulation may be challenging for XXX.

*Oral Language-Extended Cluster.* The Oral Language-Extended cluster (SS=103; 57<sup>th</sup> percentile) measures XXX's ability to comprehend and act upon verbal directions, and draws upon the Understanding Directions (ss=93; 33<sup>rd</sup> percentile), Oral Comprehension (ss=108; 70<sup>th</sup> percentile), Story Recall (ss=112; 78<sup>th</sup> percentile), and Picture Vocabulary (ss=99; 47<sup>th</sup> percentile) subtests. XXX's standard scores on the subtests are described in the above two sections; his overall Oral Language-Extended cluster score fell in the Average range. XXX will likely find most age-level tasks requiring listening skills and acting upon verbal directions as manageable as most of his age-level peers.

*Broad Written Language & Written Expression.* The Broad Written Language cluster measures XXX's writing fluency, spelling ability, and the quality of his written expression. It is comprised of the Spelling, Writing Fluency, and Writing Samples subtests. XXX's overall cluster standard score of 104 (60<sup>th</sup> percentile) is in the Average range, which is consistent with his scores on all the subtests in this cluster. XXX's standard scores on the Spelling (ss=97; 41<sup>st</sup> percentile) and Writing Fluency (ss=100; 49<sup>th</sup> percentile) both fall in the average range. His score on the Writing Samples subtest (ss=132; 98<sup>th</sup> percentile) fell in the Very Superior range. These scores suggest that XXX will find grade-level writing tasks manageable, if not easy. Additionally, XXX's Written Expression standard score was 111 (76<sup>th</sup> percentile), which registered in the High

Average range. XXX likely finds grade-level tasks requiring clear expression and organization of sentences manageable.

*Broad Reading.* The Broad Reading cluster measures reading achievement and skills such as decoding, reading speed, and reading comprehension. This cluster is comprised of the following subtests: Letter-Word Identification, Reading Fluency, and Passage Comprehension. XXX's Broad Reading score falls at the low end of the Average range (SS=91; 27<sup>th</sup> percentile), but his performance on reading tasks varied. His Average performances on the Letter-Word Identification (ss=96; 40<sup>th</sup> percentile) and Passage Comprehension (ss=106; 65<sup>th</sup> percentile) were significantly higher than his Low Average Reading Fluency score (ss=84; 15<sup>th</sup> percentile). This discrepancy suggests that while XXX's reading comprehension skills are average, his ability to utilize efficient reading processes is below average.

*Broad Math Cluster & Math Calculation Skills.* The Broad Math cluster measures math reasoning, problem solving, and automaticity with basic math facts. All subtests are completed without the use of a calculator. This cluster is comprised of the Calculation, Math Fluency, and Applied Problems subtests. XXX's overall Broad Math standard score of 100 (49<sup>th</sup> percentile) falls in the Average range, but his performance on the different subtests varied. His scores on the Applied Problems subtest (ss=105; 62<sup>nd</sup> percentile) and Calculation subtest (ss=102; 54<sup>th</sup> percentile) are both in the Average range, but his standard score on the Math Fluency subtest (ss=85; 15<sup>th</sup> percentile), which requires students to complete basic addition, subtraction, multiplication, and division tasks under a three-minute time limit, was in the Low Average range. Additionally, XXX's Math Calculation Skills standard score was 95 (37<sup>th</sup> percentile), which registered in the Average range. These scores indicate that XXX's overall mathematical problem-solving ability is equivalent with that of many of his age-level peers, but he calculates and solves problems at a significantly slower rate than those peers.

*Overall Academic Processing.* XXX's overall Academic Skills standard score is a 98, which places him in the 44<sup>th</sup> percentile (average range). Overall, while XXX's ability to apply his academic skills is rated as average (SS=111; 77<sup>th</sup> percentile), his fluency with those skills is rated in the low average range (SS=86; 18<sup>th</sup> percentile).

### **WAIS-III**

The Wechsler Adult Intelligence Scale-Third Edition (WAIS-III) is a test of problem solving and intelligence that has two parts: a Verbal Scale and a Performance Scale. XXX's Verbal IQ score will be dependent on his accumulated experience, whereas his Performance IQ score will be more dependent on his immediate problem solving ability.

The WAIS-III additionally yields four IQ/Index scores; descriptions of each Index as presented in *Contemporary Intellectual Assessment* (Flanagan & Harrison, 2005) are as follows: the **Verbal Comprehension Index (VCI)** score is composed of the Information, Vocabulary, and Similarities subtest scores. It assesses verbal knowledge, conceptualization, and brief expression, without taking working memory or other cognitive factors into consideration. The **Perceptual Organization Index (POI)** is composed of the Picture Completion, Block Design, and Matrix Reasoning subtests. It assesses nonverbal thinking, spatial reasoning, attentiveness to detail, and visual-motor coordination. The **Processing Speed Index (PSI)** score is composed of the Coding and Symbol Search subtests. It assesses how quickly an individual can process simple or routine information without making errors, often over two-minute timed intervals. The **Working Memory Index (WMI)** is composed of the Digit Span, Letter-Number Sequencing, and Block Design subtests. It measures an individual's capacity for temporarily storing, processing, or calculating incoming information in order to complete a task. Working Memory was not assessed for transition purposes.

Possible scaled scores range from 1 to 19, with a score of 8 to 12 falling within the average range. IQ/Index scores falling between 90 and 109 are also considered average. Moreover, these scores will be reported with

corresponding ranges at the 95% confidence level. A complete score report and description of each subtest appears at the end of this report.

Cognitive testing results indicate that XXX is functioning within the High Average range of intellectual ability. On the Wechsler Adult Intelligence Scale-Third Edition, XXX's Full Scale IQ is 118, placing him in the High Average range at the 88<sup>th</sup> percentile. XXX's Verbal IQ score of 118 (88<sup>th</sup> percentile) and Performance IQ score of 82 (82<sup>nd</sup> percentile) are both also in the High Average range. There is no significant discrepancy between XXX's Verbal and Performance IQ scores. There are, however, statistically significant discrepancies between XXX's Average Processing Speed Index score (PSI=96; 39<sup>th</sup> percentile) and his Superior Verbal Comprehension Index (VCI=124; 95<sup>th</sup> percentile) and High Average Perceptual Organization Index (POI=116; 86<sup>th</sup> percentile) scores. These discrepancies suggest that while XXX's abilities to use verbal reasoning, acquired knowledge, and visual-motor integration to problem-solve are more advanced than those of his peers, the speed with which he processes information in order to accomplish these tasks, while average compared to his peer group, is less developed than his other cognitive abilities.

In the Verbal area, XXX's scores varied from Low Average to Superior. His score on the Digit Span (ss=7; 16<sup>th</sup> percentile) was in the Low Average range. XXX's score on the Information (ss=12; 75<sup>th</sup> percentile) subtest fell in the Average range, while his score on the Vocabulary subtest (ss=13; 84<sup>th</sup> percentile) was in the High Average range. XXX's scores on the Arithmetic (ss=14; 91<sup>st</sup> percentile) and Comprehension (ss=14; 91<sup>st</sup> percentile) subtests were both in the Superior range, and his score on the Similarities subtest (ss=18; >99<sup>th</sup> percentile) fell in the Very Superior range. XXX's Similarities subtest score was noted as a statistically significant strength, while his Digit Span score was noted as a statistically significant weakness. These scores suggest that XXX's ability to retain and manipulate information in short-term memory is average compared to his peer group, but significantly less developed than his other verbal reasoning abilities, especially his ability to conceptualize verbally and reason in terms of "big picture" scenarios. XXX's general verbal reasoning skills were found to be equal to or better than approximately 88% of his age-level peers (VIQ=118).

XXX's scores in the Performance area were only slightly lower overall than his Verbal scores. Here, three of XXX's subtest scores fell in the Average range: Symbol Search (ss=9; 37<sup>th</sup> percentile), Coding (ss=10; 50<sup>th</sup> percentile), and Block Design (ss=11; 63<sup>rd</sup> percentile). XXX's scores on the Picture Completion (ss=13; 84<sup>th</sup> percentile) and Picture Arrangement (ss=13; 84<sup>th</sup> percentile) subtests were in the High Average range, and his Matrix Reasoning (ss=14; 91<sup>st</sup> percentile) subtest score registered in the Superior range. XXX's Symbol Search score was noted as a statistically significant weakness. These scores suggest that visual-motor coordination and processing speed are areas of relative weakness for XXX. Conversely, they also suggest that tasks that require visual manipulation and the use of inductive or deductive reasoning to solve problems appeal to XXX's strengths. XXX's overall non-verbal problem-solving skills were found to be equal to or better than approximately 82% of his age-level peers (PIQ=114).

### **Recommendations**

Given XXX's documented specific learning disability in the area of broad reading, as well as his documented difficulties utilizing short-term memory and weaknesses in academic fluency, it is recommended that he be allowed reasonable extra time (to be agreed upon by student and teacher prior to due date) for tests and written assignments, as well as be provided copies of class notes and study guides per his request. XXX would also benefit from having oral directions restated or rephrased, as well as being prompted to repeat directions to ensure comprehension. XXX should be permitted to use a calculator for math tasks when applicable. Finally, it is suggested that XXX meet with his professors during their office hours in order to establish a positive working relationship with them and advocate for desired services.

### Summary

XXX is a 17-year-old student who will be graduating from \_\_\_\_\_ High School in June 2008. XXX is being evaluated in order to update his cognitive profile and yield scores that are necessary in the college admission process. He is currently eligible for special education and related services under the classification Specific Learning Disability. XXX's 11<sup>th</sup> grade educational program at \_\_\_\_\_ High School included Pull-Out Replacement English, ICS Math, ICS U.S. History, ICS Latin, and ICS Science, as well as Pull-Out Support Study Skills. His 12<sup>th</sup> grade program at \_\_\_\_\_ currently includes Pull-Out Replacement for English, Pull-Out Support Study, In-Class Support for Geometry and Spanish, and mainstream Phys. Ed., electives, and Algebra.

Educational testing yielded mostly average standard scores; XXX's Writing Samples score was in the Very Superior range, while his scores on Reading and Math Fluency were in the Low Average range. In contrast to his Average to High Average range of academic skills, his level of academic fluency is rated as Low Average; XXX experiences difficulty correctly completing academic tasks under time constraints.

Cognitive testing results indicate that XXX is functioning within the High Average range of intellectual ability. There is no significant discrepancy between XXX's Verbal and Performance IQ scores; however, XXX's Processing Speed Index was noted as significantly lower than his Verbal Comprehension Index and Perceptual Organization Index. Statistically significant cognitive weaknesses were noted in tasks requiring short-term memory retrieval and visual-motor coordination. Statistically significant cognitive strengths were noted in tasks requiring expressive language and verbal reasoning.

Given XXX's documented specific learning disability in the area of broad reading, as well as his documented difficulties utilizing short-term memory and weaknesses in academic fluency, it is recommended that he be allowed reasonable extra time (to be agreed upon by student and teacher prior to due date) for tests and written assignments, as well as be provided copies of class notes and study guides per his request. XXX would also benefit from having oral directions restated or rephrased, as well as being prompted to repeat directions to ensure comprehension. XXX should be permitted to use a calculator for math tasks when applicable. Finally, it is suggested that XXX meet with his professors during their office hours in order to establish a positive working relationship with them and advocate for desired services.

---

**Damian N. Bariexca**

**Date**

## Standardized Testing Scores

### Academic Testing – WJ-III, Form A

Test	Percentile	Standard Score
Letter-Word Identification	40	96
Reading Fluency	15	84
Story Recall	78	112
Understanding Directions	33	93
Calculation	54	102
Math Fluency	15	85
Spelling	41	97
Writing Fluency	49	100
Passage Comprehension	65	106
Applied Problems	62	105
Writing Samples	98	132
Picture Vocabulary	47	99
Oral Comprehension	70	108
<u>Cluster</u>		
Oral Language (Ext.)	57	100
Oral Expression	56	111
Listening Comprehension	56	92
Broad Reading	27	86
Broad Math	49	86
Broad Written Language	60	102
Academic Skills	44	98
Academic Fluency	18	86
Academic Applications	77	111

Portfolio Work Sample ~

www.DamianBarbaca.net

*Psychological Testing – WAIS-III*

<u>Index/Subtest</u>	<u>Standard/Scaled Score</u>	<u>Percentile</u>	<u>95% Confidence Interval</u>	<u>Classification</u>
Full Scale IQ	118	88	114 – 122	High Average
Verbal IQ	118	88	113 – 122	High Average
Performance IQ	114	82	106 – 120	High Average
VC Index	124	95	117 – 129	Superior
PO Index	116	86	108 – 122	High Average
PS Index	96	39	88 – 105	Average
<u>Verbal Subtests</u>				
Vocabulary	13	84		High Average
Similarities (S)	18	>99		Very Superior
Arithmetic	14	91		Superior
Digit Span (W)	7	16		Low Average
Information	12	75		Average
Comprehension	14	91		Superior
<u>Performance Subtests</u>				
Picture Completion	13	84		High Average
Coding	10	50		Average
Block Design	11	63		Average
Matrix Reasoning	14	91		Superior
Picture Arrangement	13	84		High Average
Symbol Search (W)	9	37		Average

\*S = Statistically significant strength

\*W = Statistically significant weakness

## Description of Subtests

### *Woodcock-Johnson III – Tests of Achievement, Form A*

The following is a description of the Woodcock-Johnson III Tests of Achievement, Form A subtests as provided by the test publisher:

**Letter-Word Identification** measured XXX's ability to identify letters and words. He was not required to know the meaning of any word.

**Reading Fluency** measured XXX's ability to quickly read simple sentences, decide if the statement is true, and then circle Yes or No. He was asked to complete as many items as possible within a 3-minute time limit.

**Story Recall** measured aspects of XXX's oral language ability including language development and meaningful memory. The task required him to recall increasingly complex stories that were presented using an audio recording. After listening to a passage, XXX was asked to recall as many details of the story as he could remember.

**Understanding Directions** required XXX to listen to a sequence of instructions and then follow the directions by pointing to various objects in a picture.

**Calculation** measured XXX's ability to perform mathematical computations. The items required him to perform addition, subtraction, multiplication, division, and combinations of these basic operations.

**Math Fluency** measured XXX's ability to solve simple addition, subtraction, and multiplication facts quickly. He was presented with a series of simple arithmetic problems to complete in a 3-minute time limit.

**Spelling** measured XXX's ability to write orally presented words correctly.

**Writing Fluency** measured XXX's skill in formulating and writing simple sentences quickly. He was required to write sentences relating to a given stimulus picture that includes a set of three words. This test had a 7-minute time limit.

**Passage Comprehension** measured XXX's ability to understand what is being read during the process of reading. Test items required XXX to read a short passage and identify a missing key word that makes sense in the context of the passage.

**Applied Problems** measured XXX's ability to analyze and solve math problems. To solve the problems, he was required to listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations. Because many of the problems included extraneous information, XXX needed to decide not only the appropriate mathematical operations to use but also what information to include in the calculation.

**Writing Samples** measured XXX's skill in writing responses to a variety of demands. He was asked to produce written sentences that were evaluated with respect to the quality of expression. XXX was not penalized for any errors in basic writing skills, such as spelling or punctuation.

**Picture Vocabulary** measured XXX's oral language development and word knowledge. The task required him to identify pictured objects. This was primarily an expressive language task at the single-word level.

**Oral Comprehension** measured XXX's ability to comprehend a short spoken passage and then supply the missing word using syntactic and semantic cues. This oral language cloze procedure required use of listening, reasoning, and vocabulary abilities.

### ***Wechsler Adult Intelligence Scale – III***

The following is a brief description of each subtest as presented in *Contemporary Intellectual Assessment* (Flanagan & Harrison, 2005).

**Vocabulary:** This subtest requires examinees to name pictures and define words.

**Similarities:** Examinees are presented with two words that represent common concepts and are asked to describe how they are alike.

**Arithmetic:** The examinee mentally solves a series of orally presented arithmetic problems within a specified time limit.

**Digit Span:** This subtest is composed of two parts: Digit Span Forward (DSF) and Digit Span Backward (DSB). DSF requires examinees to repeat numbers in the same order as those read aloud by the examiner. DSB requires examinees to repeat the numbers in the reverse order of that presented by the examiner.

**Information:** This subtest requires examinees to answer questions that address a broad range of general knowledge topics.

**Comprehension:** Examinees must answer questions based on their understanding of general principles and social situations (e.g., "What is the advantage of keeping money in a bank?")

**Letter-Number Sequencing:** The examinee is read a sequence of numbers and letters, and recalls the numbers in ascending order and the letters in alphabetical order.

**Picture Completion:** Examinees are required to view a picture and then point to or name the important part missing within a specified time limit.

**Coding:** The examinee copies symbols that are paired with simple geometric shapes or numbers. Using a key, the examinee draws each symbol in its corresponding shape or box within a specified time limit.

**Block Design:** This subtest requires examinees to view a constructed model or picture in the Stimulus Book, and to use one-color or two-color blocks to recreate the design within a specific time limit.

**Matrix Reasoning:** In this subtest, the examinee looks at an incomplete matrix and selects the missing portion from five response options.

**Picture Arrangement:** The examinee is presented with a set of picture cards that tell a story in a specified order and asked to rearrange the cards into a logical sequence within the specified time limit.

**Symbol Search:** The examinee scans a search group and indicates whether the target symbol(s) matches any of the symbols in the search group within a specified time limit.