



**AMITYVILLE UNION FREE SCHOOL DISTRICT  
AMITYVILLE, NEW YORK 11701**

**EDUCATIONAL ASSESSMENT**

**Student:**

**D.O.B.:**

**Age:** years, months

**Grade:** 7

**Examiner:**

**Dates of Testing:**

**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**

\_\_\_\_\_ is currently a 12-year-old seventh grade student in the general education setting in \_\_\_\_\_. \_\_\_\_\_'s report card indicates that she made the high honor roll, earning an average weighted grade of 95.67 for the first quarter. Her teachers report that she has good class participation, demonstrates commendable effort, and she works well in class. \_\_\_\_\_'s progress report for second quarter indicates that she continues to display the same academic progress and student behaviors as quarter one. A parent referral was made this school year for an initial evaluation for special education services due to concerns in the areas of reading and writing.

**ACHIEVEMENT TESTING**

On \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, \_\_\_\_\_ was administered a series of tests from the Woodcock Johnson-III Tests of Achievement as part of her initial evaluation to assess her skills and abilities in the areas of reading, written language, mathematics, and oral language. During the testing sessions, \_\_\_\_\_ was extremely cooperative, polite, and careful in responding to tasks. During most tasks, \_\_\_\_\_ worked and responded slowly, needing prompts to provide an answer in order to move on. She was very attentive to each task and remained focused throughout each session. \_\_\_\_\_ persisted with difficult tasks and asked for clarification when necessary. Overall, this testing session is believed to represent a fair sample of \_\_\_\_\_'s academic abilities. The results are stated below.

**Standard Score Description**

131 and above....Very Superior

121-130.....Superior

111-120.....High Average

90-110.....Average

80-89.....Low Average

70-79.....Low  
69 and below.....Very Low

TEST	STANDARD SCORE / RANGE
<b>READING</b>	
Letter-Word Identification	87 – Low Average
Passage Comprehension	
Reading Fluency	
<b>WRITTEN LANGUAGE</b>	
Spelling	
Writing Samples	
Writing Fluency	
<b>MATHEMATICS</b>	
Calculation	
Applied Problems	
Math Fluency	
<b>ORAL LANGUAGE</b>	
Understanding Directions	
Story Recall	

### **Reading**

In the domain of reading, \_\_\_\_\_ was administered three tests to assess her skills in decoding, comprehension, and fluency. On the Letter-Word Identification test, which measures reading decoding and the ability to identify words, \_\_\_\_\_ achieved a low average standard score of 87. She was able to read words such as “experience,” “usually” and “tremendous.” On the Passage Comprehension test which measures reading comprehension, \_\_\_\_\_ attained an average standard score of 102. \_\_\_\_\_ was asked to read short sentences and paragraphs with a missing word and then use context clues to complete the sentence. On the Reading Fluency test, \_\_\_\_\_ achieved a low average standard score of 83. This was a timed test; \_\_\_\_\_ was given three minutes to read short simple statements, decide if they were true or false, and then circle "Yes" or "No." \_\_\_\_\_ worked slowly and diligently on this test and answered 35 out of 35 questions accurately during that time limit. Overall, \_\_\_\_\_’s performance in reading was low average.

### **Written Language**

\_\_\_\_\_ was administered three tests in the area of written language to assess her abilities in spelling, written expression, and fluency. On the Spelling test, which measures the ability to spell words in isolation, \_\_\_\_\_ achieved an average standard score of 91. \_\_\_\_\_ was able to spell words such as “table,” “early,” “adventure,” and “difference.” As words increased in difficulty, \_\_\_\_\_ attempted to spell them phonetically (i.e., sawser – saucer

and mantion – mansion). On the Writing Samples test, \_\_\_\_\_ achieved a superior standard score of 124. This test measures the ability to convey ideas in writing and required \_\_\_\_\_ to write simple, complete and logical sentences based on verbal directions and visual cues. Her sentences were complete and logical,

and her grammar, punctuation and capitalization were correct. There were few spelling errors. On the Writing Fluency test, \_\_\_\_\_ attained an average standard score of 93. This test measures skill in formulating and writing simple sentences quickly. This was a timed test. \_\_\_\_\_ was given seven minutes to write as many simple sentences as possible by using a list of given words and picture cues. \_\_\_\_\_ answered 18 out of 18 items accurately during that time limit. Overall, \_\_\_\_\_'s performance in written language and written expression was average.

### **Mathematics**

\_\_\_\_\_ was administered three tests in the area of mathematics to assess her abilities in calculation skills, problem solving skills, and fluency. On the Calculation test, which measures the ability to perform mathematical computations, \_\_\_\_\_ achieved a high average standard score of 120. \_\_\_\_\_ was asked to solve mixed math problems involving the operations of addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, and integers. During this test, \_\_\_\_\_ worked slowly and diligently. She solved all problems she attempted correctly with the exception of one multiplication problem involving decimals. \_\_\_\_\_ attained an average standard score of 102 on the Applied Problems test, which measures quantitative reasoning, math achievement, and math knowledge (ability to analyze and solve math problems). \_\_\_\_\_ was asked to solve an array of math word problems when given verbal and visual cues. She used paper and pencil, as well as mental math to solve the problems. \_\_\_\_\_ worked more slowly as the questions grew in difficulty. \_\_\_\_\_ achieved a low standard score of 76 on the Math Fluency test, which measures the ability to solve simple addition, subtraction and multiplication facts quickly. This was a timed test. She was given three minutes for this task and answered 50 out of 50 items accurately. She worked slowly and diligently during this test. Overall, \_\_\_\_\_'s performance was average mathematics and math calculation skills.

### **Oral Language**

\_\_\_\_\_ was administered two tests in the area of oral language to assess her abilities in listening comprehension and expressive/receptive language. \_\_\_\_\_ achieved an average standard score of 107 on the Understanding Directions test, which required her to listen to a sequence of instructions and then follow the directions by pointing to various objects in a colorful picture. \_\_\_\_\_ attained an average standard score of 105 on the Story Recall test, which measures language development and meaningful memory. \_\_\_\_\_ was asked to listen to increasingly complex stories and recall and verbalize the details. Overall, \_\_\_\_\_'s oral language skills are in the average range.

## **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.