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Cross-Battery Assessment Software System (X-BASS® v1.1)

Dual-Discrepancy/Consistency Model: PSW Analyses for SLD

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Name: *Brenda de la Garza* **Age:** *7 years 0 month(s)* **Grade:** *2* **Date:** *5/25/2015*

WISC-V | WAIS-IV | WPPSI-IV | WIAT-III | WJ IV COG | WJ IV ACH | WJ IV OL | KABC-II | KTEA-3 | CAS2 | DAS-II | SB5

g-Value = 0.53

Cognitive Strengths
The value here is either the Facilitating Cognitive Composite (FCC) or a user-entered Alternative Cognitive Composite (ACC).

FCC = 103

WJ IV ACH Basic Reading Skills Test Comp - 85

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

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	Critical Value
35.24	13.79

Yes, domain specific

Critical value set at 5%

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	Critical Value
22.19	12.68

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
If calculated, the Inhibiting Cognitive Composite (ICC) is selected below by default. You may select a different area of cognitive weakness from the drop down menu for analysis.

Inhibiting Cognitive Composite (ICC) - 67

Actual	Predicted by
67	102
ICC	Strengths (FCC)

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

WJ IV ACH Reading Comprehension - Ext. Test Comp - 80

Actual	Predicted by
80	102
RC	Strengths (FCC)

Both Weaknesses? YES

Strength of Relationship MOD

Is there a BELOW AVERAGE aptitude-achievement consistency?

YES, CONSISTENT

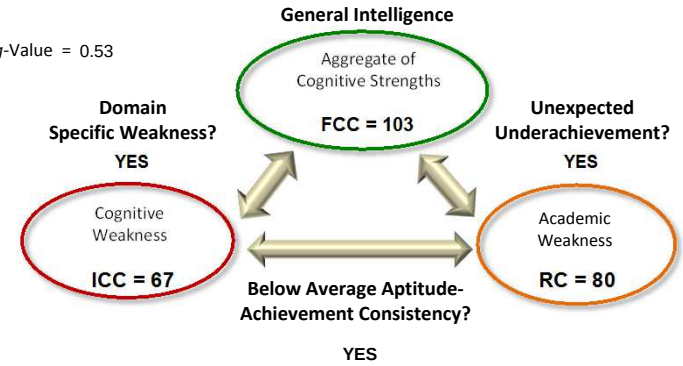
The small box on the left in this section addresses the first component of the criterion through consideration of the degree to which the meaning of the scores is consistent based on their respective magnitudes (e.g., are they both indicative of a weakness relative to most people?). The small box on the right 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 the academic weakness, as suggested by mainly correlational research. Relationships that are LOW suggest that the cognitive weakness may not be a contributory factor in the academic weakness. However, in all cases, clinical judgment should be exercised. The larger box directly above yields a decision with respect to the consistency criterion based on consideration of both the magnitude of the reported and selected cognitive and academic weaknesses and the strength of the relationship between them.

Dual-Discrepancy/Consistency Model: Summary of PSW Analyses for SLD

Name: *Brenda de la Garza* **Age:** *7 years 0 month(s)* **Grade:** *2* **Date:** *5/25/2015*

Did the individual's observed cognitive and academic performances meet criteria within the DD/C model consistent with PSW-based SLD identification?

POSSIBLY. Although it appears that all criteria for establishing a PSW consistent with SLD have been met, the pattern of results does not conclusively support the presence of SLD. In this case, either the g-Value is between 0.50 and 0.59 inclusive or the FCC is between 85 and 89 inclusive, which may not support the criterion for general intelligence. Therefore, before determining the presence or absence of SLD, other data should be considered (see chapter 4 in Essentials of Cross-Battery Assessment, 3rd Ed.).



1. Is there evidence of domain specific weaknesses in cognitive functioning?

YES. The difference between the individual's estimate of intact cognitive abilities (FCC=103) and the score representing the area of specific cognitive weakness (ICC=67) is statistically significant. This finding means that there is likely a true or real difference between the estimate of overall cognitive strengths and the identified area of specific cognitive weakness for the individual. In addition, there is an unusually large difference between actual performance in the specific cognitive area (SS=67) and expected performance (SS=102) as predicted by overall cognitive strengths. That is, based on the individual's estimate of cognitive strengths, it was predicted that the individual would perform much better in the specific cognitive area. In fact, the size of the difference between the individual's actual and predicted performance in the specific cognitive area occurs very infrequently. The results of these analyses suggest that the individual's PSW consists of a domain-specific cognitive weakness (particularly when the actual SS<90), an inclusionary criterion for SLD.

2. Is there evidence of unexpected underachievement?

YES. The difference between the individual's estimate of intact cognitive abilities (FCC=103) and the score representing the area of specific academic weakness (RC=80) is statistically significant. This finding means that there is likely a true or real difference between the estimate of overall cognitive strengths and the identified area of specific academic weakness for the individual. In addition, there is an unusually large difference between actual performance in the specific academic area (SS=80) and expected performance (SS=102) as predicted by overall cognitive strengths). That is, based on the individual's estimate of cognitive strengths, it was predicted that the individual would perform much better in the specific academic area. In fact, the size of the difference between the individual's actual and predicted performance in the specific academic area occurs very infrequently. The results of these analyses suggest that the individual's PSW is marked by unexpected underachievement (particularly when the actual SS<90), an inclusionary criterion for SLD.

3. Is there evidence of a below-average aptitude-achievement consistency?

YES. The specific cognitive (SS=67 for ICC) and academic (SS=80 for RC) scores are indicative of normative weaknesses or deficits compared to same age peers (SS<85). In addition, there is research to support a relationship between the Inhibiting Cognitive Composite and Reading Comprehension which indicates that the ICC is comprised of one or more cognitive areas that are related to Reading Comprehension. Therefore, this combination of scores provides evidence that assists in explaining the nature of the individual's observed learning difficulties. Overall, these findings indicate support for a below average aptitude-achievement consistency.

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