

## Confidential Psychoeducational Evaluation

**Student:** \_\_\_\_\_ **DOE:** \_\_\_\_\_  
**Parent/Guard.:** \_\_\_\_\_ **DOB:** \_\_\_\_\_  
**Address:** \_\_\_\_\_ **CA:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Examiners:** Damian N. Bariexca

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### Reason for Identification

XXX was referred for Child Study Team evaluation in order to update her 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 second grade, when she was found eligible based on weaknesses in reading comprehension, mathematical concepts, and written language. Presently, she is eligible under the category **Specific Learning Disability** due to a discrepancy between general cognitive functioning and achievement in the area of mathematical computation and written expression.

XXX's most recent IEP was conducted on December 6, 2006. Modifications and accommodations include the following: reduction of distractions, reasonable extra time to complete work, frequent cueing to re-focus attention, copies of class notes and test/quiz study guides provided per student request, longer assignments/projects broken into shorter parts, and oral testing if necessary.

XXX most recently completed her junior year at \_\_\_\_\_. Her 11<sup>th</sup> grade educational program consisted of Pull-Out Replacement Math and Science, In-Class Support History and English, and mainstream PE and electives. Final grades for the 2006-2007 school year are as follows: Health/PE 11, 97; Expository Writing, 86; Comparative World Studies I, 90; Science III, 94; Peer Leadership, 98; Exploring College & Career Options, 91; Convenience Foods, 92; First Aid/CPR, 93; Digital Photography, 96; Computer Applications, 91; Contemporary American Literature, 86; Comparative World Studies 2, 93; Business & Consumer Math, 92.

XXX's 12<sup>th</sup> grade educational program currently includes Pull-Out Replacement Math, In-Class Support English and Science, and mainstream Phys. Ed. and electives. Quarter 1 grades for the 2007-2008 school year are as follows: Fashion Merchandising, 86; Criminal Law, 82; Critical Issues in Literature, 96; General Science, 91.

### Information from the Student

XXX indicated that her favorite classes in high school have been her English courses, because she enjoys writing. She feels that reading, listening, and writing are also among her academic strengths. XXX stated that she “dreads” her math courses, and that those have been her least favorite classes in high school. She feels that she has difficulty eliminating wrong answers on multiple choice tests, and that tests and quizzes have been very difficult for her; she prefers writing-based assessments. Typing is also difficult for XXX; she prefers to hand-write her assignments, when possible.

XXX currently works two jobs while keeping her grades in the A-B range. XXX enjoys school, and would like to own her own business one day. She is looking forward to the challenges of college; XXX has applied to \_\_\_\_\_ Community College and \_\_\_\_\_ University, where she would like to study business and marketing.

### Previous Test Results

Wechsler Intelligence Scale for Children-Third Edition (WISC-III): Roberts (5/98)

Woodcock-Johnson Revised Tests of Achievement (WJ-R ACH): Costa (4/98)

Wechsler Individual Achievement Test (WIAT): Costa (4/98)

#### WISC-III

Verbal IQ: 100

Performance IQ: 99

Full Scale IQ: 99

#### WJ-R ACH

Clusters	Standard Score	Percentile	Range
Reading	100	50	Average
Math	96	39	Average
Written Language	92	29	Average
Broad Knowledge	104	62	Average

#### WIAT

Composites	Standard Score	Percentile	Range
Reading	85	16	Low Average
Mathematics	82	12	Low Average

### Observations and General Impressions

XXX was cooperative and pleasant throughout the evaluation sessions. She 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 84 (15<sup>th</sup> percentile) places her in the Low Average range of spoken English achievement. Her score on the Story Recall subtest (ss=91; 27<sup>th</sup> percentile) was in the Average range, and her score on the Picture Vocabulary subtest (ss=82; 12<sup>th</sup> percentile) was in the Low Average range. XXX will likely find age-level tasks requiring listening skills and spoken English vocabulary manageable, but possibly challenging.

*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 98 (43<sup>rd</sup> percentile) is in the average range; her standard score on the Understanding Directions (ss=93; 32<sup>nd</sup> percentile) was in the Average range, as was her Oral Comprehension standard score of 101 (54<sup>th</sup> percentile). XXX's demonstrated achievement in acting upon verbal directions is typical of her age-level peers, though some tasks requiring short-term memory storage and manipulation may be more challenging for XXX.

*Oral Language-Extended Cluster.* The Oral Language-Extended cluster (SS=91; 28<sup>th</sup> percentile) measures XXX's ability to comprehend and act upon verbal directions, and draws upon the Understanding Directions (ss=93; 32<sup>nd</sup> percentile), Oral Comprehension (ss=101; 54<sup>th</sup> percentile), Story Recall (ss=91; 27<sup>th</sup> percentile), and Picture Vocabulary (ss=82; 12<sup>th</sup> percentile) subtests. XXX's standard scores on the subtests are described in the above two sections; her overall Oral Language-Extended cluster score fell toward the low end of the Average range. XXX may find most age-level tasks requiring listening skills and acting upon verbal directions somewhat challenging, but as manageable as many of her age-level peers.

*Broad Written Language & Written Expression.* The Broad Written Language cluster measures XXX's writing fluency, spelling ability, and the quality of her written expression. It is comprised of the Spelling, Writing Fluency, and Writing Samples subtests. XXX's overall cluster standard score of 100 (51<sup>st</sup> percentile) is in the Average range, which is consistent with her scores on all the subtests in this cluster. XXX's standard scores on the Spelling (ss=92; 29<sup>th</sup> percentile), Writing Fluency (ss=108; 70<sup>th</sup> percentile), and Writing Samples (ss=106; 66<sup>th</sup> percentile) subtests all fell in the Average range. These scores suggest that XXX will find grade-level writing tasks manageable. Additionally, XXX's Written Expression standard score was 109 (73<sup>rd</sup> percentile), which registered at the high end of the 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 in the low average range (SS=89; 23<sup>rd</sup> percentile). Her performance on the Passage

Comprehension (ss=93; 32<sup>nd</sup> percentile) fell toward the lower end of the Average range, while her scores on the Letter-Word Identification (ss=87; 20<sup>th</sup> percentile) and Reading Fluency (ss=89; 24<sup>th</sup> percentile) fell toward the high end of the Low Average range. These scores suggest that XXX's reading comprehension skills are slightly better developed than her ability to utilize efficient reading processes.

*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 76 (5<sup>th</sup> percentile) falls in the Borderline range, but her performance on the different subtests varied. Her score on the Applied Problems subtest (ss=86; 18<sup>th</sup> percentile) was in the Low Average range, but her Math Fluency subtest score (ss=79; 8<sup>th</sup> percentile) was in the Borderline range. Her Calculation subtest score (ss=67; 1<sup>st</sup> percentile) registered in the Extremely Low range. These scores indicate that while XXX's ability to solve "real world" math problems is only slightly below average, her ability to perform simple calculation efficiently is significantly lower. This is consistent with XXX's identified specific learning disability in mathematical computation.

*Overall Academic Processing.* XXX's overall Academic Skills standard score is an 81, which places her in the 11<sup>th</sup> percentile (Low Average range). Her slightly higher Academic Fluency (ss=91; 27<sup>th</sup> percentile) and Academic Applications (ss=89; 23<sup>rd</sup> percentile) scores suggest that XXX has developed problem-solving strategies to compensate for her academic weaknesses.

### **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 her accumulated experience, whereas her Performance IQ score will be more dependent on her 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. A Working Memory Index score was not determined 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 Low Average range of intellectual ability. On the WAIS-III, XXX's Full Scale IQ is 89, placing her at the 23<sup>rd</sup> percentile; however, it must be noted that XXX's significantly low scores on the subtests that load on working memory have a detrimental effect on her overall Full Scale IQ score. XXX's Verbal Comprehension Index (VCI) score of 100 may be a purer measure of her crystallized intelligence, which is indicative of the significant impact of working memory on her overall cognitive functioning. This score falls in the Average range.

XXX's Verbal IQ score of 90 (25<sup>th</sup> percentile) and Performance IQ score of 90 (25<sup>th</sup> percentile) are both also in the Average range. There is no significant discrepancy between XXX's Verbal and Performance IQ scores, nor are there statistically significant discrepancies between XXX's Processing Speed (PSI=99; 47<sup>th</sup> percentile, Verbal Comprehension (VCI=100; 50<sup>th</sup> percentile), and Perceptual Organization (POI=91; 27<sup>th</sup> percentile) Index scores, all of which fall in the Average range.

In the Verbal area, XXX's scores varied widely. Her score on the Digit Span (ss=4; 2<sup>nd</sup> percentile) was in the Extremely Low range. XXX's score on the Arithmetic (ss=6; 9<sup>th</sup> percentile) subtest fell in the Borderline range, while her scores on the Similarities (ss=9; 37<sup>th</sup> percentile), Information (ss=8; 25<sup>th</sup> percentile), and Comprehension (ss=10; 50<sup>th</sup> percentile) subtests all fell in the Average range. In this section, XXX scored highest on the Vocabulary (ss=13; 84<sup>th</sup> percentile) subtest and earned a score in the High Average range. XXX's Vocabulary subtest score was noted as a statistically significant strength, while her Digit Span score was noted as a statistically significant weakness. These scores suggest that XXX's ability to retain and manipulate information in her short-term memory is significantly lower than her age-level peers. Similarly, her ability to perform basic mathematical tasks mentally is also very weak when compared to her peers. Conversely, her vocabulary and long-term memory retrieval are areas of strength. XXX's general verbal reasoning skills were found to be equal to or better than approximately 25% of her age-level peers (VIQ=90).

XXX's scores in the Performance area were much less varied than her Verbal scores. Here, only two subtests fell in the Low Average range: Block Design (ss=7; 16<sup>th</sup> percentile) and Picture Arrangement (ss=7; 16<sup>th</sup> percentile). The remaining subtest scores – Picture Completion (ss=9; 37<sup>th</sup> percentile), Digit-Symbol Coding (ss=10; 50<sup>th</sup> percentile), Matrix Reasoning (ss=10; 50<sup>th</sup> percentile), and Symbol Search (ss=10; 50<sup>th</sup> percentile) – all fell in the Average range. No statistically significant strengths or weaknesses were noted in this area of XXX's cognitive profile. These scores suggest that while visual-motor coordination and processing speed may be areas of relative weakness for XXX, overall, her non-verbal problem-solving skills were found to be equal to or better than approximately 25% of her age-level peers (PIQ=90).

### **Recommendations**

Given XXX's documented specific learning disability in the areas of written expression and mathematical computation, it is recommended that she 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 her request. XXX would also benefit from having the option to be tested orally instead of in writing. XXX should be permitted to use a calculator for math tasks when applicable. Finally, it is suggested that XXX meet with her professors during office hours in order to establish a positive working relationship 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 her cognitive profile and yield scores that are necessary in the college admission process. She is currently eligible for special education and related services under the classification Specific Learning Disability. XXX's 11<sup>th</sup> grade educational program included Pull-Out Replacement Math and Science, ICS English and History, and mainstream PE and electives. Her 12<sup>th</sup> grade program currently includes Pull-Out Replacement Math, ICS English and Science, and mainstream PE and electives.

Educational testing yielded mostly average and low average standard scores; XXX's performance on mathematics-related tests were significantly lower than scores in other academic areas. When examined in relation to her overall academic skills, XXX's academic fluency scores suggest that she has developed successful strategies to compensate for her academic weaknesses.

Cognitive testing results indicate that XXX is functioning within the Low Average to Average range of intellectual ability. There is no significant discrepancy between XXX's Verbal and Performance IQ scores or any of her IQ/index scores. Statistically significant weaknesses were noted in tasks requiring short-term memory retrieval and mental mathematical computation. Statistically significant cognitive strengths were noted in tasks requiring verbal reasoning.

Given XXX's documented specific learning disability in the areas of written expression and mathematical computation, it is recommended that she 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 her request. XXX would also benefit from having the option to be tested orally instead of in writing. XXX should be permitted to use a calculator for math tasks when applicable. Finally, it is suggested that XXX meet with her professors during office hours in order to establish a positive working relationship and advocate for desired services.

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**Damian N. Bariexca** \_\_\_\_\_ **Date**

## Standardized Test Scores

### *Academic Testing – WJ-III, Form A*

Test	Percentile	Standard Score
Letter-Word Identification	20	87
Reading Fluency	24	89
Story Recall	27	91
Understanding Directions	32	93
Calculation	1	67
Math Fluency	8	79
Spelling	29	92
Writing Fluency	70	108
Passage Comprehension	32	93
Applied Problems	18	86
Writing Samples	66	106
Picture Vocabulary	12	82
Oral Comprehension	54	101
<u>Cluster</u>		
Oral Language (Ext.)	28	91
Oral Expression	15	84
Listening Comprehension	43	98
Broad Reading	23	89
Broad Math	5	76
Broad Written Language	51	100
Academic Skills	11	81
Academic Fluency	27	91
Academic Applications	23	89

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**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	89	23	85 – 93	Low Average
Verbal IQ	90	25	85 – 95	Average
Performance IQ	90	25	84 – 97	Average
VC Index	100	50	94 – 106	Average
PO Index	91	27	84 – 99	Average
PS Index	99	47	90 – 108	Average
<u>Verbal Subtests</u>				
Vocabulary (S)	13	84		High Average
Similarities	9	37		Average
Arithmetic	6	9		Borderline
Digit Span (W)	4	2		Extremely
Low				
Information	8	25		Average
Comprehension	10	50		Average
<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	9	37		Average

\*S = Statistically significant strength

\*W = Statistically significant weakness

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## 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. She 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. She 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 her 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 she 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 her 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. She 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. She 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, she 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. She 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.

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