

* C O N F I D E N T I A L *
X INTERMEDIATE SCHOOL DISTRICT (XISD)
DIVISION OF SPECIAL EDUCATION
1234 Sutton Road
Yourtown, Michigan 49999-9999
(555) 555-1234

PSYCHOLOGICAL EVALUATION

Name: Jane Doe	DOB: 5/2/90
Parents: Glenda Doe	Age: 15
Address: 1234 Yourtown, MI	School: ABC
Phone: 555-1212	Grade: 9
Examiner: Janet Doe	Date Evaluated: 10/17/05

Reason for Referral

Jane was referred for a special education evaluation due to increasing academic concerns. A psychological evaluation is needed to consider special education eligibility as well as establish Jane's current levels of academic achievement. These results can then be used for program planning, placement decisions, and for the purpose of establishing a baseline for later comparison.

Tests Administered/Evaluation Techniques

Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)
Woodcock Johnson Tests of Achievement, Third Edition (WJ-III)
Record Review
Assessment Observations
Teacher Input

School History

A review of Jane's school records indicates that she attended XYZ Public Schools from Kindergarten through third grade, ABC Public for fourth grade, PDQ for fifth grade, LMNO Public for the first semester of sixth grade, and then returned to PDQ during the second semester of sixth grade. Jane and her twin sister are currently in the 9th grade at PDQ.

Report cards indicate that Jane was retained in Kindergarten, but then earned decent grades until fifth grade. In fifth grade, Jane's grades began to slide as she earned mostly C-s and Ds. Her sixth grade report card indicated that she earned D's and F's in core curriculum classes, seventh grade was similarly D's and F's as well. Jane's report card from last year as an eighth grader included failing grades for Math and Social Studies, and a D in English. Jane's first quarter progress report this year included an A in English, a D in Sales and Marketing, and Fs in Computer Lit, Social Studies, Science, Pre Algebra, and Physical Education.

Jane's current teachers provided information through the pre-referral process. Consistently reported concerns included: exhibits off-task behavior, does not show initiative, does not complete assignments, frustrates easily, difficulty with directions, and poor retention and application of learned skills.

Jane's MEAP scores from fourth grade suggested a Low overall performance in Math and a Moderate performance in reading. Her fifth grade MEAP included a Level 2 (average) performance in Science and a Level 4 (low) in Social Studies.

Current Evaluation Results:

Cognitive Assessment:

The WISC-IV is a set of subtests used to assess a student’s general thinking and reasoning skills as well as their ability to perform a series of tasks in a standardized instructional setting. The WISC-IV subtests are scored in comparison to other children the same age as your child. The subtests measure abilities such as auditory and visual memory, perceptual organization, verbal and nonverbal concept formation, and logical reasoning. The ten standard subtests are organized into Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed Indexes. The Verbal Comprehension score indicates your child’s reasoning abilities in regard to verbal long-term memory, comprehension of verbal directions, and verbal expressive abilities. The Perceptual Reasoning score indicates how well your student did on tasks that require solving nonverbal problems and working quickly and efficiently with visual information. A Full Scale IQ is derived from a combination of the four Index scores and provides a composite of your child’s overall thinking and reasoning abilities. The Verbal Comprehension, Perceptual Reasoning, Working Memory, Processing Speed, and Full Scale IQ scores each have an average (mean) of 100 and a standard deviation of 15. Scores from 90 to 110 are in the average range. *Subtest* scores have an average (mean) of 10 and standard deviation of 3. Average scores range from 8 to 12. Jane earned the following scores:

<i>Subtest</i>	<i>Focus of the subtest</i>	<i>Score</i>
<i>Block Design</i>	Visual perception, use of parts to form the whole	6
<i>Similarities</i>	Logical abstract reasoning, categorical thinking, verbal concept formation	7
<i>Digit Span</i>	Working memory, short term auditory processing	8
<i>Picture Concepts</i>	Nonverbal reasoning and categorical thinking	6
<i>Coding</i>	Visual motor integration and processing speed	4
<i>Vocabulary</i>	Word Knowledge, verbal expressive skills	8
<i>Arithmetic</i>	Working memory and mathematical reasoning	5
<i>Matrix Reasoning</i>	Visual perception, nonverbal problems solving	7
<i>Comprehension</i>	Social judgment and comprehension, verbal expression	5
<i>Symbol Search</i>	Visual motor integration and processing	5

	<i>Standard Score</i>	<i>Percentile</i>	<i>Description</i>
Verbal Comprehension	81	10	Low Average
Perceptual Reasoning	77	6	Borderline
Working Memory	80	9	Low Average
Processing Speed	70	2	Borderline
Full Scale IQ	72	3	Borderline
Predicted Achievement Level	89		

On the WISC-IV, Jane demonstrated low average range Verbal Comprehension and Working Memory abilities. Perceptual Reasoning and Processing Speed were found to be within the borderline range. Jane's Full Scale IQ score of 72 suggests that her overall cognitive ability is within the borderline range, exceeding 3% of same age peers.

An examination of the individual sub-tests of the WISC-IV reveals a fairly evenly developed profile with the exception of relative weaknesses in areas assessing processing speed. (Coding and Symbol Search).

The Verbal Scale IQ score was used to calculate the Predicted Achievement Level (PAL) since it appears to be the best indicator of Jane's ability. Based on her Verbal Scale IQ score of 81, it is predicted that her present level of academic achievement should be commensurate with a standard score of 89.

Academic Achievement Assessment:

The Woodcock Johnson Tests of Achievement, Third Edition (WJ-III) was administered for the purpose of assessing Jane's level of academic achievement. On the WJ-III, the Reading and Mathematics clusters contain sub-tests that measure basic reading, reading comprehension, math calculation, and math reasoning, respectively. The Written Language cluster assesses spelling, punctuation, word usage, and capitalization as well as the ability to control the overall writing process. The WJ-III yields standard scores, which may be compared to the predicted achievement level to determine the existence of academic deficits. In order for there to be a significant deficit in any given academic area, a discrepancy of at least **24** points must be present between predicted achievement level (ss= 89) and the academic area. Jane obtained the following scores:

	Grade Equivalent	Standard Score	Percentile Ranks
Letter Word Identification	9.1	97	43
Passage Comprehension	7.7	94	34
Math Calculation	5.3	78	8
Applied Math	5.4	84	15
Written Expression	4.8	81	10

In addition to the importance of levels of achievement indicated by subtest standard scores, comparison among scores can reveal differences that show achievement strengths and weaknesses. Grade equivalent scores, though the easiest to interpret, can be misleading, especially when comparisons are made to previous evaluation results. Standard scores and percentile ranks are the best indicators of your student's grade level achievement in comparison to other children the same age.

Jane's academic achievement in basic reading and reading comprehension were measured to be within the average range. Written expression and math reasoning were within the low average range, while math calculation was within the borderline range. Overall, Jane's reading skills are a significant strength. Math and writing skills are below grade level expectations, however, they are considered to be commensurate with Jane's predicted achievement level. Although there is not a severe discrepancy between Jane's predicted and actual achievement at this time, her limited math and writing skills certainly may impede her ability to successfully complete grade level material.

Summary and Recommendations:

Assessment results suggest that Jane's cognitive ability is within the low average to borderline range as evidenced by a Verbal IQ score of 81, Perceptual Reasoning IQ score of 77, and a Full Scale IQ score of 72 on the WISC-IV. Based on her ability, it was predicted that Jane's level of academic functioning should be commensurate with a standard score of 89.

Jane's academic achievement in basic reading and reading comprehension were measured to be within the average range. Written expression and math reasoning were within the low average range, while math calculation was within the borderline range. Overall, Jane's reading skills are a significant strength. Math and writing skills are below grade level expectations and certainly may impede her ability to successfully complete grade level material. There is not, however, a severe discrepancy between her predicted and actual achievement at this time.

Results of this evaluation, in accordance with County Special Education guidelines, indicate that this student does not meet the criteria for special education eligibility as Learning Disabled. Although not suspected, evaluation data clearly ruled out mental impairment, emotional disturbance, and autism. Cultural and economic conditions have been considered and ruled out as primary factors in this determination.

It is recommended that Jane's MET and IEP meet to make a final determination on her eligibility for special education services. I can be contacted at 555-1234 for clarification or additional information regarding this student's evaluation and program development.

Sincerely,

Janet (No relation to Jane) Doe
School Psychologist, Ed. Sp.
XISD (555) 555-1234