

Special Services Cooperative

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

Initial Evaluation 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 Referral

Name was referred for a comprehensive evaluation by the team due to academic problems in the regular classroom. Specific referral concerns indicate difficulty in _____.

Evaluation Procedures

Completed By:

Behavior Assessment System for Children
Caregiver-Teacher Report Form for Ages 1 1/2- 5
Child Behavior Checklist for Ages 1 1/2- 5
Child Behavior Checklist for Ages 6-18
Teacher's Report Form for Ages 6-18
Youth Self-Report for Ages 11-18
Childhood Autism Rating Scale (CARS)
Conners Parent Rating Scale-Revised
Conners Teacher Rating Scale-Revised
Devereux Behavior Scales
Vineland Adaptive Behavior Scales- Interview Edition
Vineland Adaptive Behavior Scales- Classroom Edition

Stanford Binet Intelligence Scale- Fifth Edition (SB-V)
Wechsler Intelligence Scale for Children- Fourth Edition (WISC-IV)

Key Math-Revised

Peabody Picture Vocabulary Test-Revised (PPVT-R)
Wechsler Individual Achievement Test (WIAT)
Woodcock Johnson-Third Edition (WJ-III)
Woodcock Johnson-Revised (WJ-R)
Woodcock Reading Mastery Test-Revised (WRMT-R)

Test of Written Language-2
Bender Gestalt Visual Motor Test
Visual Aural Digit Span Test (VADS)
Photo Articulation Test (PAT)
Test of Language Development-Primary/Intermediate-2

Teacher Interview
Classroom observation
Review of student records

Background Information/Record Review

Name resides with his/her mother/father, siblings, age, grade, parent occupation, parent contact, developmental history, school history, discipline practices at home

Assessment Results

Testing Observations

Rapport was easily established with . He/She was verbal when one hit on a topic of interest. seemed relatively relaxed during the testing. He/She generally put forth good effort on all tasks presented to him/her. His/Her attention was satisfactory on a one to one basis but might present some difficulty in a classroom. His/Her activity level appeared normal for his/her age and grade placement.

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		Matrix Reasoning	
(Information)	()	(Picture Completion)	()
(Word Reasoning)	()		
<u>Working Memory</u>	<u>Scale Score</u>	<u>Processing Speed</u>	<u>Scale Score</u>
Digit Span		Coding	
Letter Number Seq.		Symbol Search	
(Arithmetic)	()	(Cancellation)	()

() 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.

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:

<u>WJ-III</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>Age Equiv.</u>
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

<u>Subtest</u>	<u>Standard Score</u>	<u>Grade Equiv.</u>	<u>%tile Rank</u>
<u>Reading</u>			
Word Reading			
Reading Comprehension			
Pseudoword Decoding			
Reading Composite Score			

WRMT-R Standard Score Percentile Grade Equiv.

Word identification
Word attack
Basic Skills Cluster
Word Comprehension
Passage Comprehension
Reading Comprehension
Total Reading Cluster Score

Key Math-R/NU Standard Score Percentile Grade Equiv.

Numeration
Rational Numbers
Geometry
Basic Concepts
Addition
Subtraction
Multiplication
Division
Mental Computation
Operations
Measurement
Time & Money
Estimation
Interpreting Data
Problem Solving
Applications
Total Test

** Scores derived from the achievement tests administered were compared with this student's derived aptitude scores using the state regression formula to determine if a significant discrepancy exists between aptitude and achievement. **Name does/does not have a discrepancy between his/her aptitude and achievement scores in the area of .**

Current results indicate Name's strengths/weaknesses are in the area of...

Classroom Performance/Teacher Report:

Name ...

Parent Report:

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.

Communication Assessment

Language abilities, both receptive and expressive, were found to be within normal limits for his/her age and grade placement.

BASIS for INITIAL ELIGIBILITY DETERMINATION

QUESTION 1: Does the response of the presenting concern to general education interventions (or for pre-school children, results of screening and evaluation) indicate the need for intense or sustained resources? YES NO

DATA SOURCES USED TO SUPPORT RESPONSE:

GEI/Screening Record Review Interview Observation Testing

QUESTION 2: Are the resources needed to support the student to participate and progress in the general education curriculum (for preschool children, to participate in activities appropriate for children of the same age) beyond those available through general education and other resources? 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 3: Is there evidence of a severe discrepancy between the performance of the student and his/her peers or evidence of a severe discrepancy between the students ability and performance in the area(s) of concern? YES NO

DATA SOURCES USED TO SUPPORT RESPONSE:

GEI/Screening Record Review Interview Observation Testing

DISCUSSION OF HOW DATA LED YOU TO THE RESPONSE:

If child is suspected of having a learning disability, the severe discrepancy is not primarily the result of:

Visual, hearing or motor impairment

YES NO

Mental retardation or emotional disturbance

YES NO

Environmental, cultural or economic disadvantage

YES NO

QUESTION 4: Is the presence of an exceptionality substantiated by Convergent data from multiple sources?

YES NO

DATA SOURCES USED TO SUPPORT RESPONSE:

GEI/Screening Record Review Interview Observation Testing

DISCUSSION OF HOW DATA LED YOU TO THE RESPONSE:

EXCLUSIONARY FACTORS

The determinant factor for eligibility is not due to:

A lack of instruction in reading or mathematics

YES NO

Limited English Proficiency

YES NO

Summary and Recommendations

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 team decision and recommendation.

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:

Name

Position

Date

Agree Disagree*

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

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