

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Document Date: 11/06/12

Initial Assessment
 Reassessment
 3-Year Reevaluation

Parent/Guardian Name:	Home Phone:
Address:	
Native Language: English	Daytime Phone:
Parent/Guardian Name:	Home Phone:
Address:	
Native Language:	Daytime Phone:

EVALUATION TEAM INFORMATION

Directions: Provide a complete list of those in attendance at the eligibility team meeting, be sure to provide name, position or title, and check whether you have agreed with report.

Names of All Evaluation Team Members Invited to Attend	Position or Title	Agreement with Report	
		Yes	No
	Student	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Parent(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Special Education Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School Counselor	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Parent(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School Psychologist	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Speech/Language Pathologist	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Teacher	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Note: Each member must indicate whether the report reflects that member's conclusions. Any evaluation team member who disagrees with the conclusions of this team report must attach a separate written statement of his or her conclusions.

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Document Date: 11/06/12

Section A: Do Any One of the Following Factors Contribute to the Student's Learning Difficulty?

Directions: Please complete this section by carefully reviewing items 1 through 5 prior to considering SLD eligibility. Place a check in the box marked "yes" or "no". If "yes" was checked in items 1 through 5, use the text box provided below to provide additional narrative information.

- | | | |
|---|------------------------------|--|
| 1. A visual, hearing or motor impairment | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 2. Cognitive impairment | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 3. Emotional disturbance | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 4. Environmental or economic disadvantage | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 5. Cultural factors | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

For any of the above factors marked "yes", describe how the student's performance is impacted and indicate if this factor is a primary factor in the student's learning difficulty.

These are not factors for _____ at this time.

If one or more of the factors listed in this section is found to be primary factor in the student's learning difficulty, the student may not be found eligible for special education services under the category of Specific Learning Disability.

Section B: Student does not make sufficient progress in response to effective, evidence-based instruction and intervention for the child's age or to meet state-approved grade level standards in one or more of the following areas:

Academic Area(s) of Concern

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Oral Expression | <input checked="" type="checkbox"/> Written Expression | <input checked="" type="checkbox"/> Math Calculation |
| <input checked="" type="checkbox"/> Reading Comprehension | <input checked="" type="checkbox"/> Reading Fluency | <input type="checkbox"/> Listening Comprehension | <input checked="" type="checkbox"/> Math Problem Solving |

1. Information shared by the parent(s)

Directions: In the text boxes below, describe the student's strengths and weaknesses as related to the area of concern that were shared by the parent(s).

<p>Student Strengths: Both of _____ parents shared that he is very kind and concerned for others, often above his own needs. His father stated that he understands any academic work better if you can show him exactly how to do it or he can listen to you explain it.</p> <p>Student Needs: _____ dad stated that he knew _____ struggled with reading.</p>
--

2. Educationally relevant developmental, health and medical findings.

Directions: Please note any developmental, health and medical findings that are educationally relevant. If none, please provide evidence that records were reviewed (e.g. Vision/hearing screening on August 10, 2010 indicate functioning in the normal range).

_____ has no known medical or health concerns at this time.

3. The student's parents were notified about:

- state and school district policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided, Yes No

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

- strategies for increasing the student's rate of learning, and Yes No
 - their right to request an evaluation. Yes No
- Parents were provided data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. Yes No

4. Data that establishes that the core curriculum is effective for most students.

Directions: For each of the assessments, list the percentage of students within the student's grade level who meet grade-level performance benchmarks. (May include ISAT, IRI, Grade Level Curriculum Based Measures, other measures)

Name of Assessment	Area Assessed	Date	Performance Benchmark	Percentage of Grade level peers meeting performance benchmark	Percentage of Disaggregated Group Level Peers Meeting Performance Benchmark (if applicable)	Target Student performance level
ISAT	Reading	06/01/12	220	91	0	209
ISAT	Language Usage	06/01/12	226	86	0	213
ISAT	Math	06/01/12	238	83	0	219

5. Document information that the student was provided with appropriate instruction in the general education setting by qualified personnel prior to or as a part of the referral process in the academic area(s) of concern.

Core Instruction Provided						
Academic Area	Core Instruction	Duration			Frequency (how often per week)	Intensity (minutes per session)
		Begin Date (M/D/Y)	End Date (M/D/Y)	Total (weeks)		
Reading	Language I - Direct instruction for use in the Reading 1 class. Book: Language I The Comprehensive Literacy Curriculum by Jane Fell Greene, Ed.D. Published and distributed by Sopris West, Educational Services	09/04/12	Ongoing	9	2-3 days per week on block schedule	90
Mathematics	Pre-Algebra: using the Coeur d'Alene School District #271 curriculum. Book: Prentice Hall Mathematics Pre-Algebra. Authors: Randall I. Charles, David M. Davison, Marsha S. Landau, Leah McCracken and Linda Thompson. Published by Person/ Prentice Hall	09/04/12	Ongoing	9	2-3 days per week on block schedule	90
Written Language	English 10 Coeur d'Alene School District curriculum. Elements of	09/04/12	Ongoing	9	2-3 days per week	90

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

	Language. Fourth Course. By Lee Odell, Richard Vacca, Renee Hobbs, and grammar, usage and mechanics instructional framework by John E. Warriner. Published by Holt, Rinehart and Winston.				on block schedule	
--	---	--	--	--	-------------------	--

Intervention Provided		Duration			Frequency (how often per week)	Intensity (minutes per session)
Academic Area of Concern	Intervention	Begin Date (M/D/Y)	End Date (M/D/Y)	Total (weeks)		
Reading	Language I - Direct instruction for use in the Reading 1 class. Book: Language I The Comprehensive Literacy Curriculum by Jane Fell Greene, Ed.D. Published and distributed by Sopris West, Educational Services	09/04/12	Ongoing	9	2-3 days per week on block schedule	90
Mathematics	Pre-Algebra: using the Coeur d'Alene School District #271 curriculum. Book: Prentice Hall Mathematics Pre-Algebra. Authors: Randall I. Charles, David M. Davison, Marsha S. Landau, Leah McCracken and Linda Thompson. Published by Person/ Prentice Hall	09/04/12	Ongoing	9	2-3 days per week on block schedule	90
Written Language	English 10 Coeur d'Alene School District curriculum. Elements of Language. Fourth Course. By Lee Odell, Richard Vacca, Renee Hobbs, and grammar, usage and mechanics instructional framework by John E. Warriner. Published by Holt, Rinehart and Winston.	09/04/12	Ongoing	9	2-3 days per week on block schedule	90

The evaluation team determines that the student's learning difficulty is not due to lack of instruction.

- The student was provided appropriate instruction by qualified personnel in reading, including the essential components of reading, instruction which includes explicit and systematic instruction in (A) phonemic awareness; (B) phonics; (C) vocabulary development; (D) reading fluency, including oral reading skills; and (E) reading comprehension strategies. Yes No
- The student was provided appropriate instruction by qualified personnel in math Yes No

6. Data-based documentation or repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction and intervention for each academic area of concern. For students who are culturally diverse and/or English Learners, progress documenting the student's growth should be also compared against their

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

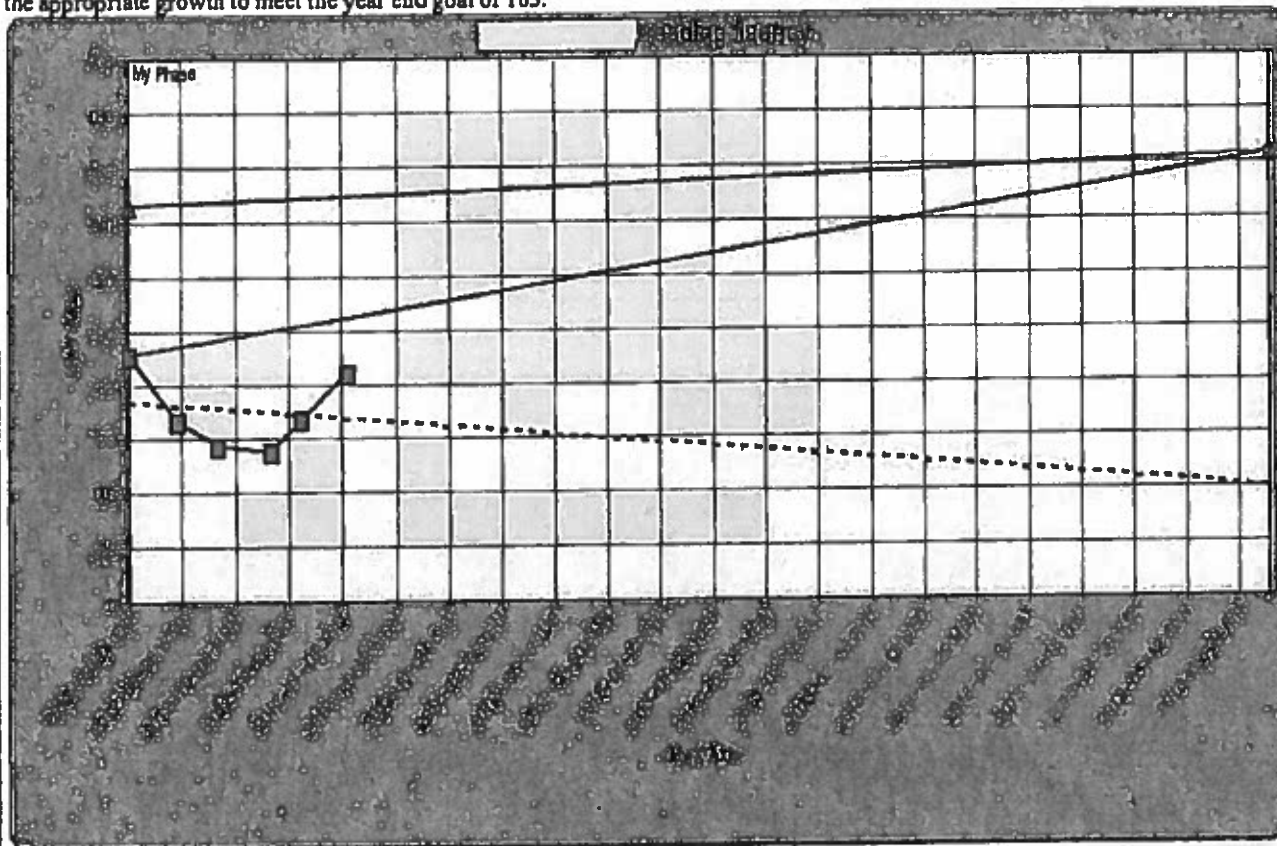
subgroup's progress.

Attach to the evaluation report, a copy of the student's progress monitoring graph for each academic area of concern. The graph must include the aimline, trendline, decision points, student's rate of improvement, and national or local norm for grade level peers. For culturally diverse and English Learners, include comparisons to peer group progress.

Summary of the data demonstrating the student's progress during instruction and intervention in the academic areas of concern:

**Reading
Fluency**

fluency was progress monitored using an aimsweb fluency probe at the 9th grade level with 10th grade norms applied. Data indicates a cwpm of 91 on 9/14/12 and a decrease to 84 cwpm on 11/2/12. This lack of growth indicates that trend line lacks the appropriate growth to meet the year end goal of 163.

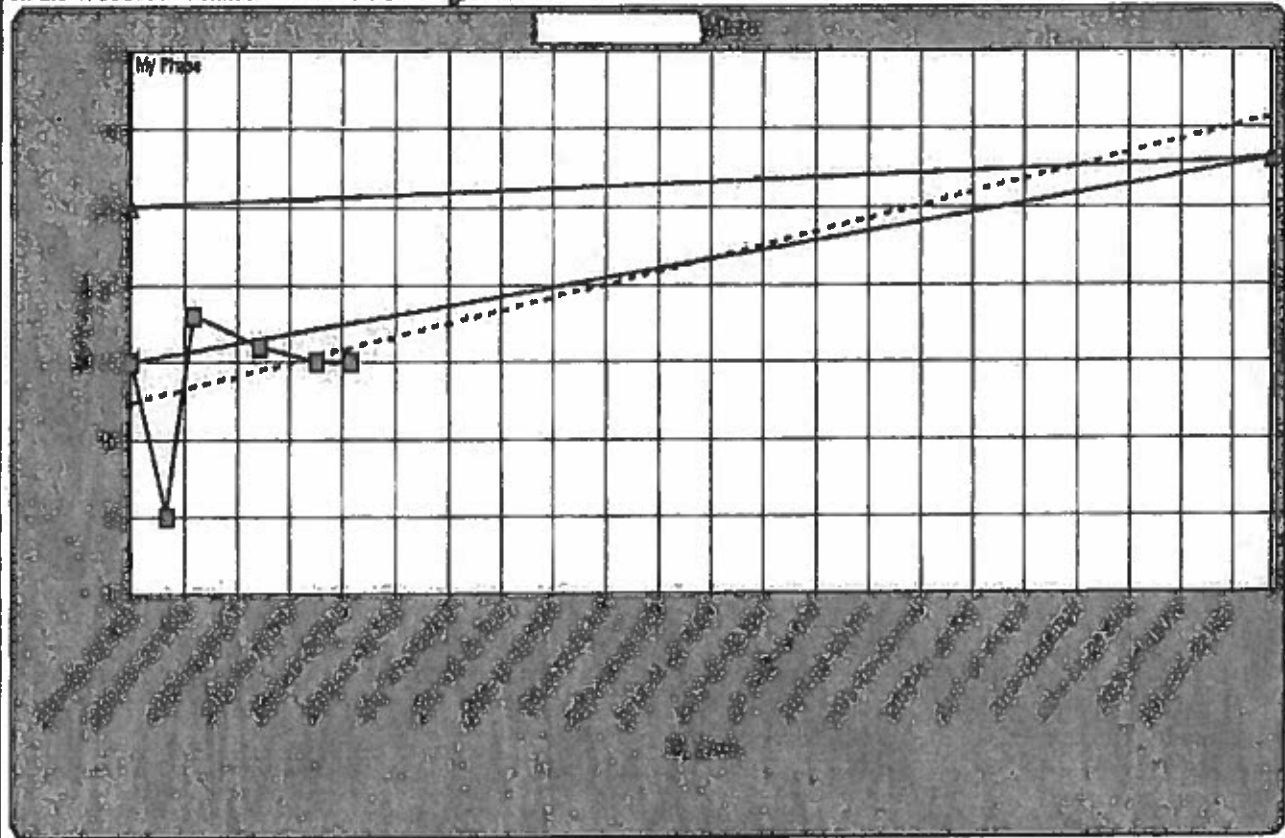


ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Comprehension

was progress monitoring using the aimsweb MAZE passages. This data indicates 15 correct responses on 9/12/2012 and 15 correct responses on 11/1/2012. trend line shows a fluctuation of scores in between from a 5 up to 18. trend line does predict that he will be able to meet the year end goal of 28, but his fluctuation in scores combined with comprehension scores on the Woodcock-Johnson that are far below grade level indicate a need for continued instruction.



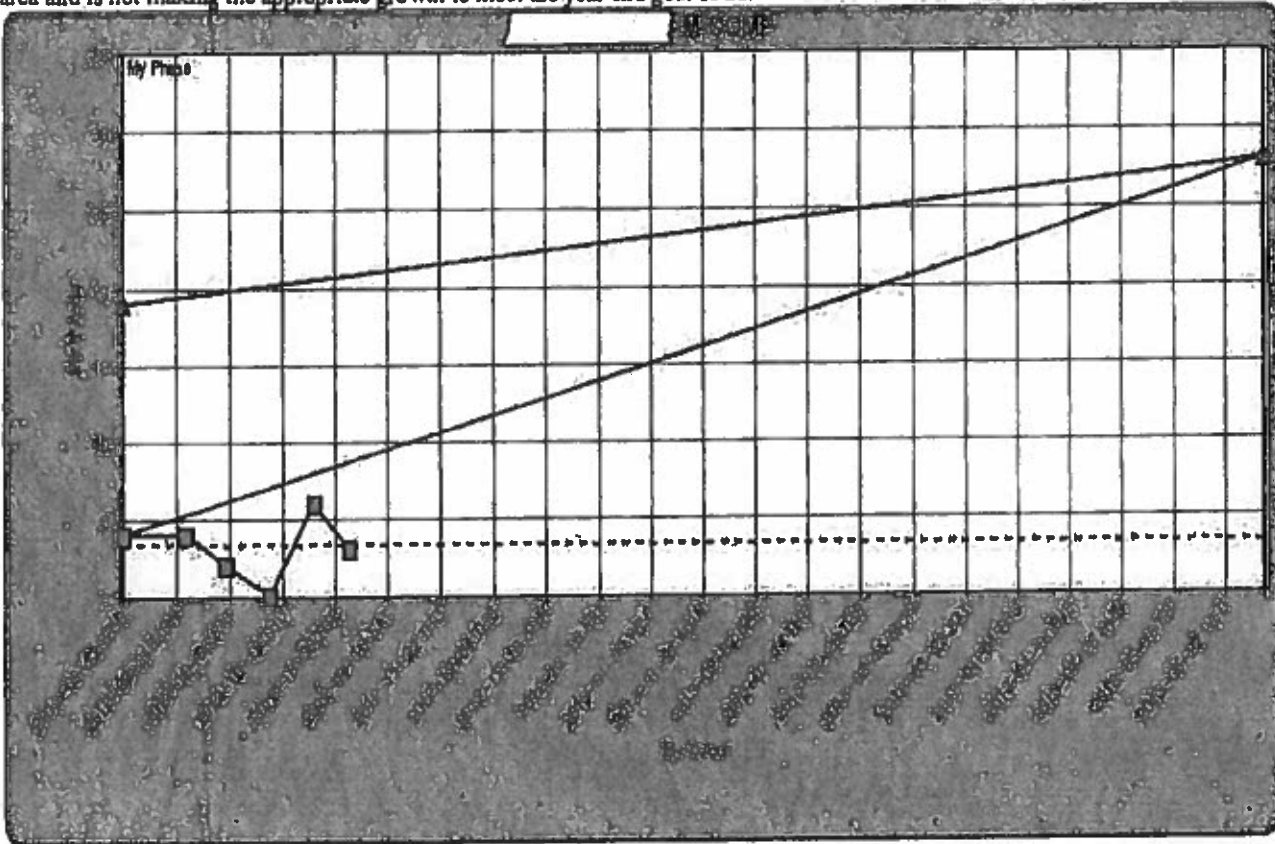
ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Math

Computation

was progress monitored using a Computation probe at the 8th grade level, with 10th grade norms applied. Data indicates 4 correct responses on 9/12/2012 and 3 correct responses on 11/2/2012. This indicates that has made no improvement in this area and is not making the appropriate growth to meet the year end goal of 28.

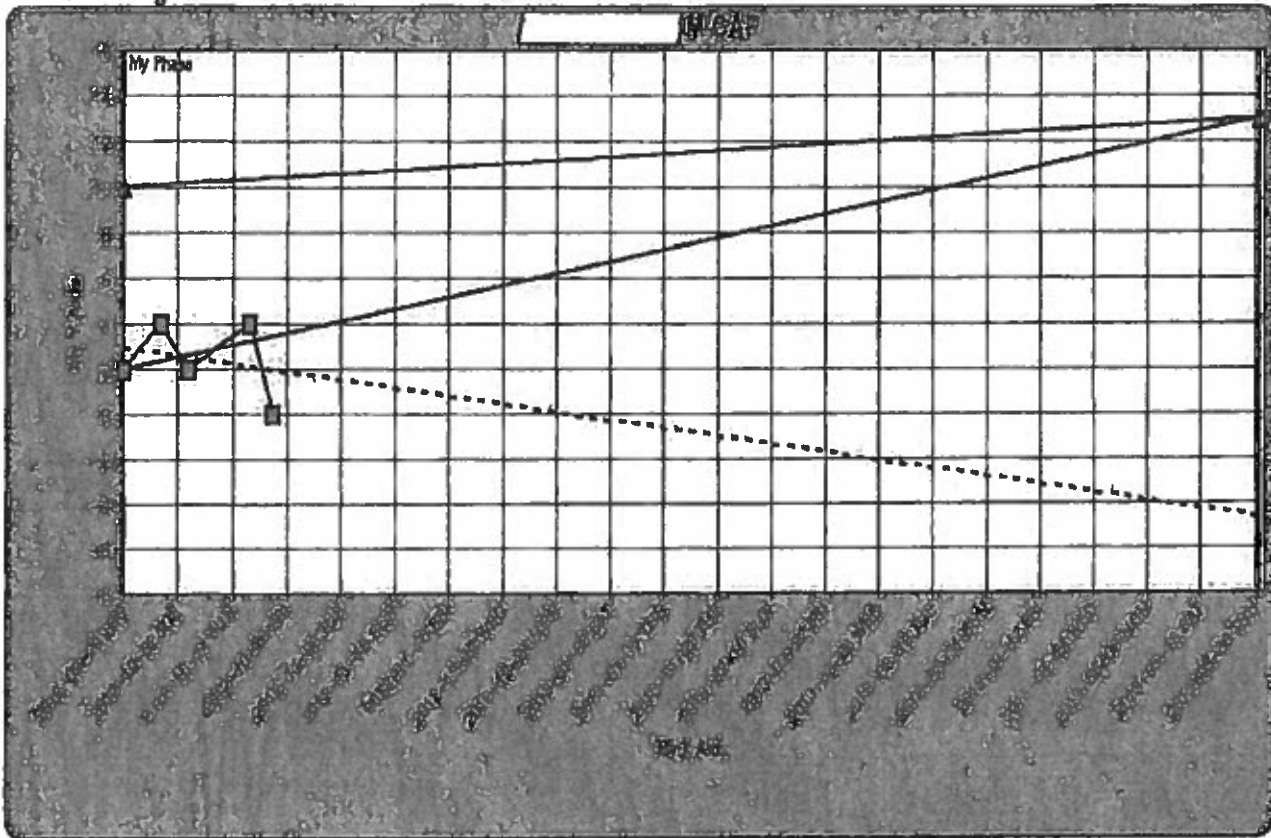


ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Concepts and Application

was progress monitored using a Concepts and Application probe at the 8th grade level, with 10th grade norms applied. Data indicates 2 correct responses on 9/20/2012 and 2 correct responses on 11/1/2012. This is indicative of a rate of improvement of 0.00 and is at the 5th percentile. This data indicates that is not making growth and continues to have difficulty in the area of Math Problem Solving.

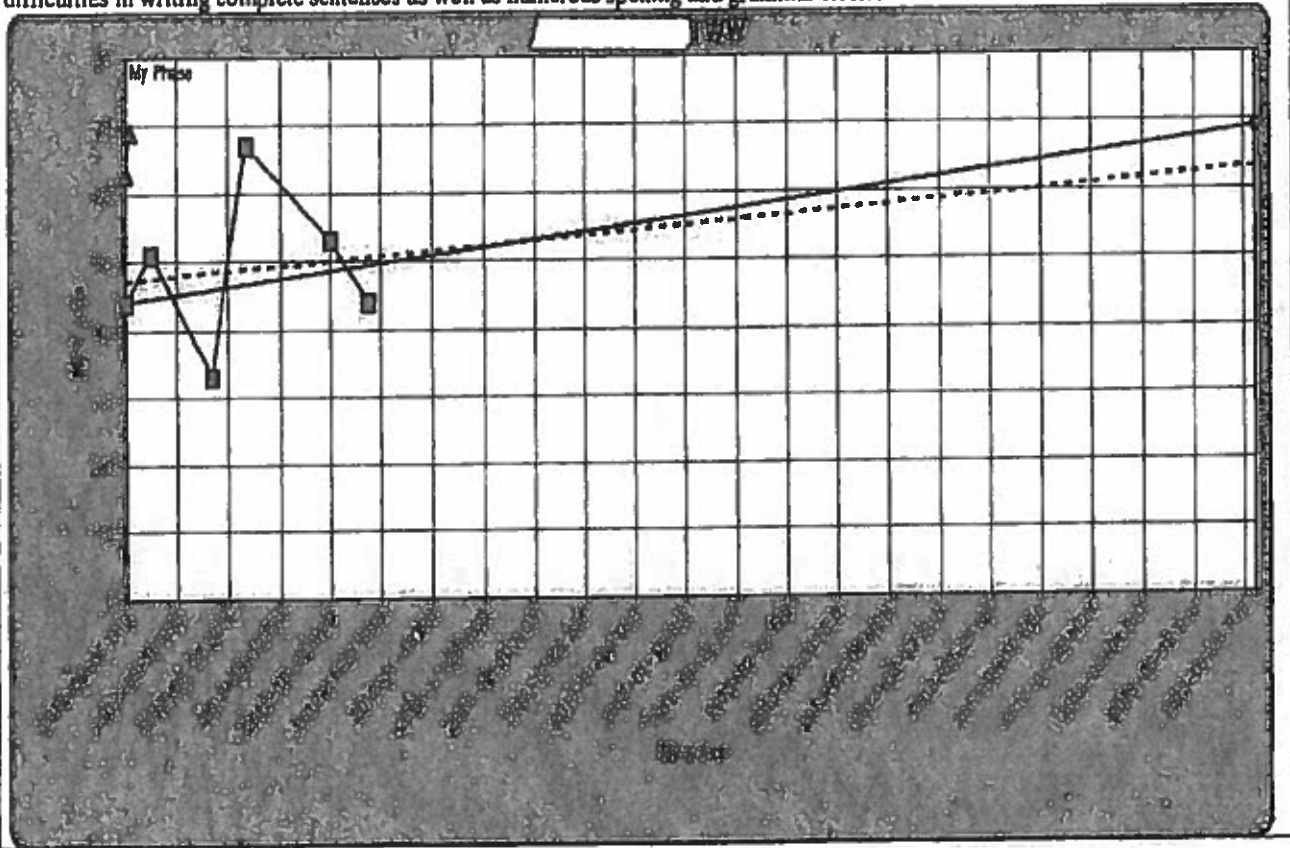


ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

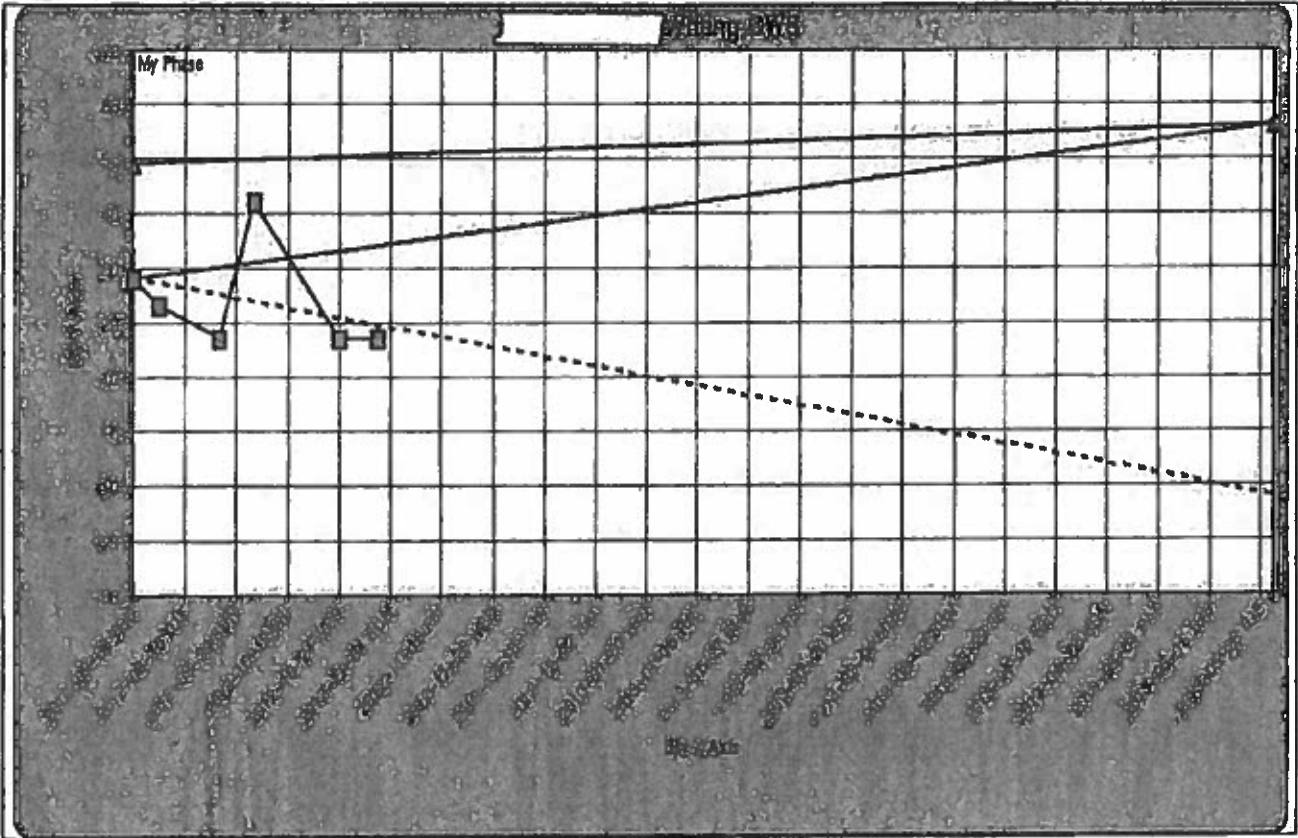
Written Language

was progress monitored using writing probes (story starters). was monitored using Total Written Words (TWW) and Correct Writing Sequences (CWS). This is due to his limited writing fluency and significant difficulties with grammar, spelling, and punctuation in correlation with this. Data indicates a TWW score of 44 on 9/6/2012 and a score of 44 on 11/2/2012. Data also indicates a CWS score of 28 on 9/6/2012 and a score of 17 on 11/2/2012. This indicates no growth or negative growth in both areas. scores fluctuated up and down considerably in both total words written and correct writing sequences. They show difficulties in writing complete sentences as well as numerous spelling and grammar errors.



ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		



7. Observation of academic and behavior functioning in the area(s) of concern:

Directions: Include documentation of the results from an observation of the student during routine classroom instruction. (In the case of a student less than school age or out of school, the student must be observed in an environment appropriate for the student's age). The observation should be conducted in a general education environment in which the suspected disability would be manifested.

Name and Title of Observer: Special Education Teacher	Date Conducted: 10/30/12
Location of Observation: classroom	Duration of Observation: 90 min. each observation
<p>Summary of relevant behavior and relationship of behavior to academic functioning in the area(s) of concern during observation:</p> <p>Observation for math: was observed during his pre-algebra class. The class began with a stater activity which he completed. When he was done, he went over to the instructional assistant in the classroom and asked a question about his homework. The teacher then reviewed the previous day's homework assignment and collected them. turned his in and appeared to have finished it. sat back down and the teacher began the lesson for the day. appeared to be sitting and writing the notes as was expected. They then moved in to groups to demonstrate how to measure perimeter. participated and worked with his group. For the end of the period, the class was given their homework assignment and had time to start working on it. appeared to be on task, but he didn't actually do the work assigned at that time.</p> <p>Observation for Written Language: was observed during his Basic English class. The class started with time to write in their journals. began almost</p>	

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

immediately and wrote for about 10 minutes. After that, the class was given a chance to share what they wrote during their "team meeting". shared what he had written about but did not read it word for word. He participated and listened as others in the class shared theirs. Students were then directed back to their seats to begin the day's assignment. They were to complete questions and vocabulary from the story they had read the previous class period. All students work at a computer and were to look up the assignment on her website, change the header to include their name and class period, complete the assignment, and save to their class's folder. was slow to start but did pull up the documents he needed. The aide in class offered to help him, but he said he didn't need it. looked like he was trying to do the assignment but didn't look back into the story or write at all for about 10 minutes. The aide came back to offer help, and this time he accepted it. The teacher then went through much of the assignment with the class, discussing the right answers. could have used those to finish his assignment, but he chose not to. At the end of the period, he had only finished about half of his work.

Observation for Reading:

was observed during Corrective Reading. The class was given the instruction to get out paper and something to write with. was asked a second time to get out out his paper and writing utensil; it took 5 minutes before he did it. The class was instructed to do a free write on the topic of their choosing. sat with his chari tipped back for a few more minutes and was reminded to start writing. He finally did, and wrote a short paragraph. The class was still writing, but he insisted he was done. After that, the class moved on to direct instruction from the teacher. They were working on identifying digraphs and blends. The teacher reviewed what each one was and asked for examples. participated during this part of the class and offered a few words that used some of the digraphs/blends. The teacher then handed out a worksheet for them to complete. was on task for most of the independent work time. He did ask to use the pass at one point and was gone for about 10 minutes. He can came back and sat for a few minutes and then began working again. He was able to complete the assignment and said the it was "too easy". For the last part of the period, the teacher read a few chapters from a novel, and appeared to listen as she read.

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Document Date 11/06/12

Section C: Evidence of Low Achievement in One or More Areas

- | | | | |
|---|---|--|--|
| <input checked="" type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Oral Expression | <input checked="" type="checkbox"/> Written Expression | <input checked="" type="checkbox"/> Math Calculation |
| <input checked="" type="checkbox"/> Reading Comprehension | <input checked="" type="checkbox"/> Reading Fluency | <input type="checkbox"/> Listening Comprehension | <input checked="" type="checkbox"/> Math Problem Solving |

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Basic Reading Skills	10/30/12	Woodcock-Johnson III	Basic Reading Skills Cluster	61		Special Education Teacher
			Letter-Word ID	60		
			Word Attack	73	4	

Description of assessment measure, validity statement, and interpretive information:

The Woodcock-Johnson III is a nationally normed academic achievement assessment. It is part of a comprehensive diagnostic system. It can be used to determine and describe the present status of an individual's academic strengths and weaknesses.

With adequate student effort and standardization procedures followed, the following information is considered valid for evaluation purposes. With rapport established and testing procedures followed, this testing information is considered valid.

The WJIII Tests of Achievement assess individuals between the ages of 2 to 90 in academic achievement.

basic reading skills Score of 61 was at below the 1st percentile. This score is comprised of his letter-word ID and word attack scores and were far below his predicted achievement based on his IQ.

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Reading Fluency	10/30/12	Woodcock-Johnson III	Reading Fluency	73	4	Special Education Teacher
			Total Word Reading Efficiency Index	86	18	
			Sight Word Efficiency	108	70	
			Phonemic Decoding Efficiency	65	1	

Description of assessment measure, validity statement, and interpretive information:

The Woodcock-Johnson III is a nationally normed academic achievement assessment. It is part of a comprehensive diagnostic system. It can be used to determine and describe the present status of an individual's academic strengths and weaknesses. The WJIII Tests of Achievement assess individuals between the ages of 2 to 90 in academic achievement.

The *Test of Word Reading Efficiency – Second Edition (TOWRE-2)* is a measure of an individual's ability to pronounce printed words accurately and fluently. Because it can be administered very quickly, the test provides an efficient means of monitoring the growth of two kinds of word reading skills that are critical in the development of overall reading ability. The TOWRE-2 contains two subtests, each of which has four alternate forms, A through D. The Sight Word Efficiency subtest assesses the number of real words printed in vertical lists that an individual can accurately identify within 45 seconds. Similarly, the Phonemic Decoding Efficiency subtest measures the number of pronounceable nonwords presented in vertical lists that an individual can accurately decode within 45 seconds. The four forms of each subtest are of equivalent difficulty, and any of the forms of each subtest may be given depending on the purposes of the assessment. The TOWRE-2 was normed on over 1,700 individuals ranging in age from 6 to

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

24 years and residing in 12 states and Washington, DC. Over 700 children in the norming sample attended elementary school (through Grade 5), where the TOWRE-2 is expected to have its widest use.

With adequate student effort and standardization procedures followed, both assessments are considered valid for evaluation purposes. With rapport established and testing procedures followed, this testing information is considered valid.

reading fluency on the WJIII was at the 4th percentile. His total word reading efficiency was at the 18th percentile. He did have a strength in his sight word efficiency which was that the 70th percentile, but his phonemic decoding was only at the 1st percentile. This area would be a considered a weakness for

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Reading Comprehension	10/30/12	Woodcock-Johnson III	Reading Comprehension Cluster	69	2	Special Education Teacher
			Passage Comprehension	79	8	
			Reading Vocabulary	73	4	

Description of assessment measure, validity statement, and interpretive information:

The Woodcock-Johnson III is a nationally normed academic achievement assessment. It is part of a comprehensive diagnostic system. It can be used to determine and describe the present status of an individual's academic strengths and weaknesses.

With adequate student effort and standardization procedures followed, the following information is considered valid for evaluation purposes. With rapport established and testing procedures followed, this testing information is considered valid.

The WJIII Tests of Achievement assess individuals between the ages of 2 to 90 in academic achievement.

reading comprehension is another weakness for him. His overall comprehension score was a 69 which is at the 2nd percentile.

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Math Calculation	10/30/12	Woodcock-Johnson III	Calculation skills cluster	64	1	Special Education Teacher
			Calculation	70	2	
			Math Fluency	64	1	

Description of assessment measure, validity statement, and interpretive information:

The Woodcock-Johnson III is a nationally normed academic achievement assessment. It is part of a comprehensive diagnostic system. It can be used to determine and describe the present status of an individual's academic strengths and weaknesses.

With adequate student effort and standardization procedures followed, the following information is considered valid for evaluation purposes. With rapport established and testing procedures followed, this testing information is considered valid.

The WJIII Tests of Achievement assess individuals between the ages of 2 to 90 in academic achievement.

basic calculation skills were at the 2nd percentile and his math fluency was at the 1st percentile making for an overall Math calculation score of 64, which is at the first percentile. This continues to be a significantly low area for

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Math Problem Solving	10/30/12	Woodcock-Johnson III	Math Reasoning cluster	68	2	Special Education Teacher
			Applied Problems	73	4	
			Quantitative Concepts	72	3	

Description of assessment measure, validity statement, and interpretive information:

The Woodcock-Johnson III is a nationally normed academic achievement assessment. It is part of a comprehensive diagnostic system. It can be used to determine and describe the present status of an individual's academic strengths and weaknesses.

With adequate student effort and standardization procedures followed, the following information is considered valid for evaluation purposes. With rapport established and testing procedures followed, this testing information is considered valid.

The WJIII Tests of Achievement assess individuals between the ages of 2 to 90 in academic achievement.

math problem solving was at the 2nd percentile. His score of 68 is a significant weakness.

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Written Expression	10/30/12	Woodcock-Johnson III	Written Expression cluster	69	2	Special Education Teacher
			Writing Fluency	80	9	
			Writing Samples	65	1	

Description of assessment measure, validity statement, and interpretive information:

The Woodcock-Johnson III is a nationally normed academic achievement assessment. It is part of a comprehensive diagnostic system. It can be used to determine and describe the present status of an individual's academic strengths and weaknesses.

With adequate student effort and standardization procedures followed, the following information is considered valid for evaluation purposes. With rapport established and testing procedures followed, this testing information is considered valid.

The WJIII Tests of Achievement assess individuals between the ages of 2 to 90 in academic achievement.

Written expression is another area of weakness for His score of 69 places him at the 2nd percentile with a specific weakness in the writing samples subtest which was only at the 1st percentile.

Section D: Pattern of Strengths and Weaknesses in Psychological Processing Skills That Impact Learning

Directions: Provide the specific strengths and weaknesses of the student's psychological processing skills that have a direct impact on learning as demonstrated through the evidence provided throughout this report. Be sure to include specific processing area and use a cross battery approach as needed to demonstrate the areas suspected as strengths and weaknesses.

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
------	------	--------------------	------------------------------	----	------	-----------------

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Auditory Processing (Ga)	11/05/12	Woodcock-Johnson III	Auditory Processing Cluster	112	79	School Psychologist
			Sound Blending	108	71	
			Auditory Attention	114	82	

Description of assessment measure, validity statement, and interpretive information:

cognitive abilities were assessed using the *Woodcock-Johnson III Tests of Cognitive Abilities (WJIII)*. The test provides a Verbal Ability Standard score, a Thinking Ability Standard score, and a Cognitive Efficiency Standard scores. The WJ III is a widely-used cognitive assessment used to measure different abilities within overall intelligence. This assessment also provides a measurement of the GIA, or general intellectual ability. Standardized measures

With standardization followed and adequate student effort, the following assessment is considered valid for evaluation purposes.

Auditory Processing was determined to be a strength in overall profile. Given that overall IQ was determined to be a standard score of 82, Auditory Processing was determined to be an ipsative strength in his cognitive profile.

Auditory Processing is the ability to perceive, analyze, synthesize, and discriminate auditory stimuli. Auditory Processing encompasses the ability to perceive and discriminate speech sounds that may be presented under distorted conditions. A key characteristic of Auditory Processing is the extent to which an individual can cognitively control (i.e. handle the competition between signal and noise) the perception of auditory information. Individuals with strengths in Auditory Processing will likely perform well in the areas of phonemic awareness and processing, given that Auditory Processing skills are essentials needed to appropriately develop in these areas. In addition, strengths in Auditory Processing will likely allow individuals to perform well in tasks that involve the interpretation and organization of sounds, such as discriminating patterns in sounds and musical structure.

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Long-Term Retrieval (Glr)	11/05/12	Woodcock-Johnson III	Long-Term Retrieval Cluster	79	8	School Psychologist
			Visual-Auditory Learning	75	5	
			Visual-Auditory Learning-Delayed	86	17	
			Retrieval Fluency	92	29	
			Rapid Picture Naming	88	22	

Description of assessment measure, validity statement, and interpretive information:

cognitive abilities were assessed using the *Woodcock-Johnson III Tests of Cognitive Abilities (WJIII)*. The test provides a Verbal Ability Standard score, a Thinking Ability Standard score, and a Cognitive Efficiency Standard scores. The WJ III is a widely-used cognitive assessment used to measure different abilities within overall intelligence. This assessment also provides a measurement of the GIA, or general intellectual ability. Standardized measures

With standardization followed and adequate student effort, the following assessment is considered valid for evaluation purposes.

Long-Term Retrieval was determined to be a psychological weakness in cognitive profile. Given that overall IQ was determined to be a standard score of 82, Long-Term Retrieval was determined to be a normative weakness in his cognitive profile.

Long-Term Memory-Storage and Retrieval is the ability to store information and fluently retrieve it later. Long-Term Retrieval is the ability to store and consolidate new information in long-term memory and later fluently retrieve the stored information (e.g., concepts, ideas, items, names) through association. Memory consolidation and retrieval can be measured in terms of information stored for minutes, hours, weeks, or longer. An individual with weaknesses in Long-Term Memory-Storage and Retrieval will often struggle with tasks that are memory-based, such as remembering items/names or being able to recall previously taught concepts.

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Fluid Reasoning (Gf)	11/05/12	Woodcock-Johnson III	Fluid Reasoning Cluster	83	13	School Psychologist
			Concept Formation	88	21	
			Analysis-Synthesis	81	10	

Description of assessment measure, validity statement, and interpretive information:

cognitive abilities were assessed using the *Woodcock-Johnson III Tests of Cognitive Abilities (WJIII)*. The test provides a Verbal Ability Standard score, a Thinking Ability Standard score, and a Cognitive Efficiency Standard scores. The WJ III is a widely-used cognitive assessment used to measure different abilities within overall intelligence. This assessment also provides a measurement of the GIA, or general intellectual ability. Standardized measures

With standardization followed and adequate student effort, the following assessment is considered valid for evaluation purposes.

Fluid Reasoning was determined to be a psychological weakness in cognitive profile. Given that overall IQ was determined to be a standard score of 82, Fluid Reasoning was determined to be a normative weakness in his cognitive profile.

Fluid Reasoning, also known as nonverbal reasoning, is one of the thinking abilities that measures novel reasoning and problem solving. Fluid Reasoning depends minimally on learning and acculturation. An individual with weaknesses in Fluid Reasoning will likely have difficulty in being able to reason, form concepts, and solve problems using unfamiliar information or novel procedures. Nonverbal Reasoning is a complex mixture of many mental operations, such as identifying relations, drawing inferences, recognizing and forming concepts, identifying conjunctions, and recognizing disjunctions. Due to the components of Fluid Reasoning, weaknesses in this area are indicative of difficulties in inductive and deductive thinking, reading comprehension, math problem solving, and written expression; as Fluid Reasoning skills are critical to their development. Fluid Reasoning has also been linked to the ability to handle greater degrees of cognitive complexity which is typically defined as more efficiency in processing a wider and diverse array of elementary cognitive processes (in active working memory) during cognitive performance. Therefore, individuals with weaknesses in Fluid Reasoning may have difficulty with tasks that involve such degrees of cognitive complexity.

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Short-Term Memory (Gsm)	11/05/12	Woodcock-Johnson III	Short-Term Memory Cluster	78	7	School Psychologist
			Numbers Reversed	66	1	
			Memory for Words	93	32	

Description of assessment measure, validity statement, and interpretive information:

cognitive abilities were assessed using the *Woodcock-Johnson III Tests of Cognitive Abilities (WJIII)*. The test provides a Verbal Ability Standard score, a Thinking Ability Standard score, and a Cognitive Efficiency Standard scores. The WJ III is a widely-used cognitive assessment used to measure different abilities within overall intelligence. This assessment also provides a measurement of the GIA, or general intellectual ability. Standardized measures

With standardization followed and adequate student effort, the following assessment is considered valid for evaluation purposes.

Short-Term Memory was determined to be a psychological weakness in cognitive profile. Given that overall IQ was determined to be a standard score of 82, Short-Term Memory was determined to be a normative weakness in his cognitive profile.

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

Short-term memory is a component of cognitive efficiency. Specifically, it is the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. Short-Term Memory may include other processes, though it is most closely identified with memory span (such as hearing and repeating a string of numbers or words). Short-Term Memory is a limited resource capacity system that loses information quickly through the decay of memory traces, unless an individual activates other cognitive resources to maintain the information in immediate awareness. This area of memory is highly reliant upon one's attentional capacity. Types of Short-Term Memory can be broken down into two types. First, there are those that rely primarily on auditory stimuli (Auditory Short-Term Memory) and second, there are those that rely primarily on visual stimuli (Visual Short-Term Memory). Individuals with weaknesses in Short-Term Memory will likely experience difficulty while gathering and holding onto information for short periods of time. They may also struggle finding effective ways of putting this information to use. In addition, individuals with weaknesses in Short-Term Memory may also struggle with maintaining an age appropriate capacity for attention.

Area	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Working Memory	11/05/12	Woodcock-Johnson III	Working Memory Cluster	59	0.3	School Psychologist
			Numbers Reversed	66	1	
			Auditory Working Memory	61	0.4	

Description of assessment measure, validity statement, and interpretive information:

cognitive abilities were assessed using the *Woodcock-Johnson III Tests of Cognitive Abilities (WJIII)*. The test provides a Verbal Ability Standard score, a Thinking Ability Standard score, and a Cognitive Efficiency Standard scores. The WJ III is a widely-used cognitive assessment used to measure different abilities within overall intelligence. This assessment also provides a measurement of the GIA, or general intellectual ability. Standardized measures

With standardization followed and adequate student effort, the following assessment is considered valid for evaluation purposes.

Working Memory was determined to be a psychological weakness in cognitive profile. Given that overall IQ was determined to be a standard score of 82, Working Memory was determined to be both a normative and ipsative weakness in his cognitive profile.

Working Memory measures the capacity to hold information in mind for the purpose of completing a task, encoding information, or generating goals, plans, and sequential steps to achieving goals. Working memory is essential to carry out multi-step activities, complete mental manipulations such as mental arithmetic, and follow complex instructions. Individuals who have difficulty with Working Memory have substantial difficulty holding an appropriate amount of information in mind or in "active memory" for further processing, encoding, and /or mental manipulation. Difficulty sustaining working memory has a negative impact on the ability to remain attentive and focused for appropriate lengths of time. Caregivers describe children with fragile or limited working memory as having trouble remembering things (e.g., phone numbers or instructions) even for a few seconds, losing track of what they are doing as they work, or forgetting what they are supposed to retrieve when sent on an errand. They often miss information that exceeds their working memory capacity such as instructions for an assignment. Clinical evaluators may observe that a child cannot remember the rules governing a specific task (even as he or she works on that task), rehearses information repeatedly, loses track of what responses he or she has already given on a task that requires multiple answers, and struggles with mental manipulation tasks (e.g., repeating digits in reverse order) or solving arithmetic problems that are orally presented without writing down figures. Parents of children with difficulties in this domain report that the children cannot "stick to" an activity for an age-appropriate amount of time and frequently switch tasks or fail to complete tasks. Appropriate working memory is necessary to sustain performance and attention and for success in the areas of Reading Comprehension, Math Calculation and Problem Solving, and Written Language.

Section E: Supplemental Assessment Information (when applicable)

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Directions: Not all students will have assessment information to include in this section. This section is to be used to include additional information gathered through assessments not directly related to academic achievement or psychological processing. This might include assessments conducted to address additional areas of concern such as behavior.

Area of Concern	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Pre-Vocational Skills	10/31/12	Transitional Behavior Scales: Revised (TBS-2)	Self-Report Work-Related Interpersonal Relations Social/Community Expectations Quotient Score	7 11 11 98	14 53 63 39	School Psychologist

Description of assessment measure, validity statement, and interpretive information:

Transition Behavior Scale-Revised (TBS-2)

The TBS-2 School Version (SV) was developed to be a direct observation screening measure of behavioral characteristics most predictive of behavior in society in general and employment specifically. Students who have well developed self-control and discipline tend to be successful in post-school outcomes. Personal competence, daily and community living skills/activities, social skills/interactions, work performance, and work experience are variables which predict post school success. The TBS-2 Self-Report Version (SRV) was developed to be an educationally relevant measure of predicted success in employment and independent living based on a student's perception regarding his/her behavior or skills.

The Work Related subscale provides a measure of responsibility, productivity, compliance, organization, persistence, flexibility, and dependability. The Interpersonal Relations subscale provides a measure of cooperation, communication, being a team member, stability, loyalty, and adjustability.

The Social/Community Expectations subscale provides a measure of responsibility, compliance, dependability, flexibility, honesty, and self-control.

All three subscales, individually and together, provide a measure of behavioral characteristics most likely to predict success in employment and societal transition.

Following are the results of the TBS-2 SV and SRV presented as subscale standard scores (mean = 10, s.d. = 3):

Summary of Scores				
	Self-Report Version (SRV)	Percentile	School Version (SV)	Percentile
Work Related	7	14 th	5	7 th
Interpersonal Relations	11	53 rd	9	28 th
Social/Community Expectations	11	63 rd	10	42 nd
Quotient Score	98	39 th	90	23 rd

Summary:

Results from the TBS-2 as reported above, indicate that _____ possesses some skills which are helpful in community settings, while also needing to improve in other areas.

In the area of Work-Related skills, _____ reports below average levels of these skills, while his teacher reports low levels of these skills. He reports difficulty with the following skills/behaviors: completing assignments within a specified time period, using time outside of class appropriately, responding appropriately to redirection in academic situations, following written directions, remaining on-task for the required length of time, following directions without requiring repetition, explanations, being organized, demonstrating initiative in the absence of

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

directions, and being independent.

In both the areas of Interpersonal Relations and Social/Community Expectations, and his teacher report average levels of these skills.

Overall, rates in the average range, except in the area of Work-Related skills. reports skills in the below average to average range. It will be important for to continue to build upon these skills as he works towards graduation and post-high school life.

Area of Concern	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Cognitive Skills	11/05/12	Woodcock-Johnson III	Please see full scoring report below.			School Psychologist

Description of assessment measure, validity statement, and interpretive information:

Woodcock-Johnson III Tests of Cognitive Abilities

cognitive abilities were assessed using the *Woodcock-Johnson III Tests of Cognitive Abilities (WJIII)*. The test provides a Verbal Ability Standard score, a Thinking Ability Standard score, and a Cognitive Efficiency Standard scores.

The Verbal Ability-Standard Scale is a measure of language development that includes the comprehension of individual words and the comprehension of relationships among words.

The Thinking Ability-Standard Scale is a measure of different thinking processes that may be invoked when information in short-term memory cannot be processed automatically.

The Cognitive Efficiency-Standard Scale is a measure of the capacity of the cognitive system to process information automatically on the basis of processing speed and short-term memory.

obtained the following scores:

Cluster Scores	Standard Score	Percentile Rank	Proficiency
Verbal Ability:	87	19 th	Below Average
Thinking Ability:	90	26 th	Average
Cognitive Efficiency:	79	8 th	Low
GIA (Std. Overall)	82	11 th	Below Average

Cluster Scores	Standard Score	Percentile Rank	Proficiency
Comprehension-Knowledge (Gc)	87	19 th	Below Average
Long-Term Retrieval (Glr)	79	8 th	Low
Visual-Spatial Thinking (Gv)	92	30 th	Average
Auditory Processing (Ga)	112	79 th	High Average
Fluid Reasoning (Gf)	83	13 th	Below Average
Processing Speed (Gs)	92	30 th	Average
Short-Term Memory (Gsm)	78	7 th	Low
Working Memory	59	0.3	Very Low
Broad Attention	68	2 nd	Very Low
Cognitive Fluency	92	29 th	Average

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

CATEGORY/FACTOR	STANDARD BATTERY	Standard Score	Proficiency
Verbal Ability <i>Comprehension-Knowledge (Gc)</i>	Test 1: Verbal Comp	93	Average
Thinking Ability <i>Long-Term Retrieval (Glr)</i> <i>Visual-Spatial Thinking (Gv)</i> <i>Auditory Processing (Ga)</i> <i>Fluid Reasoning (Gf)</i>	Test 2: Vis-Aud Learning Test 3: Spatial Relations Test 4: Sound Blending Test 5: Concept Formation	75 88 108 88	Low Below Avg Average Below Avg
Cognitive Efficiency <i>Processing Speed (Gs)</i> <i>Short-Term Memory (Gsm)</i>	Test 6: Visual Matching Test 7: Numbers Reversed	87 66	Below Avg Very Low
Supplemental <i>Short-Term Memory (Gsm)</i> <i>Long-Term Retrieval (Glr)</i> <i>Comprehension-Knowledge (Gc)</i> <i>Long-Term Retrieval (Glr)</i> <i>Visual-Spatial Thinking (Gv)</i> <i>Auditory Processing (Ga)</i> <i>Fluid Reasoning (Gf)</i> <i>Processing Speed (Gs)</i> <i>Short-Term Memory (Gsm)</i> <i>Long-Term Retrieval (Glr)</i> <i>Processing Speed (Gs)</i>	Test 9: Auditory Working Memory Test 10: Visual-Auditory Learning-Delayed Test 11: General Information Test 12: Retrieval Fluency Test 13: Picture Recognition Test 14: Auditory Attention Test 15: Analysis-Synthesis Test 16: Decision Speed Test 17: Memory for Words Test 18: Rapid Picture Naming Test 20: Pair Cancellation	61 86 84 92 98 114 81 100 93 88 95	Very Low Below Avg Below Avg Average Average High Avg Below Avg Average Average Below Avg Average

Summary:

was administered the Woodcock-Johnson III Tests of Cognitive Abilities on 10/19/2012, 10/23/2012, and 11/5/2012. According to this estimate, overall intellectual ability falls in the Low Average range of standard scores when compared to same-aged peers.

auditory processing standard score is in the high average range when compared to others at his age level. His visual processing and processing speed scores are average; his comprehension-knowledge and fluid reasoning scores are in the low average range. His long-term retrieval and short-term memory scores are in the low range. working memory score is in the very low range. When scores for a selected set of his cognitive abilities were compared, demonstrated a significant strength in auditory processing. He demonstrated a significant weakness in working memory.

auditory processing is significantly higher than would be predicted by his general intellectual ability. His working memory is significantly lower than would be predicted by his general intellectual ability.

ability to focus his attention on relevant stimuli is very low to high average. His speed in performing cognitive tasks is average.

demonstrates a relative strength in the area of Auditory Processing. Auditory Processing is the ability to perceive, analyze, synthesize, and discriminate auditory stimuli. Auditory Processing encompasses the ability to perceive and discriminate speech sounds that may be presented under distorted conditions. A key characteristic of Auditory Processing is the extent to which an individual can cognitively control (i.e. handle the competition between signal and noise) the perception of auditory information. Individuals with strengths in Auditory Processing will likely perform well in the areas of phonemic awareness and processing, given that Auditory Processing skills are essentials needed to appropriately develop in these areas. In addition, strengths in Auditory Processing will likely allow individuals to perform well in tasks that involve the interpretation and organization of sounds, such as discriminating patterns in sounds and musical structure.

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

demonstrates relative weaknesses in the areas of Long-Term Retrieval, Fluid Reasoning, Short-Term Memory, and Working Memory.

Long-Term Memory-Storage and Retrieval is the ability to store information and fluently retrieve it later. Long-Term Retrieval is the ability to store and consolidate new information in long-term memory and later fluently retrieve the stored information (e.g., concepts, ideas, items, names) through association. Memory consolidation and retrieval can be measured in terms of information stored for minutes, hours, weeks, or longer. An individual with weaknesses in Long-Term Memory-Storage and Retrieval will often struggle with tasks that are memory-based, such as remembering items/names or being able to recall previously taught concepts.

Interventions for students with deficits in the area of Long-Term Memory-Storage and Retrieval include: Overlearning, Repetition, Mnemonic instruction, Graphic organizers (organizing input), Cues, Additional practice and time, Dual encoding, Elaboration, and Spaced practice.

Fluid Reasoning, also known as nonverbal reasoning, is one of the thinking abilities that measures novel reasoning and problem solving. Fluid Reasoning depends minimally on learning and acculturation. An individual with weaknesses in Fluid Reasoning will likely have difficulty in being able to reason, form concepts, and solve problems using unfamiliar information or novel procedures. Nonverbal Reasoning is a complex mixture of many mental operations, such as identifying relations, drawing inferences, recognizing and forming concepts, identifying conjunctions, and recognizing disjunctions. Due to the components of Fluid Reasoning, weaknesses in this area are indicative of difficulties in inductive and deductive thinking, reading comprehension, math problem solving, and written expression; as Fluid Reasoning skills are critical to their development. Fluid Reasoning has also been linked to the ability to handle greater degrees of cognitive complexity which is typically defined as more efficiency in processing a wider and diverse array of elementary cognitive processes (in active working memory) during cognitive performance. Therefore, individuals with weaknesses in Fluid Reasoning may have difficulty with tasks that involve such degrees of cognitive complexity.

Interventions for students with deficits in the area of Fluid Reasoning include: Step-by-step instructions, Problem solving strategies, Sequencing skills development, Explicit and systematic teaching, Categorization skills, and Graphic organizers.

Short-term memory is a component of cognitive efficiency. Specifically, it is the ability to apprehend and hold information in immediate awareness and then use it within a few seconds. Short-Term Memory may include other processes, though it is most closely identified with memory span (such as hearing and repeating a string of numbers or words). Short-Term Memory is a limited resource capacity system that loses information quickly through the decay of memory traces, unless an individual activates other cognitive resources to maintain the information in immediate awareness. This area of memory is highly reliant upon one's attentional capacity. Types of Short-Term Memory can be broken down into two types. First, there are those that rely primarily on auditory stimuli (Auditory Short-Term Memory) and second, there are those that rely primarily on visual stimuli (Visual Short-Term Memory). Individuals with weaknesses in Short-Term Memory will likely experience difficulty while gathering and holding onto information for short periods of time. They may also struggle finding effective ways of putting this information to use. In addition, individuals with weaknesses in Short-Term Memory may also struggle with maintaining an age appropriate capacity for attention.

Interventions for students with deficits in Short-Term Memory include: Rehearsal, Chunking, Recoding, Short and simple instructions, Overlearning, Repetition, Review, and Memory strategies (chunking, mnemonics, verbal rehearsal).

Working Memory measures the capacity to hold information in mind for the purpose of completing a task, encoding information, or generating goals, plans, and sequential steps to achieving goals. Working memory is essential to carry out multi-step activities, complete mental manipulations such as mental arithmetic, and follow complex instructions. Individuals who have difficulty with Working Memory have substantial difficulty holding an appropriate amount of information in mind or in "active memory" for further processing, encoding, and /or mental manipulation. Difficulty sustaining working memory has a negative impact on the ability to remain attentive and focused for appropriate lengths of time. Caregivers describe children with fragile or limited working memory as having trouble remembering things (e.g., phone numbers or instructions) even for a few seconds, losing track of what they are doing as they work, or forgetting what they are supposed to retrieve when sent on an errand. They often miss information that exceeds their working memory capacity such as instructions for an assignment. Clinical evaluators may observe that a child cannot remember the rules governing a specific task (even as he or she works on that task), rehearses information repeatedly, loses track of what responses he or she has already given on a task that requires multiple answers, and struggles with mental manipulation tasks (e.g., repeating digits in reverse order) or solving arithmetic problems that are orally presented without writing down figures.

Parents of children with difficulties in this domain report that the children cannot "stick to" an activity for an age-appropriate amount

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

of time and frequently switch tasks or fail to complete tasks. Appropriate working memory is necessary to sustain performance and attention and for success in the areas of Reading Comprehension, Math Calculation and Problem Solving, and Written Language.

Interventions for students with deficits in this area include: Cumulative rehearsal, elaborations, categorization, chunking.

Area of Concern	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Articulation	10/30/12	Goldman Fristoe Test of Articulation - 2	Composite	84	3	Speech/Language Pathologist

Description of assessment measure, validity statement, and interpretive information:

GOLDMAN FRISTOE TEST OF ARTICULATION – 2

The **GFTA-2** is a systematic means of assessing an individual's articulation of the consonant sounds of Standard American English. The GFTA-2 uses 53 target words to elicit the articulation of 61 consonant sounds in the initial, medial, and final position and 16 consonant clusters (blends) in the initial position. With adequate student effort, rapport established, and standardization procedures followed, the following information is considered valid for evaluation purposes.

Target Sound	Initial Position	Medial Position	Final Position
r	w	w	schwa
tr	tw		

Results:

Standard Score: 84

Percentile: 3rd

Summary: received a standard score of 84 which placed him in the 3rd percentile when compared to typical peers his age. produced the following substitution errors: w/r (initial position), w/r (medial position), and schwa / r (final position) of a word. also has the following cluster substitution error: tw / tr.

Informal Questionnaire: responded to the following questions:

1. Do you want to work on your speech and improve the /r/ sound? Yes
2. Are you pleased with your speech sounds? No, some people don't understand what I'm saying. I try to explain it more.
3. Do friends and family understand you? Yes.
4. Do you have to repeat yourself to unfamiliar listeners? Yes, like when I go through the "drive thru" or when I have to describe things in class.
5. Why do you want to improve your speech? I've been talking with my dad and he has helped me see that I need to fix my speech before I go to college and before I get a job.

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

Oral Peripheral Exam: Speech Structures:

Physical Appearance	Normal	Abnormal
Tongue	x	
Hard Palate	x	
Soft Palate	x	
Teeth	x	
Lips	x	
Pharynx	x	

Summary: oral mechanism appears to be adequate for the correct production of all speech sounds.

Area of Concern	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Receptive / Expressive Language	10/02/12	Oral and Written Language Scales II	Listening Comprehension	91	27	Speech/Language Pathologist
			Oral Expression Total	90	25	
			Standard Score	89	23	

Description of assessment measure, validity statement, and interpretive information:

The **Oral and Written Language Scales OWLS II** is a theoretically based, individually administered assessment of receptive and expressive language for children and young adults 3 – 21 years. The Oral Expression scale is designed to measure the use of spoken language while the listening comprehension is designed to measure the understanding of spoken language. The OWLS-II also addresses the lexical (vocabulary), syntactic (grammar), superlinguistic (higher order thinking skills), and pragmatic (functional language skills) pieces of language. With adequate student effort, rapport established, and standardization procedures followed, the following information is considered valid for evaluation purposes.

Results:

Subtest	Standard Score	Percentile
Listening / Comprehension	91	27
Oral Expression	90	25
Total Standard Score	89	23

Summary: Is 15 years 9 months of age and is in 10th grade at Lake City High School. listening / comprehension skills are slightly stronger than his oral expression skills. total standard score of 89 placed him in the 23rd percentile, when compared to typical peers. Previously (10/21/09) was given the OWLS assessment and received a standard score of 89, 23% which is consistent with his performance today. listening / comprehension and oral expression skills are within the average range (85 - 115).

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

Area of Concern	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Informal Communication Questionnaire	10/02/12	Student Skillstreaming Checklist	Informal	0	0	Speech/Language Pathologist

Description of assessment measure, validity statement, and interpretive information:
 Student Skillstreaming Checklist

Informal Communication Questionnaire completed by the student

Instructions: Based on your observations in various situations, rate your use of the following skills.

- 1 = almost never use the skill
- 2 = seldom use the skill
- 3 = sometimes use the skill
- 4 = often use the skill
- 5 = almost always use the skills

Skill	1	2	3	4	5
Do I listen to someone who is talking to me?				x	
Do I start conversations with other people?					x
Do I talk with other people about things that interest both of us?				x	
Do I ask questions when I need or want to know something?				x	
Do I say thank you when someone does something for me?			x		
Do I introduce myself to new people?				x	
Do I introduce people who haven't met before?					x
Do I tell other people that I like something they have done?				x	
Do I ask for help when I'm having difficulty doing something?			x		
Do I clearly explain to others how and why they should do something?				x	
Do I carry out instructions from other people quickly and correctly?					x
Do I apologize to others when I have done something wrong?					x
Do I try to convince others that my ideas are better than theirs?			x		
Do I recognize the feelings I have at different times?					x
Do I let others know what I am feeling and do it in a good way?				x	
Do I understand what other people are feeling?				x	
Do I try to understand, and not get angry, when someone else is angry?				x	
Do I let others know when I care about them?					x
Do I know what makes me afraid and do things so that I don't stay that way?				x	
Do I say and do nice things for myself when I have earned it?					x
Do I understand when permission is needed to do something and ask the right person for it?				x	

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

Do I offer to share what I have with others?			x	
Do I help others who might need or want help?				x
Do I try to make both of us satisfied with the result when someone and I disagree?			x	
Do I control my temper when I feel upset?	x			
Do I stand up for my rights to let other people know what I think or feel?			x	
Do I stay in control when someone teases me?			x	
Do I try to stay out of situations that might get me in trouble?			x	
Do I figure out ways other than fighting to handle difficult situations?			x	
Do I make complaints I have about others in a fair way?			x	
Do I handle complaints made against me in a fair way?		x		
Do I say nice things to others after a game about how they played?			x	
Do I do things that help me feel less embarrassed when difficulties happen?				x
Do I deal positively with being left out of some activity?		x		
Do I let people know when I feel a friend has not been treated fairly?			x	
Do I think choices through before answering when someone is trying to convince me about something?				x
Do I try to figure out the reasons it happened when I fail at something?			x	
Do I deal with it well when someone says or does one thing but means something else?			x	
Do I deal with it well when someone accuses me of doing something?	x			
Do I plan ahead the best ways to handle it before I have a difficult conversation?		x		
Do I decide what I want to do when others pressure me to do something else?				x
Do I think of good things to do and then do them when I feel bored?			x	
Do I, when there is a problem, try to find out what caused it?				x
Do I think about what I would like to do before I start a new task?			x	
Do I think about what I am really able to do before I start a new task?			x	
Do I decide, before doing something, what I need to know and how to find out?			x	
Do I decide which problem is most important and should be handled first?			x	
Do I think about different possibilities and choose the one that is best?			x	
Do I pay full attention to whatever I am working on?		x		

Summary: completed the communication questionnaire on 10/30/12. He indicated some of his strengths as: listening to others, making introductions, carrying out instructions quickly, apologizing, understanding emotions, and caring about others. He rated himself lower in the areas of: sharing ideas, controlling his temper, dealing with accusations, handling complaints about others in a fair way, and convincing others that his ideas are better (persuasion skills).

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

Area of Concern	Date	Name of Assessment	Composite/Cluster or Subtest	SS	%ile	Evaluator/Title
Academics	10/30/12	Woodcock-Johnson III	Please see full academic scoring report below.			Special Education Teacher

Description of assessment measure, validity statement, and interpretive information:

The following is a full copy of the academic testing summarized in previous sections

Name: [REDACTED] School: [REDACTED] High School
 Date of Birth: [REDACTED] Teacher:
 Age: 15 years, 10 months Grade: 10.2
 Sex: Male Examiner:
 Date of Testing: 10/30/2012

TESTS ADMINISTERED

WJ III Normative Update Tests of Achievement

SUMMARY OF STANDARD SCORES

When compared to others at his age level, [REDACTED] academic skills, his ability to apply those skills, and his fluency with academic tasks are all within the very low range.

When compared to others at his age level, [REDACTED] standard scores are very low in broad reading, basic reading skills, reading comprehension, brief reading, broad mathematics, math calculation skills, math reasoning, brief mathematics, broad written language, basic writing skills, written expression, and brief writing. No significant strengths or weaknesses were found among the scores for a selected set of achievement areas.

TABLE OF SCORES

Woodcock-Johnson III Normative Update Tests of Achievement (Form A)

WJ III NU Compuscore and Profiles Program, Version 3.1

Norms based on age 15-10

<u>CLUSTER/Test</u>	<u>Raw</u>	<u>W</u>	<u>AE</u>	<u>EASY</u>	<u>to</u>	<u>DIFF</u>	<u>RPI</u>	<u>SS (95% Band)</u>	<u>GE</u>
BRIEF ACHIEVEMENT	-	481	8-5	8-0	9-1	2/90	55	(49-60)	3.1
BROAD READING	-	491	9-0	8-3	10-2	13/90	64	(59-69)	3.7
BROAD MATH	-	495	9-3	8-4	10-5	22/90	62	(55-68)	3.9
BROAD WRITTEN LANG	-	488	8-5	7-7	9-8	17/90	58	(51-65)	3.0
BRIEF READING	-	490	8-11	8-4	9-9	8/90	64	(58-70)	3.6
BASIC READING SKILLS	-	480	8-4	7-11	8-11	3/90	61	(55-66)	3.0
READING COMP	-	500	9-5	8-3	11-2	35/90	69	(62-77)	4.1
BRIEF MATH	-	495	9-3	8-7	10-3	13/90	61	(52-70)	3.9
MATH CALC SKILLS	-	497	9-6	8-4	11-1	34/90	64	(56-72)	4.2
MATH REASONING	-	496	9-3	8-6	10-3	13/90	68	(61-75)	3.9
BRIEF WRITING	-	480	7-9	7-3	8-7	9/90	51	(42-59)	2.4
BASIC WRITING SKILLS	-	480	8-0	7-7	8-9	5/90	62	(55-68)	2.7
WRITTEN EXPRESSION	-	494	9-3	7-11	11-0	38/90	69	(60-78)	3.9

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

ACADEMIC SKILLS	-	485	8-8	8-1	9-4	4/90	53 (47-59)	3.3
ACADEMIC FLUENCY	-	497	9-10	8-2	12-1	43/90	68 (62-74)	4.4
ACADEMIC APPS	-	491	8-10	8-0	10-0	23/90	61 (53-69)	3.5
<hr/>								
Letter-Word Identification	44	480	8-8	8-4	9-2	1/90	60 (54-67)	3.3
Reading Fluency	37	493	9-6	7-11	11-10	31/90	73 (67-80)	4.2
Calculation	17	501	9-10	8-11	10-10	22/90	70 (60-81)	4.4
Math Fluency	48	494	8-9	6-11	11-8	48/90	64 (60-69)	3.4
Spelling	25	475	7-8	7-3	8-3	2/90	56 (47-65)	2.4
Writing Fluency	18	504	10-8	9-2	12-6	50/90	80 (69-91)	5.2
Passage Comprehension	30	500	9-8	8-5	11-9	48/90	79 (68-89)	4.3
Applied Problems	31	490	8-11	8-4	9-8	7/90	73 (65-80)	3.6
Writing Samples	9-C	485	7-11	7-3	9-4	26/90	65 (53-76)	2.6
Word Attack	12	480	7-10	7-4	8-6	9/90	73 (67-79)	2.5
Editing	9	486	8-5	7-10	9-8	11/90	70 (61-79)	3.1
Reading Vocabulary	-	501	9-3	8-2	10-9	23/90	73 (66-80)	3.9
Quantitative Concepts	-	502	9-9	8-9	11-2	23/90	72 (62-82)	4.4
Punctuation & Capitals	9	458	6-7	6-0	7-1	1/90	15 (1-38)	1.3

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

Document Date: 11/06/12

Section F: English Learner (EL)

Directions: Include information detailing how the student's language acquisition impacts his/her ability to learn.

1. Is the student's first language English? Yes No

2. Documentation of English Language Proficiency when the Student is an English Learner (EL):

Directions: Provide supporting evidence using information gathered through formal and informal assessments including: Home Language Surveys, Idaho English Language Assessments (IELA) information, etc.

Date	Assessments/Documentation	Result/Score
	n/a	

3. Impact of English Learning on the student's academic functioning in the area(s) of concern

Directions: Describe how the student's English Learning impacts his/her ability to learn and their achievement level.

English is first language.

Section G: Summary of Evidence and Eligibility Determination

Summarize evidence as documented in sections A through F of this report.

- The impact on achievement of the following factors: visual, hearing or motor impairment, Cognitive impairment, Emotional disturbance, Environmental or economic disadvantage, Culture, or English Language Learning.

These are not factors for _____ at this time.

- Response to evidence based instruction and interventions in areas of concern

Progress monitoring indicates that _____ is not making adequate progress in reading fluency, Math calculation, Math problem solving and written expression. His scores in those areas are all below the national norms and in some cases he even had a negative trend line. His math comprehension trend line did show potential growth that was adequate to meet the yearly goal but scores were very inconsistent. That growth is being made with specialized reading instruction.

- Summarize the evidence regarding whether the student demonstrates low achievement in the suspected area(s) of difficulty indicated above as evidenced by a norm-referenced, standardized achievement assessment. For culturally and linguistically diverse students, provide evidence indicating low achievement:

_____ achievement scores on the Woodcock-Johnson III are below the 10th percentile in all areas of concern. His skills are significantly below grade level in all areas of reading, math, and written language.

- Summarize the evidence regarding whether the student demonstrates a pattern of strengths and weaknesses in psychological processing and the impact on academic achievement. For English Learners, provide the preponderance of evidence that supports the psychological processing deficits are not related to the student's level of English acquisition.

_____ overall IQ was found to be a standard score of 82. He demonstrated an ipsative strength in his cognitive profile in the area of Auditory Processing. He also demonstrated normative weaknesses in the area of Long-Term Retrieval, Fluid Reasoning, and Short-Term Memory. Working Memory was determined to be both an ipsative and normative weakness.

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District:	School:	High School		

These weaknesses correlate to academic deficits in the areas of Basic Reading Skills, Reading Fluency, Reading Comprehension, Math Calculation, Math Problem Solving, and Written Expression.

Based upon the corresponding academic weaknesses in all of these areas, _____ qualifies for Special Education services based upon the criteria set forth by the State of Idaho under the category of Specific Learning Disability in the areas of Basic Reading Skills, Reading Fluency, Reading Comprehension, Math Calculation, Math Problem Solving, and Written Expression. In addition, he continues to qualify for Speech services.

The evidence in sections A through F of this report demonstrates that the student meets of the state criteria for Specific Learning Disabilities. Yes No

Describe the adverse effect that the student's Specific Learning Disability has on their educational performance in the general education curriculum and ability to meet grade level achievement standards.

_____ weak reading skills adversely impact his ability to participate in classes at the high school level. He reads and comprehends at the 3rd to 4th grade level, so he will not understand passages and textbooks written the high school level. His low fluency also adversely affects his ability to read the passages in a timely manner. These low skills affect his ability to complete any class work independently.

_____ low math skills adversely affect his ability to complete math at a high school level. _____ calculation skills are at the 4th grade level and his problem solving is at the 3rd grade level. These low skills affect his ability to independently complete work in his math class. His low calculation skills have an adverse affect on his ability to complete basic math computations correctly. In addition, his weak problem solving skills affect his ability to apply what he does know to real life situations and word problems.

_____ written expression is at the 3rd grade level. This has an adverse affect on his ability to express himself in writing and will impact nearly all of his classes. _____ low writing and spelling skills make his compositions nearly impossible to read and understand for a teacher. This has an adverse affect on his ability to answer questions in written form, complete essays and write reports at an independent level.

_____ speech errors adversely affect his ability to initiate and participate effectively in a range of collaborative discussions by expressing his own ideas clearly and persuasively.

Describe the specially designed instruction necessary for the student to be able to access and progress in the general education curriculum and grade level achievement standards:

_____ needs specialized instruction in Basic reading skills, reading fluency, and reading comprehension. He will instruction in basic word attack skills, comprehension and work on building fluency. This direct instruction will include modeling, guided practice, echo reading and repeated reading. Whole class and small group instruction will be provided. In addition, key vocabulary from content areas will be pre-taught in a small group or individual setting.

_____ needs specialized instruction in math calculation and math problem solving. He will receive direct instruction which includes guided practice, modeling, repetitive practice and teaching of word problem attack strategies. Primary instruction will be whole group, but small group and/or one-on-one instruction will be used to reteach concepts and build fluency of skills.

_____ needs specially designed instruction in written expression. He needs small group, direct instruction in order to build basic skills which will include guided practice, modeling and repetition. Graphic organizers will also be used to aid in writing instruction.

_____ needs individualized direct instruction from an SLP to improve skills in the area of articulation, in a quiet non-distractive environment which provides multiple opportunities for modeling and practice.

In consideration of the reported information, the evaluation team finds (must mark one of the following):

- the student meets the criteria requirements under the category of Specific Learning Disability and is eligible to receive special education services.

ELIGIBILITY REPORT - SPECIFIC LEARNING DISABILITY

Student's Name:	District ID:	State ID:	Grade: 10	Sex: Male
Native Lang: English	Ethnicity: White	Birth Date:	Age: 15y 11m	
District: [REDACTED]	School: [REDACTED]	High School		

OR

- the student does not meet the criteria requirements and is not eligible to receive special education services under the category of Specific Learning Disability.