For the Achievement section of the report:

The purpose of assessing academic performance levels is to determine if Xxx has an educational need resulting from a disability, as well as to determine the presence or absence of a significant educational deficit requiring special education services.

The Woodcock-Johnson IV-Tests of Achievement (WJ-IV ACH) is a comprehensive set of individually administered tests to measure educational achievement in the areas of reading, mathematics, written language, oral language, academic skills, fluency and applications. The results are presented below:

|  | Standard  Score | Percentile Rank |
| --- | --- | --- |
| **BASIC READING SKILLS** |  |  |
| Letter-Word Identification |  |  |
| Word Attack |  |  |
|  |  |  |
| **READING COMPREHENSION** |  |  |
| **READING COMPREHENSION-EXTENDED** |  |  |
| Passage Comprehension |  |  |
| Reading Recall |  |  |
| Reading Vocabulary |  |  |
|  |  |  |
| **MATH CALCULATION SKILLS** |  |  |
| Calculation |  |  |
| Math Fact Fluency |  |  |
|  |  |  |
| **MATH REASONING** |  |  |
| Applied Problems |  |  |
| Number Matrices |  |  |
|  |  |  |
| **WRITTEN EXPRESSION** |  |  |
| Writing Samples |  |  |
| Sentence Writing Fluency |  |  |
|  |  |  |
| **Reading Fluency** |  |  |
| Oral Reading |  |  |
| Sentence Reading Fluency |  |  |
|  |  |  |
| **Writing Related Subtest** |  |  |
| Spelling |  |  |
| Spelling of Sounds |  |  |
| Editing |  |  |
|  |  |  |
|  |  |  |
| **Academic Knowledge** |  |  |
| Science |  |  |
| Social Studies |  |  |
| Humanities |  |  |
|  |  |  |
| **Phoneme-Grapheme Knowledge** |  |  |
| Word Attack |  |  |
| Spelling of Sounds |  |  |
|  |  |  |
|  |  |  |

**Basic Reading Skills** cluster is a combination of *Letter-Word Identification* (reading a list of words aloud) and *Word Attack* (reading nonsense letter combinations that are phonically consistent or regular patterns in orthography). These tests measure sight word vocabulary, the application of phonics and structural analysis skills. Specifically, Xxx was able to…Xxx had difficulty…( *personalize this section based on your analysis of the student’s responses)*

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative strength).

**Reading Comprehension** cluster is a combination of *Passage Comprehension* (using syntactic and semantic cues to identify the missing words in a text) and *Reading Recall* (reading a short story silently and then retelling as much of the story as can be recalled). It is a measure of comprehension and reasoning. Specifically, Xxx was able to…Xxx had difficulty… (*personalize this section based on your analysis of the student’s responses)*

*OR*

**Reading Comprehension- Extended** cluster is a combination of *Passage Comprehension* (using syntactic and semantic cues to identify the missing words in a text), *Reading Recall* (reading a short story silently and then retelling as much of the story as can be recalled), and *Reading Vocabulary* (reading a word independently and producing a synonym or antonym). It is a measure of comprehension, vocabulary and reasoning. Specifically, Xxx was able to…Xxx had difficulty… (*personalize this section based on your analysis of the student’s responses)*

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative strength).

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative strength).

**Math Calculation Skills** cluster is a measure of computational skills and automaticity. This cluster is composed of combination of *Calculation* (completing math computations on a worksheet) and *Math Fact Fluency* (completing simple addition, subtraction, and multiplication facts within a 3-minute time limit)

Specifically, Xxx was able to…Xxx had difficulty…( *personalize this section based on your analysis of the student’s responses)*

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative strength).

**Math Reasoning** is a combination of *Applied Problems* (analyzing and solving word problems) and *Number Matrices* (completing number sequences by identifying the missing number). It is a measure of mathematical knowledge and reasoning. Specifically, Xxx was able to…Xxx had difficulty…( *personalize this section based on your analysis of the student’s responses)*

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative strength).

**Written Expression** cluster is a measure of meaningful written expression and fluency. This cluster is a combination of *Writing Samples* (composing sentences based on directions given and sentences are evaluated with respect to the quality of expression) and  *Sentence Writing Fluency* (formulation a simple sentence when presented a stimulus picture with 3 words in a 5-minute time limit). Specifically, Xxx was able to…Xxx had difficulty…( *personalize this section based on your analysis of the student’s responses)*

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative strength).

**Reading Fluency** is a cluster that measures aspects of reading fluency, such as, prosody, automaticity, and accuracy. This cluster is composed of a combination of *Oral Reading*(reading sentences aloud) and *Sentence Reading Fluency* (reading simple sentences quickly, decide if the statement is true, and select either yes or no). Specifically, Xxx was able to…Xxx had difficulty…( *personalize this section based on your analysis of the student’s responses)*

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative

**Writing Related Tests**

*Spelling* measures the ability to write orally presented words correctly. Xxx’s score on this test (is within normal limits/indicates a normative deficit/indicates a normative strength). (*Describe the student’s spelling strengths and weaknesses by analyzing the response sheet)*

*Spelling of Sounds* measures phonological and orthographic coding skills by requiring the spelling of non-sense words. Xxx’s score on this test (is within normal limits/indicates a normative deficit/indicates a normative strength). (*Describe the student’s strengths and weaknesses by analyzing the response sheet)*

*Editing* measures skills in identifying and correcting errors in a written passage. The error in the passage may be incorrect punctuation or capitalization, inappropriate word usage, or a misspelled word. Xxx’s score on this test (is within normal limits/indicates a normative deficit/indicates a normative strength). (*Describe the student’s strengths and weaknesses by analyzing the response sheet)*

**Additional Clusters**

**Academic Knowledge** measures a broad sample of scientific and social studies knowledge. This cluster is composed of *Science* (responding to scientific questions including anatomy, biology, chemistry, geology, medicine, and physics), *Social Studies* (responding to questions regarding history, economics, geography, government, and psychology), and *Humanities* (responding to questions related to art, music, and literature. Specifically, Xxx was able to…Xxx had difficulty…( *personalize this section based on your analysis of the student’s responses).*

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative strength).

**Phoneme-Grapheme Knowledge** measures phonetic generalizations and knowledge of common orthographic patterns in both decoding and encoding. This cluster is composed of *Word Attack* (reading nonsense letter combinations that are phonically consistent or regular patterns in orthography) and *Spelling of Sounds* (spelling of non-sense words). Specifically, Xxx was able to…Xxx had difficulty…( *personalize this section based on your analysis of the student’s responses).*

Xxx’s score on this cluster (is within normal limits/indicates a normative deficit/indicates a normative strength).