

SAMPLE EDUCATIONAL EVALUATION

Name: Doe, John
Date of Birth: 08/26/2002
Age: 7 years, 8 months
Sex: Male
Date of Testing: 04/20/2010

School: Home School
Teacher: Mother Doe
Grade: 1.8
ID: 123-456-7890
Examiner: Deborah C. Thompson

TESTS ADMINISTERED

WJ III Tests of Achievement

These tests provide a measure of John's academic achievement. Relative strengths and weaknesses among his academic abilities are described in this report. A description of each ability is provided. His performance is compared to grade peers using a standard score range. John's proficiency is described categorically, ranging from limited to average; his test performance can be generalized to similar, non-test, grade-level tasks. Additional interpretation of academic task performance is provided.

TEST SESSION OBSERVATIONS

John's conversational proficiency seemed typical for his grade level. He was uncooperative and appeared fidgety or restless at times during the examination. Although John appeared at ease and comfortable during the examination, he often seemed distracted. He responded slowly and carefully to test questions, noticeably increasing his level of effort for difficult tasks.

Additional achievement test performance observations

Letter-Word Identification measured John's ability to identify words. As the items increased in difficulty, John required increased time and greater attention to phoneme-grapheme relationships to determine the correct response.

Applied Problems measured John's ability to analyze and solve math problems. To solve the problems, he was required to listen to the problem, recognize the procedure to be followed, and then perform relatively simple calculations. Because many of the problems included extraneous information, John needed to decide not only the appropriate mathematical operations to use but also what information to include in the calculation. John appeared to have limited understanding of grade-appropriate math application tasks.

Spelling measured John's ability to write orally presented words correctly. John spelled words in a laborious manner.

Calculation measured John's ability to perform mathematical computations. He worked slowly and demonstrated noticeably less automaticity with the more difficult items on the test.

Writing Samples measured John's skill in writing responses to meet a variety of demands. He was asked to produce written sentences that were evaluated with respect to the quality of expression. John was not penalized for any errors in basic writing skills, such as spelling or punctuation. On this test, the sentences John wrote were simple but adequate to meet the task demands.

Reading Fluency measured John's ability to quickly read simple sentences. John appeared to read and respond to the sentences slowly.

Doe, John
April 20, 2010

Math Fluency measured John's ability to solve simple addition, subtraction, and multiplication facts quickly. He was presented with a series of simple arithmetic problems to complete in a three-minute time limit. John appeared to take longer to work on such problems than is typical for his grade peers.

Writing Fluency measured John's skill in formulating and writing simple sentences quickly. He was required to write sentences containing a given set of three words that related to a given stimulus picture. This test had a seven-minute time limit. John appeared to have trouble formulating or writing sentences quickly.

ACHIEVEMENT

Intra-Achievement Variations

When compared to others in his grade, John's academic achievement is in the average range in Broad Reading and Broad Math.

Among a selected set of his achievement abilities, John has a relative weakness in Broad Written Language. Broad Written Language includes production of written text, including spelling ability, writing fluency, and quality of written expression. Although his written language standard score is within the low range, his performance varied on two different types of tasks measuring effective expression in written language. John's performance is average on tasks requiring the ability to convey ideas in writing. His performance is negligible on tasks requiring prewriting skills and the ability to write orally presented letters correctly. John will likely require intensive instructional support and targeted interventions in writing.

Other Achievement Measures

When compared to others in his grade, John's academic achievement is in the average range in Written Expression.

Math Calculation Skills measures John's computational skills and automaticity with basic math facts. His mathematics calculation skills standard score is within the low average range (percentile rank range of 9 to 28; standard score range of 79 to 91) for his grade. John's mathematics calculation skills are limited to average; he will probably find grade-level tasks requiring computational skills and automaticity with basic math facts difficult.

Academic Skills, Applications, and Fluency

Academic Skills. Overall, John's academic skills are limited. For example, his sight reading ability is average. His math calculation skill is limited to average. John's spelling is negligible.

Academic Fluency. The overall fluency with which John performs academic tasks is limited to average. Specifically, his fluency with reading tasks and mathematics problems is average. His writing fluency is limited to average.

Academic Applications. John's overall ability to apply his academic skills is average. In particular, his quantitative reasoning and writing ability are average. His passage comprehension ability is limited to average.

SUMMARY

When compared to the scores earned by others at his grade level, John's overall level of achievement is low average. John's ability to apply academic skills is within the average range. His fluency with academic tasks is within the low range.

When compared to others at his grade level, John's standard scores are average in broad reading, brief reading, broad mathematics, brief mathematics, and written expression. His math calculation skills score is in the low average range. His standard scores are low (compared to grade peers) in broad written language and brief writing. When scores for a selected set of his achievement areas were compared, John demonstrated a significant weakness in broad written language.

INSTRUCTIONAL RECOMMENDATIONS & INTERVENTIONS

John will probably gain the most from reading instruction presented within the middle to late first grade range.

Introducing John to the meaning of new words in isolation before reading the words in connected text may lead to better comprehension.

Linking new facts to John's prior knowledge about the topic may increase inferential comprehension. Using a series of questions, the teacher activates John's prior knowledge and then models making predictions using a think aloud approach. The KWLS strategy uses a chart to help students organize information into four categories: (1) **Know**--what they already know about the topic; (2) **Want to know**--what they want or need to learn from reading; (3) **Learned**--what they learned from reading; and (4) **Still need to learn**--what additional information they still need on the topic.

Incorporating self-monitoring strategies may help John to recognize and resolve his comprehension errors as they arise. Click or Clunk is one example of a self-monitoring strategy that teaches students to monitor their performance while reading. For example, if John understands a word, a point, a sentence, etc., he says "click." If he doesn't understand, he says "clunk." Once students can recognize the "clunks," they are taught strategies to address them including use of a glossary, dictionary, a reading checklist, or discussion with a peer.

Math instruction presented within the early to late first grade range will likely produce the greatest gains for John.

Use a sequential system to teach John how to complete various computations. Teaching the facts in a particular sequence will help John organize the information for retention and recall. For example, when teaching addition facts the suggested sequence is the plus-zero principle, plus-one principle, doubles facts, doubles-plus-one facts, doubles-plus-two facts, plus-ten facts, plus-nine facts, and then any remaining facts. For multiplication, the suggested sequence is the times-zero principle, times-one principle, times-two and two-times facts, times-five and five-times facts, times-nine and nine-times facts, perfect squares, and then any remaining facts.

The cover-copy-compare intervention requires teacher-made worksheets that provide correctly completed problems on the left side of the paper and the unsolved problem on the right side of the paper. The teacher

Doe, John
April 20, 2010

instructs John to study the correctly completed problem, then cover it with an index card, complete the matching problem to the right, and then check his work by comparing it to the model problem.

Direct instruction may be one of the most effective ways for building John's math calculation and problem-solving skills. Teachers provide instruction in a step-by-step manner, typically implementing six key teaching functions: review, presentation, guided practice, corrections and feedback, independent practice, and weekly and monthly reviews. It may be important to teach John in small, guided steps and provide him with opportunities for extensive practice.

Computer-assisted instruction (CAI) allows John to progress at his own pace and receive immediate error correction. A variety of websites and computer software programs for building basic math skills are available. Attempt to select a program that is engaging and motivating to John.

Writing instruction that is presented within the late kindergarten to early first grade level is appropriate for John.

Multisensory techniques involving repeated tracing and saying of letters and words may be especially helpful, particularly when introducing irregular words. Emphasize activities that involve writing or using letter tiles to spell words, rather than oral spelling as it is important for John to construct and then see the correctly printed word.

Use of explicit, systematic phonics instruction that incorporates the teaching of phonemic awareness may be a key to helping John develop a solid base for spelling.

Teach the spellings of common irregular words, such as of, what, and were. Also, teach important grade-appropriate words, especially those that cannot be spelled solely through the use of rules or phonics knowledge.

Encourage independent reading to increase exposure to printed words. The more John sees words in print, the more likely he is to remember how the words look.

Explicit instruction in the mechanics of writing may improve John's fluency with writing tasks.

Deborah C Thompson

TABLE OF SCORES
Woodcock-Johnson III Normative Update Tests of Achievement (Form C)
 Woodcock Interpretation and Instructional Interventions Program, Version 1.0
 Norms based on grade 1.8

<u>CLUSTER/Test</u>	<u>Raw</u>	<u>W</u>	<u>GE</u>	<u>EASY</u>	<u>to</u>	<u>DIFF</u>	<u>RPI</u>	<u>SS (68% Band)</u>	<u>AE</u>
BRIEF ACHIEVEMENT	-	430	1.3	1.0	1.6	57/90	86 (83-89)	6-7	
TOTAL ACHIEVEMENT	-	453	1.4	1.0	1.8	74/90	86 (82-89)	6-8	
BROAD READING	-	452	1.7	1.4	2.0	85/90	96 (93-99)	7-0	
BROAD MATH	-	461	1.4	K.9	2.0	82/90	90 (86-95)	6-8	
BROAD WRITTEN LANG	-	446	1.1	K.7	1.4	47/90	76 (69-83)	6-4	
BRIEF READING	-	443	1.7	1.5	2.0	87/90	98 (96-100)	7-0	
BRIEF MATH	-	451	1.4	1.1	1.9	79/90	92 (88-96)	6-9	
MATH CALC SKILLS	-	466	1.3	K.8	2.0	79/90	85 (79-91)	6-7	
BRIEF WRITING	-	439	1.1	K.9	1.4	36/90	79 (75-82)	6-5	
WRITTEN EXPRESSION	-	466	1.6	1.2	2.0	84/90	94 (84-104)	6-11	
ACADEMIC SKILLS	-	429	1.2	1.0	1.5	48/90	84 (81-86)	6-6	
ACADEMIC FLUENCY	-	470	1.0	<K.0	2.1	81/90	78 (59-96)	6-3	
ACADEMIC APPS	-	460	1.7	1.4	2.0	85/90	97 (94-99)	7-0	
Letter-Word Identification	32	431	1.9	1.7	2.1	94/90	102 (100-104)	7-2	
Applied Problems	16	452	1.6	1.2	2.1	86/90	97 (91-102)	6-11	
Spelling	11	406	K.2	<K.0	K.5	3/90	61 (57-66)	5-6	
Passage Comprehension	16	455	1.5	1.2	1.8	74/90	93 (89-96)	6-9	
Calculation	7	450	1.3	1.0	1.6	68/90	87 (81-93)	6-6	
Writing Samples	14-B	472	1.9	1.6	2.4	92/90	102 (97-106)	7-2	
Reading Fluency	4	469	1.3	<K.0	2.1	83/90	91 (82-100)	6-8	
Math Fluency	15	482	1.3	<K.0	3.1	87/90	90 (83-97)	6-8	
Writing Fluency	0	460	<K.2	<K.2	<1.7	69/90	76 (45-108)	<5-4	

<u>VARIATIONS</u>	<u>STANDARD SCORES</u>			<u>VARIATION</u>		<u>Significant at + or - 1.50 SD (SEE)</u>
	<u>Actual</u>	<u>Predicted</u>	<u>Difference</u>	<u>PR</u>	<u>SD</u>	
<i>Intra-Achievement (Broad)</i>						
BROAD READING	96	86	10	85	+1.06	No
BROAD MATH	90	91	-1	49	-0.02	No
BROAD WRITTEN LANG	76	95	-19	3	-1.87	Yes