The determination of Learning Disability was based upon the Information Processing and Cross Battery approach which 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 Cattel-Horn-Carrol (CHC) Theory of cognitive abilities. This approach 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. This approach takes into consideration a variety of exclusionary factors that could affect a student’s academic performance.

The following questions must all be answered in the affirmative ('yes') in order for the student to qualify as having a Specific Learning Disability:

**1. 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? YES\*\*\*\*\***

There should always be an assumption that there are no academic deficits and that the child is performing adequately compared to same age peers. A normative deficit is a standard score below 85.

Reading Comprehension= 54

Math Calculation= 61

Math Problem Solving= 56

Student's achievement scores from the Woodcock-Johnson tests of Achievement- 3rd edition indicate a normative weakness in the areas of Reading Comprehension, Math Problem Solving and Math Calculation. His scores are consistent with data provided by his teachers in all areas. Student struggles in reading, math and writing. This deficit is consistent with teacher report and criterion reference measures. Student has been receiving interventions such as small group instruction in the area of reading and math. He has also been receiving extended time to complete work, check for understanding and re-teach as needed as accommodations. He has been receiving interventions and accommodations since 02/12/2013 and has been through Tier II and Tier III. Student has made minimal to no progress in the area of Reading and Math which is consistent with the results of this assessment.

**2. 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? YES\*\*\*\*\***

Student's intellectual scores from the Woodcock-Johnson Tests of Cognitive Abilities- 3rd Edition indicate normative weaknesses in the area of Long Term Retrieval (Glr).

A pattern can be defined as a collection of measures/data that show consistency (e.g., across time, setting, rating). In Student’s case, he does display a pattern of strengths and weaknesses in relation to his academic achievement. Student's academic deficits are noted within formal and informal assessments and classroom performance. Moreover, despite the presence of weaknesses in one or more cognitive ability domains, Student displays an average or better functioning in cognitive ability domains considered important for acquiring the academic skills typical for his grade level. Student’s Intact Ability Estimate (IA-e) score is 100 which is in the average range. His 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.

**3. Have extraneous factors been ruled out as primary causes for deficits (i.e. attendance, behavior problems, sociological, language, and motivation)? YES\*\*\*\*\***

ATTENDANCE

Review of attendance records indicates that Student has attended school since pre-kindergarten and has had good attendance.

BEHAVIOR

Neither the parent nor the teacher report behavioral concerns.

SOCIOLOGICAL

Review of parent and teacher information reveals that cultural and lifestyle factors do not appear to be the cause of Student’s cognitive and academic deficits. Additionally, Student has attended school since pre-kindergarten and has had ample educational opportunity.

MOTIVATION

The teacher reports that Student’s academic difficulties are not due to a lack of effort.

Language

Student’s home language survey indicated that the language that is spoken at home is Spanish. Student’s preferred language is English. All of his instruction has been primarily in English. The assessment was conducted using English and also Spanish in order to be able to rule out language as the cause of his learning difficulties. The CLIM was also used in order to provide fairness when looking at Student’s cognitive assessment results.

**4. Is there a relationship between the cognitive deficit (s) and the academic deficit? YES\*\*\*\*\***

The cognitive deficits must be linked to academic deficits in a way that is logical and has been shown to occur in students identified with a Learning Disability.

\*\*\*Implications for Learning- Glr

Learning and recalling information through association (e.g., facts, related ideas/concepts)

Recalling information on tests through association

Using associations provided by the teacher to facilitate storage and later retrieval

Pairing and retaining visual auditory information

Retrieving specific words, memorizing poems, speeches, facts

Deficits in Long Term Retrieval have a significant relationship with reading, writing and math, especially during early stages of skill acquisition: basic skills acquisition, organizing for retrieval, strategies for recall, learning and retrieving information.

LINK TO ACHIEVEMENT

Long-Term Retrieval plays a role in the ability to store and retrieve information through associations.

Reading: Long-term retrieval abilities are particularly important for reading. For example, elementary school children who have difficulty naming objects or categories of objects rapidly may have difficulty in reading. Associative memory abilities also play a role in reading achievement (i.e., being able to associate a letter shape to its name and its sound).

Math: Long-term retrieval abilities are important to math calculation skills. For example, students with deficits in long-term retrieval may have difficulty recalling basic addition, subtraction, multiplication, and/or division facts when encountered within a math problem.

**5. Have these deficits caused a significant interference with academic performance? YES\*\*\*\*\***

Student’s reading comprehension skills fall in the below average range with a standard score of 84, his math problem solving score of 81 falls in the below average range and his math calculation score of 82 fall within the below average range. According to criterion referenced measures (Star), Student obtained a scaled score of 284 in Reading when his expected score is 352 and a scaled score of 411 when his expected score is 525. This is consistent with teacher report of Student’s struggles in reading and math. Student is currently failing Reading and Math.

**6. Does data support the presence of a Specific Learning Disability? YES\*\*\***

It is recommended that he qualify for special education as a student with a Learning Disability in the area of Reading Comprehension, Math Problem Solving and Math Calculation.

CONCLUSION:

The reader is cautioned that the test results only provide a snapshot of the individual’s overall functioning, and all test scores allow for some amount of error, as reflected by the confidence intervals. In addition, these scores can be influenced by factors such as attitude, medication, motivation, and behavior as well as language, opportunity, and current environment or situation. The examiner utilizes professional judgment in making inferences about the individual’s overall functioning where the test results conflict with historical or observational data.

In essence, there are also clear patterns of strengths and weaknesses between cognitive functioning and academic achievement.

The student's cognitive weaknesses:

1. Long Term Retrieval (Glr)

The student's cognitive strengths:

1. Processing Speed (Gs)

2. Auditory Attention (Ga)

3. Short Term Memory (Gsm)

4. Visual Spatial Thinking (Gv)

5. Fluid Reasoning (Gf)

6. Comprehension Knowledge (Gc)

Student's academic weaknesses:

1. Reading Comprehension

2. Math Problem Solving

3. Math Calculation

As such, the student DOES appear to meet the eligibility criteria as a student with a specific learning disability in the area of: Reading Comprehension, Math Problem Solving and Math Calculation.