

# Writing Full and Individual Evaluations: How to Report Evaluation Results Effectively and Efficiently

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## Learning objectives

During this workshop participants will:

- Review policies and procedures regarding evaluation including:
  - Referrals
  - Timelines
  - Evaluation Procedures
- Learn what to do during an initial evaluation
- Scores and what they mean
- Learning Disability review
- FIE Evaluation and Practice



## Policies and Procedures

### Referrals or Evaluation Requests

Types:

- Initial referrals (from district)
- Parent request
- ECI referrals (these are also initials)
- Reevaluations



## Initial Referral (from district)

Either the parent of the student, a state educational agency, an LEA, an educational service agency (ESA), or a nonprofit public charter school that is not otherwise included as and not a school of an LEA or ESA, and any other political subdivision of the state that is responsible for providing education to children with disabilities, may initiate a request for an initial evaluation to determine if the student is a child with a disability. **34 CFR § 300.301**



## Initial Referral (from district) cont'd

If the student continues to experience difficulty in the general education classroom after the provision of intervention, the LEA must refer the student for an initial evaluation.

◦ **19 Texas Administrative Code § 89.1011. Referral for Full and Individual Initial Evaluation.**

(a) Referral of students for a full individual and initial evaluation for possible special education services must be a part of the district's overall, general education referral or screening system. ***Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to scientific, research-based intervention; and other academic or behavior support services.*** If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. This referral for a full individual and initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

## Initial Referral- Suspecting SLD

For a student suspected of having a specific learning disability, the LEA must refer for an initial evaluation including by providing prior written notice, and promptly request consent for initial evaluation if, prior to a referral, the student has not made adequate progress after an appropriate period of time when provided:

- Appropriate instruction in regular education settings, delivered by qualified personnel as demonstrated by the data; **and**
- Repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student's progress during instruction, which was data-based, documented, and provided to the student's parent.

**34 CFR § 300.309 (c)1 (b)1 (b)2**



## Initial Referral- Parent Request

If a parent submits a written request to the LEA's director of special education services or to an administrative employee for an initial evaluation, the LEA must, not later than the 15th school day after the date of receipt, provide the parent with:	300.503(a) 89.1011(b)
•Prior written notice of its proposal to conduct an evaluation, a copy of the <i>Notice of Procedural Safeguards</i> , and an opportunity to give written <b>CONSENT FOR INITIAL EVALUATION</b> ; or	89.1011(b)(1) 300.504(a)(1)
•Prior written notice of its refusal to conduct an evaluation and a copy of the <i>Notice of Procedural Safeguards</i> .	89.1011(b)(2) 300.504(a)(1)



## ECI Referrals

The state will have in effect policies and procedures to ensure that children participating in ECI programs assisted under IDEA Part C, and who will participate in preschool programs assisted under IDEA Part B, experience a smooth and effective transition to those preschool programs. (34 CFR § 300.124)

For the child who may be eligible for preschool services under Part B, DARS must:

- Not fewer than 90 days before the third birthday of the child with a disability, notify the LEA for the area in which the child resides, that the child will shortly reach the age of eligibility for services under IDEA Part B unless the parent has opted out of the disclosure in writing;
- In the case of the child who is determined to be eligible for Part C services more than 45 but less than 90 days before that child's third birthday, as soon as possible after determining the child's eligibility, notify the LEA for the area in which the toddler with a disability resides that the toddler will reach the age of eligibility for services under Part B, unless the parent has opted out of the disclosure in writing; or
- In the case of the child who is referred for Part C services fewer than 45 days before that child's third birthday, with parental consent, refer the child to the LEA for the area in which the child resides; but, DARS is not required to conduct an evaluation, assessment, or an initial IFSP meeting under these circumstances.
- The DARS notification must be consistent with any policy that the state has adopted concerning confidentiality of personally identifiable information and early intervention records permitting a parent to object to disclosure of personally identifiable information.



## ECI Referrals cont'd

For the child who may be eligible for preschool services, DARS must with the approval of the child's family convene a transition conference among DARS, the family, and the LEA not fewer than 90 days and, at the discretion of all parties, not more than nine months before the child's third birthday to discuss any services the child may receive under Part B.

The LEA must participate in transition conferences arranged by the designated DARS.

Any transition conference or IFSP meeting to develop the transition plan, which conference and meeting may be combined into one meeting, must meet the Part C requirements concerning accessibility and convenience of meetings, parental consent for services, and initial and annual IFSP meetings.

In the case of the child who was previously served under IDEA Part C, the LEA must send an invitation to the initial ARD committee meeting at the request of the parent to the IDEA Part C service coordinator or other representatives of the IDEA Part C system to assist with the smooth transition of services according to the [ADMISSION, REVIEW, AND DISMISSAL COMMITTEE MEMBERSHIP](#) and [PRIOR WRITTEN NOTICE](#) frameworks.

By the third birthday of such child, the LEA must ensure that an individualized education plan (IEP) or in some cases an IFSP, has been developed and implemented for the child.



## Reevaluations

### 34 CFR § 300.303

The LEA must ensure that a reevaluation of each child with a disability is conducted:

- If the LEA determines the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation;
- If a reevaluation is requested by the child's parents or teacher; or
- Before determining that the child is no longer a child with a disability.

A reevaluation must occur:

- Not more frequently than once a year, unless the parent and the LEA agree otherwise; and
- At least once every three years, unless the parent and the LEA agree that a reevaluation is unnecessary.

\*An evaluation must be included as part of the [SUMMARY OF PERFORMANCE](#) for a child graduating under certain conditions. **TAC § 89.1070**

\*An evaluation is not required before the termination of the child's eligibility due to exceeding the age eligibility for a free appropriate public education under state law. **34 CFR § 300.305**

\*The scope of a reevaluation for the child with a visual impairment must be determined by a multidisciplinary team that includes a certified orientation and mobility specialist. **TAC § 89.1040**

## Timeline(s)



Once the referral has been given and the parent has signed consent the timeline for assessment begins

- 45 school days to complete the assessment
  - School days do not include any day that a student is not in school, such as:
    - Weekends, Student Holidays, Staff Development Days, Spring Break, Winter Break, Summer Break
- 30 calendar days from the day of the report in order to go to ARD to present the report



## Exceptions

- If a student is absent more than three (3) days after the consent for evaluation is signed, the school district may extend the 45 school day timeline by the number of absences.
- If a parent provides the school with written consent for the evaluation **less than 45 school days**, but at least **35 school days** before the last instructional day of the school year, the evaluation must be completed and the report provided to the parent **by June 30th** of that school year. Then, **not later than the 15th school day** of the following school year, the ARD meeting must be held.
  - The school district must schedule and hold the ARD meeting "as expeditiously as possible" during the summer if the initial evaluation report says the student is in need of ESY services.



## EVALUATION- WHAT DOES THE LAW SAY?

### EVALUATION PROCEDURES- Federal Requirements **34 CFR § 300.304**

In conducting the evaluation, the LEA must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent, that may assist in determining:

- Whether the child is a child with a disability; and
- The content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general education curriculum, or, for preschool children, to participate in appropriate activities.

In conducting the evaluation, the LEA must:

- Not use any single measure or assessment as the sole criterion for determining whether the child is a child with a disability or determining an appropriate educational program for the child; and
- Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.



## Cont'd

- The LEA must ensure that:
  - Assessments and other evaluation materials used to assess the child under this framework are:
    - Selected and administered so as not to be discriminatory on a racial or cultural basis;
  - Provided and administered:
    - In the child's native language or other mode of communication; and
    - In the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or administer;
  - Used for the purposes for which the assessments or measures are valid and reliable;
  - Administered by trained and knowledgeable personnel; and
  - Administered in accordance with any instructions provided by the producer of such assessments;



## Cont'd

- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;
- Assessments are selected and administered so as to best ensure that the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those are the skills the test purports to measure);
- The child is assessed in all areas of suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- For the child with limited English proficiency, the assessment procedures differentiate between language proficiency and disability;
- The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified; and
- Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.





# Initial Evaluations: What to do



## Initial Evaluations

- The LEA must conduct an initial FULL AND INDIVIDUAL EVALUATION before the initial provision of special education and related services to the child with a disability.
- The initial evaluation must consist of procedures to determine:
  - Whether the child is a child with a disability; and
  - The educational needs of the child.
- The initial evaluation must be conducted and the evaluation report completed within 45 school days of receiving parental consent for the evaluation, unless:
  - The parent of the child repeatedly fails or refuses to produce the child for the evaluation;
  - The child enrolls in a school of another LEA after the 45 school day timeframe has begun, and prior to a determination by the child's previous LEA as to whether the child is a child with a disability as applicable to the TRANSFER STUDENTS framework; or
  - Other circumstances adjust the evaluation timeline as provided in this framework.



## Initial Evaluations...cont'd

- If the child is enrolled in public school and the LEA receives parental consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent not later than June 30 of that year.
- If the child is enrolled in public school and has been absent from school during the evaluation period on three or more days, the evaluation period is extended by a number of school days equal to the number of school days that the child has been absent.
- If the child is under five years of age by September 1 of the school year and not enrolled in public school or is enrolled in a private or home school setting, the initial evaluation must be conducted and the evaluation report completed within 45 school days of the date on which the LEA receives parental consent for the evaluation.
- With regard to an initial evaluation, "school day" does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.
- The commissioner by rule may determine days during which year-round schools are recessed that are not considered to be "school days."
- When the LEA is conducting an initial evaluation of the child suspected of having a specific learning disability, the LEA must adhere to these timeframes, unless extended by mutual written agreement of the parent and a group of qualified professionals.



## SO YOU HAVE CONSENT...



**Go through the steps according to the model that your district has adopted.**



## How to find out what model your district has adopted?

Check out the legal framework

Make sure you input your district code in order to be able to see your district's board policy

The screenshot shows a document titled "THE LEGAL FRAMEWORK" with a yellow header. Below the header, there are several sections. A red arrow points to the "EVALUATION PROCEDURES" section, which contains a table with columns for "EVALUATION PROCEDURE" and "EVALUATION". The table lists various evaluation procedures and their corresponding evaluation methods.

EVALUATION PROCEDURE	EVALUATION
1. The local education agency (LEA) must comply with the <a href="#">IDEA</a> of <a href="#">20U.S.C. §§1412-1415</a> and <a href="#">34 CFR §§101.1-101.35</a> .	
2. The LEA must comply with the <a href="#">IDEA</a> of <a href="#">20U.S.C. §§1412-1415</a> and <a href="#">34 CFR §§101.1-101.35</a> .	
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9. The LEA must comply with the <a href="#">IDEA</a> of <a href="#">20U.S.C. §§1412-1415</a> and <a href="#">34 CFR §§101.1-101.35</a> .	
10. The LEA must comply with the <a href="#">IDEA</a> of <a href="#">20U.S.C. §§1412-1415</a> and <a href="#">34 CFR §§101.1-101.35</a> .	



## Step 1: Review Records

- RTI information
- State assessment information
- Teacher and parent information
- Any other information that was gathered as part of the referral process

Appropriate instruction in regular education settings, delivered by qualified personnel as demonstrated by the data; **and**

Repeated assessments of achievement at reasonable intervals, reflecting formal assessment of the student's progress during instruction, which was data-based, documented, and provided to the student's parent.

**34 CFR § 300.309 (c)1 (b)1 (b)2**

SEE SAMPLE FORMS



**Step 2: Based on the review of records decide**

---

- Which cognitive assessment(s) will be used
- Which achievement assessment(s) will be used



**Step 3: Administer the assessment(s) needed, remember that the law requires to assess in every area of suspected disability**

---

Keep in mind the model that your district has adopted as part of the evaluation process

- Consistency-Discrepancy (Naglieri, 1999)
- Concordance-Discordance (Hale & Fiorello, 2004)
- Aptitude-Achievement Consistency (Flanagan, Ortiz & Alfonso, 2006)
- Dyslexia (Belinger, 2007)
- Oral & Written Language LD (Berninger, 2007)



## Assessment Models

Name of Model:	Consistency-Discrepancy	Concordance-Discordance	Aptitude-Achievement Consistency	Dyslexia	Oral & Written Language LD
Authors:	Naglieri (1999)	Hale & Fiorello (2004)	Flanagan, Ortiz, & Alfonso (2006)	Berninger (2007)	Berninger (2007)
<b>Achievement weakness</b>	---- consistent with related processing weakness < unrelated processing strength < achievement strength	<= 85 consistent with related processing weakness < unrelated cognitive strength	<= 85 consistent with related processing weakness < unrelated cognitive strength	< 100 ---- 15+ points below verbal ability	< 90 ---- < achievement strength
<b>Cognitive/process weakness (related to achievement weakness)</b>	< child's average processing score consistent with achievement weakness	---- consistent with achievement weakness	---- ----	<= 85 < 90	< 90 < 90
<b>Cognitive strength (unrelated to achievement weakness)</b>	any PASS process ---- > unrelated achievement weakness > child's average processing score consistent with achievement strength	verbal ability, perceptual reasoning ---- > unrelated achievement weakness > cognitive/process weakness related to achievement weakness	ability, not process ---- > 85 > unrelated achievement weakness (see EXBA-2 for further criteria)	verbal ability verbal ability >= 90 ---- ----	perceptual reasoning ---- percept reas >= 80 ---- ----



## Let's talk scores...WARM UP

### Warm Up: Thinking About Scores

1. What score do you use most frequently when reporting results?
2. Name some of the other types of scores available on tests you use.
3. Why do tests offer more than one type of score?
4. How comfortable are you when explaining various scores to others?

---

"Group-statistic based interpretations provide the "best jumping off points for interpretations of tests."

But, individuals being tested can change the nature of interpretation (approach tasks differently, inflate specificity, reduce influence of ability being measured).

This is part of the whole "intelligent" testing philosophy and my belief that "we (you) are the instrument."

It is the job of a good clinician to know when the interpretation of a test may need to shift slightly away from the group-based most likely hypotheses. It is what we are trained to do..."

Kevin S. McGrew, 2004

## Pre Test---Scores and what they mean

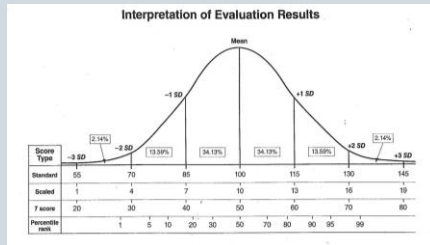
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Page 9-11

10 minutes to complete

## Normal Bell Curve

The Bell Curve can be used to interpret many of the test scores associated with psychoeducational evaluations.



## Let's talk scores...

Standard Score:

- Most educational and psychological tests provide standard scores that are based on a scale that has a statistical mean (or average score) of 100. If a student earns a standard score that is less than 100, then that student is said to have performed below the mean, and if a student earns a standard score that is greater than 100, then that student is said to have performed above the mean. However, there is a wide range of average scores, from low average to high average, with most students earning standard scores on educational and psychological tests that fall in the range of 85–115. This is the range in which 68% of the general population performs and, therefore, is considered the normal limits of functioning." (Flanagan & Colobiano, 2004).

Classification: Varies depending on the assessment and the process being used for assessment

Classifying Test Scores			
Standard score range	Equivalent rank range	Description	Classification of Performance
-2.0 - 2.4	100-1000	Very superior	Performance: superior; 2.0% of the population
1.5 - 2.0	100-100	Superior	Performance: superior; 2.0% of the population
1.0 - 1.5	100-100	High average	Performance: superior; 2.0% of the population
0.5 - 1.0	100-100	Average	Performance: superior; 2.0% of the population
0.0 - 0.5	100-100	Low average	Performance: superior; 2.0% of the population
-0.5 - 0.0	100-100	Below average	Performance: superior; 2.0% of the population
-1.0 - -0.5	100-100	Borderline	Performance: superior; 2.0% of the population
-1.5 - -1.0	100-100	Subnormal	Performance: superior; 2.0% of the population
-2.0 - -1.5	100-100	Very inferior	Performance: superior; 2.0% of the population

Note: Classification is not based on Mean Standardized (Flanagan and Colobiano) and Flanagan, Colobiano, and Flanagan (2004) and were adapted from Woodcock and Johnson (1989)



## Levels of Interpretive Information

Level 1	Qualitative, informal, error analysis. observations	Useful for instructional planning Useful for behavioral observations
Level 2	Level of Development Level of Instruction	Age Equivalent Grade Equivalent
Level 3	Level of Proficiency Easy to Difficult Range	Relative Proficiency Index, CALP Developmental/Instructional Zone
Level 4	Relative Standing in Group Rank Order	Standard Scores Percentile Ranks



### Level 1: Qualitative Information

- **Observe and analyze behaviors**
- **Validate interpretation of individual's test performance**
- **Analyze task demands and response processes**
- **Infer processing strengths and weaknesses**
- **Analyze errors**



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## Exercise to Increase Your Use of Qualitative Information

- Analysis of task and response demands
- Error analysis
- Observations/comments



### *Determine the task and response demands:*

Examiner directions: Point to each word and say, "What word is this?"

Item scoring: Credit is given if the examinee says the word as a connected whole. No penalty for earlier attempts to sound out the word as long as final attempt is a smooth pronunciation.

Examinee Page: \_\_\_\_\_

on            was            it            web

coming      brother      point      eleven



**Task Demands**

Task requires reading real words. Does not require knowing meaning.

**Response Demands**

- Response requires reading the word orally.
- No penalty for time or self-corrections.
- Word must be said altogether as a whole word, not in parts.



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***Analyze these errors from an instructional perspective:***

no for on  
if for it  
co-ming for coming  
pont for point

saw for was  
wed for web  
bother for brother  
even for eleven



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### Observations Made During Testing:

- hesitant, long delay between words
- did not say words quickly and automatically
- tried to sound words out
- errors were typically real words
- rubbed eyes
- stated “reading is hard.”

**What are the instructional  
implications you can derive from all  
of this information?**

**(task & response demands, error analysis, and  
observations)**

***Take a moment to list them now.***

### Instructional Implications

- Visual aspects – orthography (vision?)
- Vowels, rules for long/short
- Check phoneme/grapheme knowledge
- Oral vocabulary ok (check)
- Appears to need specific instruction
- Needs extended time to complete assigned readings
- May need shorter assignments
- Needs scaffolding

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### Level 2: Age or Grade Equivalents

- **Based on raw score**
- **Not effected by choice of age or grade norms**
- **Reflects age or grade level in norming at which average score is the same as the examinee's raw score**
- **Abbreviated AE or GE**
- **Written with hyphen or period (10-4, 6.8)**

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### Level 2: Age or Grade Equivalents

#### Sample Descriptions

On the phonemic awareness task, 12 year old Lisa scored similarly to an average 6 year old.

The number of items Tom, a 7<sup>th</sup> grader, answered correctly on the math calculation task is comparable to the average student in early grade 4.



### Level 2: Age or Grade Equivalents

#### Write descriptions for the following scores:

Jon, 5<sup>th</sup> grader, GE of 2.5 on word recognition task

April, 5 years old, AE of 8-1 on fine motor task



### Level 3: Proficiency, Growth, & Instructional Ranges

- Criterion-referenced information
- Indicates the quality of performance
- Helps monitor progress
- Indicates the range of development or instruction (independent to frustration)
- Types of Level 3 Scores: w scores, RPI, instructional or developmental ranges, change sensitive scores, growth scores, growth scale values



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Envision that an equal interval ruler underlies the test.



Every item in the test is located at a point on the ruler.

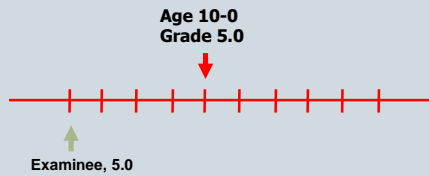
Every person's performance is located at a point on this same ruler.

The mean or median for each norm group is located at a point on this ruler.



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We can see where on the ruler each examinee's performance is located and how far it is from the average performance for their age or grade.

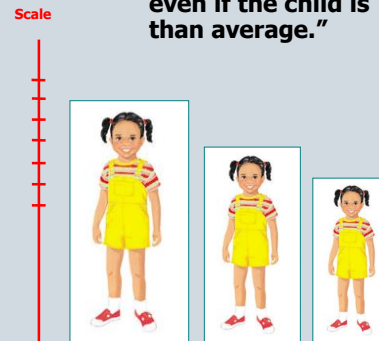


Allows us to monitor growth and determine the individual's functional or developmental range.

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Growth can be documented even if the child is "shorter than average."



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### Relative Proficiency Index (RPI)

- Provides a criterion-referenced index of a person's proficiency or functionality.
- Compares person's proficiency to average age or grade mates.
- Predicts level of success on similar tasks.
- Shows actual distance from average.

RPIs are expressed as a fraction with the denominator fixed at 90. The numerator indicates the examinee's proficiency on that task and can range from 0-100.

**90/90:** Examinee has average proficiency on task.



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RPI	Instructional Level
96/90 to 100/90	Independent
76/90 to 95/90	Instructional
75/90 and below	Frustration

**Sam's RPI of 21/90 on the Phoneme/Grapheme cluster indicates that on similar tasks, in which the average fourth-grade student would demonstrate 90% proficiency, Sam would demonstrate 21% proficiency. Sam's knowledge of phoneme-grapheme correspondence and spelling patterns is very limited.**

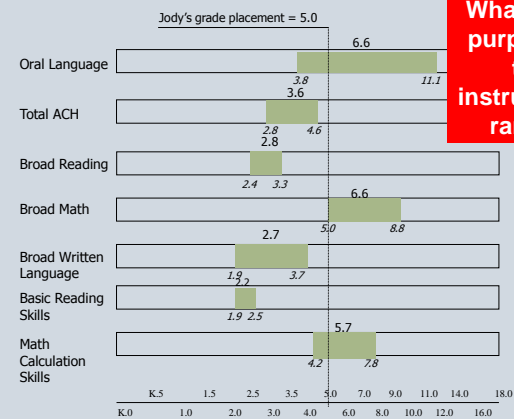


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RPI	Proficiency	Functional Level	Development/Delay
100/90	Very Advanced	Very Advanced	Very Advanced
98/90 to 100/90	Advanced	Advanced	Advanced
95/90 to 98/90	Average to Advanced	Within Normal Limits to Advanced	Age-appropriate to Advanced
82/90 to 95/90	Average	Within Normal Limits	Age-appropriate
67/90 to 82/90	Limited to Average	Mildly Impaired to Within Normal Limits	Mildly Delayed to Age-appropriate
24/90 to 67/90	Limited	Mildly Impaired	Mildly Delayed
3/90 to 24/90	Very Limited	Moderately Impaired	Moderately Delayed
0/90 to 3/90	Negligible	Severely Impaired	Severely Delayed

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What is the purpose of the instructional range?

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### Level 3: Proficiency, Growth, & Instructional Ranges

#### Sample Descriptions

Julie's RPI of 5/90 on spelling indicates she has very limited proficiency compared to average grade mates.

Nick is making grade-appropriate progress in vocabulary as evidenced by his Growth Scale Value (GSV) score of 171, average for 5<sup>th</sup> grade.

Karen will find decoding tasks easy at a beginning 3<sup>rd</sup> grade level, but difficult at a mid-4<sup>th</sup> grade level.

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### Level 3: Proficiency & Instructional Range

#### Write descriptions for the following scores:

Juan, 8<sup>th</sup> grade, RPI=45/90 on written expression

Lena, 5<sup>th</sup> grade, instructional range on reading comprehension is 2.5 to 3.8.

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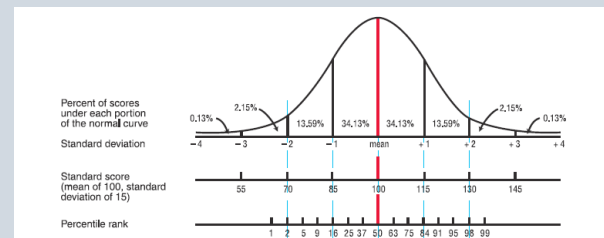
### Level 4: Peer Comparisons-Relative Standing

- Compares examinee to age or grade peers
- **Standard Scores (equal interval)**
  - Describes performance relative to the average performance of the comparison group.
  - Examples:  $M=100, SD=15$  or  $M=10, SD=3$
- **Percentile Ranks (not equal interval)**
  - Describes performance as relative standing in the comparison group on a scale of 1 to 99.
  - Indicates the percentage of comparison group who had scores the same as or lower.

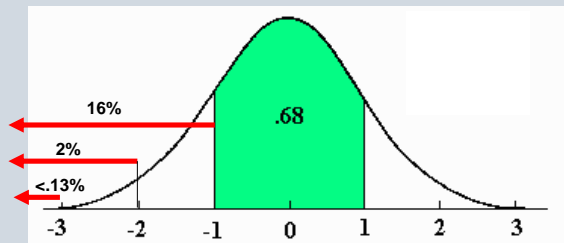


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### Reviewing the Normal Curve



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68% of the population falls between -1 and +1  
 32% of the population falls below -1 or above +1  
 4% of the population falls below -2 or above +2  
 <.3% of the population falls below -3 or above +3



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### Statistically Significant Differences

There really are three tests:

1. Are the scores significantly different (not chance variations of essentially identical scores)?
2. Is the difference also unusual?  
*Base rates, Discrepancy PR*
3. Unusual or not, does the difference have educational implications for the individual?



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#### Level 4: Peer Comparison-Relative Standing

##### Sample Descriptions

Only 2% of Betsy's age mates scored higher than she did on rapid word reading (PR=98).

Less than 1% of grade mates, scored as low or lower than Bret on spelling (PR=.5).

Compared to other 6<sup>th</sup> graders, Jesse's performance in reading was in the low average to average range (SS=88-96).



#### Level 4: Peer Comparison-Relative Standing

##### Write descriptions for the following scores:

Manuel, 4<sup>th</sup> grade, SS=142 in math reasoning

Lacy, 2<sup>nd</sup> grade, SS=66-74 (68% confidence) in word reading

Josh, 9<sup>th</sup> grade, PR=25 in calculation



# Making Use of Other Scores

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## Which Score To Use?

2<sup>nd</sup> grader (2.9)      College Senior (16.9)

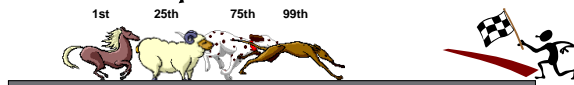
<b>SS</b>	<b>75</b>	<b>75</b>
<b>PR</b>	<b>5</b>	<b>5</b>
<b>GE</b>	<b>1.1</b>	<b>6.3</b>
<b>RPI</b>	<b>10/90</b>	<b>68/90</b>

Results from Word Attack.



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Standard scores and  
Percentiles reflect relative standing



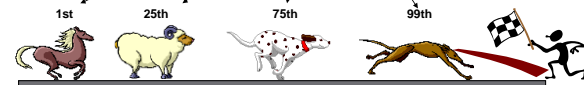
**Sprint Analogy:** All racers finish close together.

**Norms:** A narrow distribution (individuals did not vary too much on the task)



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Notice that the percentiles don't change  
since relative standing remains the same

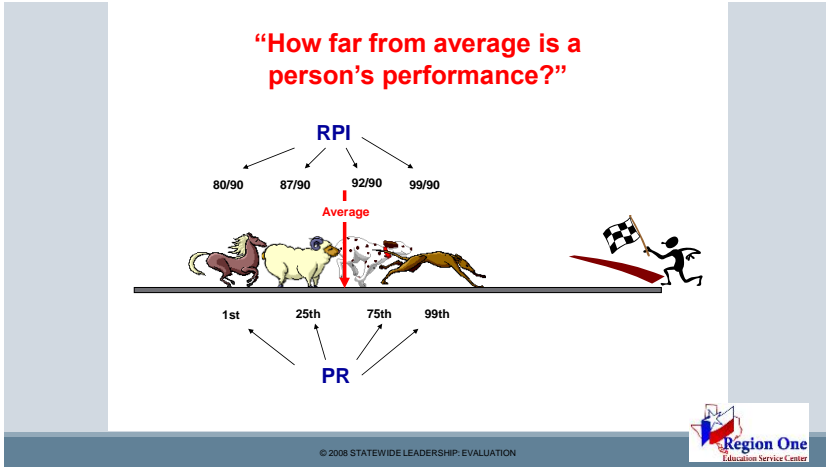
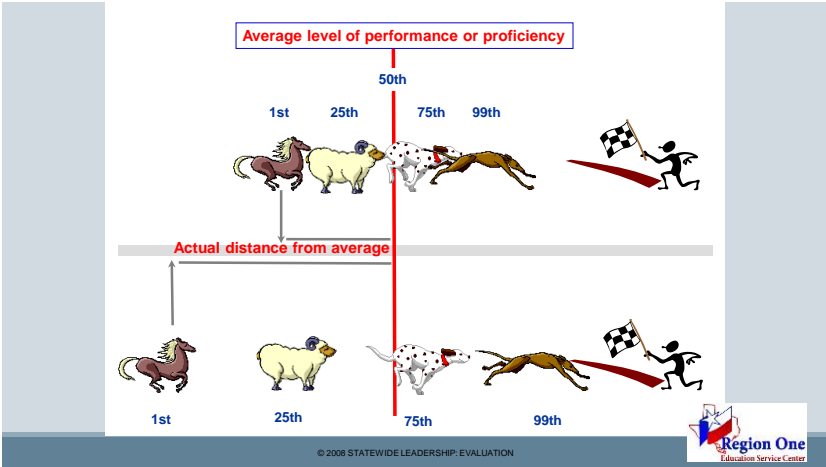


**Marathon Analogy:** Racers are spread out at the finish.

**Norms:** A wider distribution (individuals vary widely on the task)

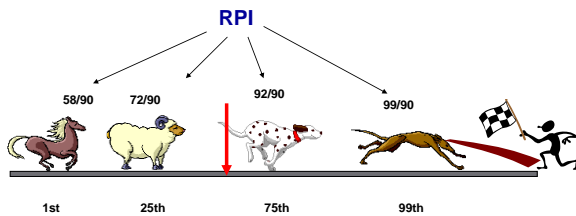


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Absolute distance from average has changed.



Relative standing has not changed.



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Which is most helpful for instructional planning?

1. The student has a standard score of 80 in reading comprehension.
2. The student finds reading comprehension tasks easy at the beginning third grade level and difficult at the end-fourth grade level.
3. On grade level tasks, this student has limited proficiency in reading comprehension. He will have 3 percent success when average grade mates have 90% success (RPI=3/90).
4. Four percent of grade mates scored this low or lower in reading comprehension.
5. In reading comprehension, this sixth grade student had the same number correct as the average student in grade 3.5.



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Example: Using All Scores (5<sup>th</sup> Grader)

**Norm-Referenced Information:**

Reading Comprehension, SS=90

Word Reading, SS= 91

**Criterion-Referenced Information:**

Reading Comprehension, RPI = 74/90

Word Reading, RPI=61/90

Oral reading fluency, 50 wcpm (138 is benchmark)

**Developmental/Instructional Information:**

Reading Comprehension, Instructional Zone: 2.5 to 4.9

Word Reading, Instructional Zone: 2.9 to 4.3



## Tricky Score Issues



### Tricky Issue #1

There are times when a composite does not seem to “hang” with the subtest scores. The composite seems too high or too low.

- Aren't composites an average of the component subtests?
- Why does this happen with composites?

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### Composite Scores

Total or composite scores will be more extreme (farther from the mean) than the average of the component scores (unless all of the component scores are perfectly correlated).

Many composites are comprised of subtests that measure distinctly different skills/abilities, so they don't have perfect correlations.

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**WJ III Example**

GIA (EXT)	82
Comprehension-Knowledge	97
Long-Term Retrieval	95
Visual-Spatial Thinking	97
Auditory Processing	102
Fluid Reasoning	79
Processing Speed	60
Short-Term Memory	91

(Average is 88.7 or 89)

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**Comprehensive Assessment of Spoken Language (CASL) Example**

<b>Core composite:</b>	<b>72</b>
<b>Antonyms</b>	<b>74</b>
<b>Morphemes</b>	<b>80</b>
<b>Sentence Comp</b>	<b>87</b>
<b>Nonliteral language</b>	<b>76</b>
<b>Pragmatic Judgment</b>	<b>73</b>

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### WISC-IV Example

<b>Working Memory Index</b>	<b>71</b>
<b>Digit Span</b>	<b>5</b>
<b>Letter-Number Sequencing</b>	<b>5</b>

**Subtest Scaled Scores 5=75**

**Average = 75**

(composite is lower than the average or either subtest)



### WISC-IV Example

<b>Verbal Comprehension Index</b>	<b>91</b>
<b>Perceptual Reasoning Index</b>	<b>98</b>
<b>Working Memory Index</b>	<b>71</b>
<b>Processing Speed Index</b>	<b>75</b>

**Full Scale** (average is 84) **81**



## Tricky Issue #2

What should I do when the subtests within a cluster or composite are very different from one another?

- Can I still use the cluster/composite score?
- What should I do?



## Differences Within a Composite

**Cognitive Fluency = 75**

Decision Speed = 98

Retrieval Fluency = 70

Rapid Picture Naming = 71

If significant differences exist among the tests within a cluster, report performance on the narrow abilities and attempt to explain the reasons for the difference.



### Tricky Issue #3

When re-evaluating a student, her standard scores went down. I know she has made progress. What's going on?

- Why didn't the standard score go up?
- Can I use standard scores to monitor progress?
- What can I do to document progress?

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### Declining Standard Score Issue

In Grade 2.0, a student obtained a SS of 106 on a test.  
In Grade 4.0, the same student obtained a SS of 89 on that same test.

How would you explain this decline in Standard Scores?

Has the student made any progress?  
How would you determine this?

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**“Tests do not think for themselves, nor do they directly communicate with patients. Like a stethoscope, a blood pressure gauge, or an MRI scan, a psychological test is a dumb tool, and the worth of the tool cannot be separated from the sophistication of the clinician who draws inferences from it and then communicates with patients and professionals”**

Meyer et al. (2001). Psychological testing and psychological assessment. *American Psychologist*, February



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## Seven areas of cognitive ability (G's)

Ga = Auditory Processing – Ability to perceive, analyze, and synthesize patterns among auditory stimuli, and discriminate subtle nuances in patterns of sound.

Gc = Crystallized Intelligence – Breadth and depth of one's acquired knowledge of a culture or effective application of this knowledge.

Gf = Fluid Intelligence – Mental operations used when faced with a relatively novel task that cannot be performed automatically (e.g., drawing inferences, perceiving relationships among patterns, problem solving).

Glr = Long-Term Storage and Retrieval – Ability to store information in and fluently retrieve new or previously acquired information from long-term memory.

Gs = Ability to fluently and automatically perform cognitive tasks, especially when under pressure to maintain focused attention and concentration.

Gsm = Short-Term Memory – Ability to apprehend and hold information in immediate awareness and then use it within a few seconds.

Gv = Visual Processing – Ability to generate, perceive, analyze, synthesize, store, retrieve, manipulate, transform, and think with visual patterns and stimuli.





### Relationship to Academics

Gc Verbal ability	<b>Strong and consistent across all academics and ages</b>
Gf Fluid Reasoning	<b>Significant across all academics, especially with higher level skills</b>
Glr Long-Term Retrieval	<b>Significant and moderate across all academics, especially in primary grades</b>
Gsm Short-Term Memory	<b>Significant across all academics, Working memory especially relevant to higher level skills</b>

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### Relationship to Academics

Gv Visual Processing	<b>No significant relationship as measured in IQ tests currently except with higher level math.</b>
Ga Auditory Processing	<b>Significant relationship across all academics during early grades</b>
Gs Processing Speed	<b>Significant to all academics especially in early to mid-grades</b>

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# SLD

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## Criteria for Determining SLD

**Three factors are needed:**

- 1. Under-achievement ....**
- 2. Insufficient progress OR pattern of strengths and weaknesses....**
- 3. Not primarily the result of.....**
  - **Exclusionary factors**
  - **Lack of appropriate instruction**
  - **Limited English proficiency**

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### **Appropriate Tools and Procedures**

**Directed to use a variety of assessment tools and strategies**

**Cannot rely on a single procedure as sole criterion**

**Professional discretion**

**Appropriate technical qualities**

**Knowledge of what the test does and does not measure**

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### **Documentation Required for Eligibility Determination**

- **Statement that the child has a specific learning disability**
- **Basis for making the determination**
- **Relevant behavior and relationship to academic functioning**
- **Educationally relevant medical findings (if any)**
- **Whether the child does not achieve adequately for age or meet grade level standards**
- **Does not make sufficient progress OR exhibits a pattern of strengths and weaknesses**
- **Determination regarding exclusionary factors**

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Warm-Up:  
Thinking About Report Writing



**Take time to answer  
the questions in  
your handout.**

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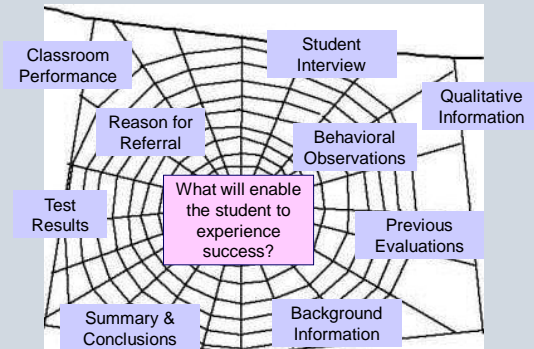
**Outline for Report Writing**

1. Identifying Information
2. Reason for referral
3. Background information
4. Classroom observations
5. Previous evaluations and results
6. Tests administered & procedures used
7. Behavioral Observations
8. Test results
9. Summary and conclusions
10. Recommendations

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Weave all information into a meaningful web.



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### Full Individual Evaluation (FIE)

#### Determination of Disability and Educational Need

Student _____	Age _____	Sex _____
School _____	Grade _____	DOB _____
Parent's Name _____	Home Phone _____	
Home Address _____		

REASON FOR REFERRAL TO SPECIAL EDUCATION:

YES  NO

Evaluation of the student was conducted using standard evaluation procedures. If NO, explain rational....



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# JANE

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AGE: 5-9

Grade: K

Referred in January

Evaluations in January/February



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## REASON FOR REFERRAL:



**Jane was referred for a multi-factored evaluation by her general education teacher. Jane continues to lose ground despite intensive remediation and modifications to the delivery of instruction as well as accommodations in Kindergarten TEKS. She was tested to see if a disability exists that requires specially designed instruction through special education services.**



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**REASON FOR REFERRAL (continued):**

Jane has vision and hearing impairments that were present at birth. Vision and hearing specialists were contracted with by the school district for accommodations in the regular classroom. The specialists also had a part in the educational evaluation of Jane.

Accommodations were made to this evaluation to address the hearing/vision needs: the intelligence/achievement evaluation was not negatively impacted by her hearing/vision impairments.

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YES  NO

Assessment of the student was conducted using standard assessment procedures for all tests. If NO, explain rationale.

**The examiner used an amplification device for Jane's evaluation since she routinely gets the support in the classroom. That accommodation enabled this examiner to get a valid estimate of her abilities. Jane saw a low vision specialist and according to the doctor's report, Jane's vision is acceptable for close range vision tasks. Jane was allowed to get as close as she desired to the stimulus items in the evaluation.**

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**LANGUAGE (COMMUNICATION STATUS)**

**RESULTS AND INTERPRETATIONS:** Jane's home language survey indicates she is an English monolingual speaker. According to her parents, Spanish is occasionally spoken in the home, but she communicates solely in English. An informal teacher screen indicated that Jane is below average in receptive and expressive language. The SLP evaluated Jane with CELF Preschool 2 and a Goldman Fristoe Articulation Test. According to the attached evaluation and disability report, Jane has a moderate expressive language disability and moderate impairments in articulation.

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**PHYSICAL (INCLUDING MOTOR ABILITIES)**

**RESULTS AND INTERPRETATIONS:** According to the health screen, Jane's hearing and vision was not within normal limits. Jane was seen by Dr. Smith for a low vision evaluation (report included). The report shows that although her vision is somewhat impaired, she is not low vision, or visually impaired according to federal regulations. A hearing specialist from the Region observed Jane and has made recommendations. She has not seen an audiologist at this point, but an appointment is being pursued.

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**PHYSICAL (INCLUDING MOTOR ABILITIES) (Cont.)**

**According to the teacher/parent input, Jane's motor skills are underdeveloped. An OT/PT evaluation was completed on 1/25/06. At this time the Occupational Therapist feels that services are necessary for Jane to benefit from the educational process, however, the Physical Therapist's report indicates that PT is not necessary to benefit from education at this time.**

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**HEALTH HISTORY**

YES  NO Significant health history. If YES, specify:

According to parent report, Jane has had hearing and vision difficulties since birth. Jane has seen numerous doctors to see if there is a genetic link between the nystagmus and deformities on the right ear and hand.

YES  NO This student appears to have one or more physical conditions which directly affect her ability to profit from the education process. If YES, specify:

Hearing requires the use of an amplification device. Low vision is not indicated, but glasses are necessary to alleviate the nystagmus.

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**SOCIOLOGICAL HISTORY**

Jane was born in the United States. Information from teachers and parents suggest that she has had appropriate sociological experiences to benefit from the educational process.

- YES  NO Cultural and/or lifestyle factors
- YES  NO Lack of previous educational opportunities

**EMOTIONAL/BEHAVIORAL**

**Information from parents concur with that from school personnel in that Jane demonstrates age-appropriate behaviors and emotions. Reports state that she gets along well with peers and family members. She generally appears happy and accepts responsibility for behavior. She adheres to classroom rules and demonstrates a respect for authority. According to the teacher screen, Jane does not always demonstrate thoughtful actions. She appears to be behind in self-help/independence skills.**



### INTELLIGENCE/ADAPTIVE BEHAVIOR

See attached Compuscore report. Jane's intelligence appears to be in the average range (GIA of 94). Hearing /Vision specialists reported that educational evaluation could be conducted using an amp device and allowing Jane to get close to the stimulus items. Verbal ability is in the below average range (77 SS), Thinking Ability is in the average range (102 SS), and Cognitive Efficiency is in the average range (96 SS).

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### What Do We Know About Jane That Might Be Relevant to Her Verbal Ability Score of 77?



- In Kindergarten, age 5-9
- Hearing and visual problems since birth
- Needs an amplification device for hearing loss
- Needs glasses to assist vision
- Comes from a bilingual home (Jane uses only English)
- Expressive language and articulation difficulties

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Jane was born with hearing and vision impairments which have limited her ability to acquire language and knowledge. These sensory deficits help explain her low Verbal Ability and her below average performance on expressive language tasks.

Jane's Verbal Ability is in the low range (SS 75-79) compared to age mates. It is likely that her verbal abilities are depressed due to her sensory impairments. Her performance on all other cognitive abilities was in the average range further supporting that her verbal ability is lowered due to sensory deficits.

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#### INTELLIGENCE/ADAPTIVE BEHAVIOR (continued)

On individual tests, Jane performed below average in Verbal Comprehension (77), an oral response test requiring knowledge of antonyms, synonyms, and analogies. She showed a personal strength in Visual-Auditory Learning (113), an oral response test analyzing retrieval abilities. All other scores were in the average range.

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## Interpreting Jane's Test Performance

**What is the instructional implication of Jane's average to above average performance on Visual-Auditory Learning?**

**Jane is able to make associations between visual and auditory information as evidenced by her average to high average performance on Visual-Auditory Learning (SS 113). This type of associative memory is required when learning to read.**

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## ACADEMIC PERFORMANCE

**Report cards show a substantial lack of progress despite remediation and modifications. On the WJ III, Jane scored a 0 on Calculation, Math Fluency, Writing Fluency, Writing Samples, Story Recall-Delayed, Word Attack, Reading Vocabulary, and Spelling of Sounds. She was also below average in Letter-Word Identification and Spelling. According to the assessment, Jane is functioning significantly below same age peers, even with accommodations in the general classroom. See attached compuscore.**

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### ASSISTIVE TECHNOLOGY

The assistive technology screen indicated that Jane is not able to express herself adequately, hear or understand others, see to read chalkboard/books/computers, write adequately for school, or button or zip her clothes. To address these issues, Jane has been evaluated for speech, occupational therapy, low vision, and amplification devices.

The assistive technology needed include:  
Large print, amplification device

### Instructional Recommendations for Jane

- Provide enriched environment & instruction for developing oral language, vocabulary, & experiences
- Use a read aloud approach at home & school
- Use explicit instruction and scaffolding
- Provide frequent exposure to and practice with words
- Insure that amplification and visual aides (enlarged print) are used consistently

## Determining Instructional Implications & Questions



	Proficiency			
	Label	RPI	SS (+/-1SEM)	PR
BROAD READING	<i>limited</i>	27/90	74 (71-77)	4
BROAD MATH	<i>average</i>	87/90	96 (92-100)	40

**Implication?  
Question?**

BASIC RS	<i>limited</i>	34/90	85 (83-87)	15
READING COMP	<i>v limited</i>	23/90	70 (67-74)	2
ORAL LANG (Ext)	<i>advanced</i>	98/90	124 (120-128)	94

**Implication?  
Question?**

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## Example of a typical paragraph found in many reports (using information from Example 2-prior slide)

Jon's basic reading skills are in the low average range (SS=83-87) and his reading comprehension is in the very low to low range (SS=67-74) compared to age mates. His oral language abilities are in the high average to superior range (120-128).



**Interpret this information so that it informs instruction.**

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Jon's strong oral language skills suggest that his reading difficulties are unexpected. Rather than lacking word knowledge, his reading comprehension is compromised by his limited decoding skills. Instruction should focus on developing Jon's decoding skills as well as teaching him strategies for comprehension. In addition, using a repeated reading approach would help Jon develop fluency as well as increase the time he spends reading.



### Determining Instructional Implications & Questions



	Proficiency	RPI	SS (+/-1SEM)	PR
	Label			
MATH CALC SK	<i>lmtd to avg</i>	77/90	84 (77-90)	14
MATH REASON	<i>average</i>	93/90	104 (99-108)	60
ORAL LANG (Ext)	<i>advanced</i>	98/90	124 (120-128)	94

**Implication?**  
**Question?**

Sound Awareness	<i>advanced</i>	98/90	120 (113-126)	91
Letter-Word Id.	<i>v limited</i>	9/90	81 (78-83)	10
Spelling	<i>negligible</i>	3/90	64 (59-68)	1

**Implication?**  
**Question?**





**Example of a typical paragraph found in many reports** (using information from Example 4-prior slide)

**Eve's Sound Awareness score was at the 91<sup>st</sup> percentile compared to age mates. Her Letter-Word Identification was at the 10<sup>th</sup> percentile and her Spelling was at the 1<sup>st</sup> percentile compared to age mates.**



*Interpret this information so that it informs instruction.*

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**Eve is experiencing difficulties in decoding and encoding as evidenced by her very limited to negligible proficiency on the Letter-Word Identification (RPI=9/90) and Spelling (RPI=3/90) tests. These difficulties do not appear to be due to limits in phonemic awareness as she had advanced proficiency on the Sound Awareness (RPI=98/90) test. Because her spelling is even more limited than her word reading, it is likely that Eve is struggling with the visual aspects (letter recognition, recall, and matching to sounds) of decoding and encoding. Eve would benefit from learning to read and spell high frequency words as well as explicit instruction in phonics.**

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## Determining Instructional Implications & Questions



VARIATIONS	STANDARD SCORES			VARIATION		Significant at + or - 1.50 SD
	Actual	Predicted	Difference	PR	SD	
<i>Intra-Achievement (Ext)</i>						
BASIC READING SKILLS	77	105	-28	0.3	-2.78	Yes
READING COMP	100	103	-3	37	-0.32	No
MATH CALC SKILLS	108	101	7	73	+0.60	No
MATH REASONING	114	101	13	93	+1.45	No
BASIC WRITING SKILLS	76	105	-29	0.1	-3.06	Yes
WRITTEN EXPRESSION	93	103	-10	18	-0.9	No
ORAL EXPRESSION	114	101	13	89	+1.24	No
LISTENING COMP	102	102	0	52	+0.06	No
ACADEMIC KNOWLEDGE	134	98	36	>99.9	+3.67	Yes

Implication?  
Question?



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Example of a typical paragraph found in many reports (using information from Example 5-prior slide)

**Pablo has significant weaknesses in basic reading and basic writing skills. His weaknesses are unusual compared to age mates with the same predicted score. Only 3 in 1000 would have scored as low or lower in basic reading, and only 1 in 1000 would have scored as low or lower in basic writing. Pablo does have a significant strength in Academic Knowledge.**



*Interpret this information so that it informs instruction*



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**Pablo has a rich store of acquired knowledge as evidenced by his significant intra-personal and normative strength in Academic Knowledge. His oral language abilities are in the average to high average range further indicating intact verbal abilities. This suggests that Pablo's significant weaknesses in basic reading and basic writing do not result from a lack of language ability. His average performance in mathematics as well as reading comprehension and written expression indicate that his learning difficulties are specific to decoding and encoding. Pablo would benefit from an explicit, synthetic phonics program.**

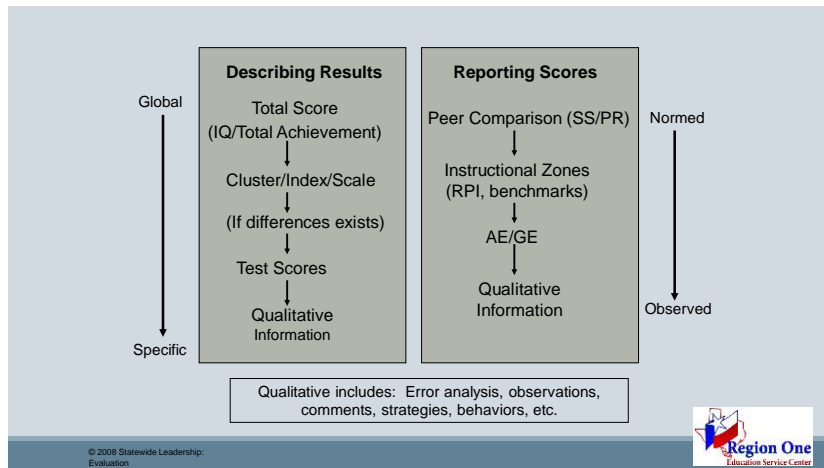
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## Organizing Your Writing

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Write an integrated paragraph reporting and describing these WIAT-II scores for Corey, a fifth grade student, age 11-3 (age norms). Follow the process illustrated on the previous slide.

	SS (95%)	PR	GE
<b>Reading Composite</b>	<b>75 (71-79)</b>	<b>5</b>	
Word Reading	72 (67-77)	3	2:6
Reading Comprehension	83 (76-90)	13	3:2
Pseudoword Decoding	75 (70-80)	5	1.7

Sample Errors  
 WR: mist for must, prat for part, cold for could, one for own  
 PD: zoo for zoop, nane for nan, eep for ep

Observations: slow rate of response, uncertain about reading ability

Comments: "Reading was fun until 1st grade."

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Corey's reading skills are below average compared to others his age. His standard score of 75 on the WIAT-II Reading Composite, places his reading performance in the bottom 5 percent of age mates. The composite is comprised of three tests measuring Corey's ability to read real words, nonsense words, and understand passages. No significant differences were noted in Corey's performance on these three reading tasks.

Corey's decoding skills range from a mid-first grade level to a mid-second grade level. His comprehension is at a beginning third grade level.

Most of Corey's errors were related to vowels in the words. He does not appear to know the rules that dictate long, short, or r-controlled vowels. For example, he read "nan" as "nane" and "ep" as "eep."

Corey took a long time to say each word and was very insecure about his decoding abilities. At one point he stated that "reading was fun until first grade."

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## Instructional Implications for Corey



- Instructional focus: decoding, comprehension, and fluency
- Instructional level: Decoding (mid-1<sup>st</sup> to mid-2<sup>nd</sup>); Comprehension (beg-3<sup>rd</sup>)
- Specific focus: vowels, vowel patterns, rules
- Decoding difficulties may underlie fluency and comprehension problems
- Recommend: explicit synthetic phonics; repeated readings; high frequency words; strategies
- Recommend further testing to assess impact of phonemic awareness

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# Case Studies

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## Ned

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AGE 11-2

GRADE 4

KABC-II and KTEA-II

Has been struggling academically, especially in reading, since Kindergarten

Repeated 2<sup>nd</sup> grade

Father struggled with reading

Mother born in Mexico



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### KABC-II Results



<b>Sequential/Gsm</b>	<b>127</b>	<b>Learning/Glr</b>	<b>94</b>
Number Recall	15	Atlantis	8
Word Order	14	Rebus	10
<i>Hand Movements</i>	<i>10</i>		
		<b>Planning/Gf</b>	<b>90</b>
		Story Completion	7
<b>Simultaneous/Gv</b>	<b>80</b>	Pattern Reasoning	10
Rover	7		
Triangles	6	<b>Knowledge/Gc</b>	<b>87</b>
<i>Block Counting</i>	<i>10</i>	Verbal Knowledge	8
<i>Gestalt Closure</i>	<i>5</i>	Riddles	7
		<i>Exp. Vocabulary</i>	<i>4</i>

**FCI: 93 (88-98) PR: 32**



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### KTEA-II Results



<b>Reading Composite</b>	<b>70</b>	<b>Math Composite</b>	<b>91</b>
Letter/Word Recog.	71	Concepts/App.	94
Rdg. Comp.	76	Computation	89
		<b>Written Lang. Comp</b>	<b>97</b>
<b>Decoding (LWR &amp; NWD)</b>	<b>74</b>	Expression	108
Nonsense Word D.	76	Spelling	87
		<b>Oral Lang. Comp.</b>	<b>70</b>
<b>Sd-Symbol (NWD &amp; PA)</b>	<b>76</b>	Listening	60
Phon. Awareness	83	Expression	81
		<b>Oral Fluency</b>	<b>84</b>
<b>Fluency (WRF &amp; DF)</b>	<b>76</b>	Associational	98
Word Recog. Fl.	75	Naming Facility	81
Decoding Fluency	76		



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## Qualitative Information



- Very quiet, did not engage in spontaneous language
- Used one word responses or nonverbal gestures
- Exhibited word finding difficulties
- Asked for repetition frequently on verbal questions
- Slow response style
- Did not understand the meaning of many words used in test questions
- Poor articulation and auditory discrimination
- Cooperative and pleasant
- Just began wearing eye glasses



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## Diagnostic Impressions About Ned



- 
- **Appears to have a specific reading disability**
  - **Appears to have an oral language disability**
  - **Appears to have a phonological deficit**
  - **Needs comprehensive speech-language evaluation**



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## Instructional Recommendations



- **Explicit, systematic synthetic phonics program**
- **Build oral language, especially vocabulary**
- **Use a read aloud approach to expose Ned to content that he cannot read**
- **Support verbal directions with visuals (demonstration, write on board)**
- **Ask Ned to paraphrase tasks to ensure understanding**

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## Putting It All Together

THINKING ABOUT NED

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## Organize Your Thinking

Cognitive areas intact?

Cognitive areas of concern?

Academic areas intact?

Academic areas of concern?

Role of oral language?

Area(s) of greatest instructional need?

Generalized or a more specific problem?

What's the relationship between cognitive and achievement?

- Help explain academic difficulties?
- Need to be assessed?



## My Diagnostic Impressions of Corey:



Has a reading difficulty, primarily decoding

Requires further assessment (e.g., phonemic awareness, rapid naming, associative memory)

Average cognitive abilities (based on WISC IV) coincides with average math abilities, but does not explain academic difficulties

Oral language difficulties can impact reading/writing

Perceptual speed may contribute to reading difficulty (supplement Symbol Search)

Need information about past instruction, educational history, and family history of learning difficulties





### Instructional Recommendations for Corey:

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- Explicit, systematic, synthetic phonics program
- Teach high frequency words
- Teach word recognition strategies
- Books on tape
- Decodable texts for daily practice
- Repeated readings
- Speed drills
- Assisted reading



## Translating Test Results into Instructionally Relevant Information

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*WRITING TO INFORM INSTRUCTION*



### Traci, Grade 4, Age 9-11



Traci's English oral language skills are average when compared to others her age. When compared to others at her age level, her performance is below average in phonemic awareness, basic reading, reading comprehension, and reading fluency.

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Traci's is experiencing difficulties with all aspects of reading. Her oral language abilities are average and, therefore, do not seem to be the reason for her academic difficulties. However, she does have a deficit in phonemic awareness which has a causal relationship to reading difficulties. It is likely that this deficit is the reason for Traci's problem decoding words. Her lack of automaticity with this basic skill is impacting her performance in reading fluency and reading comprehension. Instruction should focus on developing Traci's basic reading skills, including phonemic awareness. Use of an explicit, systematic, synthetic phonics program is recommended.

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**Justin, Grade 6.0, Age 12-5**



	SS	PR	RPI
Broad Reading	100	50	90/90
Oral Language	94	33	85/90
Broad Math	77	7	39/90
Calculation	76	6	29/90
Math Fluency	58	.3	44/90
Applied Prob.	88	21	46/90
Quant. Con.	75	5	22/90

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**Justin is experiencing difficulty in mathematics, particularly with computation, automatic recall of math facts, and quantitative concepts. His calculation difficulties, in turn, affect his ability to solve applied math problems. Because Justin has average reading and oral language skills, it appears his learning difficulties are specific to mathematics. Justin's greatest instructional needs are in the areas of calculation (RPI=29/90) and quantitative concepts (RPI= 22/90).**

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### AI, Grade 3, Age 8-10



Achievement Area	SS (+/-1 SEM)	PR	GE
Oral Lang Composite	124 (120-128)	94	7.3
Reading Composite	74 (71-77)	4	1.8
Math Composite	96 (92-100)	40	3.0
Written Lang Composite	60 (55-65)	0.4	1.4
Phonemic Awareness	120 (113-126)	91	6.7
Word Reading	81 (78-83)	10	2.0
Reading Comprehension	74 (69-79)	4	1.6
Spelling	64 (59-68)	1	1.1

Observations: Slow to respond, often substituted similar looking words, does not know common spelling patterns



**AI's strong oral language (SS=124) and phonemic awareness (SS=120) abilities predict that his reading and writing skills should be more advanced than they presently are. AI lacks automaticity with word decoding and encoding as evidenced by his low scores in word reading and spelling and corroborated by his slow responses, his misreading of visually similar words, and his lack of knowledge of common spelling patterns. This suggests possible weaknesses in orthographic processing and perceptual speed.**  
*(continued)*



His low performance in reading comprehension can be attributed to his poor word identification, rather than lack of word knowledge. Therefore, instruction should be focused on developing Al's decoding and encoding skills to increase his accuracy and speed.



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### Keys to Using Evaluations to Inform Instruction

- Focus on the student's learning difficulties and the instructional implications
- Determine the student's pattern of strengths and weaknesses (cognitive, achievement, and qualitative)
- Paint a meaningful picture of the student's performance and instructional needs
- Make appropriate instructional recommendations



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**Think about it....**

**One way you can improve your report writing tomorrow:**

**One way you can use your evaluations to inform instruction:**

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# SAMPLES

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## FULL AND INDIVIDUAL EVALUATION

### Foundation for PLAAFP: How does disability(ies) affect the student academically?

Josey demonstrated a processing disorder in the area of knowledge comprehension that negatively impacted her academic achievement in the areas of reading comprehension and written expression based on report card grades, benchmark testing, STAAR and Stanford 10 results as well as the KTEA II testing



## FIE REPORT

### Physical Condition (OHI, OI, TBI) Factors unique to this student's environment that impact learning are:

Josey has been diagnosed as a student with attention deficit hyperactivity disorder. She has difficulty with concentrating, maintaining attention and organization. She frequently needs reminders to remain on-task until she completes her assignment. Josey responds appropriately when the teacher gives her a nonverbal prompt to work quietly and raise her hand before speaking in class.



## FIE REPORT

**Cognitive area(s) of weaknesses are:**

Enter Text...

knowledge comprehension

**Cognitive area(s) that are intact are:**

Enter text here...

fluid reasoning, short-term memory, and long-term storage and retrieval



## FIE REPORT

**The student displays a global cognitive delay based on:**

On the WISC-IV, Ricky's score was more than two standard deviations below the mean on the Full Scale IQ. His cognitive profile was relatively flat with significantly delayed scores in Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed.



## FIE REPORT

**Adaptive behavior deficits were identified in the following areas:**

Enter Text

Ricky demonstrated deficits in adaptive behavior in the areas of Communication and Daily Living Skills based on the results of Vineland Adaptive Behavior Scales – II when rated by his mother.



## FIE REPORT (ED)

**Emotional/behavior concerns are: (ED)**

Francisco demonstrates sufficient characteristics of anxiety and depression and these symptoms are displayed through a poor self image, lack of interest in pleasurable activities, irritability, worry, sadness, feelings of being a bad person, and inability to change his situation. In the school setting, Francisco often has difficulty concentrating, disrupts classroom instruction, work refusals, isolates self from peers and group activities. When anxious he will walk out of class, persevere over issues that cause him anxiety, pace back and forth, and make self-defeating statement.



## PSYCHOLOGICAL (ED)

### Evaluation Summary: (ED)

Francisco symptoms of depression and anxiety fall in the clinically significant range across all settings. He has difficulty dealing comfortably and effectively with emotionally arousing situations and he may be more vulnerable to becoming overwhelmed or disorganized when confronted with intense expressions of affect. Francisco often experiences high levels of intrusive ideation due to worry, lack of control over his situation.

### Foundation for PLAAFP: How does disability(ies) affect the student academically?

High level of distractibility, severe mood swings, isolates self from peers and group activities, engages in self-talk that disturbs peers, easily angered, requires constant redirection, easily annoyed, poor self-control,



## FIE Report (AU)

### Emotional/behavior concerns are: (AU)

Alicia lacks the use of spoken speech – uses gestures and pointing. Shows little interest in participating in classroom activities. Is inattentive and uncooperative, requires the use of a picture exchange system for completion of academic activities. Does not use eye contact to engage in social exchanges. Does not respond to her name. Stems with hands and fingers.



## Psychological (AU)

### Evaluation Summary (AU)

Alicia is rigid to routines, imposes restrictive guidelines about food, and has undeveloped social skills. Although Alicia expresses interest in peer interactions, she often appears disengaged when opportunities for interaction are presented. At times, Alicia will misperceive social situations, causing high levels of anxiety. Additionally, Alicia has difficulty advocating for herself (i.e. requesting help or making needs known). She may require time to recover from these instances before she can successfully rejoin the classroom environment.

### Foundation for PLAAFP: How does disability(ies) affect the student academically?

Student will need visual schedules, additional time for work completion, accommodations to presentation of work, frequent prompting, reduced assignments and organizational assistance. Allow student to work with a specifically selected peer to facilitate social interaction opportunities and provide a peer model. Practice relaxation strategies to reduce anxiety. Prompt strategies prior to entering into situations that have been historically difficult. Consider using a "help" card for use to communicate a need for assistance.



## FIE Report (OHI/ADHD)

### Emotional/behavior concerns are: (OHI/ADHD)

**Devon continually disrupts the classroom (talks out of turn, intrusive with peer interactions); difficulties with concentration and attending skills – makes careless mistakes, gives up easily, avoids assignments and homework; often restless and easily excited. Has difficulty starting or finishing projects, poor organizational skills. Can be argumentative and has anger issues. Limited social skills with peers, difficulty making and keeping friends.**



## Psychological (OHI/ADHD)

### Evaluation Summary (OHI/ADHD)

Devon displays significant levels of inattention, hyperactivity and behavioral inhibition in a variety of settings. It appears that his reported difficulties are not due to an emotional disturbance. Devon behaviors of off-task, impulsive verbal and physical outbursts, defiance, classroom interruptions (humming noises, singing, yelling out in class, excessive talking) and refusals to follow class rules. Devon also displays poorly developed levels of age-appropriate social skills (argues with peers, intrusive with peer's belongings, poor use of personal space).

### Foundation for PLAAP: How does disability(ies) affect the student academically?

Student requires redirections to monitor his behaviors and rewards through the use of a daily behavior chart. Home and school setting should devise a system for immediate feedback and meaningful consequences for behavioral issues. Intersperse low with high appeal activities; touch student on shoulder or arm when praising, reprimanding, or instructing. Schedule the most difficult subject in the morning. Allow for request breaks and opportunities to move around the classroom. Implement the use of a daily behavior chart. Increase positive interaction with a 5 positive or every 1



## Resources

Flanagan, D.P., Ortiz, S.O. & Alfonso, V. C. (2013). *Essentials of Cross-Battery Assessment*. Hoboken, New Jersey: Wiley.

Flanagan, D.P. & Coltobiano, L.F. (2004). Test scores: A guide to understanding and using test results. *Helping Children at Home and School II: Handouts for Families and Educators*.

Legal Framework <http://framework.esc18.net/display/Webforms/LandingPage.aspx>

Lichtenberg, E. O., Mather, N., Kaufman, N. L. & Kaufman, A. S. (2004). *Essentials of Assessment Report Writing*. Hoboken, New Jersey: Wiley.

Proctor, C. M. & Albrigh, G. (2010). Linking CHC to Intervention.

Region One [www.esc1.net](http://www.esc1.net)

