

Let's
Meet Amy

Amy's Profile

WJ IV Tests of Cognitive Abilities – Crystallized Intelligence (*Gc*) Subtests:

Oral Vocabulary – (Lexical knowledge, language development) – **120**

General Information – (General verbal information) - **118**

WJ IV Tests of Cognitive Abilities - Auditory Processing (*Ga*) Subtests:

Sound Blending – (Phonetic coding, synthesis) - **82**

Phonological Processing (word retrieval abilities using phonological cues) – **78**

WJ IV Tests of Achievement Subtests:

Oral Language - **109**

Incomplete Words – (Phonetic coding, analysis) – **74**

Basic Reading Skills – **78**

Reading Comprehension – **75**

Has difficulty translating symbols into sounds.

Ga deficit impacts her fluency and causes labored reading.

Lack of decoding and fluency impacts reading comprehension.

Uses place markers while reading.

Graphic organizers have been helpful.

Reads 30 words per minute compared to peer average of 65 wpm.

Passed eye exam with 20/20 vision.

Social skills are appropriate for age level.

Phonics Inventory Results:

- Decodes open, closed, VCe, final stable, and r-controlled syllable patterns with 90% accuracy
- Decodes vowel diphthongs (75% accuracy with the *oi* and *oy* patterns but diminishes to 60% with the *ow* and *ou* patterns)
- Decodes vowel digraphs (80% accuracy with the long vowel patterns, however has difficulty with vowel pairs/teams such as *ey*, *ow*, *igh*, *eigh*, *oo*, *ou*, and *ew* as his accuracy level is reduced to 50%)

Oral Reading Fluency:

Read a 150-word passage on the sixth grade level and made 20 errors while reading, his accuracy is 86.67% (130 WCPM/150 WPM= .8667) Sixth grade material is at the frustration level.

Teacher Information:

- Uses an electronic dictionary in the classroom to support independent reading with words she does not know
- Complete assignment easier when adhesive notes are provided to chunk passage by students
- Understand new vocabulary taught

PLAAFP DEVELOPMENT

1. What are the sources of information upon which the statements are based including student's strengths and what the students is currently able to do and under what conditions can the student do it best?	2. What are the resulting priority educational needs to be addressed in the annual goals(s) written for the student including baseline data?	3. What are the effects of the disability on the students related to his/her involvement and progress in the general curriculum?