



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

**Park Avenue Memorial Elementary School
EDUCATIONAL ASSESSMENT**

Student:

D.O.B.:

Age: years, months

Grade:

Examiner:

Dates of Testing: 0/00/13 &
0/00/13

Reason for Testing: Re-evaluation

REASON FOR EVALUATION

This educational assessment was done as part his re-evaluation. **STUDENT** is a classified student with a **BLANK** classification.

BACKGROUND INFORMATION

STUDENT is an **eleven** year **six** month old boy who is currently placed in a **BLANK** class setting with **BLANK #** of teachers, one teacher assistant (**IF APPLICABLE**). In addition **STUDENT** receives **FILL-IN** therapy **BLANK#** a week in school. In addition the student **receives FILL-IN ESL, READ 180, SYSTEM 44, MATH RTI**. This educational evaluation will provide further details to the CSE on **STUDENT's** current academic achievement and performance.

BEHAVIORAL OBSERVATIONS DURING TESTING

During testing, **STUDENT** was pleasant and compliant. **STUDENT** was attentive and fully able to concentrate during the one to one session.--**WRITE IN OBSERVATIONS--**
ex. SLEEPY, WROTE SLOPPY, COULD NOT REMAIN SEATED, POOR EYE CONTACT, FOCUSED, SOCIAL, ASKED QUESTIONS, FOLLOWED DIRECTIONS etc...

TEST ADMINISTERED:

Wechsler Individual Achievement Test (WIAT III)

Subtest Score Summary

Subtest	Standard Score
Listening Comprehension	82
Reading Comprehension	60
Math Problem Solving	61
Sentence Composition	61
Word Reading	54
Essay Composition	75
Pseudoword Decoding	75
Numerical Operations	73
Oral Expression	60
Oral Reading Fluency	59
Spelling	60
Math Fluency – Addition	87

Math Fluency – Subtraction	89
Math Fluency - Multiplication	65

Composite Score Summary

Composite	Standard Score	Qualitative Description
Oral Language	68	Low
Total Reading	60	Low
Basic Reading	64	Low
Reading Comprehension and Fluency	58	Low
Written Expression	62	Low
Mathematics	67	Low
Math Fluency	78	Below Average
Total Achievement	60	Low

Reading

The Reading Comprehension subtest measures reading comprehension of various tests. Students read passages aloud or silently under untimed conditions, and then answer literal and inferential questions about the passages. **STUDENT** achieved a standard score of **BL#** on **reading comprehension** which falls in the **BLANK** range. When presented with a reading passage, **STUDENT** chose to read quietly to himself. When asked questions about what he had read, **STUDENT** FILL IN ex. was often able to recall information without looking back into the passage and answer the questions correctly or read fast/slow etc. The Word Reading subtest measures speed and accuracy of decontextualized word recognition. **STUDENT** achieved a standard score of **BL#** in **word reading** which falls in the **BLANK** range. The Pseudoword Decoding subtest measures the ability to decode nonsense words from a list. **STUDENT** achieved a standard score of **BL#** on **pseudoword decoding** which falls in the **BLANK** range. He demonstrated basic ability to apply decoding strategies in order to sound out nonsense words such as “zad” and “snay”. The Oral Reading Fluency subtest measures speed, accuracy, fluency, and prosody of contextualized oral reading. The students read passages aloud and fluency is calculated as the average number of words per minute. **STUDENT** achieved a standard score of **BL#** in **reading fluency** which falls in the **BLANK** range.

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” OR had difficulty combining the sentences in terms of both semantics and mechanics. During this subtest he 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”, “of”, and “than”, **STUDENT** was able to build a sentence. However, during this subtest **STUDENT** had difficulty consistently using correcting capitalization, punctuation and spelling. **STUDENT** achieved a standard score of **BL#** on **sentence composition** which falls in the **BLANK** range. The spelling subtest asks a student to spell a target word based on its meaning as it is used in a sentence. **STUDENT** scored in the **BLANK** range with a standard score of **BL#** on the **spelling subtest**. The Essay Composition measures spontaneous, compositional writing skills within a 10-minute time limit. **STUDENT** achieved a standard score of **BL#** on **essay composition** which falls in the **BLANK**

range. **STUDENT** wrote about his favorite game, “Headbanz”. **STUDENT** was able to write an introduction sentence and list two reasons as to why he likes the game. When writing his reasons **STUDENT** started his sentence by writing “#1, #2, #3” rather than using transition words. He ended his sentences with correct punctuation; however his use of capitalization was inconsistent.

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 **61** on **problem solving** which falls in the **BLANK** range. **STUDENT** had difficulty with basic concepts such as how many pennies make up a dime and skip counting by 2. The Numerical Operations subtest measures untimed, written math calculations skills in the following domains; basic skills, basic operations with integers, geometry, algebra. **STUDENT** achieved a standard score of **BL#** on the **numerical operations** subtest which falls in the **BLANK** 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 **BL#** in **addition fluency** which falls in the **BLANK** range. He was able to correctly solve **10** 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 **BL#** in **subtraction fluency** which falls in the **BLANK** range. He was able to correctly solve **10** 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 **BL#** in **multiplication fluency** which falls in the low range. He was able to correctly solve **10** multiplication problems in a minute.

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 **BL#** on **listening comprehension** which falls in the **BLANK** 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 **BL#** in **oral expression** which falls in the **BLANK** range.

Organization

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

Attending

STUDENT attends to task on an inconsistent basis. On some mornings he 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 him a long time to unpack and start his day. When his days start out like this, **STUDENT** is only able to stay on task for short durations of time.

Social

STUDENT does not seek out new friends in class. He 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

STUDENT is a 12-year old student in a special education setting at Park Avenue Memorial Elementary School who is receiving this assessment as part of his re-evaluation. **STUDENT** was administered a series of tests from the Wechsler Individual Achievement Test III. **STUDENT** was cooperative and worked diligently during each testing session. The committee after studying these results and those of the psychological, speech and other pertinent evaluations will determine the best course of action for **STUDENT**.

Special Education Teacher, M.A. Ed