
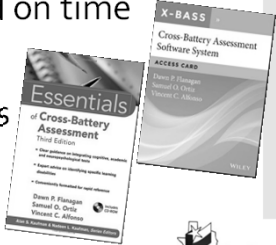


XBASS

Community Considerations


- Technology silent
- One conversation at a time
- Start and end on time
- Open mind
- Ask questions




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XBASS- Intermediate Level

By Brenda de la Garza
Education Specialist
Region One ESC




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- Use the post its at your table to write any questions you currently have or issues that you have encountered. Place them in the parking lot OR
- If you have a device go to <http://bit.ly/29ZJf1J> and use the form to ask your questions
- We will address all the questions after the break and throughout the day


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- What is Cross Battery?

XBA


- It is an approach that 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 Cattell-Horn-Carroll (CHC) theory of cognitive abilities.
- It 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.
- It also takes into consideration a variety of exclusionary factors that could affect student's academic performance.
- Cross battery systematically looks at a wide range of broad and narrow cognitive processes including language-based processes (Gc).
- Interpretation of strengths and weaknesses is at the cluster (not subtest) level, yielding better reliability.
- The seven clusters most commonly used are:
 - Comprehension-Knowledge (Gc)
 - Fluid Reasoning (Gf)
 - Short Term Memory (Gsm)
 - Long Term Retrieval (Glr)
 - Auditory Processing (Ga)
 - Visual Processing (Gv)
 - Processing Speed (Gs)



- When is Cross Battery Assessment Used?

When?

- Whenever the constructs of interest cannot be assessed using a single battery
- When there is a need to follow up on inconsistent scores
- Comprehensive FIE
- Assessment of Specific Learning Disability



- What is XBA based on?

Operational
SLD
Definition-
Dual
Discrepancy/
Consistency

- D-There is an unexpected discrepancy between overall cognitive ability and academic achievement in a specific area.
- D-There is a discrepancy between overall cognitive ability and a specific deficit in linguistic competence, cognitive processes, or neuropsychological processes.
- C-There is consistency between academic and cognitive deficits measured, demonstrated by a logical and empirical relationship that is confirmed with ecological validity.



- What does the law say about SLD?

19 Texas
Administrative
Code § 89.1040.
Eligibility
Criteria.

Definition of Learning Disability

A student with a learning disability is one who:

- (i) Has been determined through a variety of assessment tools and strategies to meet the criteria for a specific learning disability as stated in 34 CFR, §300.8(c)(10), in accordance with the provisions in 34 CFR, §300.307-300.311; and
- (ii) Does not achieve adequately for the child's age or meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion-referenced tests; statewide assessments; or a process based on the child's response to scientific, research-based intervention; and
- (l) Does not make sufficient progress when provided a process based on the child's response to scientific, research-based intervention (as defined in 20 USC, §7801(37)), as indicated by the child's performance relative to the performance of the child's peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; or
- (ll) Exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement.

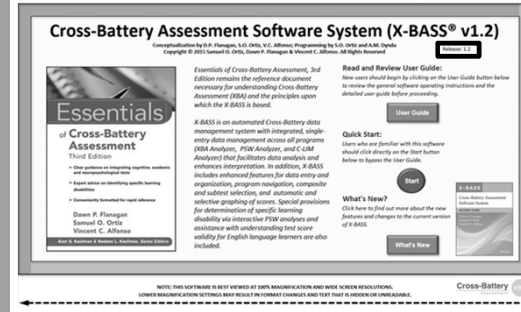


- How do I determine the presence of SLD?

Questions to consider- If all questions are answered in the affirmative then SLD is highly probable.

- 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?
- 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?
- Have extraneous factors been ruled out as primary causes for deficits (i.e. attendance, behavior problems, sociological, language, and motivation)?
- Is there a relationship between the cognitive deficit(s) and the academic deficit?
- Have these deficits caused a significant interference with academic performance?

Are you using the latest XBASS version?



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How do I download the latest version of the XBASS?

- Go to www.wiley.com
- Click on my account
- Click on download center
- Log in
- Click on the file to download




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Is there any other kind of online assistance?

Help Videos



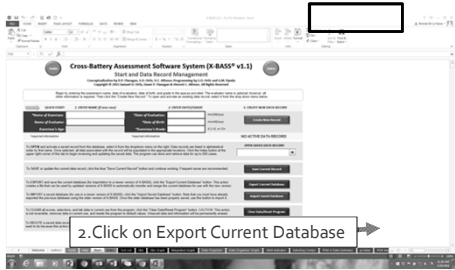
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How do I export my old database?

1. Open the XBASS version from which you want to export the database

Exporting Databases



2. Click on Export Current Database

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Exporting Databases



3. This message appears. Click ok.

How do I import a database?



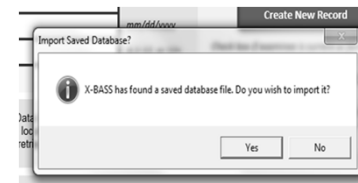
- 4. Close the old version of XBASS
- 5. Open the XBASS version to which you want to import the database

Importing Databases



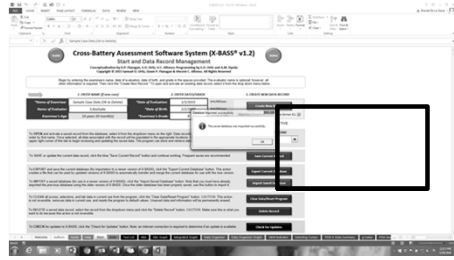
6. Click on Import Saved Database

Importing Databases



7. This message appears. Click yes.

Importing Databases



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I got an error message.
Now what?

Exporting and Importing Databases

If you get an error message...

- C:\Windows\Temp
- To check for access, navigate to this location and click on the Temp folder.
- If you get a prompt stating that you do not have access and to click continue to attempt access, then please do so.
- Once you have access to this folder, you will see the contents.
- Keep this folder open, then go to X-BASS and click Export Database.
- The export will now work, and you can then import into the new version.

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What are the steps that I need
to follow to use the XBASS?

Cross Battery Step by Step

1. Once you have determined language proficiency and know enough about the student's background select a cognitive battery that is appropriate for the student
2. Identify broad abilities that are/are not measured by the selected battery
 - Each of the narrow abilities represented in the cluster must be qualitatively different
3. Identify narrow abilities that are/are not measured by the battery
 - When referrals are specific to reading, math and written language, the narrows that best measure these should be utilized

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What are some of the recommended batteries to determine language dominance?

Recommended Batteries for Language Dominance

- Woodcock Johnson IV- Oral Language Battery
- Woodcock Munoz Language Survey- Revised





What about language proficiency?

Language Proficiency

- TELPAS
- Referral Packet information
- Bilingual Language Profile
 - <https://sites.la.utexas.edu/bilingual/>

Bilingualism: Language Proficiency vs. Language Dominance

Bilingualism

<p>Proficiency</p> 	<p>Acquisition of linguistic knowledge, skills, and processes and use of that linguistic knowledge, skills, and processes across contexts.</p>
<p>Dominance</p> 	<p>The degree of proficiency when comparing one language to another; when one language is stronger than the other.</p>

Goldstein, 2012

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Exclusionary Factors

- Vision
- Environmental/Economic Factors
- Hearing
- Cultural/Linguistic Factors
- Motor Functioning
- Physical/Health Factors
- Cognitive and Adaptive Functioning
- Instructional Factors
- Social-Emotional/Psychological Factors

XBASS STEPS

Cross-Battery Assessment Software System (X-BASS® v1.0)

Demographic Info and Data Record Management

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Begin by entering the examinee's name, date of evaluation, date of birth, and grade in the spaces provided. The evaluator name is optional; however, all other information is required. Then click the "Create New Record" button followed by the Index button to begin new data entry. To open and activate an existing data record, select it from the drop-down menu below.

NOTE: THE PROGRAM WILL NOT OPERATE IF A NAME IS NOT ENTERED.

QUICK START:

1. ENTER NAME (if new case)
2. ENTER DATE/S/GRADE
3. CREATE NEW DATA RECORD

Name of Examinee: Date of Evaluation:

Name of Evaluator: Date of Birth:

Examinee's Age: Examinee's Grade:

Required information

NO ACTIVE DATA RECORD

To OPEN and activate a saved record from the database, select it from the dropdown menu on the right. Data records are listed in alphabetical order by first name. Once selected, all data associated with the record will be populated in the appropriate locations. Click the Index button at the upper right corner of this tab to begin reviewing and updating the saved data. The program can store and retrieve data for up to 500 cases.

To SAVE or update the current data record, click the blue "Save Current Record" button and continue working. Frequent saves are recommended.

To CLEAR all scores, selections, and tab data in current use from the program, click the "Clear Data/Reset Program" button. CAUTION: This action is not reversible; removes data to current use, and resets the program to default values. Unsaved data and information will be permanently erased.

To DELETE a saved data record, select the record from the dropdown menu and click the "Delete Record" button. CAUTION: Make sure you want to do because this action is not reversible.

OPEN SAVED DATA RECORD

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Cross-Battery Assessment Software System (X-BASS® v1.0)

Test Tab Index and Main Navigation

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The demographic information below will be automatically carried over to all other tabs.

Name of Examinee:

Name of Evaluator:

Examinee's Age:

Date of Evaluation:

Date of Birth:

Examinee's Grade:

Click on any of the buttons below to navigate directly to any of the tabs to begin score entry, analyze data, or examine graphs.

COGNITIVE LANGUAGE BATTERIES

WISC-V WPPSI-IV DAS-IB

WAB-IB WU-IV COG KABC-IB

WPPSI-IV DAS-IB SB5

ACADEMIC BATTERIES

WU-IV ACH WAI-III

WAI-III FSIQ Analytic

C-LLM Analytic

TEST SCORE SUMMARY GRAPHS

WISC-V Graph WPPSI-IV Graph DAS-IB Graph

WAB-IB Graph WU-IV AQI Graph KABC-IB Graph

WAB-IB Graph WU-IV COG Graph KTEA-3B Graph

WPPSI-IV Graph DAS-IB Graph SB5 Graph

SCORE MANAGEMENT

Data Organizer

SAW Indicator

FSIQ-A Data Summary

C-LLM Summary

DATA GRAPHS

Integrated Graph

ABA Analyzer Graph

FSIQ-A Data Summary

Data Organizer Graph

REFERENCE & INFORMATION

XBA-CHG Test/IDE

C-LLM Notes

C-LLM Reference

C-LLM Interpretation

Selecting Composites

Notes on PWB-A

INDEX

g Value

C-LLM Index

OTHER

Troubleshooting/Help

About the Authors

This program is based on Essentials of Cross-Battery Assessment (2nd Edition).
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Steps cont'd

4. Administer and Score selected Battery and Supplemental Test
 - All subtests must be administered following the assessment procedures
5. Determine if the cluster scores a cohesive
 - Composite Cohesion is based on:
 - The magnitude of the Standard Deviation score difference
 - Options:
 - Input the scores into the either the XBA Analyzer or the Data Organizer depending on whether or not you need to follow up on the cluster score
 - Use the information given to determine whether clusters are cohesive
 - Keep in mind: the Broad Ability Composite must be considered COHESIVE to be a likely indicator of the abilities it represents
 - Check off the subtests that need to be moved to the XBA Analyzer
 - Click on the blue button "Transfer to Data Organizer" if you do not need to follow up on the scores

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Cross-Battery Assessment Software System (X-BASS® v1.0)

WISC-V® Data Analysis

(age range 4:0-16:11)

Name: Date:


Grade: Age:

Index Name	Score	SE	Reliability	Composite	Significance	Follow up Recommendations
Field Reasoning Index (FRI)						
Block Design (BD)	44	14	0.71	COHESIVE	No	No, not considered necessary
Matrix Reasoning (MR)	39	17	0.62			
Figure Weights (FW)	36	19	0.58			
Visual Spatial Index (VSI)						
Block Design (BD)	44	14	0.71	COHESIVE	No	No, not considered necessary
Visual Puzzles (VP)	39	17	0.62			
Figure Weights (FW)	36	19	0.58			
Working Memory Index (WMI)						
Digit Span (DS)	18	10	0.55	COHESIVE	No	No, not considered necessary
Letter-Number Sequencing (LNS)	17	10	0.53			
Letter-Number Sequencing (LNS)	17	10	0.53			

*Standard scores were used in the generation of this report. For more information on the generation of this report, click on the "About the Report" button in the bottom right corner of the report.

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What happens when scores are not cohesive?

Steps cont'd

6. If there is any clusters that yielded non cohesive scores
 - Follow up on the lower score, by giving another measure of that narrow ability
 - If the third score obtained forms a cohesive score with the lower narrow ability, then a Narrow Ability Composite can be reported
7. Once all your scores are cohesive then look at the Culture-Language Interpretive Matrix (C-LIM v2.0)---for bilingual students

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How do I figure out which narrow abilities are covered by my assessment?

Narrow abilities

- You can look at the assessment that you are using

Scale or Index Name (check box for integrated group)	Item	Score
Subtest Name		
Sequenced/Gen	<input type="checkbox"/>	
Number Recall (MS)	<input type="checkbox"/>	
Word Order (MS, MV)	<input type="checkbox"/>	
Hand Movements (MS, MV)	<input type="checkbox"/>	


- Or look at the book on page 400 or page 85
- Or look at the updated list of tests that was provided to you during the XBASS training




How do I get to the CLIM?

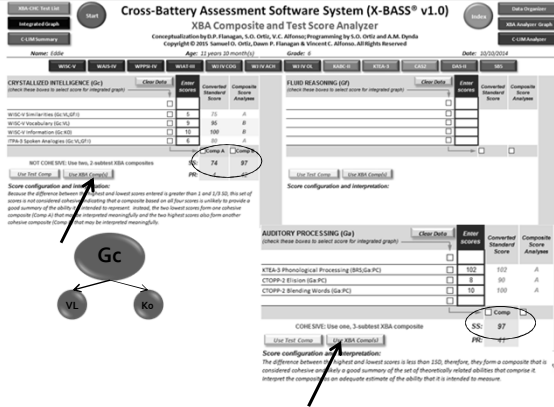
CLIM

- There is different ways to find the CLIM
 - When you are in any of the following tabs:
 - Data Organizer
 - XBA Analyzer
 - S&W Indicator
 - You can find the C-LIM Summary button at the top



- Or you can go to the C-LIM Analyzer tab and input the scores manually





Cross-Battery Assessment Software System (X-BASS® v1.0)
XBA Composite and Test Score Analyzer

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App: 27 (print) (2/15/2015) Date: 2/15/2015

CRYSTALLIZED INTELLIGENCE (Gc)
Check these boxes to select score for integrated graph:

WISC-IV Vocabulary (Ss-VL)	<input type="checkbox"/>	75	A
WISC-IV Vocabulary (Ss-Ko)	<input type="checkbox"/>	86	B
WISC-IV Information (Ss-Ko)	<input type="checkbox"/>	120	B
WISC-IV Similarities (Ss-VL)	<input type="checkbox"/>	80	A

NOT COMBINE: Use two, 3-subtest XBA composites
Use Test Scores: Use XBA Composite: Comp A: 74, Comp B: 87

AUDITORY PROCESSING (Ss)
Check these boxes to select score for integrated graph:

KTEA-3 Phonological Processing (Ss-Ga-PC)	<input type="checkbox"/>	102	A
CTOPP-2 Elision (Ss-PC)	<input type="checkbox"/>	8	B
CTOPP-2 Blending Words (Ss-PC)	<input type="checkbox"/>	19	A

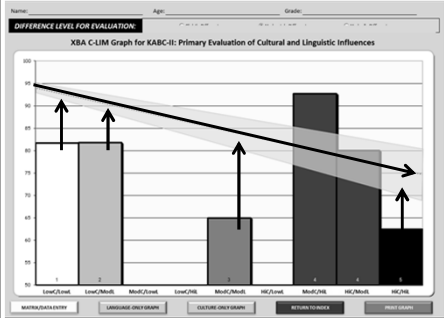
COMBINE: Use one, 3-subtest XBA composite
Use Test Scores: Use XBA Composite: Ss: 97, PC: 87

Score configuration and interpretation:
The difference between the highest and lowest scores is greater than 1 and $2/3$. This set of scores is not considered uninterpretable. Interpreting that a composite based on all four scores is unlikely to provide a good summary of the ability it is intended to measure. Instead, the two lowest scores form one subtest composite (Comp A) that can be interpreted meaningfully and the two highest scores also form another subtest composite (Comp B) that can be interpreted meaningfully.

Score configuration and interpretation:
The difference between the highest and lowest scores is less than 2/3. Therefore, they form a composite that is considered uninterpretable and a good summary of the set of these related related abilities that comprised it. Interpret the composite as an adequate estimate of the ability that it is intended to measure.

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CLIM

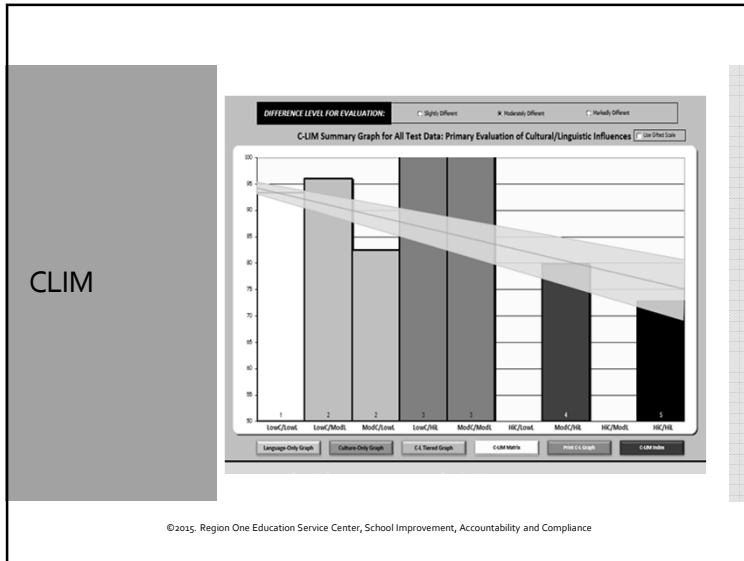


DIFFERENCE LEVEL FOR EVALUATION

XBA CLIM Graph for KABC-II: Primary Evaluation of Cultural and Linguistic Influences

The graph displays a downward-sloping line representing a difference level for evaluation. The y-axis ranges from 70 to 100. The x-axis lists various tests: Vocabulary, Similarities, Information, Block Design, Matrix Reasoning, and Full Scale IQ. Vertical bars represent scores for each test, with arrows indicating the difference between the highest and lowest scores. The scores are approximately: Vocabulary (75), Similarities (86), Information (120), Block Design (80), Matrix Reasoning (102), and Full Scale IQ (97).

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- # Achievement
- Assess using a battery that is appropriate for the student
 - Assess in the students dominant language
 - If the student speaks more than one language assess in both languages if possible
 - Use multiple sources of data to determine achievement weaknesses
 - Previous evaluation
 - Work Samples
 - Error Analysis
 - Parent/Teacher/Student report
 - Intervention Data
 - Additional Testing
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- # Pattern of Strengths and Weaknesses
8. Once you have determined that the students' cognitive scores are valid using the XBA Analyzer for those scores that needed follow up
 - and once all achievement assessments have been administered, then the scores can be transferred to the Data Organizer
 - Select Sufficiency in the Data Organizer (strength or weakness) for all scores including cognitive and achievement scores
 - Proceed to PSW!
 - g-value will show green, yellow, or red
 - The g-value remains an indication of the likelihood that the individual has at least average overall ability to think and reason.
 - the PSW will give you an Facilitating Cognitive Composite (FCC)
 - provides an estimate of overall intellectual ability. It is similar to a full scale IQ score...BUT it is the aggregate of ONLY the intact cognitive abilities measured, factoring out the potential negative impact of the identified cognitive weaknesses.
 - and a Inhibiting Cognitive Composite (ICC)
 - the ICC is an aggregate of the abilities that were judged by the evaluator to be "weaknesses" for the individual
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Cross-Battery Assessment Software System (X-BASS® v1.0)

XBA Score Summary and Data Organizer

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Age: 11 years (20 months) Grade: 6

Guidelines for Selecting Best Composite Scores for IED Evaluation

The purpose of this tab is to organize composites and subsets to assist in the selection of those to be used for evaluation of the pattern of strengths and weaknesses in the PSW Analyzer. Test names and scores can be entered into this tab directly. Rather, this tab provides a summary of test battery and XBA composites that were transferred from either this form and they were considered the best estimates of CAC abilities, academic areas, and selected neuropsychological domains. Use this tab to select the composite and subset scores you would like to use in PSW analysis by clicking on the check box to the right of each score. Only those g-values for which there are data. You may select up to two composites for each of the CAC broad ability (e.g., GE, GEI) and neuropsychological (e.g., Executive Functions, Orthographic Processing) domains and up to three scores for each of the academic areas. Note that you may also click on the "Data Organizer Graph" to view or print the information on this site. For more information on how to select the best scores for use in PSW analysis, click the button to the right.

After you have made your selections, click the "SHOW INDICATOR" button to continue with additional steps for conducting PSW analysis.

CRYSTAL LIQUID INTELLIGENCE (GCI)	FLUID REASONING (GF)
WISC-V Verbal Comprehension Index (CIV-V) 84 <input type="checkbox"/> Clear All Comps	WISC-V Fluid Reasoning Index (FII) 81 <input type="checkbox"/> Clear All Comps
Crystallized Intelligence - XBA-GI 74 <input type="checkbox"/> Clear All Comps	
Crystallized Intelligence - XBA-GI 87 <input type="checkbox"/> Clear All Comps	
LONG TERM STORAGE AND RETRIEVAL (LGT)	SHORT TERM MEMORY (GSM)
Long Term Storage and Retrieval - XBA-GI 84 <input type="checkbox"/> Clear All Comps	WISC-V Working Memory Index (GMI) 85 <input type="checkbox"/> Clear All Comps
VISUAL PROCESSING (GVI)	AUDITORY PROCESSING (GAP)
WISC-V Visual Spatial Index (CIV-VI) 87 <input type="checkbox"/> Clear All Comps	Auditory Processing - XBA-GI 87 <input type="checkbox"/> Clear All Comps
PROCESSING SPEED (GSI)	DOMAIN SPECIFIC KNOWLEDGE (GSK)
WISC-V Processing Speed Index (PSI) 83 <input type="checkbox"/> Clear All Comps	

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Cross-Battery Assessment Software System (X-BASS® v1.0)
XBA Score Summary and Data Organizer
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 Name: Andrea Age: 9 years (8 months) Grade: 4 Date: 10/22/2014

Grid #1: BASIC READING SKILLS (BRS)

KTEA-3 Letter and Word Recognition (BRS-Grw-R) [75]	KTEA-3 Reading Comprehension (RC-Grw-R) [74]
---	--

Grid #2: READING FLUENCY (RF)

KTEA-3 Reading Fluency [87]	KTEA-3 Orally Language [90]
-----------------------------	-----------------------------

Grid #3: MATH CALCULATION (MC)

KTEA-3 Math Computation (MC-Gs-K) [105]	KTEA-3 Math Concepts & Applications (MCA-K) [90]
---	--

Grid #4: ORAL EXPRESSION (OE)

KTEA-3 Oral Fluency [87]	KTEA-3 Listening Comprehension (LC-Gs-L) [88]
--------------------------	---

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Cross-Battery Assessment Software System (X-BASS® v1.0)
XBA Score Summary and Data Organizer
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 Name: Andrea Age: 9 years (8 months) Grade: 4 Date: 10/22/2014

EXECUTIVE FUNCTIONS (EF)

ORTHOGONAL PROCS (OP)

SPEED OF LEGAL ACCESS (SA)

COGNITIVE EFFICIENCY (CE)

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Cross-Battery Assessment Software System (X-BASS® v1.0)
Strengths and Weaknesses Indicator
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 Name: Andrea Age: 9 years (8 months) Grade: 4 Date: 10/22/2014

CRYSTALLIZED INTELLIGENCE (CI)

Crystallized Intelligence - IBM-G-Comp-A [74]	Crystallized Intelligence - IBM-G-Comp-B [97]
---	---

FLUID REASONING (FR)

WISC-V Fluid Reasoning Index - Test Comp [81]	WISC-V Working Memory Index (GSI) - Test Comp [85]
---	--

LONG-TERM STORAGE AND RETRIEVAL (LSTR)

Long Term Storage and Retrieval - IBM-G-Comp [84]	WISC-V Visual Spatial Index (S-VI) - Test Comp [97]
---	---

AUDITORY PROCESSING (AP)

WISC-V Auditory Spatial Index (S-VI) - Test Comp [97]	WISC-V Processing Speed Index - Test Comp [92]
---	--

PROCESSED SPEED (PS)

WISC-V Processing Speed Index - Test Comp [92]	
--	--

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Cross-Battery Assessment Software System (X-BASS® v1.0)
Strengths and Weaknesses Indicator
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 Name: Andrea Age: 9 years (8 months) Grade: 4 Date: 10/22/2014

Grid #1: BASIC READING SKILLS (BRS)

KTEA-3 Letter and Word Recognition (BRS-Grw-R) [75]	KTEA-3 Reading Comprehension (RC-Grw-R) [74]
---	--

Grid #2: READING FLUENCY (RF)

KTEA-3 Reading Fluency Test Comp [87]	KTEA-3 Orally Language Test Comp [90]
---------------------------------------	---------------------------------------

Grid #3: MATH CALCULATION (MC)

KTEA-3 Math Computation (MC-Gs-K) [105]	KTEA-3 Math Concepts & Applications (MCA-K) [90]
---	--

Grid #4: ORAL EXPRESSION (OE)

KTEA-3 Oral Fluency Test Comp [87]	KTEA-3 Listening Comprehension (LC-Gs-L) [88]
------------------------------------	---

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Cross-Battery Assessment Software System (X-BASS® v1.0)
PSW-A Data Summary
 Computerization by S.P. Flanagan, S.D. Ortiz, K.C. Alfonso, Programming by S.D. Ortiz and A.M. Dynda
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Name: Eddie Grade: 6 Date: 10/20/2014 Age: 11 years 10 month(s)

CHC Ability	Score	Standard Error	g Value
Crystallized Intelligence (KSA-G; Comp A)	74	1.00	0.84
Fluid Intelligence (KSA-G; Comp B)	91	1.00	
Long Term Storage and Retrieval (KSA-G; Comp C)	94	1.00	
Working Memory Index (KSA-G; Test Comp)	85	1.00	
Visual-Spatial Index (KSA-G; Test Comp)	97	1.00	
Auditory Processing (KSA-G; Comp)	97	1.00	
Processing Speed Index (Test Comp)	103	1.00	

g Value: 0.84

Facilitating Cognitive Composite (FCC)
 The FCC is a composite of scores on the Facilitating Cognitive Composite (FCC) and the Inhibiting Cognitive Composite (ICC). It is calculated as follows: $FCC = (FCC_{raw} + ICC_{raw}) / 2$. In this case, the FCC is 95.

Inhibiting Cognitive Composite (ICC)
 The ICC is a composite of scores on the Inhibiting Cognitive Composite (ICC) and the Facilitating Cognitive Composite (FCC). It is calculated as follows: $ICC = (FCC_{raw} - ICC_{raw}) / 2$. In this case, the ICC is 76.

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Area of strength below represent part of the individual's overall general ability.	ACHEVEMENT/SLD DOMAINS	SCORE	Area of weakness below may be used as specific academic deficits in the IDC.
	KTEA-3 Letter and Word Recognition (BRS-G;R-RD) Subtest	76	W BRS
	KTEA-3 Reading Comprehension (RC-G;R-RC) Subtest	78	W RC
	KTEA-3 Reading Fluency Test Comp	87	W RF
	KTEA-3 Written Language Test Comp	90	
	KTEA-3 Math Computation (MC-G;A) Subtest	105	
	KTEA-3 Math Concepts & Application (BPS-G;A;KOR;ERC) Subtest	90	
	KTEA-3 Oral Fluency Test Comp	97	
	KTEA-3 Listening Comprehension (L-C;G;L-S) Subtest	98	

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PSW Analyzer - g-Value Summary
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Name: Eddie Grade: 6 Date: 10/20/2014 Age: 11 years 10 month(s)

Analysis and Interpretation of g-Value

Based on data entered in prior tabs, g-Value is computed and displayed here. Users are advised to refer to the Notes, Instructions, and Development tab and to the relevant text to Appendix of Cross-Battery Assessment. Read below for a detailed discussion regarding the full meaning and proper use of this index.

g-Value = 0.84. Average overall ability is very fairly.

The g-value reflects overall cognitive ability based on the broad CHC ability subset for the evaluator as "uniform" and designated as a cognitive strength for the individual. The Cognitive Strengths graph indicates the ability used for the purposes of calculating the g-value and the area which are used to represent general ability within the IDC model. The g-value is interpreted according to the following table as an individual possesses at least average level of cognitive ability.

g-Value Range	Interpretation
0.80 - 1.00	Very fair
0.70 - 0.80	Fair
0.60 - 0.70	Mildly below average
0.50 - 0.60	Below average
0.40 - 0.50	Significantly below average
0.30 - 0.40	Very significantly below average

Facilitating Cognitive Composite (FCC)
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Inhibiting Cognitive Composite (ICC)
 The ICC is a composite of scores on the Inhibiting Cognitive Composite (ICC) and the Facilitating Cognitive Composite (FCC). It is calculated as follows: $ICC = (FCC_{raw} - ICC_{raw}) / 2$. In this case, the ICC is 76.

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Name: Eddie Age: 11 years 10 month(s) Grade: 6 Date: 10/20/2014

g-Value = 0.84

Cognitive Strengths
 The student has a score on the Facilitating Cognitive Composite (FCC) or a user-entered alternative ability score.
FCC = 95

Supporting Academic Strengths
 Analyzed in the step below, the student has been identified as academic strengths for the individual.
 KTEA-3 Written Language Test Comp - 90

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 usually large and important and needs to be investigated.
 Difference: 19.88 Critical Value: 9.14
YES, domain specific.

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 usually large and important and needs to be investigated.
 Difference: 22.35 Critical Value: 19.48
YES, unexpected underachievement.

Is the difference statistically significant?
 A "YES" in this box means that the difference between the Facilitating Cognitive Composite (FCC or alternative) and the Actual cognitive score in the student's academic weakness score is statistically significant at a 95% level of probability (one-tailed).
YES, p = .05

Cognitive Weakness
 The Inhibiting Cognitive Composite (ICC) is selected below by clicking the appropriate area of cognitive weakness for the purposes of analysis.
 Inhibiting Cognitive Composite (ICC) - 76
 Actual Predictability: 76 96
ICC Strength (ICC)

Academic Weakness
 The first weakness in the list is selected by default. You may select a different area of academic weakness for the purposes of analysis.
 KTEA-3 Letter and Word Recognition (BRS-G;R-RD) Subtest - 75
 Actual Predictability: 75 97
BRS Strength (ICC)

Is there a BELOW AVERAGE aptitude-achievement consistency?
YES, CONSISTENT


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Determine SLD or not

- It's important to understand that if:
 - A student did not respond well to quality instruction/interventions
 - The inclusionary PSW criteria are met and
 - Exclusionary factors are ruled out as the PRIMARY cause of academic deficits

Then student might have a specific learning disability



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Questions to consider- If all questions are answered in the affirmative then **SLD is highly probable.**


- 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?
- 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?
- Have extraneous factors been ruled out as primary causes for deficits (i.e. attendance, behavior problems, sociological, language, and motivation)?
- Is there a relationship between the cognitive deficit(s) and the academic deficit?
- Have these deficits caused a significant interference with academic performance?

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Let's Practice



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