

Let's Meet
Belinda

Belinda's Profile

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

Sound Blending – (Phonetic coding, synthesis) - **110**

Phonological Processing (word retrieval abilities using phonological cues) – **108**

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

Oral Vocabulary – (Lexical knowledge, language development) – **82**

General Information – (General verbal information) - **80**

WJ IV Tests of Cognitive Abilities – Processing Speed (Gs) Subtests:

Letter-Pattern Matching – **83**

Rapid Picture Naming – **82**

Pair Cancellation – **81**

WJ IV Tests of Achievement Subtests:

Letter-Word Identification - **102**

Word Attack - **98**

Passage Comprehension - **82**

Sentence Reading Fluency - **80**

Reading Vocabulary – **78**

Strong skills in reading decoding.

Language deficits.

Weak vocabulary skills, needs to re-read to gain meaning, which impacts fluency.

Reading comprehension is weak.

Requires extra time to complete assignments.

Has found Mnemonics helpful.

Passed eye exam with 20/20 vision.

Social skills are appropriate for age level.

Phonics Inventory Results:

- Decodes six syllable patterns with 97% accuracy

Oral Reading Fluency:

Read a 150-word passage on the sixth grade level and made 15 errors while reading, his accuracy is 90% (135 WCPM/150 WPM= .90) Sixth grade material is at the lower end of instructional level.

Benchmark Assessments:

- Identifies the main idea with supporting details in text when the instructor reads the test questions and answer choices, using a graphic organizer, and mnemonics as evidenced by grades in the 70s, but has great difficulty with summarizing text that maintains the meaning and logical order supported by text evidence especially when making connection across passages/texts.
- Based on benchmark assessments in the area of summarizing text that maintains meaning and logical order supported with text evidence especially when making connections across passages/text missing 50% of the questions.

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?