

CONFIDENTIAL PSYCHOEDUCATIONAL EVALUATION

Date: 3/21/2005

Name:	Sally Smith	Parents:	John and Mary Smith
Birthdate:		Address:	125 NW Azalea Lane
Age at Testing:	6 years, 6 months		Portland, OR 97209
PPS ID#:	123456	Phone:	(503) 555-5555
School:	MLC	Supervisor:	Denise Immaculata
Grade:	1	School Psychologist:	Jim Hanson
General Education Teacher:	Amanda Kelly	Administrator:	Bob Zsebo
Teacher:	Dom DeFrais	Data Coordinator:	Jake Dean

1. **REASON FOR REFERRAL:** Sally has difficulty with reading, memory, print conventions, and understanding concepts/categories. Sally does not retain sound symbol relationships. These problems have been reported since she was in mid-Kindergarten.

2. ASSESSMENT AND EVALUATION:

◆ Instruments Used:

School Records Review, Interviews, Developmental Test of Visual Motor Integration: Fourth Edition (VMI-4), Torgeson Matrix Observation, Work Samples, The Instructional Environment System, Second Edition (TIES-II), Dynamic Indicator of Basic Early Literacy Skills (DIBELS), Woodcock Johnson Third Edition: Tests of Cognitive Abilities (WJ III COG), Kaufman Assessment Battery for Children, Second Edition (KABC-II) selected subtests. Behavior Rating Inventory of Executive Functions (BRIEF), Woodcock Johnson Third Edition: Tests Academic Achievement (WJ III ACH), Curriculum-Based Oral Reading Fluency Test.

◆ Background Information Documenting that the Student's Lack of Achievement is not Primarily the Result of a Visual, Hearing or Motor Impairment, Emotional Disturbance, Cultural Factors, or Environmental or Economic Disadvantage:

Student Strengths: Social skills, effort, desire to achieve, art, and dance. Sally is reportedly cheerful. Her teachers and parents report no concerns with her emotional functioning.

Family and Developmental History: Sally's father reports he had delays in reading and received language services in elementary school. Sally's sister (age 9) has an identified learning disability in reading. Sally reportedly met many developmental milestones early. However, She scooted; she did not crawl. Sally was identified as having a communication disorder (articulation) in June 2004. Her health, diet and hygiene are reportedly excellent. She bathes, feeds and dresses herself. Sally helps around the home and completes age-appropriate chores. The family reports no economic hardship and Sally is not on free/reduced lunch. Sally's vision and hearing were screened in November 2004 and are normal. Because her handwriting is labored, the team conducted motor testing. Sally's standard score of 92 indicates average fine motor skills for her age. Sally's home Language is English and no other languages are spoken in the home. Sally's lack of achievement is not primarily the result of limited English proficiency.

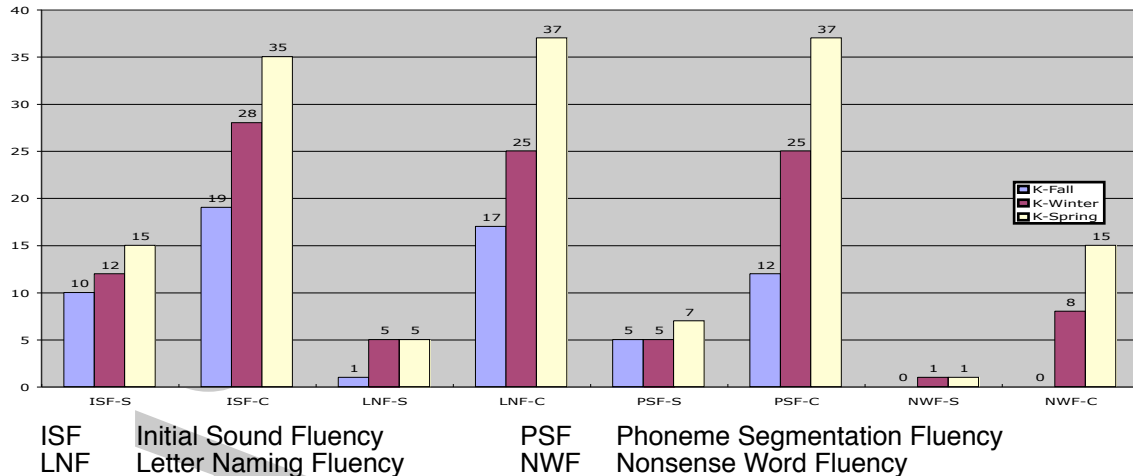
Environmental and Cultural Supports and Challenges: Home support for learning: high expectations, book availability, discussions, library visits twice a month, authoritative parenting style, allowance and reward system for chores and homework, television time and program monitoring, work samples displayed on fridge, routine for completing homework, parental help and check with homework, reading together before bedtime for fifteen minutes.

◆ Progress in General Education Instruction

School History:

Pre-Kindergarten: Peninsula Park.

Kindergarten: MLC. DIBELS screening. The group mean (-C) and Sally's performance (-S) are outlined below:



First Grade:

General Education Reading Curriculum: Open Court, teacher-made materials.

Intensity and duration: sixty minutes, four times per week since Fall 2003.

General Education Math Curriculum: McRuffy Math and teacher-made materials.

Intensity: forty-five minutes, three times per week since Fall 20003.

Supplemental Reading Interventions: I have arranged a peer tutor for fifteen minutes a week for eighteen weeks on performance-level alphabet reading activities. Ms. Jones' tenth grade class come into my class and provides cross-age tutoring for thirty minutes every month on reading and writing activities. Parent volunteers teach extra skills to the lowest reading group members including Sally. These students receive small group instruction on extra phonemic awareness activities for fifteen minutes a day, four days a week. Sally has received extra instruction for twelve weeks. According to attendance logs, the instruction has been delivered consistently. I met with the parent tutors three times before the intervention to train them in how to work with the children. From my observations during their instruction, the instruction was given with integrity

Work Samples and Curriculum Based Assessment: Sally's written work samples are far below the class average. Within the Open Court curriculum, DRA and on teacher-made tests, Sally is currently identifying 23 of 54 letters and letter blends. She identifies the initial sound of words seventy-five percent of the time; she does not identify the middle or ending sounds.

Amanda Kelly, M.Ed.
General Education Teacher

Observation of the Child's Academic Performance and Behavior in the Regular Classroom, Relevant Behavior and its Relationship to Academic Functioning, Demonstration that Before the Referral Process the Child was Provided with Appropriate Instruction in Regular Education Settings by Qualified Personnel in Reading and Math, and Documentation of Appropriate Instruction in Reading Including the Essential Components of Reading Instruction (phonemic awareness, phonics, vocabulary development, reading fluency/oral reading skills, and reading comprehension strategies):

Ms. Kelly, an Oregon state highly qualified teacher, augments the Open Court, a **research-based** curriculum with her own materials. Therefore, to document that Sally has received adequate instruction in the Big Ideas of Reading, the observer completed the Torgeson Matrix (attached, summarized below). Although results are provided for Sally on this day (3/18/2005), the team can consult the cumulative record of observations in Ms. Kelly's classroom that document the breadth of instruction and the elements of effective teaching over time. 85% of Ms. Kelly's students are meeting benchmarks on Winter 2003 universal screening measures.

During the instructional period, students worked in large and small groups on the following reading skills: phonological awareness, the alphabetic principle, reading fluency, vocabulary, and concepts of print. Explicit instruction in reading comprehension skills were not given as a part of

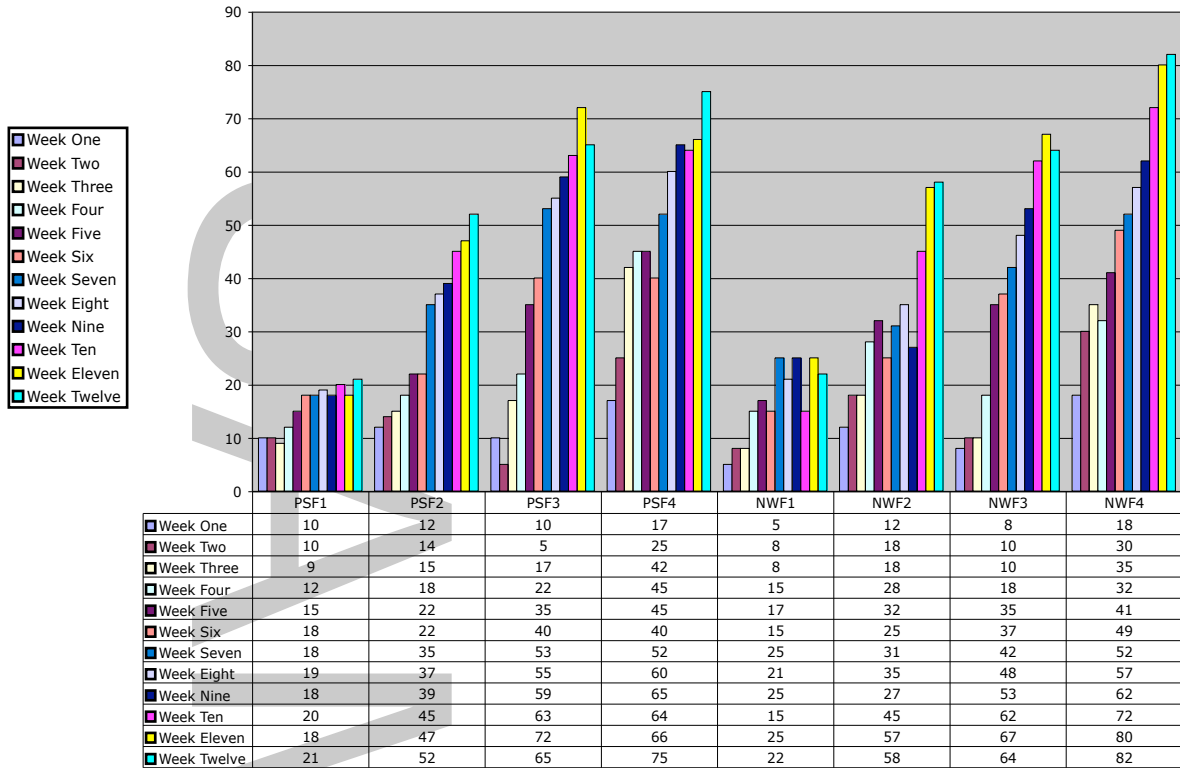
this lesson but have been observed repeatedly in the classroom at other times. During phonological instruction, students read a poem aloud from the board. After reading the poem the first time, the students clapped to discover how many syllables each word contained. The teacher asked the students to listen for the words that began with the “st” consonant blend and words that ended with the long “e” sound. The class then moved to large and small group instruction in “r” controlled vowels, the vowel diphthongs “ou” and “ow”, and the rule for the diphthong “ou” (but not “ow”) to be followed by “r.” They also reviewed the consonant blends “ch” the” and “sw.” This session lasted from 9:25 to 9:52. The teacher began with stating the objective of the lesson. Examples of “r” controlled vowels were written and hung on the clothesline. The students responded approximately six to eight times per minute. Their accuracy rate was over ninety percent. Sally’s teacher told her that she would be calling on her in a minute for an “or” word and to be ready. Sally gave a correct answer twice. Sally was praised twice for correct behavior, once for raising her hand and once for respectful listening. Sally was positively corrected (redirected) twice, once for talking to another student (“Put your hands like this.”) and once for not looking at instruction (“Put your eyes where my red pen is.”). During group instruction in the alphabetic principle, Sally was on task 24% of the time. A comparison female student was on task 100% of the time. Then students worked in pairs finding examples of two-syllable words. Sally found a partner easily. During this three-minute period, Sally was on task 100% of the time. Students then learned how to find a word in the dictionary. Ms. Kelly reviewed the rule for capitalizing proper names and nouns. Ms. Kelly then demonstrated how to use the dictionary tabs to find the first letter of the desired word, and how to use the guidewords at the top of the page. The class also came up with other ideas for checking spelling, such as by getting a box with the product name, by using the Internet and by looking at an advertisement.

Functional Assessment of Academic Behavior: The following aspects support Sally’s reading: instructional match to proximal zone of development, exemplars posted, cooperative learning, instructional goals clear, large and small group guided practice, students taught how to give mutual feedback, classroom climate good, preparation for transitions, parents and aides help, academic on-task rate over eighty percent. Sally’s success rate was only about thirty-three percent despite frequent practice. The following aspects might improve Sally’s reading acquisition and retention: require mastery before moving on, provide more structured work during integrated art and science activities, establish a consequence for giving up, monitor treatment integrity for whole group, small group, or intervention instruction, provide more book selections at Sally’s level, include timed phonetic activities to promote fluency.

◆ **Response to Intervention/Progress Monitoring Data:**

Intervention: Slingerland Rationale: Sally has kinesthetic strengths and probable deficits in associative memory and retrieval fluency. Because Sally’s vocabulary was reportedly excellent, vocabulary training was not given. Instructors were the resource teacher and speech pathologist. Frequency and duration: forty-five minutes per day, four days a week for ten weeks. Integrity: Two written skills progression scripts checklists for the Slingerland, ten minutes each by Hanson.

Data Based Documentation of Repeated Assessments of Achievement at Reasonable Intervals, Reflecting Formal Assessment of Student Progress that is Directly Linked to Instruction and Proved to the Parents:



Progress Monitoring: Three other students were included in the one-on-one Slingerland trainings. Information on Slingerland’s **research base** is available upon request. The school psychologist administered the DIBELS once a week for each student. Based on classroom norms, the target for each student was sixty correct phonemes per minute (PSF) and seventy-two correct nonsense word elements (NWF). The four students’ growth is shown in the graph above. Sally is student number one (PSF1, NWF1). Sally’s initial performance was lower than her classmates when measured in early January. As measured by progress on the Slingerland materials and on the DIBELS, Sally’s response to intervention did not indicate sufficient growth relative to that of students who received the same interventions.

Dom DeFraix, B.S., Special Education Teacher

Observations During Testing: In prior and current testing, Sally came willingly to the examiner’s office. Sally understood the purpose of the testing and agreed to the procedure. Testing sessions were between thirty and forty minutes Rapport was established. Testing conditions were adequate. Sally said she wasn’t hungry or tired. The examiner asked if the room were too cold because of the lack of heat one day; Sally said yes and went and got her sweater. Sally needed little encouragement to work hard and to solve difficult problems. Results should be a valid representation of Sally’s current functioning.

PATTERN OF STRENGTHS AND WEAKNESSES (PSW)

Does Sally exhibit a pattern of strengths and weaknesses in achievement, performance, or both, relative to age, intellectual development, and/or Oregon state grade level standards?

ACHIEVEMENT RELATIVE TO AGE: Standardized, individually administered tests of academic achievement were used for determination.

♦ **Academic Testing**

Composite or Test	Standard Score	Relative Proficiency	Percentile Rank	Grade Equivalent
Broad Reading	73	10/90	4	<K.8
Basic Reading Skills	84	22/90	14	K.6
Letter Word Identification	79	5/90	8	K.3
Reading Fluency	NA	NA	NA	<K.8
Word Attack	92	63/90	29	1.0
Reading Comprehension	74	14/90	4	<K.7
Passage Comprehension	71	2/90	3	<K.0
Reading Vocabulary	NA	NA	NA	<K.7
Broad Mathematics	83	57/90	12	K.5
Math Calculation Skills	76	50/90	6	K.3
Calculation	75	17/90	5	K.3
Math Fluency	NA	NA	NA	<K.2
Applied Problems	92	70/90	30	K.8
Broad Written Language	86	68/90	18	K.6
Spelling	93	69/90	33	K.6
Written Expression	81	67/90	10	K.7
Writing Samples	86	66/90	17	K.7
Spelling of Sounds	66	13/90	1	<K.0
Sound Awareness	80	46/90	9	K.1
Handwriting	80	NA	9	<K.0

For academic purposes, standard scores between 90 and 110 are considered average. Scores below 90 are considered weaknesses. Scores above 110 are considered normative strengths. Grade equivalents are approximations and should not be used for analysis of strengths and weaknesses. The team is strongly encouraged to examine Sally's scores on the Relative Proficiency Indexes (RPI). RPI scores indicate the level of mastery on age-level academic tasks. The average student demonstrates 90/90, or 90% mastery. 90% mastery on tasks falls within students' proximal zone of academic development and indicates that students will profit from exposure to age-level academic materials. Students that score 96/90 or above (96% mastery) will find most age-level academic tasks easy, and enrichment activities might be considered. Students that demonstrate RPI scores of 74/90 and below (74% mastery) will find most age-level academic tasks difficult, and might require accommodations within general education curriculum, modifications to work, or supplemental instruction in order to master age-level academic material. Additionally, current research demonstrates that most students learn most efficiently when mastery levels are between 92 and 94% (Bethel, 2007). All of Sally's academic scores fall below an RPI of 75/90.

PERFORMANCE RELATIVE TO AGE: Sally's report cards were used for determination.

Ms. Kelly reports that Sally excels in character development. Sally is self-disciplined, demonstrates responsibility and honesty, respects others and the learning environment through positive attitude and action, contributes to group efforts and class discussions, works well with others, thinks about others needs and feeling, and is willing to take appropriate risks in a variety of settings.

Basic Reading Skills: Sally is at a "Beginning" level all five basic reading skills: naming all upper and lower case letters, reading first grade material with 90% -100% accuracy, using many strategies to read, demonstrating knowledge of phonics to blend sounds for words, and reading independently for 15-20 minutes daily. Ms. Kelly writes, "Sally can now appropriately choose letters for sound and write them down, when someone walks her through the process."

Reading Comprehension: Sally is at a "Proficient" level in all four reading comprehension skills. Sally makes predictions, retells stories (characters, setting, events) in sequence when prompted, recalls information and answers questions about text, and makes connections to text. Ms. Kelly writes, "Sally works hard and her oral comprehension is good. The reading and writing progress is still a struggle for her. She needs a lot of one-on-one support to be successful academically."

Written Expression: Sally is at a "Beginning" level in six of eight writing skills: communicating ideas in writing, writing multiple sentences on a topic, organizing ideas in a logical sequence, leaving spaces between words, spelling frequently written words correctly in written work, and

using multiple strategies to spell. Sally is at a “Developing” level in two of the eight writing skills: writing from left to right and from top to bottom, and using legible handwriting.

Math Calculation Skills: Sally is at beginning levels in four of four math calculation skills: 1:1 correspondence to 30, reading and writing numbers to 100, counting by 2’s to 20, by 1’s and 10’s to 100, and visual subtraction skills.

Math Reasoning Skills: Sally is at a “Beginning” level in five of eleven math reasoning skills: sorting objects in multiple ways, recognizing and naming shapes, knowing the value of pennies, nickels, dimes and quarters, communicating mathematical thinking in a variety of ways, and using multiple strategies to solve problems. Sally is at a “Developing” level in six of eleven math reasoning skills: solving addition and subtraction story problems, identifying copying, extending and creating patterns, finding and describing shapes in the environment, comparing length, weight and volume, using non-standard units to measure, and understanding 2 and 3 column graphs.

Sally’s pattern of strengths and weaknesses in performance relative to age indicate strengths or relative strengths in oral language skills, reading comprehension skills, concepts of print, and some math reasoning skills: those that involve language and patterning. Sally’s weaknesses include basic reading skills, spelling, math calculation skills, and quantitative reasoning.

ACHIEVEMENT RELATIVE TO INTELLECTUAL DEVELOPMENT: Standardized, individually administered tests of intellectual development/cognitive abilities were used for determination.

WJ-III Cognitive

Date: 3/16/2005

Examiner: Jim Hanson, M.Ed.

Composite (in Bold) or Test	Standard Score	90% Confidence	RPI	Percentile Rank
GENERAL INTELLECTUAL ABILITY (Ext) 100		96-105	90/90	51
Verbal Ability (Ext)	107	100-114	95/90	69
Thinking Ability (Ext)	114	109-119	95/90	82
Cognitive Efficiency (Ext)	83	77-89	54/90	13
Comprehension-Knowledge (Gc)	107	100-114	95/90	69
Verbal Comprehension	101	92-110	91/90	52
General Information	113	103-123	97/90	81
Long-Term Retrieval (Glr)	86	80-92	83/90	18
Visual Auditory Learning	82	76-87	72/90	11
Retrieval Fluency	100	91-108	90/90	49
Visual Auditory Learning Delayed	71	61-82	24/90	3
Visual-Spatial Reasoning (Gv)	111	104-118	95/90	76
Spatial Relations	107	99-114	94/90	67
Picture Recognition	110	102-118	95/90	75
Fluid Reasoning (Gf)	121	115-127	99/90	92
Concept Formation	113	106-121	98/90	82
Analysis/Synthesis	125	116-133	99/90	95
Phonemic Awareness III	89	83-95	78/90	23
Auditory Processing (Ga)	108	98-119	94/90	71
Sound Blending	115	102-128	97/90	85
Incomplete Words	84	76-92	63/90	14
Auditory Attention	98	90-105	99/90	44
Sound Awareness	80	73-87	46/90	9
Processing Speed (Gs)	88	84-92	67/90	22
Visual Matching	85	81-89	35/90	15
Decision Speed	99	92-105	88/90	46
Rapid Picture Naming	88	85-90	45/90	21
Pair Cancellation	109	105-114	96/90	73
Short-Term Memory (Gsm)	82	72-91	40/90	11
Working Memory	83	74-92	48/90	13
Numbers Reversed	87	76-99	43/90	20
Auditory Working Memory	82	71-92	53/90	11
Memory for Words	83	75-92	37/90	14

Test	Standard Score	Percentile
Verbal Knowledge	124	94
Expressive Vocabulary	93	33
Naming Facility	82	12
Atlantis	76	6

Cross-Battery Results: Rapid Automatic Naming (RAN) = 84 Associative Memory = 76
 Sally obtained a **GENERAL INTELLECTUAL ABILITY score of 100 +5/-4**. Sally's average GIA score must be interpreted with extreme caution. Specific abilities are more representative of Sally's cognitive functioning and more relevant to the identification of a learning disability. The GIA is only included because current school district policy requires it. The following is a list of the abilities that are related to reading. The most important are listed first.

Phonemic Awareness: Sally's overall Phonemic Awareness score is invalid because of the difference between her two scores. Sally's score on Sound Blending (115) is significantly better than her score on Incomplete Words (84); Sally's phonemic awareness is probably affected by her working memory deficits; when she hears all parts of a word she reproduces it well (Strength). When she must hold two sounds of a word in working memory while retrieving other sounds to form a complete word, she performs within the low average range (Weakness).

Verbal Ability: (Strength) Sally's verbal ability is within the average to high average range. Sally's performance on the KABC-II tests of Verbal Ability might indicate that her receptive language skills are more highly developed than her expressive language skills. This is a pattern commonly seen in students with language and learning disabilities. Sally's scores on the WJ III ACH show a similar pattern (Listening Comprehension 124, Oral Expression 103).

Rapid Automatic Naming: (Weakness) Sally's Rapid Automatic Naming (RAN) scores are within the low average range (WJ RPI 45/90, KABC-II 12%ile) and indicate a normative weakness. RAN is a basic psychological process that has a research-based link to early reading and math achievement.

Working Memory: (Weakness) Sally's working memory is at the thirteenth percentile for her age. She does not hold and transform the order of information she hears, either digital information or words. Sally's working memory scores indicate a weakness in a basic psychological process that has a research-based link to achievement in reading and mathematics at all ages.

Processing Speed: (Weakness) Sally's processing speed is within the low average range. Sally takes more time than most students do to complete tasks that require few processing skills and are automatic for most learners. Sally's processing speed scores indicate a weakness in a basic psychological process that has a research-based link to early reading achievement and to math calculation achievement across ages.

Associative Memory: (Weakness) Sally's associative memory is at the eleventh percentile for her age. Sally does not form "paired associations" between visual and auditory materials well. Sally's associative memory pairings degrade more rapidly than other students' do. Sally will tend to forget the pairings she has learned over time, and in the time between learning sessions. Sally's associative memory scores indicate a disorder in one of the basic psychological processes that has a research-based link to achievement in early reading and math. This pattern indicates that Sally might have difficulty learning and remembering phonics skills.

Fluid Reasoning: (Strength) Sally's fluid reasoning skills (inductive and deductive reasoning, concept formation, sequential reasoning) are within the high average to superior ranges. Fluid reasoning is related to math reasoning at Sally's age. In contrast, working memory and other skills are more related to math calculation. This pattern of cognitive strengths and weaknesses might help explain why Sally's math reasoning is more developed than her calculation skills. Sally might understand the rules or the concepts behind materials very well but have difficulty with the details that require basic skill knowledge and fluency with basic skills.

Visual Reasoning: (Strength) Sally's visual-spatial thinking skills are within the high average range. Visual-spatial skills are not related to academic achievement at Sally's age.

PERFORMANCE RELATIVE TO INTELLECTUAL DEVELOPMENT: Teacher behavior ratings of Sally's performance in the classroom, analyses of Sally's work samples, and previously reported classroom observations and measures were used for determination.

BRIEF

Date: 3/18/2005

Respondent: Amanda Kelly

Index/Scale	Raw Score	T Score	Percentile	90% C.L.
Inhibit	19	62	89	57-67
Shift	11	47	54	41-53
Emotional Control	14	45	43	40-50
Behavioral Regulation Index (BRI)	44	52	64	48-56
Initiate	16	62	89	55-89
Working Memory	22	66	91	61-71
Plan/Organize	31	75	97	70-80
Organization of Materials	22	66	91	61-71
Monitor	16	58	80	52-64
Metacognition index	101	68	94	65-71
Global Executive Composite (GEC)	145	62	87	60-64

Scale	Raw Score	Cumulative Percentile	Protocol Classification
Negativity	0	<90	Acceptable
Inconsistency	4	<98	Acceptable

T-scores are linear transformations of the raw scale scores (Mean/Average = 50, Standard Deviation SD = 10). T scores provide information about an individual's scores relative to the scores of respondents in the standardization sample. T-scores between 35 and 65 are within the expected range and indicate average performance. T-scores above 65 indicate areas of significant difficulty for students. Sally's overall index, the GEC, was within the expected range for her age. The Behavioral Regulation Index (BRI) was within normal limits, while the Metacognition Index (MI) was elevated. Her teacher's rating of Sally's behavior in the classroom indicates that Sally exhibits difficulty with some aspects of executive function. Concerns are noted with Sally's ability to sustain working memory, organize her environment and materials, and plan and organize problem solving approaches. Sally is not rated as having significant problems inhibiting impulsive responses, making adjustments to routine or new task demands, modulating her emotions, monitoring her own behavior, or initiating activities. Children with similar elevation on the Working Memory scale but without significant elevations in the Behavioral Regulation scales are often described as generally inattentive. Without appropriate working memory, their ability to sustain focus for adequate lengths of time may be reduced. This profile is often seen in children with learning disabilities, language disorders, and mild attention disorders. Because of the research-based shift in the conceptualization of ADHD-Inattentive Type (getting rid of this category and more accurately diagnosing learning disabilities), the team might consider Sally's checklist results most indicative of a learning disability.

Work Sample Analyses & Observations: Sally often has trouble concentrating and is easily distracted by other children or things in the environment. She has particular difficulty on math or writing problems that require more than one step. She'll often start to spell a word and then forget the word she was trying to spell. She has good ideas but can't get them on paper. Her sense of time isn't very good, and she doesn't plan ahead. "Messy" is a good way to describe what she does, even though she is always well dressed and clean. When she sounds out words, she doesn't identify them on the next page. She still stumbles over words like "and."

ACHIEVEMENT AND PERFORMANCE RELATIVE TO OREGON STATE GRADE-LEVEL STANDARDS: Documentation of achievement relative to Oregon state grade-level standards could not be obtained because first graders do not take Oregon state group achievement tests. Therefore, the team compiled information about Sally's performance on Oregon state standards using standardized achievement and cognitive tests, curriculum-based assessments, work samples, DIBELS results, chapter tests, teacher-made tests, Slingerland performance, parent observations and other measures. To determine the discrepancy between Sally's achievement and other students' achievement and performance on state grade-level tests, the team used professional judgment by assigning an instructional priority to each standard: 0=Lowest Priority (standard has been met) 5=Highest Priority (greatest need for intervention)

READING

Area	Oregon State Standard	Present Level of Performance	Measure	Priority
Phonemic Awareness	Student will orally blend from two to four spoken phonemes into words.	Sally is at the eighty-fifth percentile for her age in blending phonemes into words. She orally blends up to four phonemes into a word.	WJ III COG	0
Phonemic Awareness	Student will orally segment single-syllable spoken words into their components at a rate of eighty phonemes per minute on real and nonsense words	Sally segments CVC words into their phonemes at a rate of seven per minutes	DIBELS progress monitoring forms	5
Phonemic Awareness	Given a series of one-syllable words, student will create and state a series of two to three rhyming words including consonant blends.	Sally identifies words that rhyme sixty-six percent of the time when she sees pictures of three items. Given an orally presented stimulus word, Sally does not find a rhyme.	WJ III ACH Open Court, Teacher made materials	4
Phonemic Awareness	Student will listen and distinguish medial and final sounds in single-syllable words with one hundred percent accuracy.	Sally identifies initial sounds in CVC words seventy-five percent of the time. She distinguishes medial and final sounds less than fifty percent	WJ III, Slingerland Open Court Teacher Made Tests	5
Phonemic Awareness	Student will add target sounds to make single and multiple syllable words.	Sally is at the fourteenth percentile in identifying words with deleted sounds.	WJ III ACH, Open Court	4
Phonemic Awareness	Student will delete or change (substitute) sounds to change words. Sally will reverse the phonemes in real and nonsense CVC words.	Sally is at the ninth percentile (46/90 RPI) in rhyming, deleting, substituting and reversing phonemes	WJ III ACH, Open Court	4
Phonemic Awareness	Student will distinguish between long and short vowel sounds and different vowels, saying the sounds and letter names at one hundred percent.	Sally distinguishes between long and short vowel sounds or different vowel sounds less than fifty percent of the time.	Slingerland, Open Court	5
Concepts of Print	Student will identify letters, words and sentences.	On curriculum-based measures, Sally distinguishes between letters, words, and sentences.	Teacher made tests	0
Concepts of Print	Student will match oral words to printed words by following along in orally read text using her finger.	Sally often skips between printed rows of letters, numbers, and objects. Sally does not follow text by word.	Grade level books chosen by Sally and her mom	3
Concepts of Print	Student will dictate sentences and use initial sound and other strategies to assemble word cards into sentences in correct order one hundred percent of the time.	With adult assistance, Sally dictates sentences orally. Sally assembles word cards into sentences in correct order less than twenty percent of the time.	Slingerland	4
Decoding and Word Recognition	Student will read twenty-five regular and irregular high frequency words by sight (e.g., have, would).	Sally does not read two letter words.	WJ III ACH, Open Court	5

Decoding and Word Recognition	Student will generate the sounds from all the letters and letter patterns including blends, long-short vowel, vowel digraphs, and r-controlled vowels to recognizable words.	Sally identifies 23 of 45 letters and consonant blends.	WJ III ACH, Teacher made materials and tests	5
Word Recognition	Given ten words, Student will alphabetize them correctly.	Sally does not use a dictionary.	Teacher materials	3
Decoding and Word Recognition	Student will read inflectional forms (e.g., -s, -ed, -ing) and root words.	Sally does not identify common suffixes and prefixes.	Slingerland, Open Court	3
Word Recognition	Student will read common word patterns such as -ite, -ate.	Sally does not read common word patterns.	Slingerland, Open Court	3
Decoding and Word Recognition	Student will read aloud text a manner that sounds like natural speech using punctuation cues	Sally does not use the cues of punctuation to assist in oral reading.	Teacher made tests	3
Decoding (Fluency)	Student will increase her fluency in identifying letters to seventy-five letters per minute.	Sally identified fourteen letters per minutes.	DIBELS	4
Decoding (Fluency)	Student will use letter-sound correspondence to sound out unknown words at a rate of seventy-five words per minute.	Sally identifies the sounds of 18 of 45 letters and consonant blends.	Teacher made materials and tests	4
Decoding (Fluency)	Student will read aloud forty to sixty words per minute on ending first grade level text.	Sally reads one word per minute on beginning first grade level books.	Curriculum-Based Tests	4
Vocabulary	Student will use new vocabulary that is introduced through stories and informational texts.	Sally's receptive vocabulary skills are at the 94 th percentile; her expressive vocabulary skills are at the 33 rd percentile.	Goal Met. WJ III ACH & WJ III COG	0
Vocabulary	Student will group words into categories of words.	Given a category, Sally generates words that fit within that category at a rate commensurate with her peers.	WJ III COG	0
Vocabulary	In reading, student will use context to understand word and sentence meaning. Sally will monitor and self-correct when she misidentifies a word within a sentence.	In oral speech, Sally uses context to understand and to predict the last word of sentences extremely well (96 th percentile). Classroom results are comparable.	WJ III ACH Form A Teacher made tests	0
Comprehension	Student will understand and discuss children's magazines, reference materials, classic and contemporary literature, and poetry.	Sally listens to and understands a wide variety of grade-level informational and narrative text. She does not read them.	Library, reading logs (train cars)	2
Comprehension	Student will notice when she encounters difficulty understanding the meaning of informational text.	Sally does not read text. Sally often raises her hand to ask questions when she doesn't understand a concept that she hears.	CBA Science texts	2
Comprehension	Student will locate the title, names of author and illustrator, and table of contents.	Sally locates the title of a text.	Teacher observation	3
Comprehension	Student will use picture clues to obtain information about words and meaning.	Sally uses rebus but not picture clues to obtain information about words.	WJ III ACH	4

Comprehension	Reorder information (e.g., "Before you point to this, point to that and to that"). Student will read and follow multi-step, conditional, and simultaneous directions on oral tests and in the classroom.	Sally understands and performs oral directions well (86 th percentile). Sally followed multi-step directions, conditional directions, directions with prepositions of place, and differentiated left and right.	WJ III ACH Teacher made tests and observation	0
Comprehension	Given coaching, student will identify the differing themes of stories and determine their meaning for her.	Sally identifies character, plot, and climactic event.	CBA Thematic Instruction	1
Comprehension	Student will discuss how her background knowledge relates to the characters, events, and themes in children's literature.	Sally understands stories well but sometimes does not relate stories to her own life or to other stories.	Teacher observation	3

WRITING

Area	Oregon State Standard	Present Level of Performance	Measure	Priority
Writing	Student will state the sound, the letter name, and write the letters of CCVC and CVCC words in sequence.	Sally identifies the sounds of 18 of 45 letters and consonant blends.	Slingerland	4
Writing	Student will spell correctly three and four letter short vowel words.	Sally does not spell words.	Slingerland, Open Court	4
Writing	Student will capitalize: first word of sentences, proper nouns, and I	Sally mixes upper and lower case letters within words.	Teacher tests	2
Writing	Student will use ending punctuation including periods, question marks, and exclamation points independently seventy-five percent of the time with one hundred percent accuracy.	Sally uses periods at the end of sentences twenty percent of the time.	Work Samples	2
Writing	Student will form loop and narrow letters with proper stroke and formation.	Despite adequate visual motor ability, Sally's handwriting is below the tenth percentile.	Slingerland, WJ III ACH	4
Written Expression	In science portfolio pieces, Student will write and draw information discussing how, why, and what-if questions.	Sally forms word cards into sentences with twenty percent accuracy.	Slingerland, Portfolio	2
Written Expression	Student will write a story with identifiable beginning, middle and end with three paragraphs of at least two sentences each.	Sally does not write sentences. She uses alternative methods to write stories.	Portfolio, Self-Published Books	2
Written Expression	Student will use pre-writing, draft, revision and publishing skills	Sally's work samples use colorful pictures and shapes.	Portfolio	2

CRITERION REPORTS FROM SIMPLIFIED MATRIX

PATTERN OF STRENGTHS AND WEAKNESSES: Achievement and Performance Relative to Age: Sally's Basic Reading Skills, Reading Comprehension, Math Calculation, Math Reasoning and Written Expression on norm-referenced tests are below a standard score (SS) of 90. Her relative proficiency in these areas indicates that she requires additional instruction, accommodations, and/or modifications to profit from general education instruction. Sally's report cards indicate that she has "beginning" skill levels in basic reading, math calculation, and written expression. Sally's classroom math reasoning skills are developing. Not enough information is present to determine her reading comprehension skills: team members might conclude that

Sally's excellent oral language skills, good motivation, and one-to-one help might have influenced her teacher's report on reading comprehension skills.

PATTERN OF STRENGTHS AND WEAKNESSES: Achievement and Performance Relative to Intellectual Development: Sally's cognitive aptitude in working memory, associative memory, and processing speed are below $SS = 90$. According to confidence band comparison, these abilities are significantly lower than her cognitive aptitudes in fluid reasoning and visual spatial skills, above $SS = 92$, and at least 8 point higher than her lowest ability: These disorders in basic psychological processes are consistent with Sally's lower Math Calculation, Basic Reading, Broad Reading and Reading Comprehension academic skills. She has high, which are not related to reading at her age. Sally's higher verbal and fluid skills support her math reasoning development. Sally's math reasoning is relatively higher than her math calculation, and Sally's teacher has observed and documented these patterns in report cards, on work samples and by completing the BRIEF.

PATTERN OF STRENGTHS AND WEAKNESSES Achievement and Performance Relative to Oregon State Standards: Based on an analysis of the state standards rubric, Sally's vocabulary, categorization and listening are as good or better than expected. Phonemic awareness, word identification, oral reading, spelling, and handwriting are below benchmarks.

3. SUMMARY AND RECOMMENDATIONS

Based on Sally's response to intervention, Sally can be **identified** as a student who requires specially designed instruction. Sally demonstrated a dual discrepancy; Sally did not perform as well as her classmates on curriculum-based screening measures and she did not respond as well as other students did to small group interventions. In order to meet benchmarks, Sally will continue to need specialized instruction and resources beyond those available within the general education curriculum.

In addition to **identifying** Sally as a student in need of special education services, the team might wish to consider if Sally can be **classified** as a student with a learning disability in basic reading skills. Sally has a personal and family **history** of and current weaknesses in basic reading skills, reading comprehension, oral reading, spelling, and handwriting. Sally demonstrates **differences** among her cognitive abilities; Sally demonstrates strengths in fluid reasoning, visual-spatial reasoning and oral language; she has deficits in working memory and associative memory. Sally's associative memory pairings degrade more rapidly than most students' do. Sally also demonstrates specific weaknesses within her phonemic awareness and processing speed abilities; specifically, Sally blends words well but she does not rhyme, delete, or substitute phonemes. Finally, Sally's receptive vocabulary is within the superior range and is better developed than her expressive vocabulary, which is in the average range. Sally has differences among her academic abilities. Her math reasoning is more advanced than her math calculation.

The team will **target interventions** according to Sally's academic needs, interests, cognitive strengths, and cognitive weaknesses. The team will use Sally's **strengths** in fluid reasoning and oral language by training her to use the process of elimination in making contextual word choices when she reads a sentence. Sally will visually memorize a number of sight words. Sally should continue to make up and share stories, and she might profit from using the computer lab's voice recognition software for writing drafts. When Sally gets to listen, do and talk to learn, she will perform well. When Sally has the chance to apply her excellent reasoning ability in a manner that is supported, she might attain a better rate of growth in reading, math and writing skills. The team will address Sally's **weaknesses** by teaching phonemic awareness skills through multi-sensory interventions that support working and associative memory. Sally's **pattern of strengths and weaknesses** limits her ability to grasp initial input of information or instructions at the rate and depth that would be expected based on her verbal and fluid reasoning abilities. Sally's reasoning ability is not in question. However, teachers should consider (a) giving Sally enough time and support to initially grasp the material, (b) establishing Sally's mastery before moving on, (c) giving supplemental times to review the previous day's material, and (d) reviewing last week's or last month's material on a scheduled basis. It's important that Sally understand the learning objective well before starting. If not, she, more than other students, might concentrate on learning the wrong thing. Because she is personable and very bright in many ways, teachers might

overestimate her ability to master skills, or think that she has learned something when she has not. This is particularly true if the class has a lecture format and little chance for student response. Activities such as silent sustained reading are completely inappropriate for Sally until she has mastered basic reading skills. We will consider further consultation with medical providers regarding attention and memory issues. Finally, although Sally's reported performance in the classroom math curriculum has been adequate, because of her report card and standardized academic testing results, the team should consider monitoring Sally's math skills development.

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