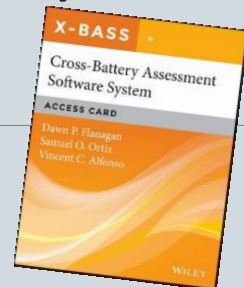
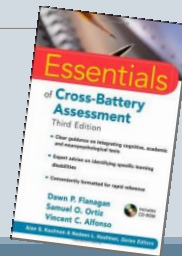


XBASS: Cross Battery Step by Step

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 Region One
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What is Cross Battery?

It is an approach that provides evaluators with the means to make systematic, valid, and up-to-date interpretations of intelligence batteries and to augment them with academic ability tests in a way that is consistent with the empirically supported Cattell-Horn-Carroll (CHC) theory of cognitive abilities.

It allows the examiner to conduct assessments that approximate the total range of broad and narrow cognitive abilities more adequately than what is possible with a single intelligence battery.

It also takes into consideration a variety of exclusionary factors that could affect student's academic performance.

Cross Battery

Cross battery systematically looks at a wide range of broad and narrow cognitive processes including language-based processes (Gc).

Interpretation of strengths and weaknesses is at the cluster (not subtest) level, yielding better reliability.

The seven clusters most commonly used are:

- Comprehension-Knowledge (Gc)
- Fluid Reasoning (Gf)
- Short Term Memory (Gsm)
- Long Term Retrieval (Glr)
- Auditory Processing (Ga)
- Visual Processing (Gv)
- Processing Speed (Gs)



When is Cross Battery Assessment Used?

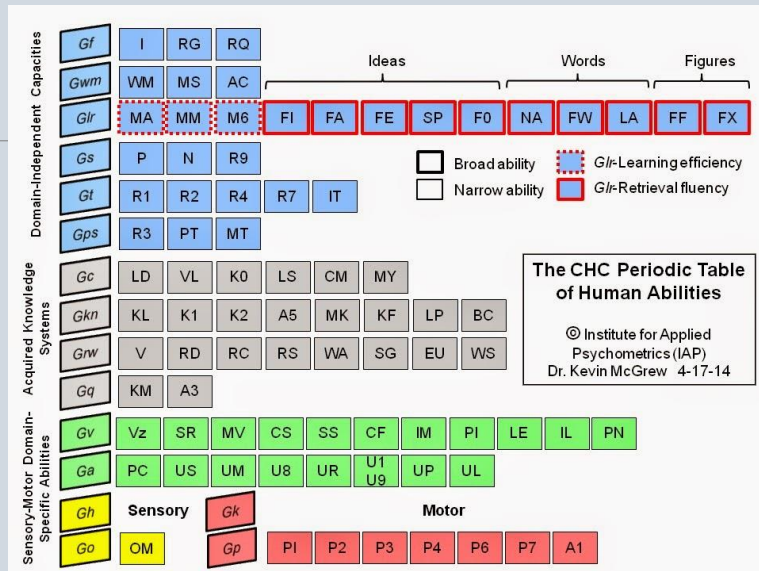
Whenever the constructs of interest cannot be assessed using a single battery

When there is a need to follow up on inconsistent scores

Comprehensive FIE

Assessment of Specific Learning Disability





Operational SLD Definition- Dual Discrepancy/Consistency

D-There is an unexpected discrepancy between overall cognitive ability and academic achievement in a specific area.

D-There is a discrepancy between overall cognitive ability and a specific deficit in linguistic competence, cognitive processes, or neuropsychological processes.

C-There is consistency between academic and cognitive deficits measured, demonstrated by a logical and empirical relationship that is confirmed with ecological validity.



Definition of Learning Disability

A student with a learning disability is one who:

- (i) Has been determined through a variety of assessment tools and strategies to meet the criteria for a specific learning disability as stated in 34 CFR, §300.8(c)(10), in accordance with the provisions in 34 CFR, §300.307-300.311; and
- (ii) **Does not achieve adequately for the child's age or meet state-approved grade-level standards** in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion-referenced tests; statewide assessments; or a process based on the child's response to scientific, research-based intervention; and
- (I) **Does not make sufficient progress** when provided a process based on the child's response to scientific, research-based intervention (as defined in 20 USC, §7801(37)), as indicated by the child's performance relative to the performance of the child's peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; or
- (II) **Exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability**, as indicated by significant variance among specific areas of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement.

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Questions to consider- If all questions are answered in the affirmative then SLD is highly probable.

- Is a normative academic deficit present that reflects an inability to achieve according to grade-or-age level expectations despite adequate instruction and supplemental intervention?
- Within the student's profile is there a pattern of strengths and weaknesses in processing? If present, does the pattern occur within an overall profile that is within normal limits?
- Have extraneous factors been ruled out as primary causes for deficits (i.e. attendance, behavior problems, sociological, language, and motivation)?
- Is there a relationship between the cognitive deficit(s) and the academic deficit?
- Have these deficits caused a significant interference with academic performance?



Cross Battery Principles

Principle 1 – Selecting a comprehensive ability battery as the core of the assessment.

- Tests that are most responsive to referral concerns

Principle 2 – Use Norm based composites from a single battery whenever possible to represent broad CHC abilities.

- Use test composites when they are interpretable. Use XBA composites as an alternative when needed.



Cross Battery Principles

Principle 3 – When constructing Broad & Narrow CHC clusters, select tests that have been classified using an acceptable method.

- Use tests that validly measure what you think they measure.

Principle 4 – Use 2 different indicators of a broad ability to create a composite.

- If the core battery selected has only 1 or NO measures of the broad ability, select another test to supplement.



Broad and Narrow CHC Ability Representation on Seven Current Intelligence Batteries

Table 1.4. Broad and Narrow CHC Ability Representation on Seven Current Intelligence Batteries

	<i>Gf</i>	<i>Gc</i>	<i>Gv</i>	<i>Gsm</i>	<i>Glr</i>	<i>Ga</i>	<i>Gs</i>
WISC-IV	Matrix Reasoning (I) Picture Concepts (I)	Vocabulary (VL) Information (K0) Similarities (VL, <i>GfI</i>) Comprehension (K0) Word Reasoning (VL, <i>GfI</i>)	Block Design (Vz) Picture Completion (CF, <i>GcK0</i>)	Digit Span (MS, MW) Letter-Number Sequencing (MW) Arithmetic (MW; <i>Gf</i> ; RQ)	Not Measured	Not Measured	Symbol Search (P) Coding (R9) Cancellation (P)
WAIS-IV	Matrix Reasoning (I) Figure Weights (RQ)	Vocabulary (VL) Information (K0) Similarities (VL, <i>GfI</i>) Comprehension (K0)	Block Design (Vz) Picture Completion (CF, <i>GcK0</i>) Visual Puzzles (Vz)	Digit Span (MS, MW) Letter-Number Sequencing (MW) Arithmetic (MW; <i>Gf</i> ; RQ)	Not Measured	Not Measured	Symbol Search (P) Coding (R9) Cancellation (P)
WPPSI-IV	Matrix Reasoning (I)	Picture Concepts (<i>Gc</i> ; K0, <i>GfI</i>) Vocabulary (VL) Information (K0) Similarities (VL, <i>GfI</i>) Comprehension (K0)	Block Design (Vz) Object Assembly (CS) Picture Memory (MV)	Not Measured	Not Measured	Not Measured	Animal Coding (R9) Bug Search (P) Cancellation (P) <i>(continued)</i>

Flanagan, Ortiz, and Alfonso (2013). *Essentials of Cross-Battery Assessment, 3rd edition*. Hoboken, NJ: Wiley



Broad and Narrow CHC Ability Representation on Seven Current Intelligence Batteries

Table 1.4. (Continued)

	<i>Gf</i>	<i>Gc</i>	<i>Gv</i>	<i>Gsm</i>	<i>Glr</i>	<i>Ga</i>	<i>Gs</i>
KABC-II	Pattern Reasoning (I; <i>Gv; Vz</i>) ¹ Story Completion (RG, <i>GcK0</i>) ²	Receptive Vocabulary (VL) Picture Naming (VL) Expressive Vocabulary (VL) Verbal Knowledge (VL, K0) Riddles (VL, <i>GfRG</i>)	Zoo Locations (MV) Face Recognition (MV) Triangles (Vz) Gestalt Closure (CS) Rover (SS, <i>Gf</i> ; RG) Block Counting (Vz) Conceptual Thinking (Vz; <i>GfI</i>)	Number Recall (MS) Word Order (MS, MW) Hand Movements (MS, <i>Gv</i> ; MV)	Atlantis (MA) Rebus (MA) Atlantis (MA) Delayed (MA) Rebus (MA) Delayed (MA)	Not Measured	Not Measured
WJ III NU	Concept Formation (I) Analysis-Synthesis (RG)	Verbal Comprehension (VL, <i>GfI</i>) General Information (K0)	Spatial Relations (Vz) Picture Recognition (MV) Planning (SS, <i>GfRG</i>)	Memory for Words (MS) Numbers Reversed (MW) Auditory Working	Visual-Auditory Learning (MA) Retrieval Fluency (FI)	Sound Blending (PC) Auditory Attention (UR) Incomplete Words (PC)	Visual Matching (P) Decision Speed (P) Pair Cancellation (P)

Flanagan, Ortiz, and Alfonso (2013). *Essentials of Cross-Battery Assessment, 3rd edition*. Hoboken, NJ: Wiley



				Memory (MW)	Visual-Auditory Learning Delayed (MA)		
					Rapid Picture Naming (NA; G: R9)		
SB5	Nonverbal Fluid Reasoning (I; <i>Gv</i>) Verbal Fluid Reasoning (I, RG, <i>Gc</i> CM) Nonverbal Quantitative Reasoning (RQ, <i>Gq</i> A3) Verbal Quantitative Reasoning (RQ, <i>Gq</i> A3)	Nonverbal Knowledge (K0, LS, <i>Gf</i> RG) Verbal Knowledge (VLK0)	Nonverbal Visual-Spatial Processing (<i>Vz</i>) Verbal Visual-Spatial Processing (<i>Vz</i> , <i>Gc</i> VL, K0)	Nonverbal Working Memory (MS, MW) Verbal Working Memory (MS, MW)	Not Measured	Not Measured	Not Measured
DAS-II	Matrices (I) Picture Similarities (I) Sequential & Quantitative Reasoning (RQ)	Early Number Concepts (VL, <i>Gf</i> A3) Naming Vocabulary (VL) Word Definitions (VL) Verbal Comprehension (LS) Verbal Similarities (VL, <i>Gf</i> I)	Pattern Construction (<i>Vz</i>) Recall of Designs (MV) Recognition of Pictures (MV) Copying (<i>Vz</i>) Matching Letter-Like Forms (<i>Vz</i>)	Recall of Digits-Forward (MS) Recall of Digits-Backward (MW) Recall of Sequential Order (MW)	Rapid Naming (NA; G: R9) ³ Recall of Objects-Immediate (M6) Recall of Objects-Delayed (M6)	Phonological Processing (PC)	Speed of Information Processing (P) <i>(continued)</i>



Rapid Reference 2.5. Representation of Broad CHC Abilities on Selected Cognitive, Achievement and Neuropsychological Batteries (Flanagan, Ortiz, & Alfonso, 2013)

Battery	<i>Gf</i>	<i>Gc</i>	<i>Gv</i>	<i>Gsm</i>	<i>Gl</i> r	<i>Ga</i>	<i>Gs</i>	<i>Gr</i> w	<i>Gq</i>	<i>Gkn</i>	<i>Gp</i>	<i>Gh</i>
WISC-IV	U	✓	✓	✓	--	--	✓	--	--	--	--	--
WAIS-IV	✓	✓	✓	✓	--	--	✓	--	--	--	--	--
WPPSI-IV	U	✓	✓	✓	--	--	✓	--	--	--	--	--
WJ III/NU COG	✓	✓	✓	✓	✓	✓	U	--	--	--	--	--
SB5	✓	✓	U	✓	--	--	--	--	--	--	--	--
DAS-II	✓	✓	✓	✓	✓	U	U	--	--	--	--	--
KABC-II	✓	✓	✓	U	U	--	--	--	--	--	--	--
KTEA-II	--	✓	--	--	✓	U	U	✓	U	--	--	--
WIAT-III	U	✓	--	--	U	U	U	✓	U	--	--	--
WJ III/NU ACH	U	✓	--	--	U	U	U	✓	✓	--	--	--
NEPSY-II	U	✓	✓	✓	✓	U	U	--	--	U	✓	--
D-KEFS	✓	U	U	U	✓	--	✓	--	--	--	U	--
DWNB	--	U	U	U	--	--	--	--	--	--	✓	✓

Note: "✓" = adequate representation; "U" = underrepresented; "--" = not measured. There are four broad CHC abilities not included in this rapid reference (i.e., Olfactory Abilities [Go], Psychomotor Speed [Gps], Reaction and Decision Speed [Gt], and Kinesthetic Abilities [Gk]). *Gf* = Fluid Reasoning; *Gc* = Comprehension-Knowledge; *Gv* = Visual Processing; *Gsm* = Short-term Memory; *Gl*r = Long-term Storage and Retrieval; *Ga* = Auditory Processing; *Gr*w = Reading and Writing; *Gq* = Quantitative Knowledge; *Gkn* = Domain-specific Knowledge; *Gp* = Psychomotor Abilities; *Gh* = Tactile Abilities; WAIS-IV = Wechsler



Cross Battery Principles

Principle 5 – When crossing batteries select tests normed and developed within a few years of one another to reduce the Flynn effect.

- Flynn effect – The substantial increase in average scores on intelligence tests globally as measured since 1930.
- All subtests within the XBA software have been normed within 10 years of one another.

Principle 6 – Select tests from the smallest number of batteries to avoid the effects of different norm samples.

- Minimize unintended errors in measurement & comparison



Cross Battery Principles

Principle 7 – Establish ecological validity for any and all test performance that suggest weakness or deficit.

- Find evidence of how the weakness manifests in daily living – most likely with academic achievement.
- Make clear connections between cognitive dysfunction and the educational impact of the dysfunction in classroom performance.



Bilingualism: Language Proficiency vs. Language Dominance

Bilingualism



Proficiency

Acquisition of linguistic knowledge, skills, and processes and use of that linguistic knowledge, skills, and processes across contexts.



Dominance

The degree of proficiency when comparing one language to another; when one language is stronger than the other.

Goldstein, 2012



Exclusionary Factors

Vision

Environmental/Economic Factors

Hearing

Cultural/Linguistic Factors

Motor Functioning

Physical/Health Factors

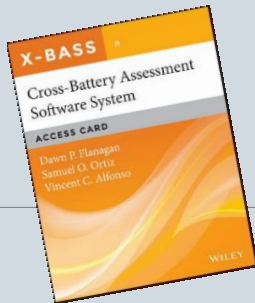
Cognitive and Adaptive Functioning

Instructional Factors

Social-Emotional/Psychological Factors



Let's Practice



Enabling Macro Settings

1. From the top menu or Office button, click the "Excel Options" button
2. Click on the "Trust Center" option
3. Click on "Trust Center Settings"
4. Click on "Macro Settings"
5. Select "Enable all macros (not recommended; potentially dangerous code can run)" and click "OK" to exit.

These are general instructions for macro settings and the actual steps may vary based on your particular version of Excel. Please refer to the help menu in Excel for guidance on adjusting macros and security settings if these steps do not seem to apply.



Cross Battery Step by Step

- Once you have determined language proficiency and know enough about the student's background select a cognitive battery that is appropriate for the student
- Identify broad abilities that are/are not measured by the selected battery
 - Each of the narrow abilities represented in the cluster must be qualitatively different
- Identify narrow abilities that are/are not measured by the battery
 - When referrals are specific to reading, math and written language, the narrows that best measure these should be utilized



Guide

Cross-Battery Assessment Software System (X-BASS® v1.0)

Index

Demographic Info and Data Record Management

Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dynda
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Begin by entering the examinee's name, date of evaluation, date of birth, and grade in the spaces provided. The evaluator name is optional, however, all other information is required. Then click the "Create New Record" button followed by the Index button to begin new data entry. To open and activate an existing data record, select it from the drop down menu below.

NOTE: THE PROGRAM WILL NOT OPERATE IF A NAME IS NOT ENTERED.

QUICK START:

1. ENTER NAME (if new case)	2. ENTER DATES/GRADE	3. CREATE NEW DATA RECORD
*Name of Examinee: <input style="width: 90%;" type="text" value="Jennifer"/>	*Date of Evaluation: <input style="width: 80%;" type="text" value="10/20/2014"/> <small>mm/dd/yyyy</small>	
Name of Evaluator: <input style="width: 90%;" type="text" value="Dawn Flanagan"/>	*Date of Birth: <input style="width: 80%;" type="text" value="10/10/2005"/> <small>mm/dd/yyyy</small>	
Examinee's Age: <input style="width: 90%;" type="text" value="9 years 0 month(s)"/>	*Examinee's Grade: <input style="width: 80%;" type="text" value="4"/> <small>K,1-12, or 12+</small>	

NO ACTIVE DATA RECORD

To OPEN and activate a saved record from the database, select it from the dropdown menu on the right. Data records are listed in alphabetical order by first name. Once selected, all data associated with the record will be populated in the appropriate locations. Click the Index button at the upper right corner of this tab to begin reviewing and updating the saved data. The program can store and retrieve data for up to 500 cases.

OPEN SAVED DATA RECORD

To SAVE or update the current data record, click the blue "Save Current Record" button and continue working. Frequent saves are recommended.

To CLEAR all scores, selections, and tab data in current use from the program, click the "Clear Data/Reset Program" button. CAUTION: This action is not reversible, removes data in current use, and resets the program to default values. Unsaved data and information will be permanently erased.

To DELETE a saved data record, select the record from the dropdown menu and click the "Delete Record" button. CAUTION: Make sure this is what you want to do because this action is not reversible.

This program is based on *Essentials of Cross-Battery Assessment (3rd Edition)*.
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Cross-Battery Assessment Software System (X-BASS® v1.0)
Test Tab Index and Main Navigation
 Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dynda
 Copyright © 2015 Samuel O. Ortiz, Dawn P. Flanagan & Vincent C. Alfonso. All Rights Reserved


The demographic information below will be automatically carried over to all other tabs.

Name of Examinee:	Jennifer	Date of Evaluation:	10/20/2014
Name of Evaluator:	Dawn Flanagan	Date of Birth:	10/10/2005
Examinee's Age:	9 years 0 month(s)	Examinee's Grade:	4

Click on any of the buttons below to navigate directly to any of the tabs to begin score entry, analyze data, or examine graphs.

COGNITIVE & LANGUAGE BATTERIES	ACADEMIC BATTERIES	ANALYSES
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WISC-V</div> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WAIS-IV</div> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WPPSI-IV</div> </div> <div style="width: 30%;"> <div style="background-color: purple; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WJIV COG</div> <div style="background-color: purple; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WJIV OL</div> <div style="background-color: green; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">DAS-II</div> </div> <div style="width: 30%;"> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">CAS2</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">KABC-II</div> <div style="background-color: orange; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">SB5</div> </div> </div>	<div style="background-color: purple; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WJIV ACH</div> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WIAT-III</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">KTEA-3</div>	<div style="background-color: black; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">XBA Analyzer</div> <div style="background-color: purple; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">PSW Analyzer</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">C-LIM Analyzer</div>
TEST SCORE SUMMARY GRAPHS	SCORE MANAGEMENT	DATA GRAPHS
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WISC-V Graph</div> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WIAT-III Graph</div> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WAIS-IV Graph</div> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WPPSI-IV Graph</div> </div> <div style="width: 30%;"> <div style="background-color: purple; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WJIV COG Graph</div> <div style="background-color: purple; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WJIV ACH Graph</div> <div style="background-color: purple; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">WJIV OL Graph</div> <div style="background-color: green; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">DAS-II Graph</div> </div> <div style="width: 30%;"> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">CAS2 Graph</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">KABC-II Graph</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">KTEA-3 Graph</div> <div style="background-color: orange; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">SB5 Graph</div> </div> </div>	<div style="background-color: green; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">Data Organizer</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">S&W Indicator</div> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">PSW-A Data Summary</div> <div style="background-color: grey; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">C-LIM Summary</div>	<div style="background-color: black; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">Integrated Graph</div> <div style="background-color: grey; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">XBA Analyzer Graph</div> <div style="background-color: green; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">Data Organizer Graph</div>
REFERENCE & INFORMATION	INDEX	OTHER
<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <div style="background-color: grey; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">XBA-CHC Test List</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">C-LIM Notes</div> </div> <div style="width: 30%;"> <div style="background-color: yellow; color: black; padding: 2px; text-align: center; margin-bottom: 2px;">C-LTC Reference</div> <div style="background-color: green; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">C-LIM Interpretation</div> </div> <div style="width: 30%;"> <div style="background-color: yellow; color: black; padding: 2px; text-align: center; margin-bottom: 2px;">Selecting Composites</div> <div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">Notes on PSW-A</div> </div> </div>	<div style="background-color: red; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">g-Value</div> <div style="background-color: blue; color: white; padding: 2px; text-align: center; margin-bottom: 2px;">C-LIM Index</div>	<div style="background-color: yellow; color: black; padding: 2px; text-align: center; margin-bottom: 2px;">Troubleshooting/Help</div> <div style="background-color: white; color: black; padding: 2px; text-align: center; margin-bottom: 2px;">About the Authors</div>

This program is based on *Essentials of Cross-Battery Assessment (3rd Edition)*.
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Steps cont'd


4. Administer and Score selected Battery and Supplemental Test
 - All subtests must be administered following the assessment procedures
5. Determine if the cluster scores a cohesive
 - Composite Cohesion is based on:
 - The magnitude of the Standard Deviation score difference
 - Options:
 - Input the scores into the either the XBA Analyzer or the Data Organizer depending on whether or not you need to follow up on the cluster score
 - Use the information given to determine whether clusters are cohesive
 - Keep in mind: the Broad Ability Composite must be considered COHESIVE to be a likely indicator of the abilities it represents
 - Check off the subtests that need to be moved to the XBA Analyzer
 - Click on the blue button "Transfer to Data Organizer" if you do not need to follow up on the scores

Cross-Battery Assessment Software System (X-BASS® v1.0)
WISC-V® Data Analysis
(age range = 6.0 - 16:11)

Name: Eddie Grade: 6 Age: 11 years 10 month(s) Date: 10/10/2014

WISC-V
WAIS-IV
WPPSI-IV
WIAT-III
WJ IV COG
WJ IV ACH
WJ IV OL
KABC-II
KTEA-3
CAS2
DAS-II
SBS

Index Name (check box to select score for integrated graph)	Enter scores	PR	Transfer scores	Criteria for Cohesion: Is variability...		Follow up Recommendations Do the results suggest a need for follow up?
				significant or substantial?	infrequent or uncommon?	
Verbal Comprehension Index (VCI/Gc)	<input type="checkbox"/> 84	14		Yes	Yes	Yes, recommended for lowest score
Similarities (Gc: VL, GfI)	<input type="checkbox"/> 5	5	<input checked="" type="checkbox"/>	NOT COHESIVE		Gc:VL = 84 Transfer to Data Organizer
Vocabulary (VL)	<input type="checkbox"/> 9	37	<input checked="" type="checkbox"/>	The difference between the scores that comprise the composite is significant and occurs in less than 10% of the general population which makes it relatively uncommon. The composite is, therefore, not cohesive meaning that it is not a good summary of the theoretically related abilities it was intended to represent and should not be interpreted.		Because one score in the composite is indicative of average or better performance and the other score is indicative of a deficit, follow up on the lower score is considered necessary to determine if it is an accurate and valid representation of ability.
Information (K0)	<input type="checkbox"/> 10	50	<input checked="" type="checkbox"/>			
Comprehension (K0)	<input type="checkbox"/>		<input type="checkbox"/>			
Fluid Reasoning Index (FRI/Gf)	<input type="checkbox"/> 81	27		No	No	No, not considered necessary
Matrix Reasoning (I)	<input type="checkbox"/> 9	37	<input type="checkbox"/>	COHESIVE		Gf = 91 Transfer to Data Organizer
Figure Weights (RG)	<input type="checkbox"/> 8	25	<input type="checkbox"/>	The difference between the scores that comprise the composite is not significant and a difference of this size occurs in more than 10% of the general population which makes it relatively common. The composite is, therefore, cohesive and should be interpreted because it provides a good summary of the theoretically related abilities it was intended to represent.		Because the difference between the scores that comprise the composite is not substantial (less than 2/3 SD) and both scores are at least average, follow up is not considered necessary.
Picture Concepts (I)	<input type="checkbox"/>		<input type="checkbox"/>			
Arithmetic (Gsm: MW, Gq: A3)	<input type="checkbox"/>		<input type="checkbox"/>			
Visual Spatial Index (VSI/Gv)	<input type="checkbox"/> 97	42		No	No	No, not considered necessary
Block Design* (Vz)	<input type="checkbox"/> 10	50	<input type="checkbox"/>	COHESIVE		Gv:Vz = 97 Transfer to Data Organizer
Visual Puzzles (Vz)	<input type="checkbox"/> 9	37	<input type="checkbox"/>	The difference between the scores that comprise the composite is not significant and a difference of this size occurs in more than 10% of the general population which makes it relatively common. The composite is, therefore, cohesive and should be interpreted because it provides a good summary of the theoretically related abilities it was intended to represent.		Because the difference between the scores that comprise the composite is not substantial (less than 2/3 SD) and both scores are at least average, follow up is not considered necessary.
*Additional process scale scores can be generated for Block Design (see WISC-V Administration and Scoring Manual Supplement). These subset processes are available in the XBA Analyzer Gv drop down menu.			<input type="checkbox"/>			
			<input type="checkbox"/>			
Working Memory Index (WMI/Gsm)	<input type="checkbox"/> 85	16		No	No	No, not considered necessary
Digit Span* (MW: MS)	<input type="checkbox"/> 7	16	<input type="checkbox"/>	COHESIVE		Gsm = 85 Transfer to Data Organizer
Picture Span (MS)	<input type="checkbox"/> 8	25	<input type="checkbox"/>	The difference between the scores that comprise the composite is not significant and a difference of this size occurs in more than 10% of the general population which makes it relatively common. The composite is, therefore, cohesive and should be interpreted because it provides a good summary of the theoretically related abilities it was intended to represent.		Because the difference between the scores that comprise the composite is not substantial (i.e., less than 2/3 SD), indicating similar subset performances, follow up is not considered necessary.
*Additional process scale scores can be generated for Digit Span (see WISC-V Administration and Scoring Manual Supplement). These subset processes are available in the XBA Analyzer Gv drop down menu.			<input type="checkbox"/>			
			<input type="checkbox"/>			



Steps cont's

6. If there is any clusters that yielded non cohesive scores
 - Follow up on the lower score, by giving another measure of that narrow ability
 - If the third score obtained forms a cohesive score with the lower narrow ability, then a Narrow Ability Composite can be reported
7. Once all your scores are cohesive then input them into the Culture-Language Interpretive Matrix (C-LIM v2.0)---for bilingual students

Interpretation of Broad CHC Ability

Broad Ability Constructs are represented by at least 2 qualitatively different narrow subtests

The Broad Ability Composite must be considered COHESIVE to be a likely indicator of the abilities it represents.

Composite Cohesion can be calculated from 2, 3, or 4, subtests entered.

Composite Cohesion is based on

- The **magnitude** of the Standard Deviation score difference
- The **rarity** of the difference that occurred



Narrow CHC Ability Interpretation

Occurs when a Non-Cohesive Broad Ability is obtained & the examiner chooses to follow up on the lower score, by giving another measure of that narrow ability

If the third score obtained forms a cohesive score with the lower narrow ability, then a Narrow Ability Composite can be reported.

The Divergent score is considered a relative strength



Cohesion

Cohesion asks two primary questions: Is the variability between the subtests making up the composite significant or substantial? (more than 2/3 SD 10 points)

Is the variability between the subtests making up the composite infrequent or uncommon? (occurs in less than 10% of the population)



Cross-Battery Assessment Software System (X-BASS® v1.0)
XBA Composite and Test Score Analyzer
 Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dynda
 Copyright © 2015 Samuel O. Ortiz, Dawn P. Flanagan & Vincent C. Alfonso. All Rights Reserved

Name: Eddie Age: 11 years 10 month(s) Grade: 6 Date: 10/10/2014

WISC-V	WAIS-IV	WPPSI-IV	WIAT-III	WJIV COG	WJIV ACH	WJIV OL	KABC-II	KTEA-3	CAS2	DAS-II	SBS
CRYSTALLIZED INTELLIGENCE (Gc) (check these boxes to select score for integrated graph)											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WISC-V Similarities (Gc:VL,GF-I)	<input type="checkbox"/>	5	75	A							
WISC-V Vocabulary (Gc:VL)	<input type="checkbox"/>	9	95	B							
WISC-V Information (Gc:K0)	<input type="checkbox"/>	10	100	B							
ITPA-3 Spoken Analogies (Gc:VL,GF-I)	<input type="checkbox"/>	6	80	A							
			Comp A	Comp B							
NOT COHESIVE: Use two, 2-subtest XBA composites			SS: 74	97							
Use Test Comp			Use XBA Comp(s)								
Score configuration and interpretation: Because the difference between the highest and lowest scores entered is greater than 1 and 1/3 SD, this set of scores is not considered cohesive, indicating that a composite based on all four scores is unlikely to provide a good summary of the ability it is intended to represent. Instead, the two lowest scores form one cohesive composite (Comp A) that may be interpreted meaningfully and the two highest scores also form another cohesive composite (Comp B) that may be interpreted meaningfully.											
FLUID REASONING (Gf) (check these boxes to select score for integrated graph)											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Test Comp Use XBA Comp(s)											
Score configuration and interpretation:											
AUDITORY PROCESSING (Ga) (check these boxes to select score for integrated graph)											
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KTEA-3 Phonological Processing (BRS:Ga:PC)	<input type="checkbox"/>	102	102	A							
CTOPP-2 Elision (Ga:PC)	<input type="checkbox"/>	8	90	A							
CTOPP-2 Blending Words (Ga:PC)	<input type="checkbox"/>	10	100	A							
			Comp	Comp							
COHESIVE: Use one, 3-subtest XBA composite			SS: 97								
Use Test Comp			Use XBA Comp(s)								
Score configuration and interpretation: The difference between the highest and lowest scores is less than 1SD, therefore, they form a composite that is considered cohesive and likely a good summary of the set of theoretically related abilities that comprise it. Interpret the composite as an adequate estimate of the ability that it is intended to measure.											

```

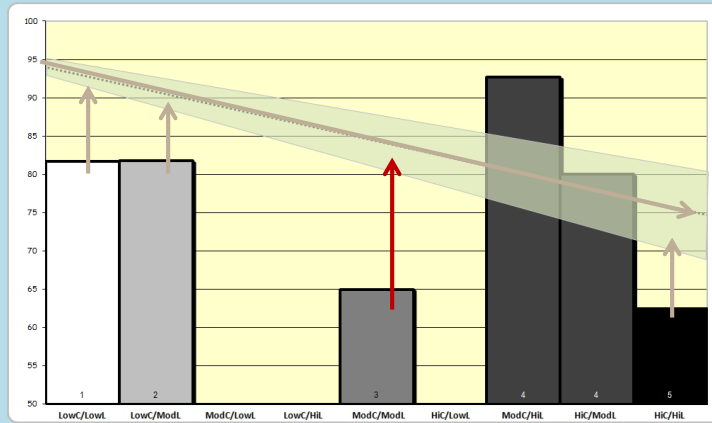
            graph TD
            Gc((Gc)) --> VL((VL))
            Gc --> K0((K0))
            VL --> VL1[Similarities]
            K0 --> K01[Information]
            K0 --> K02[Comprehension]
            style VL fill:#4a86e8,color:#fff
            style K0 fill:#4a86e8,color:#fff
            style VL1 fill:#76923c,color:#fff
            style K01 fill:#76923c,color:#fff
            style K02 fill:#76923c,color:#fff
            
```

CLIM

Name: _____ Age: _____ Grade: _____

DIFFERENCE LEVEL FOR EVALUATION: _____

XBA C-LIM Graph for KABC-II: Primary Evaluation of Cultural and Linguistic Influences



MATRIX/DATA ENTRY LANGUAGE-ONLY GRAPH CULTURE-ONLY GRAPH RETURN TO INDEX PRINT GRAPH



Achievement

Assess using a battery that is appropriate for the student

Assess in the students dominant language

If the student speaks more than one language assess in both languages if possible

Use multiple sources of data to determine achievement weaknesses

- Previous evaluation
- Work Samples
- Error Analysis
- Parent/Teacher/Student report
- Intervention Data
- Additional Testing



Pattern of Strengths and Weaknesses

8. Once you have determined that the students' cognitive scores are valid using the XBA Analyzer for those scores that needed follow up
 - o and once all achievement assessments have been administered, then the scores can be transferred to the Data Organizer
 - o Select Sufficiency in the Data Organizer (strength or weakness) for all scores including cognitive and achievement scores
 - o Proceed to PSW!
 - o g-Value will show **green, yellow, or red**
 - o The g-value remains an indication of the likelihood that the individual has at least average overall ability to think and reason.
 - o the PSW will give you an Facilitating Cognitive Composite (FCC)
 - o provides an estimate of overall intellectual ability. It is similar to a full scale IQ score...BUT it is the aggregate of ONLY the intact cognitive abilities measured, factoring out the potential negative impact of the identified cognitive weaknesses.
 - o and a Inhibiting Cognitive Composite (ICC)
 - o the ICC is an aggregate of the abilities that were judged by the evaluator to be "weaknesses" for the individual



XBA Analyzer

Integrated Graph

C-LIM Summary

Start

Cross-Battery Assessment Software System (X-BASS® v1.0)

XBA Score Summary and Data Organizer

Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dynda
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SRW Indicator

Data Organizer Graph

C-LIM Analyzer

Name: Eddie Age: 11 years 10 month(s) Grade: 6 Date: 10/10/2014

WISC-V
WAS-IV
WPPSI-IV
WIAT-III
WJIV COG
WJIV ACH
WJIV OL
KABC-II
KTEA-3
CAS2
DAS-II
SBS

Guidelines for Selecting Best Composite Scores for SLD Evaluation

The purpose of this tab is to organize composites and subtests to assist in the selection of those to be used for evaluation of the pattern of strengths and weaknesses in the PSW Analyzer. Test names and scores can not be entered into this tab directly. Rather, this tab provides a summary of test battery and XBA composites that were transferred from other tabs because they were considered the best estimates of CHC abilities, academic areas, and selected neuropsychological domains. Use this tab to select the composites and subtest scores you would like to use in PSW analyses by clicking on the check box to the right of each one in any domain for which there are data. You may select up to two composites for each of the CHC broad ability (e.g., Gc, Gf, Gsm) and neuropsychological (e.g., Executive Functions, Orthographic Processing) domains and up to three scores for each of the academic areas. Note that you may also click on the "Data Organizer Graph" to view or print the information on this tab. For more information on how to select the best scores for use in PSW analyses, click the button to the right.

After you have made your selections, click the "SRW Indicator" button to continue with additional steps for conducting PSW analyses.

CRYSTALLIZED INTELLIGENCE (Gc)	FLUID REASONING (Gf)																				
Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.	Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.																				
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">WISC-V Verbal Comprehension Index (Gc-VL)</td> <td style="width: 10%; text-align: center;">84</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/> Test Comp</td> <td style="width: 10%; text-align: center;">Clear Test Comp</td> </tr> <tr> <td>Crystallized Intelligence - XBA Gc</td> <td style="text-align: center;">74</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Comp A</td> <td style="text-align: center;">Clear XBA Comp(s)</td> </tr> <tr> <td>Crystallized Intelligence - XBA Gc</td> <td style="text-align: center;">97</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Comp B</td> <td style="text-align: center;">Clear XBA Comp(s)</td> </tr> </table>	WISC-V Verbal Comprehension Index (Gc-VL)	84	<input type="checkbox"/> Test Comp	Clear Test Comp	Crystallized Intelligence - XBA Gc	74	<input checked="" type="checkbox"/> Comp A	Clear XBA Comp(s)	Crystallized Intelligence - XBA Gc	97	<input checked="" type="checkbox"/> Comp B	Clear XBA Comp(s)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">WISC-V Fluid Reasoning Index</td> <td style="width: 10%; text-align: center;">91</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/> Test Comp</td> <td style="width: 10%; text-align: center;">Clear Gf Test Comp</td> </tr> <tr> <td colspan="4" style="text-align: right; padding-right: 5px;"><input type="checkbox"/> Clear XBA Comp(s)</td> </tr> </table>	WISC-V Fluid Reasoning Index	91	<input checked="" type="checkbox"/> Test Comp	Clear Gf Test Comp	<input type="checkbox"/> Clear XBA Comp(s)			
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WISC-V Fluid Reasoning Index	91	<input checked="" type="checkbox"/> Test Comp	Clear Gf Test Comp																		
<input type="checkbox"/> Clear XBA Comp(s)																					
LONG-TERM STORAGE AND RETRIEVAL (Glr)	SHORT-TERM MEMORY (Gsm)																				
Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.	Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.																				
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Long Term Storage and Retrieval - XBA Glr	94	<input checked="" type="checkbox"/> Comp	Clear Glr Test Comp																		
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WISC-V Working Memory Index (Gsm)	85	<input checked="" type="checkbox"/> Test Comp	Clear Gsm Test																		
<input type="checkbox"/> Clear XBA Comp(s)																					
VISUAL PROCESSING (Gv)	AUDITORY PROCESSING (Ga)																				
Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.	Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.																				
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WISC-V Visual Spatial Index (Gv-Vz)	97	<input checked="" type="checkbox"/> Test Comp	Clear Gv Test Comp																		
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Auditory Processing - XBA Ga	97	<input checked="" type="checkbox"/> Comp	Clear Ga Test Comp																		
<input type="checkbox"/> Clear XBA Comp(s)																					
PROCESSING SPEED (Gs)	DOMAIN SPECIFIC KNOWLEDGE (Gkn)																				
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XBA Analyzer
Integrated Graph
C-LIM Summary

Cross-Battery Assessment Software System (X-BASS® v1.0)

BXA Score Summary and Data Organizer

Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dyna
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S&W Indicator
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C-LIM Analyzer

Name: Andrew Age: 9 years 0 month(s) Grade: 4 Date: 10/20/2014

WISC-V WAIS-IV WPPSI-IV WIAT-III WJIV COG WJIV ACH WJIV OL KABC-II KTEA-3 CAS2 DAS-II SBS

Guidelines for Selecting Best Composite Scores for SLD Evaluation

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Grw-R: BASIC READING SKILLS (BRS)

Indicate which composite or subtests you wish to use for PSW analyses. All three scores may be selected for this domain.

KTEA-3 Letter and Word Recognition (BRS;Grw-R:RD)	75	<input checked="" type="checkbox"/>	Subtest	Clear Score 1
				Clear Score 2
				Clear Score 3

Grw-R: READING COMPREHENSION (RC)

Indicate which composite or subtests you wish to use for PSW analyses. All three scores may be selected for this domain.

KTEA-3 Reading Comprehension (RC;Grw-R:RC)	78	<input checked="" type="checkbox"/>	Subtest	Clear Score 1
				Clear Score 2
				Clear Score 3

Grw-R: READING FLUENCY (RF)

Indicate which composite or subtests you wish to use for PSW analyses. All three scores may be selected for this domain.

KTEA-3 Reading Fluency	87	<input checked="" type="checkbox"/>	Test Comp	Clear Score 1
				Clear Score 2
				Clear Score 3

Grw-W: WRITTEN EXPRESSION (WE)

Indicate which composite or subtests you wish to use for PSW analyses. All three scores may be selected for this domain.

KTEA-3 Written Language	90	<input checked="" type="checkbox"/>	Test Comp	Clear Score 1
				Clear Score 2
				Clear Score 3

Gq: MATH CALCULATION (MC)

Indicate which composite or subtests you wish to use for PSW analyses. All three scores may be selected for this domain.

KTEA-3 Math Computation (MC;Gq:A3)	105	<input checked="" type="checkbox"/>	Subtest	Clear Score 1
				Clear Score 2
				Clear Score 3

Gq: MATH PROBLEM SOLVING (MPS)

Indicate which composite or subtests you wish to use for PSW analyses. All three scores may be selected for this domain.

KTEA-3 Math Concepts & Application (MPS;Gq:A3,KM:GFRQ)	90	<input checked="" type="checkbox"/>	Subtest	Clear Score 1
				Clear Score 2
				Clear Score 3

ORAL EXPRESSION (OE)

Indicate which composite or subtests you wish to use for PSW analyses. All three scores may be selected for this domain.

KTEA-3 Oral Fluency	97	<input checked="" type="checkbox"/>	Test Comp	Clear Score 1
				Clear Score 2
				Clear Score 3

LISTENING COMPREHENSION (LC)

Indicate which composite or subtests you wish to use for PSW analyses. All three scores may be selected for this domain.

KTEA-3 Listening Comprehension (LC;Gc:LS)	98	<input checked="" type="checkbox"/>	Subtest	Clear Score 1
				Clear Score 2
				Clear Score 3

XBA Analyzer
Integrated Graph
C-LIM Summary

Cross-Battery Assessment Software System (X-BASS® v1.0)

BXA Score Summary and Data Organizer

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Name: Andrew Age: 9 years 0 month(s) Grade: 4 Date: 10/20/2014

WISC-V WAIS-IV WPPSI-IV WIAT-III WJIV COG WJIV ACH WJIV OL KABC-II KTEA-3 CAS2 DAS-II SBS

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EXECUTIVE FUNCTIONS (EF)

Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.

	<input type="checkbox"/>	Clear EF Test Comp
	<input type="checkbox"/>	Clear XBA Comp(s)
	<input type="checkbox"/>	

ORTHOGRAPHIC PROCESSING (OP)

Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.

	<input type="checkbox"/>	Clear OP Test
	<input type="checkbox"/>	Clear XBA Comp(s)
	<input type="checkbox"/>	

SPEED OF LEXICAL ACCESS (LA)

Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.

	<input type="checkbox"/>	Clear LA Test Comp
	<input type="checkbox"/>	Clear XBA Comp(s)
	<input type="checkbox"/>	

COGNITIVE EFFICIENCY (CE)

Indicate which composite(s) you wish to use for PSW analyses. No more than two scores can be selected for this domain.

	<input type="checkbox"/>	Clear CE Test Comp
	<input type="checkbox"/>	Clear XBA Comp(s)
	<input type="checkbox"/>	

S&W Indicator

Data Organizer

Print PSW-A Summary

Cross-Battery Assessment Software System (X-BASS® v1.0)

PSW-A Data Summary

Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dynda
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g-Value

XBA Analyzer

PSW Analyzer

Name: **Eddie** Grade: **6** Date: **10/10/2014** Age: **11 years 10 month(s)**


Areas of strength below from the Facilitating Cognitive Composite (FCC)		CHC ABILITY DOMAINS	SCORE	Areas of weakness below from the Inhibiting Cognitive Composite (ICC)	
<i>Gc</i>	S	Crystallized Intelligence - XBA Gc Comp A	74	W	<i>Gc*</i>
		Crystallized Intelligence - XBA Gc Comp B	97		
<i>Gf</i>	S	WISC-V Fluid Reasoning Index Test Comp	91		
<i>Glr</i>	S	Long Term Storage and Retrieval - XBA Glr Comp	94		
		WISC-V Working Memory Index (Gsm) Test Comp	85	W	<i>Gsm</i>
<i>Gv</i>	S	WISC-V Visual Spatial Index (Gv2) Test Comp	97		
<i>Ga</i>	S	Auditory Processing - XBA Ga Comp	97		
<i>Gs</i>	S	WISC-V Processing Speed Index Test Comp	103		

1. g-Value:
The g-Value reflects overall cognitive ability based on the CHC abilities judged by the evaluator to be "sufficient." The g-Value is interpreted according to the likelihood that an individual possesses at least average overall cognitive ability. 0.84


2a. Facilitating Cognitive Composite (FCC):
Represents an individual's overall general ability (strengths) and is used to evaluate differences relative to a specific domain of cognitive and academic weaknesses. 95

2b. Alternative Ability Estimate (AA-e):
Enter an alternative value if desired or when the g-Value is not believed to be the best estimate of general ability (not recommended).

3. Inhibiting Cognitive Composite (ICC):
Represents an aggregate of an individual's overall weaknesses and is used to evaluate consistency and the relationship between cognitive and academic weaknesses. If there is only one cognitive weakness, the ICC is not calculated. 76



Areas of strength below represent part of the individual's overall general ability.		ACHIEVEMENT/SLD DOMAINS	SCORE	Areas of weakness below may be used as specific academic deficits in the DD/C.
		KTEA-3 Letter and Word Recognition (BRS;Grw-R:RD) Subtest	75	W <i>Grw-R BRS</i>
		KTEA-3 Reading Comprehension (RC;Grw-R:RC) Subtest	78	W <i>Grw-R RC</i>
		KTEA-3 Reading Fluency Test Comp	87	W <i>Grw-W RF</i>
<i>Grw-W WE</i>	S	KTEA-3 Written Language Test Comp	90	
<i>Gq MC</i>	S	KTEA-3 Math Computation (MC;Gq:A3) Subtest	105	
<i>Gq MPS</i>	S	KTEA-3 Math Concepts & Application (MPS;Gq:A3;KM;GERQ) Subtest	90	
<i>OE</i>	S	KTEA-3 Oral Fluency Test Comp	97	
<i>LC</i>	S	KTEA-3 Listening Comprehension (LC;Gc:L5) Subtest	98	



PSW-A Data Summary

Data Organizer

Print g-Value Results

Cross-Battery Assessment Software System (X-BASS® v1.0)

PSW Analyzer - g-Value Summary

Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dymda
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PSW Analyzer

XBA Analyzer

S&W Indicator

Name: Eddie

Grade: 6

Age: 11 years 10 month(s)

Date: 10/10/2014

WISC-V

WAIS-IV

WPPSI-IV

WIAT-III

WJIV COG

WJIV ACH

WJIV OL

KABC-II

KTEA-3

CAS2

DAS-II

SBS

Analysis and Interpretation of g-Value

Based on data entered in prior tabs, a g-Value is computed and displayed here. Users are advised to refer to the Notes, Instruction, and Development tab and to the relevant text in *Essentials of Cross-Battery Assessment, Third Edition* for a detailed discussion regarding the full meaning and proper use of the g-Value.

g-Value = 0.84 Average overall ability is very likely

The g-Value reflects overall cognitive ability based on the broad CHC abilities judged by the evaluator as "sufficient" and designated as a cognitive strength for the individual. The Cognitive Strengths graph indicates the abilities used for the purposes of calculating the g-Value and IA-e and which are used to represent general ability within the DD/C model. The g-Value is interpreted according to the likelihood that an individual possesses at least average overall cognitive ability.

≥ .60 = average overall ability is very likely
 .51 - .59 = more information needed
 ≤ .50 = average overall ability is unlikely

The Cognitive Weaknesses graph indicates the broad CHC abilities that were judged by the evaluator as "insufficient" and designated as cognitive weaknesses for the individual. These weaknesses are used for the purpose of calculating the SA-e and comparison to general ability within the DD/C model.

Facilitating Cognitive Composite (FCC)

g-Value = 0.84

Inhibiting Cognitive Composite (ICC)

*Indicates a broad domain comprised of both a narrow ability weakness and strength.

Interpretation of g-Value: 0.84

How likely is it that the individual's pattern of strengths indicates at least average overall cognitive ability?

LIKELY. Despite the presence of weaknesses in one or more cognitive ability domains, this individual displays average or better functioning in cognitive ability domains considered important for acquiring the academic skills typical for this grade level. The individual's overall cognitive ability is very likely to be average or better and, therefore, ought to enable learning and achievement, especially when specific cognitive weaknesses are minimized through compensatory efforts, accommodations, and the like.

PSW-A Data Summary

Data Organizer

Print g-Value Results

Cross-Battery Assessment Software System (X-BASS® v1.0)

PSW Analyzer - g-Value Summary

Conceptualization by D.P. Flanagan, S.O. Ortiz, V.C. Alfonso; Programming by S.O. Ortiz and A.M. Dymda
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PSW Analyzer

XBA Analyzer

S&W Indicator

Name: Eddie

Grade: 6

Age: 11 years 10 month(s)

Date: 10/10/2014

WISC-V

WAIS-IV

WPPSI-IV

WIAT-III

WJIV COG

WJIV ACH

WJIV OL

KABC-II

KTEA-3

CAS2

DAS-II

SBS

g-Value = 0.84

Are weaknesses domain specific?
Using the FCC as the predictor, if the difference between Actual and Predicted specific cognitive performance equals or exceeds the Critical Value, then the size of the difference is unusually large and infrequent and the weakness is domain specific.

Difference: **19.88** Critical Value: **9.14**

Yes, domain specific

Critical value set at 5%

Cognitive Strengths
The value here is either the Facilitating Cognitive Composite (FCC) or a user-entered alternative ability score.

FCC = **95**

KTEA-3 Written Language Test: Comp - 90

Supporting Academic Strengths
Areas listed in the drop down menu above have been identified as academic strengths for the individual.

Is underachievement unexpected?
Using the FCC as the predictor, if the difference between Actual and Predicted specific academic performance equals or exceeds the Critical Value, then the size of the difference is unusually large and infrequent and underachievement is unexpected.

Difference: **22.35** Critical Value: **19.48**

Yes, unexpected underachievement

Critical value set at 5%

Is the difference statistically significant?

YES

$p < .05$

YES

A "YES" in these boxes indicates that the difference between the Facilitating Cognitive Composite (FCC or alternative) and the Actual cognitive or the Actual academic weakness score is statistically significant at a 95% level of probability (one-tailed; assumes the cognitive/academic weakness is < cognitive aggregate).

Cognitive Weakness
The Inhibiting Cognitive Composite (ICC) is selected below by default. You may select a different area of cognitive weakness for the purposes of analyses from the drop down menu.

Inhibiting Cognitive Composite (ICC) - 76

Actual: **76** Predicted by: **96**

ICC Strengths (FCC)

Both Weaknesses? **YES**

Strength of Relationship **MOD**

Academic Weakness
The first weakness in the list is selected by default. You may select a different area of academic weakness for the purposes of analyses from the drop down menu.

KTEA-3 Letter and Word Recognition (BRS;Grw-RBD) Subtest - 75

Actual: **75** Predicted by: **97**

BRS Strengths (FCC)

Is there a **BELOW AVERAGE** aptitude-achievement consistency?

YES, CONSISTENT

The top box in this section addresses the first component of this criterion through consideration of the degree to which the meaning of the scores is consistent (i.e., are both indicative of a weakness) based on the magnitude of the scores. The lower box addresses the second component through evaluation of the extent to which the cognitive weakness, either collectively (e.g., via the ICC) or individually, is empirically related to and a likely contributory factor in the academic weakness. The rating is based on the degree to which the selected cognitive weakness (either collectively or individually) is comprised of one or more of the abilities that have demonstrated significant associations with the selected academic weakness.

Determine SLD or not

It's important to understand that if:

- A student did not respond well to quality instruction/interventions
- The inclusionary PSW criteria are met and
- Exclusionary factors are ruled out as the PRIMARY cause of academic deficits

Then student might have a specific learning disability

Questions to consider- If all questions are answered in the affirmative then **SLD is highly probable.**

- Is a normative academic deficit present that reflects an inability to achieve according to grade-or-age level expectations despite adequate instruction and supplemental intervention?
- Within the student's profile is there a pattern of strengths and weaknesses in processing? If present, does the pattern occur within an overall profile that is within normal limits?
- Have extraneous factors been ruled out as primary causes for deficits (i.e. attendance, behavior problems, sociological, language, and motivation)?
- Is there a relationship between the cognitive deficit(s) and the academic deficit?
- Have these deficits caused a significant interference with academic performance?

Think about...

Determine whether the identified condition of SLD actually impairs academic functioning to such an extent that special education services are necessary.



Caution: If a test is not included, there's a good reason!

1. Normed or published before 2001
2. Year of normative data was gathered was not reported.
 - Test not normed in the U.S.
 - Test did not include age-based norms.
 - Test was not norm referenced or provide normative scores (standard, scaled, etc.)



Independent Practice

- Open the software
- Use the Score Report provided to you to go through all the steps
- Work by yourself or with a partner
- Decide which third subtest you need to give for the child and the score
- Let me know when you have questions



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