

Special Services Cooperative

USD 320 Wamego-USD 323 Rock Creek-USD 329 Mill Creek Valley
Wamego, Kansas 66547
785-456-9195

Comprehensive Reevaluation Report

Student:
School:
Grade:
Sex:
DOB:
DOT:
CA:

CONFIDENTIAL: This information is to be regarded as strictly confidential and is to be made available to authorized persons only.

Reason for Testing:

Name was given a comprehensive reevaluation to comply with state requirements that all students enrolled in Special Education services be reevaluated at least every three years. The purpose of the reevaluation is to assess the student's current levels of functioning and to review their current educational program so that any necessary modifications can be made.

Evaluation Procedures:

Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV)
Wechsler Individual Achievement Test-Second Edition (WIAT-II)
Stanford Binet Intelligence Scale-Fifth Edition (SB-V)
Woodcock Johnson-Third Edition (WJ-III)
Woodcock Johnson-Revised (WJ-R)
Bender Gestalt Visual Motor Test
Visual Aural Digit Span Test (VADS)
Vineland Adaptive Behavior Scales
Connors' Behavior Rating Scales-Revised
Behavior Assessment System for Children-(BASC)
Parent/Teacher Report
Classroom Performance
Review of Student Records

Completed By:

Wide Range Achievement Test (3rd edition)

Background Information/Record Review:

Name is currently a grade student at in , Kansas. He/She has been receiving special education services since he/she was in the grade when he/she was identified as learning disabled. Currently, her/his individualized education plan indicates he/she is receiving support services to address needs in the areas of ...

Behavioral Observations:

Rapport was relatively easily established with Name. He/She was very cooperative and easy to talk to through the assessment. He/She seemed to provide his/her best effort and the assessment is felt to be a good indication of his/her abilities. Or other...

In the opinion of the instructor/ examiner current test results are felt to be a valid estimate of this student's abilities.

Assessment Results

Vision/Hearing Screening Results

Health/Motor Ability

No Concerns/Concerns

Cognitive Ability

The Wechsler Intelligence Scale for Children-IV (WISC-IV) was administered to assess cognitive ability. The WISC-IV is made up of ten core subtests and five supplemental subtests which are grouped into Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed Scales. Verbal Comprehension items measure verbal concept formation, verbal reasoning, and knowledge acquired from one's environment. Perceptual Reasoning is a measure how a person perceives objects and their relationships in the space around them. Working Memory provides a measure of the child's working memory abilities. Processing Speed provides a measure of the child's ability to quickly and correctly scan, sequence or discriminate simple visual information. A scale score of 8-12 is considered average. This student obtained the following scores:

<u>Verbal Comprehension</u>	<u>Scale Score</u>	<u>Perceptual Reasoning</u>	<u>Scale Score</u>
Vocabulary		Block Design	
Similarities		Picture Concepts	

Comprehension
(Information) ()
(Word Reasoning) ()

Matrix Reasoning
(Picture Completion) ()

Working Memory
Digit Span
Letter Number Seq.
(Arithmetic) ()

Scale Score

Processing Speed
Coding
Symbol Search
(Cancellation) ()

Scale Score

() denotes supplemental subtests and scores

IQ / Index Percentile Rank 95% Conf. Interval

Verbal Comprehension
Perceptual Reasoning
Working Memory
Processing Speed
Full Scale

Strengths and Weaknesses

Normative/Relative

Similarities is designed to measure verbal reasoning and concept formation. Vocabulary measures a child's word knowledge and verbal concept formation. Comprehension measures verbal reasoning and conceptualization, verbal comprehension and expression, the ability to evaluate and use past experience, and the ability to demonstrate practical information. (Word Reasoning) measures verbal reasoning, analogical and general reasoning. Block Design is designed to measure the ability to analyze and synthesize abstract visual stimuli. Picture Concepts measures abstract, categorical reasoning ability. Matrix Reasoning is a good measure of fluid intelligence and reliably estimates general intellectual ability. (Picture Completion) measures visual perception and organization, concentration, and visual recognition of essential details. Digit Span measures auditory short-term memory, sequencing skills, attention, and concentration. Letter-Number Sequencing involves sequencing, mental manipulation, attention, short-term auditory memory, and processing speed. (Arithmetic) involves mental manipulation, concentration, attention, and numerical reasoning. Coding measures short-term memory, processing speed, learning ability, visual-motor coordination, attention, and motivation. Symbol Search involves short-term visual memory, visual-motor coordination, visual discrimination, and concentration. Cancellation measures processing speed, visual selective attention, vigilance, and visual neglect.

The **Stanford Binet-Fifth Edition (SB5)** was used to assess Name's cognitive ability. The SB-V is made up of five subtests in the Non-verbal domain, and five subtests in the Verbal domain. The SBV is

considered a standard measure of overall intellectual ability. Scores ranging from 8-12 are considered to fall within the average range. The student obtained the following scores:

Subtests

Standard Scores

Non-Verbal Domain

- Fluid Reasoning
- Knowledge
- Quantitative Reasoning
- Visual-Spatial Processing
- Working Memory

Verbal Domain

- Fluid Reasoning
- Knowledge
- Quantitative Reasoning
- Visual-Spatial Processing
- Working Memory

	<u>Standard Scores</u>	<u>Percentile Rank</u>	<u>95% Conf. Interval</u>
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- Non-Verbal IQ
- Verbal IQ
- Full Scale IQ**

Strengths and Weaknesses

Normative/Relative

Non-verbal Fluid Reasoning is designed to measure sequential and inductive reasoning. Verbal Fluid Reasoning measures long-term storage of vocabulary meanings and variations, and verbal problem-solving strategies such as guessing and checking. Non-verbal Knowledge requires perception of detail, attention, and concentration. Verbal Knowledge concentrates on the ability to understand and explain the meaning of words. Non-verbal Quantitative Reasoning requires problem-solving strategies such as estimation and verification, persistence in trying various solutions, and cognitive flexibility. Verbal Quantitative Reasoning deals with an individual's facility with numbers and numerical problem solving. Non-verbal Visual-Spatial Processing measures the ability to see patterns, relationships, and spatial orientations. Verbal Visual-Spatial Processing is verbally oriented, and measures the ability to see patterns, relationships, and spatial orientations and being able to explain them. Non-verbal Working Memory concerns memory processes in which information is stored in short-term memory. Verbal Working Memory measures short-term memory and being able to discern or select ideas from a flow of verbal input.

The Wechsler Intelligence Scale for Children-III (WISC-III), Stanford Binet-IV (SB-IV) was administered to assess cognitive ability. The WISC-III is made up of twelve subtests which are grouped into Verbal and Performance Scales. The verbal items measure one's verbal conceptual and comprehension abilities. Performance items are a measure of one's perceptual organization of non-verbal materials. A scale score of 8-12 is considered average. This student obtained the following scores:

<u>Verbal Subtests</u>	<u>Scale Score</u>	<u>Performance Subtests</u>	<u>Scale Score</u>
Information		Picture Completion	
Similarities		Coding	
Arithmetic		Picture Arrangement	
Vocabulary		Block Design	
Comprehension		Object Assembly	
Digit Span		Symbol Search	
		<u>IQ/ Index</u>	<u>%tile</u>
Verbal Scale			<u>Conf. Interval</u>
Performance Scale			
Full Scale			

Results from the administration of the Wechsler Intelligence Scale for Children-Third edition (WISC-III) were consistent with results obtained from a previous administration given in _____.

According to the WISC-III given in _____, _____ is functioning within the average range of ability based on her/his full scale score (VIQ = 99; PIQ =96; FSIQ =97). Verbal strengths appeared to be on the subtests. Information measures background information from home and school and educational long term memory. Similarities is a measure of generalizing, categorical thinking, and abstract verbal reasoning skills. Arithmetic measures numerical reasoning, power of concentration, and the ability to think numerically. Vocabulary is a measure of language background and verbal ability. Comprehension measures social awareness, practical judgment, and self-direction. Digit Span, a supplementary test, measures attention, concentration, and immediate recall. Scores in these areas fell in the average range. 's scores on the 2000 administration of the WISC-III were very similar. At that time his/her ability fell in the average range based on his/her full-scale score. Strengths on the performance subtests on the 2003 administration were in spatial memory, nonverbal ability and spatial relationship areas. Picture Completion is a measure of visual alertness, awareness of details, and power of observation. Coding

measures eye-hand coordination, motor speed, and visual memory. Picture Arrangement is a measure of grasp of sequence, social planning, and the ability to anticipate cause and effect. Block Design measures versatility in problem-solving, concept formation, and spatial relations. Object Assembly is a measure of the ability to see part to whole relationships, and the visualization ability to begin a task without a concrete model. Symbol Search, a supplementary test, measures scanning ability, speed and concentration. Scores in these areas fell in the average range. All other subtest scores fell in the low average range. Based on results of these two intelligence tests, it is believed that 's ability falls within the average range of intellectual functioning.

Academic Assessment:

The Wechsler Individual Achievement Test-Second Edition (WIAT-II) / Woodcock Johnson-Revised (WJ-R) / Woodcock Johnson-Third Edition (WJ-III) / Woodcock Reading Mastery Test (WRMT-R) / Key Math-R were /was administered to assess academic skills. This test yields information in the areas of reading, math, language, and writing. Standard scores between 90 and 109 are in the average range. The following scores were obtained:

WJ-III	Standard Score	Percentile	Age Equiv.
Letter-Word Identification			
Word Attack			
Basic Reading Skills			
Reading Fluency			
Reading Vocabulary			
Passage Comprehension			
Reading Comprehension			
Calculation			
Math Fluency			
Basic Math Skills			
Applied Problems			
Quantitative Concepts			
Math Reasoning			
Spelling			
Editing			
Basic Writing Skills			
Writing Samples			
Writing Fluency			
Written Expression			

WIAT-II

Social/Emotional/Behavioral Assessment:

No concerns are reported in this realm of functioning. Formal assessment of this area is not warranted at this time.

Adaptive Behavior Assessment:

Concerns/No Concerns

Classroom Observations: See additional report.

BASIS for CONTINUING ELIGIBILITY DETERMINATION

QUESTION 1: Does the student continue to be a child with an exceptionality?

YES NO

DATA SOURCES USED TO SUPPORT RESPONSE:

GEI/Screening Record Review Interview Observation Testing

DISCUSSION OF HOW DATA LED YOU TO THE RESPONSE:

Question 2: Does the student continue to need special education and related services?

YES NO

DATA SOURCES USED TO SUPPORT RESPONSE:

GEI/Screening Record Review Interview Observation Testing

DISCUSSION OF HOW DATA LED YOU TO THE RESPONSE:

Summary and Recommendations

Re-evaluation results will be shared with this student's team to determine if current needs are being met and what accommodations and modifications are necessary for academic success. See attached reports for specific placement information.

It is the judgement of the undersigned members of the evaluation team, including parents, that an

evaluation addressing all areas of concern has been completed and

- The student is eligible for special education
 - Meets the criteria as a child with an exceptionality **and**
 - Special education services are necessary to enable your child to receive educational benefits in accordance with his/her abilities or capabilities,

- The student is not eligible for special education
 - Does not meet the criteria as a child with an exceptionality **or**
 - Special education services are not necessary to enable your child to receive education benefits in accordance with his/her abilities or capabilities **therefore** the team should consider writing a student improvement plan or can consider a 504 Plan.

SIGNATURES:

<u>Name</u>	<u>Position</u>	<u>Date</u>	Agree	Disagree*
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>	<input type="checkbox"/>

Re-Evaluation report provided to parent(s)

- Yes on _____/_____/_____ (Date)
- No (If not, when anticipated) _____/_____/_____ (Date)

(Parent signature)

***MINORITY REPORT:** Any member of this team dissenting from the final team recommendations may (and in the case of a student being considered for learning disability, must) present, in writing, his or her recommendations and/or the reason(s) for disagreeing with the decision.

Nathan Downs, Ed.S.
School Psychologist