AMITYVILLE UNION FREE SCHOOL DISTRICT
AMITYVILLE, NEW YORK 11701

EDUCATIONAL ASSESSMENT

Student: **Examiner:**
D.O.B.:   **Dates of Testing:**
Age: years,   months
Grade: 7   **Reason for Testing:** Initial
Evaluation

REASON FOR EVALUATION
This initial evaluation was done by the request of the parents to address their concerns regarding STUDENT's academic performance.

BACKGROUND INFORMATION
STUDENT is a nine year eight month old girl who is currently in a general education classroom. She receives AIS Math two times per week for 40 minute durations within the classroom.

BEHAVIORAL OBSERVATIONS DURING TESTING
During testing, STUDENT was pleasant and compliant. She was eager to ask questions and share stories about herself. STUDENT was motivated to do well throughout the assessment and maintained her focus for most subtests. On one occasion, it took STUDENT a few minutes to transition into the testing environment. Once she was settled in, she attended to the task and easily followed directions. During the Sentence Combining and the Essay Composition subtest, STUDENT did write very quickly and carelessly. Her behavior was much different from the previous day where, during the Sentence Building subtest, STUDENT wrote carefully, corrected her mistakes and took her time. It should be noted that these subtests were given on two different days.

Results of testing: Test: Wiat III Wechsler Individual Achievement Test
Subtest Score Summary
Subtest   Standard Score

Subtest	Standard Score
Listening Comprehension	113
Reading Comprehension	113
Math Problem Solving	84
Sentence Composition	89
Word Reading	95
Essay Composition	91

Pseudoword Decoding	91
Numerical Operations	87
Oral Expression	92
Oral Reading Fluency	105
Spelling	91
Math Fluency – Addition	87
Math Fluency – Subtraction	90
Math Fluency - Multiplication	83

Composite Score Summary

Composite	Standard Score
Oral Language	102
Total Reading	99
Basic Reading	92
Reading Comprehension and Fluency	111
Written Expression	87
Mathematics	84
Math Fluency	85
Total Achievement	93

For the initial review, the WIAT-III was administered as well as consultation with his classroom teacher to assess academic achievement. The WIAT-III was administered on October 25, November 1, and 7, 2011.

Reading
The Reading Comprehension subtest measures reading comprehension of various tests. STUDENT achieved a standard score of 113 which falls in the average range. When presented with a reading passage, STUDENT chose to read quietly to herself. When asked questions about what she had read, STUDENT was often able to recall information without looking back into the passage and answer the question correctly. The Word Reading subtest measures speed and accuracy of decontextualized word recognition. STUDENT achieved a standard score of 95 which falls in the average range. The Pseudoword Decoding subtest measures the ability to decode nonsense words. STUDENT achieved a standard score of 91 which falls in the average range. She demonstrated her ability to apply decoding strategies in order to sound out nonsense words such as "glatch" and "tuffle". The Oral Reading Fluency subtest measures speed, accuracy, fluency, and prosody of contextualized oral reading. STUDENT achieved a standard score of 105 which falls in the average range. STUDENT read with very few errors and was able to answer a comprehension question for both passages.

According to her teacher, Mrs. ?, reading is an area of strength and a preferred activity for STUDENT. Occasionally, STUDENT can be so involved with a book, it will distract her from completing any other tasks within the classroom.

Written Expression

The Sentence Composition subtest contains two components: Sentence Combining and Sentence Building. Sentence Combining measures the ability to combine two or three sentences into one sentence. STUDENT was able to combine basic sentences using the word "and". She was also able to combine three sentences by listing the ideas with the use of commas. During this subtest she demonstrated knowledge of correct capitalization and ending punctuation. Sentence Building measures the ability to write a sentence using a target word with appropriate context. When given the target words "the", "or", "than", and "an", STUDENT was able to build a sentence and use these target words correctly. During this subtest STUDENT had difficulty consistently using correcting capitalization and punctuation. She worked at a faster pace than previous subtests and therefore seemed to make some careless errors. It should be noted that the Sentence Combining subtest and Sentence Building subtests were given on different days. STUDENT achieved a standard score of 89 which falls in the average range. The Essay Composition measures spontaneous, compositional writing skills within a 10-minute time limit. STUDENT achieved a standard score of 91 which falls in the average range. STUDENT wrote about her favorite game, "Headbanz." STUDENT was able to write an introduction sentence and list three reasons as to why she likes the game. When writing her reasons STUDENT started her sentence by writing "#1, #2, #3" rather than using transition words. She ended her sentences with correct punctuation; however her use of capitalization was inconsistent.

According to her teacher, Mrs. ?, STUDENT can write beautiful pieces when the assignment is presented step by step. She benefits from the use of a graphic organizer as well as being provided with a model.

Mathematics

The Math Problem Solving subtest measures untimed math problem solving skills in the following domains: basic concepts, everyday applications, geometry, and algebra. STUDENT achieved a standard score of 84 which falls in the below average range. STUDENT had difficulty when presented with word problems where she had to choose an operation (+, -, x, ÷) in order to solve the problem. STUDENT worked out all of the problems in her head and choose not to use the provided scrap paper in order to solve the problem. The Numerical Operations subtest measures untimed, written math calculations skills in the following domains; basic skills, basic operations with integers, geometry, algebra, and calculus. STUDENT achieved a standard score of 87 which falls in the average range. STUDENT demonstrated knowledge in double digit addition and subtraction with and without regrouping, and basic multiplication. The Math Fluency – Addition subtest measures the speed and accuracy of a student's addition calculations. STUDENT achieved a standard score of 87 which falls in the average range. She was able to correctly solve 21 problems in a minute. The Math Fluency – Subtraction subtest measures the speed and accuracy of a student's subtraction calculations. STUDENT achieved a standard score of 90 which falls in the average range. She was able to correctly solve 18 problems in a minute. The Math Fluency – Multiplication subtest measures the speed and accuracy of a student's multiplication calculations. STUDENT achieved a standard score of 83 which falls in the below average range. She was able to correctly solve 10 multiplication problems in a minute.

According to her teacher, Mrs. ?, Mathematics is an area of weakness for STUDENT. She has some difficulty grasping new concepts in the classroom. STUDENT requires repetition and practice in order to understand the material and solve problems correctly. She is most recently experiencing difficulty with multiplication.

Oral Language
The Listening Comprehension subtest contains two components: Receptive Vocabulary and Oral Discourse Comprehension. Receptive Vocabulary measures listening vocabulary. Oral Discourse Comprehension measures the ability to make inferences about, and remember details from, oral sentences and discourse. STUDENT achieved a standard score of 113 which falls in the average range. The Oral Expression subtest contains three components: Expressive Vocabulary, Oral Word Fluency, and Sentence Repetition. Expressive Vocabulary measures speaking vocabulary and word retrieval ability. Oral Word Fluency measures efficiency of word retrieval and flexibility of thought process. Sentence Repetition measures oral syntactic knowledge and short-term memory. STUDENT achieved a standard score of 92 which falls in the average range.

Organization
According to her teacher, Mrs. ?, STUDENT is organized on an inconsistent basis. On some days, STUDENT can put her belongings in there appropriate places with ease. On other days, she has difficulty putting papers in their designated folders as well as locating papers from the previous days. STUDENT completes her homework on a daily basis however she requires reminding in order to turn her homework in when it is being collected.

Attending
According to her teacher, Mrs. ?, STUDENT attends to task on an inconsistent basis. On some mornings she comes in quietly, unpacks and gets right to working on her assignments. On other mornings, STUDENT can come into the classroom loud and full of energy. It takes her a long time to unpack and start her day. When her days start out like this, STUDENT is only able to stay on task for short durations of time.

Social
According to her teacher, Mrs. ?, STUDENT does not seek out new friends in class. She is included by her peers but typically chooses not to engage with them. When given free time, STUDENT would rather read a book alone than play with peers. STUDENT can have difficulty resolving conflicts with peers during unstructured times of the day (i.e., recess, lunch, gym). STUDENT visits Mrs. ?, the school nurse, after gym and at the end of the day in order to share any conflicts that occurred during the day.

SUMMARY

_____ is a 12-year old student in the mainstream setting in   who was referred by her parents for special education services. _____'s grades this school year reflect her strong academic performance and skills. As part of her initial evaluation, _____ was administered a series of tests from the Woodcock-Johnson III Tests of Achievement. _____ was cooperative and worked diligently during each testing session. When compared to others at her age level, _____'s performance

is average in mathematics, math calculation skills, written language, and written expression; and low average in broad reading. _____'s oral language skills are average, as well as her academic skills and her ability to apply those skills. _____'s fluency with academic tasks is low average.

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