

SAMPLE CASE REPORT

PSYCHOEDUCATIONAL EVALUATION REPORT

George McCloskey, Ph.D.
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NAME: Geo

REPORT DATE:

SCHOOL DISTRICT:

SCHOOL: X Elementary

BIRTH DATE: 1/18

GRADE: 1

DATES OF EVALUATION: 11/4, 11/11 & 1/15

C.A. AT EVALUATION: 6-9, 7-0

CURRENT EDUCATIONAL PROGRAM:

General elementary school education program with Title I reading support 30 minutes daily.

REASON for REFERRAL/PURPOSE OF REPORT:

Geo's parents requested that a neuropsychologically-oriented psychoeducational evaluation be completed to assist in determining Geo's current profile of cognitive and academic strengths and weaknesses and to help with clarifying educational goals and effective programs and/or methods of instruction for meeting educational goals.

INFORMATION FROM THE PARENTS:

In a phone interview prior to the start of the direct assessment with Geo, Geo's mother indicated that Geo appeared to do well academically during Kindergarten, but there were some concerns about Geo's avoidance of situations that required volunteering to do things or situations where his adequacy of performance might be judged by others, especially situations involving team sports or games.

Geo's mother noted that 1st grade has been more of a struggle academically for Geo in the areas of reading and writing, and Geo is now being provided assistance with improving reading and writing skills through small group instruction in the Title I reading program.

In November, Geo's mother has observed that word reading is a problem for Geo. He is not building a sight recognition store very quickly and struggles with applying decoding skills to sound out words. He often adds or substitutes words to be consistent with his interpretation of sentences instead of reading the actual words on the page. She was wondering if Geo was receiving the kind of instruction needed to help him improve his reading and writing skills.

Geo's mother noted that Geo is very aware socially and knows that he is going to reading club because he is struggling with reading and writing. Because of his difficulties, Geo lacked interest in, and is avoiding doing, reading and writing homework. In contrast to reading and writing, Geo is very good with basic math and enjoys working on developing his math skills. His mother noted that Geo will spend extended periods of time sitting at a table working on math calculations.

In an interview in late December, Geo's mother indicated that Geo has started to be more receptive to reading books at home and reading to his mother, and she is noticing some improvement in his word recognition skills and his fluency with reading sentences.

INFORMATION FROM SCHOOL:

Information from Geo's Teachers

In a brief interview in January, Geo's classroom teacher indicated that Geo is a good student who is engaged with learning and puts effort into school tasks. She indicated that Geo attends well to both large and small group instruction in her classroom, but he does have some trouble with inhibiting impulsive responding, is easily distracted by peers and activity in the classroom, and tends to maintain a high activity level. She also noted Geo's tendency to work quickly and make mistakes and has difficulties with reading and writing.

In a brief interview in January, Geo's Title I literacy teacher also noted Geo's difficulties with inhibiting impulsive responding and high level of distraction. She noted that when she engages Geo directly, he responds well and participates in activities that are designed to help him improve his reading and writing skills. When she is engaged with other students in the group, Geo tends to become disengaged and does not work well independently. As a result, she makes a concerted effort to engage Geo directly as much as possible during reading club time.

ASSESSMENT PROCEDURES:

In November, 2019, Geo was seen for an evaluation by Dr. Geo McCloskey, a consulting school psychologist at the request of Geo's parents. At the time of the evaluation, Geo was not taking any medication that would have affected his performance.

On 11/4 Geo was administered the following in a morning evaluation session at the __ residence. The session lasted approximately two hours with short breaks after every task and additional breaks during pauses in the middle of some tasks:

Student Interview

Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) (Core Subtests)

On 11/11 Geo was administered the following in a morning session at the __ residence. The session lasted approximately two hours with short breaks after every task and additional breaks during pauses in the middle of some tasks:

Kaufman Tests of Educational Achievement – Third Edition (KTEA-3) (Selected subtests)

Process Assessment of the Learner – Second Edition (PAL-II) Diagnostic Assessment for Reading and Writing (selected Subtests)

On 1/15, Geo was observed during instruction in the general education classroom and during Title I itinerant remedial reading instruction.

In addition to the individual evaluation sessions, Geo's mother classroom teacher and Title I literacy teacher completed the McCloskey Executive Functions Scales (MEFS).

Based on the assessment work completed and the information gathered and interpreted, the following summary, conclusions, and recommendations are offered:

SUMMARY OF ASSESSMENT PERFORMANCE

Strengths	Challenges
Reasoning with Language	
Geo earned a score in the superior range when he was required to reason with orally presented verbal information and offer verbal responses.	
Reasoning with Nonverbal Visual Information	
Geo earned scores in the average to superior ranges when he was required to reason with visually presented nonverbal materials.	As the items of these tasks became more complex, Geo did not slow down his response rate to allow the time needed to consider more carefully all the information that was being presented.
Reasoning with Quantitative Information	
Geo earned a score in the superior range when he was required to reason with quantitative information.	
Receptive Language Abilities	
Geo experienced no difficulties with comprehending instructions for tasks or with understanding conversational speech. The overall impression of Geo's receptive language was that of a child with well-developed capacities in this area. When Geo was able to focus his attention for entire passages, he correctly responded to 8 of the 10 questions that were asked.	Geo earned a score in the below average range when required to listen to oral presentations of short passages and answer questions about the content of these passages; When his attention was not focused for entire passages, Geo responded with incorrect answers for 7 of the 8 questions that were asked.
Expressive Language Abilities	
Although initially hesitant to engage in conversation, Geo demonstrated an effective command of grammar, syntax, and morphology when answering test questions and during conversation with the psychologist.	
Language Fluency	
On basic measures of expressive fluency and speed, Geo earned scores that ranged from the low end of the average range to the mid-average range.	Geo engaged in a great deal of motor overflow (vigorously rocking back and forth) when performing expressive fluency tasks.
Immediate and Working Memory Capacities Applied with Auditorily Presented Verbal Information	
Geo performed in the average range with tasks that required him to initially register and briefly hold information and restate it.	Geo performed in the below average range when required to hold information in mind (working memory) before providing a response.
Retrieval of Verbal Information from Recent or Remote Long-Term Storage	
When asked to explain the meanings of	

words, Geo earned a score in the above average range.	
Visual Spatial Abilities	
Geo's performance with tasks requiring visual processing varied from the average to the superior range.	
Immediate and Working Memory Capacities Applied with Visually Presented Nonverbal Information	
Geo's performance on a task requiring the use of immediate visual memory capacities produced a score in the average range.	
Processing Speed with Nonacademic Tasks	
Geo earned scores in the superior range with basic visual-motor tasks that required speed for effective performance.	
Phonological Processing	
Geo earned scores in the superior range with tasks that assessed Geo's ability to hear and manipulate sub-word sound units.	
Orthographic Processing	
	Geo earned a score in the low range when required to register and hold visual images of letters and words and make visual discriminations between letters and words.
Reading Skills	
<ul style="list-style-type: none"> • Geo earned a score in the lower end of the average range when required to apply word decoding skills. • Geo earned a score in the mid-average range when required to read high frequency sight words from a list within a short time limit. • Geo earned a score in the mid-average range when required to match pictures to words and two-word phrases. 	<ul style="list-style-type: none"> • Geo earned a score in the below average range when required to read as many words as possible from a list. • Geo was unable to correctly pronounce the vowel sounds in c/v/c pattern nonsense words. • Geo earned a score in the low range when required to read and judge the accuracy of short sentences as quickly as possible. • Geo earned a score in the low range when required to read words and match them to other words that mean the same thing.
Handwriting (Graphomotor) Production	
<ul style="list-style-type: none"> • Geo earned scores in the superior range for speed of printing the alphabet and copying a sentence. 	<ul style="list-style-type: none"> • Geo performed in the low range when completing a task that required him to print letters and spell words from dictation. • Geo frequently confused the printed forms of the letters "b" and "d." • Geo produced printed letters and words very quickly with a lack of control of size and shape. • Geo earned scores at the low end of the average range when his letter and word printing were

	scored for accuracy and legibility.
Sentence Writing, Essay Composition, and Spelling	
Geo earned a score in the average range when required to print his name, copy letters and words, and print words and sentences from dictation.	When asked to write as many sentences that described pictures as possible in 5 minutes, George refused to perform the task.
Math Skills	
Geo earned scores in the average range when required to complete math calculation problems and when required to record basic math facts as quickly as possible.	Although Geo earned scores in the average range with math tasks, he did not attend closely to the operation signs and frequently provided incorrect responses due to adding instead of subtracting.
Executive Control of Attention and Effort during Assessment Sessions	
In the one-to-one context of the assessment sessions, Geo demonstrated the ability to focus on and attend to tasks that he believed he could do successfully and that he enjoyed doing.	It was very apparent from Geo's comments and his behavior that focusing and sustaining attention and effort were a challenge for him when he perceived a task to be difficult to perform and when he did not have a strong interest in the content of the task. This was especially the case when Geo was asked to read or write. To sustain attention and effort for these tasks, he often required short breaks between the performance of individual items within a subtest to ensure adequate effort with the next item.
Executive Control of Reasoning	
	Although Geo performed in the average to superior ranges with most tasks involving the use of reasoning abilities, he tended to respond very quickly to most test items, then continue to process information about the items and change his response.
Executive Control of Reading	
	The errors that Geo made when reading words or sentences reflected a lack of effective use of executive functions to coordinate and integrate sight word recognition, decoding, fluency, and comprehension of words and phrases.
Executive Control of Writing	
	Geo has not yet fully automated neat, legible letter printing, and executive direction of these skills was very erratic. At times, Geo's printing was much larger than needed in proportion to the guidelines and spaces provided and the spacing between his words varied greatly. He frequently printed the letter "b" for "d" and "d" for "b."
Executive Control of Math Calculation	
	Geo's ineffective use of executive functions to correctly identify operation signs and the lack of

	monitoring of his work for errors resulted in a high error rate with the calculation and basic fact items he completed.
Parent and Teacher Ratings of Self-Regulation Executive Control	
Geo's mother and his teachers identified many executive capacity strengths within all 7 self-regulation clusters (Attention, Engagement, Optimization, Efficiency, Memory, Inquiry and Solution) that Geo uses to complete academic tasks. Geo's mother and his teachers also identified many executive capacity strengths within all 7 self-regulation clusters that Geo uses to manage himself and his social interactions.	Geo's mother and teachers identified specific executive function deficits within the Engagement (especially inhibition difficulties), Optimization, Efficiency, Memory and Inquiry clusters when completing academic tasks. Geo's mother and teachers identified specific executive function deficits within the Engagement (especially inhibition difficulties), Optimization, Efficiency, Inquiry and Solution clusters when managing himself and his social interactions.
Parent and Teacher Ratings of Self-Realization and Self-Determination	
Geo's mother's and teachers' ratings reflected age appropriate development of Self-Realization capabilities involving awareness of self and others, self-reflection and self-analysis. Geo's mother's and teachers' ratings reflected age appropriate development of Self-Determination capabilities involving goal-setting and long-term planning.	
Social-Emotional Functioning	
Information gathered in interviews of Geo's mother and teachers indicate that there have been no significant mental health concerns during the current school year and no persistent concerns with socialization or with relating to peers and adults in social situations.	

CONCLUSIONS

Geo is an energetic, inquisitive seven-year-old boy who displays enthusiasm for learning and school, especially in the area of mathematics. During the current assessment, he was able to demonstrate a number of cognitive strengths that included superior ability to reason with language, to reason with nonverbal information and to reason with quantities; well-developed receptive and expressive language abilities and visual spatial abilities; effective retrieval of information from long-term storage; and fast processing speed with non-academic tasks.

Geo also demonstrated well-developed phonological processing capabilities and parent and teacher reports indicated a number of executive capacity strengths when working with academic tasks, especially with the self-regulation of focusing and sustaining attention, bringing home, and returning materials needed for school, and analyzing academic problems and finding solutions.

Geo demonstrated average levels of skill development for some academic tasks. These included average scores on tasks assessing math computation and math facts fluency; average scores on measures of basic word recognition fluency and early reading comprehension skills; and superior performance on measures of speed of handwriting production.

In contrast to Geo's many cognitive strengths, he demonstrated a very specific cognitive processing weakness with orthographic processing tasks (processing the visual images of letters and words) during the direct assessment and during small group instruction in Reading Club. This orthographic processing weakness is slowing down Geo's acquisition of early reading and writing skills, causing confusion in the discrimination of letters (frequent confusion of "b" and "d") and making it more difficult for Geo to recognize words quickly and accurately, to store words as sight words for quick retrieval, to retrieve images of words for ease of spelling and to accurately form letters when printing.

Although parent and teacher ratings identified a number of executive function strengths, they also identified some specific executive function deficits with inhibiting impulsive responding, stopping ongoing activity as needed, returning to academic tasks after a brief pause, and monitoring school work for errors.

Additionally, during direct assessment and during small group instruction, Geo demonstrated a number of specific executive function difficulties that affected his performance of some cognitive tasks and many academic tasks involving reading, writing and math. These included:

- An impulsive response style that resulted in a lack of attention to details and incorrect responses in many instances.
- Poor focusing of attention in a small group setting when working on reading and writing tasks.
- A high level of physical activity including motor overflow when performing reading fluency tasks.
- Lack of attention to orthographic images (letters and words) and related symbols in math (operation signs) leading to word reading errors and incorrect math calculations (compounded by orthographic processing weaknesses).
- Lack of sustained attention for reading and writing tasks that were perceived as difficult to perform.
- Lack of sustained attention for oral presentations of information that was perceived by Geo as uninteresting.
- Overemphasis on speed of handwriting production resulting in poor accuracy and legibility of letter formation.

Geo also exhibited many difficulties in the use of executive functions to cue and coordinate all the abilities, skills and processes that need to be used simultaneously to complete tasks involving reading, writing and math calculating. These difficulties were exacerbated by Geo's lack of automaticity of word recognition and letter printing skills. When these skills are not automated, they require additional executive control resources to perform, thereby reducing the amount of executive control that can be allocated to the coordination of these skills with the additional processes, abilities and skills needed to comprehend what is being read or write about ideas as they are being generated and held in working memory.

Geo's orthographic processing deficit and his executive function difficulties directly impacted his performance with several academic tasks. Geo earned a score in the below average range (10th to 24th percentile) when required to read words from a list; he demonstrated a specific weakness in identifying the vowel sounds in c/v/c words when trying to decode nonsense words; he earned scores in the low range (2nd to 9th percentile) on tasks that assessed sentence reading

for meaning under timed conditions, reading words for meaning, and spelling words from dictation.

Geo's difficulties with reading and writing are known to the staff at his elementary school and Geo is currently receiving Title I program assistance to address these difficulties. Geo's mother indicated that there were no specific concerns with Geo's academic skill development during Kindergarten. This was likely the case due to the fact that Geo is very adept at performing phonological processing tasks that are frequently used for early identification of reading and writing problems in preschool and kindergarten. Additionally, screening and progress monitoring in Kindergarten typically does not include measures of orthographic processing.

Now in first grade, Geo's orthographic processing weaknesses (which are not assessed directly for early identification of reading and writing problems) and his specific executive function difficulties with inhibiting, stopping, pausing and monitoring are slowing his acquisition of basic reading and writing skills. Although Geo is very motivated to learn math and demonstrates average math calculation skills and math fact retrieval fluency, his performance levels would have been in the superior range if he had been able to consistently attend to the operation signs of each item.

Many of the executive function difficulties that Geo exhibited during the assessment, during small group instruction, and that were identified by parent and teachers on the MEFS rating scale are characteristic of children diagnosed with ADHD.

In contrast, parent and teacher ratings did not indicate difficulties with focusing and sustaining attention which also are characteristic of children diagnosed with ADHD. Additionally, Geo's mother specifically noted Geo's ability to focus and sustain attention for long periods of time when working on math at home.

It is important to note however, that research on children diagnosed with ADHD has shown that despite the condition's name, Attention Deficit Hyperactivity Disorder does not manifest as a deficit in attention. Rather, what is observed is a heightened capacity for focusing and sustaining attention for those things and situations that the child enjoys countered by a decreased capacity for focusing and sustaining attention for those things and situations that the child perceives as difficult and/or not enjoyable.

Parent and teacher ratings and parent and teacher statements during interviews confirm that Geo is capable of focusing and sustaining attention for long periods of time for things he finds interesting, such as math. Observations during direct assessment and parent and teacher statements also confirm that Geo has a great deal of difficulty focusing and sustaining attention for tasks that he perceives to be difficult or uninteresting such as reading and writing.

As noted above, the activation of self-regulation executive capacities is greatly affected by motivation. When motivation is high, the motivation appears to enable greater and less effortful activation of self-regulation executive capacities. When Geo is engaged in something he enjoys, he can self-regulate very effectively. When the motivation is low, it requires more energy and effort within the executive system itself to adequately activate the self-regulation executive capacities. When Geo is engaged in something he does not enjoy, there is a significant decrease in his capacity to self-regulate effectively. These deficits include a reduction in the ability to focus and sustain attention, inhibit impulsive responding, reduce motor overflow, stop ongoing activity, return to a task after a brief pause, and monitor the accuracy of his responses.

It should also be noted that on some occasions, the use of self-regulation executive capacities may not be at an age-expected level even when Geo is engaged with things that are enjoyable. Such occurrences are most likely in situations where Geo is overstimulated, mentally exhausted, needs sleep, or hasn't had enough sleep.

When all aspects of Geo's functioning are considered, he does exhibit many of the

behaviors typically characteristic of children diagnosed with ADHD. In addition, Geo also exhibits a deficit in orthographic processing that is likely to be exacerbated by his difficulties with focusing and sustaining attention for the reading and writing tasks that he perceives as difficult.

In order for Geo's reading and writing skills to improve, he will require continued small group instruction in literacy skills, with as much of this time as possible devoted to one-to-one instruction. Additionally, Geo would benefit from direct, one-to-one instruction for the development of decoding skills. This could be accomplished after school hours through the services of a tutor 2-3 sessions a week for 30-45 minutes per session. To improve his writing skills, Geo needs more practice in automating the handwriting process. This practice could be achieved through exercises completed at home.

In order for Geo to become a competent reader, he will need to greatly increase the amount of time that he spends practicing the complete act of reading (reading sentences quickly and accurately for meaning). During reading practice, Geo will need to receive feedback about the accuracy of his performance in the following areas:

- slowing his reading rate down,
- staying visually tied to the words on the page to decrease word additions, substitutions, and omissions
- monitoring his word reading efforts to ensure that he is reading each word correctly
- stopping and shifting to decoding mode when he encounters a word that he does not recognize
- checking and correcting his decoding efforts until he has correctly identified the word
- applying prosody to maintain a varied intonation pattern instead of a monotone voice
- holding and integrating the meaning of individual words to grasp the meanings of sentences
- holding and integrating the meaning of sentences to grasp the meaning of paragraphs

Geo also would benefit from the use of cold read/hot read fluency drills that emphasize the reading of sentences composed of high frequency words from the Dolch or Fry word lists at and below Geo's grade level.

The more Geo practices reading while receiving feedback about the accuracy of his performance, the sooner he will become proficient at doing all of this in a fluid, coordinated manner while significantly increasing his level of reading proficiency and performance on reading assessments.

In order for Geo to become a competent writer, he will need to greatly increase the amount of time that he spends practicing the formation of letters. This can be accomplished through sentence copying exercises. During practice sessions, Geo needs to receive feedback about his attempts to form letters both accurately and quickly rather than just quickly. He also needs practice to overcome his confusion about the production routines for the formation of the letters "b" and "d" and his confusion about the sounds that are associated with the letters "b" and "d." Geo could be taught the mnemonic of printing the lower-case word "bed" at the top of his paper and referring to it when he has to recall how to accurately print the letters "b" or "d."

The more Geo practices copying sentences while receiving feedback about the accuracy of his performance, the sooner he will develop the level of automaticity of accurate letter production necessary to engage in writing about what he is thinking instead of thinking about what he is writing (that is, thinking about how to form specific letters and thinking about how to spell high frequency words).

Although Geo is performing at an average level in math, he could greatly improve his math skill development by practicing the use of a cognitive strategy that cues him to accurately identify the operation to be performed before completing a calculation or retrieving a math fact.

Geo received credit for only half of the math items he attempted during the direct assessment. Reduction of his error rate would greatly increase his scores on math assessments.

It is important to keep in mind that the things that Geo needs to spend the most time practicing are things that he finds difficult to do and that he does not find particularly interesting. That being the case, the lack of motivation to practice reading and writing may slow his progress. If Geo is reluctant to practice reading and writing, and/or if self-regulation executive control difficulties increase to problematic levels even in situations that Geo finds interesting and enjoyable, consultation with Dr. N should be sought.

With the use of intervention strategies that address Geo's reading and writing difficulties that are implemented in ways that maintain Geo's interest and willingness to participate, it is very likely that George will improve his reading and writing skills. The more Geo practices the use of his reading and writing skills, the greater the improvements that will be seen.

RECOMMENDATIONS

The results of this evaluation will be shared with Geo's parents. The recommendations listed here relate to what Geo and his parents can do. If this report is to be shared with school staff, the recommendations section would be removed. At the school meeting, the team would discuss the findings and generate recommendations for what the school could do to help Geo and what Geo can do in school to help himself. The final copy of the report would then combine the original recommendations to Geo and his parents and the recommendations generated at the school meeting.

What Geo can do for himself to improve mental functions and achieve greater academic success

1. Geo can put his best efforts into practicing reading and writing with his parents or other adults that are helping him.
2. Geo learn a strategy that he can use to make sure he knows what operation to perform with math calculations.
3. Geo can learn the "bed" strategy for printing the letters "b" and "d" correctly.

What Geo's parents can do to help his gain academic success.


1. Continue to be supportive of Geo's efforts in school and continue to help him see school as a positive and important influence in his life.
2. Have Geo read books to you and offer feedback as Geo reads. Have Geo follow your lead and read books at the same time as you (choral reading), making sure that he mimics your intonation pattern to help him improve his use of prosody when reading. Ask Geo questions about a story as you are reading the story to ensure that he is understanding what he reads. Ask him to summarize the story after you have read it. Repeat reading of the same book can help to improve word reading and prosody, but stop reading the same story when Geo is attempting to recite sentences from memory instead of reading the words.
3. Have Geo copy sentences from a book that he enjoyed reading. Provide feedback about the accuracy of letter formation. Encourage Geo to use the "bed" mnemonic strategy to help him remember how to print "b's" and "d's."

4. When Geo is doing math calculations, check to make sure that he is applying his Sign Strategy to know when to add and when to subtract.
5. Consider getting Geo tutoring in decoding skills and word recognition fluency 2-3 times a week for 30-45 minutes per session.
6. Continue to communicate directly with school staff to monitor Geo's academic progress and to ensure that Geo's educational needs are being addressed properly.
7. Consult with Dr. N if Geo's self-regulation executive deficits continue to interfere with Geo's learning or if there is an increase in symptomatology even in situations where motivation to self-regulate effectively is high.

What school staff can do to help Geo improve mental functions and achieve academic success.

This section typically would be completed **after a meeting with school staff**, if one occurs. In some special circumstances, a set of recommendations would be provided without meeting with the school-based team.

NOTE: GEO'S PARENTS CHOSE NOT TO MEET WITH SCHOOL STAFF BUT DID SHARE THIS REPORT WITH THEM.



Geo McCloskey, Ph.D.
Consulting School Psychologist
Diplomate, American Board of Pediatric Neuropsychology
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NOTE: The parents did not want Geo to be classified as a student with a reading disability and recognized that without such a classification, Geo would not be receiving any direct instruction to strengthen orthographic processing and no additional direct instruction in decoding skills and handwriting/spelling beyond what was being offered through the Reading Club (Tier II remedial reading). This situation was discussed with the parents prior to the drafting of the Conclusions and Recommendations sections of this report. Because the classroom teacher was able to effectively help Geo manage ADHD symptoms during the school day, the parents also were reluctant to pursue a medical evaluation. Given the parents desire to handle the situation without additional support from the school district, the Conclusion above contained more specific information (highlighted in yellow) that clearly spelled out what would usually be the contents of the Recommendation section after meeting with a school-based team. When the report was discussed with the parents, they were encouraged to obtain the services of a tutor who could work with Geo 2-3 times per week to strengthen his decoding skills and improve his handwriting and spelling. Names of potential tutors were provided. A week after the results of this report were discussed with the parents, they spoke with the psychiatrist who originally referred the family to me and he strongly encouraged them to try to enlist my services as a tutor for Geo rather than contacting the other specialists that were recommended by me. I agreed to work with Geo and the documentation of our work together is described in detail in a powerpoint file. Noting the difficulties related to

motivation near the end of the Conclusion section, the suggested interventions that were used with Geo (especially the recommendation about copying sentences) were modified to ensure a high level of motivation as discussed in the powerpoint description of the intervention process and its outcomes.

APPENDIX TO REPORT

DETAILED DESCRIPTION OF FINDINGS AND INTERPRETATION OF ASSESSMENT RESULTS

GENERAL OBSERVATIONS DERIVED FROM INTERVIEW AND EVALUATION SESSION BEHAVIORS

Geo worked with the psychologist on two separate occasions in November 2018. When the psychologist entered the room for the first evaluation session, Geo was hesitant to engage as he remained seated at a couch with his back to the psychologist. He did not turn to greet the psychologist when asked to do so by his mother, but when the psychologist approached him and offered a greeting, Geo did respond. The psychologist spent time talking with both Geo and his mother to help Geo acclimate to the situation and to agree to participate in some assessment activities. Geo wanted to know why he was being assessed and what he would be expected to do before he would agree to work with the psychologist.

When Geo's mother asked him to show the psychologist some of the work he had done for school, Geo complied without hesitation and offered some math worksheets that he had done. Geo's mother explained that Geo loved math and that he would often sit or stand for long periods of time doing math calculations to improve his skills.

When reading was mentioned, Geo was much more hesitant to engage in discussion about the kinds of reading activities he was doing in school. He acknowledged that he leaves the classroom to meet for reading club and that he does this because he is struggling with reading right now. He did not want to talk about any specific difficulties he was having in reading. Throughout the first testing session, Geo asked a lot of questions about the testing process and the psychologist's role and why we were doing the testing. For the purposes of maintaining rapport and assuring that Geo was providing his best efforts, the psychologist always responded to these questions with direct, authentic responses and answered any follow-up questions. It was quite apparent from these Q&A sessions that Geo was capable of comprehending, and reflecting upon, complex ideas at a level beyond his chronological age.

Although Geo was initially eager to engage in most tasks during the first session, he required a great deal of prompting and negotiation to sustain his attention and effort in order to get him to complete assessment tasks. This was especially the case when Geo perceived an increase in the difficulty of task performance. Even with prompting and cueing, Geo sometimes disengaged with tasks to take a break; during these breaks he would do things such as walking to a chair or a table nearby and finding school supplies such as pencils or erasers or small toys. During these breaks, Geo always shared information with the psychologist about the object of his interest, such as where he got it or what he does with it. Geo would eventually return to his seat with objects in hand and complete tasks, but he frequently required several prompts before returning. At other times, Geo would stop working and ask questions about, or ask to look at, test materials that were nearby.

When performing tasks, Geo preferred to stand instead of sit and he often was engaged in some form of body movement or additional activity such as playing with a pencil or an eraser.

Transitions from one task to another were accomplished only with much prompting or redirecting. Although Geo was allowed to take a break between each task, his tendency to get off task during transitions and even during performance of tasks necessitated the provision of additional short breaks to enable Geo to collect himself and refocus on the tasks being presented.

During the second assessment session, maintaining Geo's engagement with tasks was even more challenging when the tasks involved reading or writing.

The amount of prompting, negotiating, and discussion that occurred extended the amount of time required to accomplish each separate task and, consequently, greatly prolonged both

assessment sessions.

When performing assessment tasks, Geo was very attuned to any indication that he was struggling with a task and frequently asked the psychologist if his answers were correct. Geo found it to be very frustrating when the psychologist explained to him that he could not tell Geo if his answers were correct, but he did respond positively to the psychologist's praise for the amount of effort he was putting into the completion of tasks.

Additional specific behavioral observations are incorporated into the sections of the report that follow.

CLASSROOM OBSERVATION

General Education Classroom Observation. Geo was observed in Mrs. ___ general education 1st grade classroom from 9:25 to 9:45 a.m. on 1/15.

At the start of the observation, all students were engaged in playing a game. Mrs. Would play music for a brief period of time during which students were allowed to dance or move around the room. She would then stop the music. The students knew that when the music stopped playing, they were to immediately stop moving and "freeze" in place. If they continued to move after the music stopped, they would have to take a seat until the end of the game. When the psychologist entered the room, three students were seated and the rest were moving about the room as the music played. Geo was one of the three students that was already seated, as he had been unable to stop in time during the previous round of the game. The game continued for another three minutes until all but one student was seated.

After the game, the students were called to the front of the room for circle time. The students formed a semi-circle that had three rows of students facing the teacher. Geo was the last student seated on the right in the third row – a location that was farthest from where the teacher was sitting to the left of the smart board. During the lesson, the teacher used the smart board to aide in a discussion of the "sh" sound at the beginning and end of words. The teacher engaged the students with humor and many questions about words that begin and end with the "sh" letter cluster and that make the /sh/ sound (e.g., fish, shark). Geo sat still and looked directly at the teacher throughout the lesson but did not raise his hand to respond to any of the teacher's questions. Near the end of the lesson, the teacher called on Geo to answer a question and he provided the correct answer. As the lesson was ending, Geo talked to two boys that had moved over to the end of the rows.

The group transitioned from their sitting positions to standing in a large circle. The class engaged in a word spelling exercise to spell the word "shark." The exercise started with a student saying the first letter in the spelling of the word. The next student to the right would then say the second letter in the spelling of the word. This continued until the word was spelled out completely, and the next student would say "oh no a shark!" and sit down. Then the next student in the circle would restart the spelling of the same word with the first letter. The exercise continued around the circle until all but one student was seated.

After the circle lesson, the students returned to their desks. Geo transitioned from the circle to his desk in an orderly manner and without hesitation. When Geo was seated, the teacher reminded him that it was time for him to go to book club. Geo acknowledged her prompt and put a book into his desk before leaving the room.

In the hallway, Geo waited a few minutes for three other children to join him from other classrooms. Once the group was assembled, they all walked together to the reading club (Title I) classroom.

Title I Reading Support Class Observation. Geo was observed in the Title I 1st grade reading support classroom from 9:50 to 10:20 a.m. on 1/15/2019.

Mrs. D gave each student a book and asked them to read the book quietly to themselves.

While the other students were reading to themselves, Mrs. D asked Geo to read his book to her. Geo read each page of the book with occasional word reading errors that he usually self-corrected. Geo was focused on reading each page as quickly as possible and read in a monotone. Mrs. D prompted Geo to read in a more natural voice. Geo again read in a monotone. Mrs. D interrupted Geo again to explain that she wanted him to read with more expression and used a sentence in the book as an example. She read the sentence with appropriate prosody (intonation) and then asked Geo to read the sentence with good intonation. Geo's attempt was better than his previous reading, but still lacked the degree of expression that is more characteristic of a fluent oral reader. After Geo read the entire short book, the teacher asked him comprehension questions about the content of the book. Geo was able to retell the details of the story and was able to answer inferential comprehension questions about events in the book and how he thought specific characters would react to events if they were to happen.

After the book reading exercise, the teacher had the students work in teams to match up initial letters in words with sounds. Geo did most of the exercise for his team. While the teacher expanded on concepts presented in the exercise, Geo was moving books around on the table and kicking his feet vigorously under his chair. His expression was a continual frown and there was a sense of impatience in his manner. Although he remained seated, he did not attend to the teacher unless she directly engaged him in an activity.

The teacher announced to the group that "Today is writing day." Geo responded with "Yay."

During the writing exercise, the teacher dictated two sentences, one at a time, and the students printed the sentences that were dictated to them. The teacher repeated each sentence several times. Geo began printing the first sentence immediately after the teacher dictated the sentence. The rest of Geo's body was in almost constant motion while he used his hands to hold the paper, print letters and erase vigorously. Geo tended to form his letters quickly, but his quick efforts produce letters that were poorly formed. Geo stopped after each word to review his work, and after judging his letters to be inadequate, he erased the word and printed it again. He erased almost every word that he printed, and in some instances, he erased the same word two or three times until his letter formations met his standard for accuracy. He would often exclaim loudly when he made an error. His frequent erasing greatly prolonged the amount of time it took him to print the entire sentence. The first sentence dictated was "'I want to go out to play' said bunny." Geo incorrectly spelled the words "want" and "out." He corrected his spelling errors when the teacher pointed them out and provided him with the correct spellings. After printing "I want to go out" Geo had to ask the teacher to repeat the sentence as he had forgotten the end. Geo printed the last two words of the sentence, mis-spelling the word "said." He corrected his spelling error when the teacher provided feedback.

The second sentence dictated by the teacher was "Get your hat, mother said." Geo printed "Get you hat" and then printed "said mom." Geo again mis-spelled the word "said." The teacher provided Geo feedback about his sentence and he corrected the end of his sentence so that it read "mother said." The teacher needed to provide feedback so that Geo could spell the word "mother" correctly. Geo's production decreased noticeably from the beginning of the writing exercise to the end. After copying the sentences, the class put away their materials and class was dismissed. Geo quickly left the reading club room to return to his classroom.

SUMMARY of COGNITIVE ABILITIES AND ACADEMIC SKILL DEVELOPMENT

COGNITIVE FUNCTIONING

Reasoning Abilities

Geo performed in the above average to superior range with tasks that assessed the ability to apply reasoning to solve problems.

Reasoning with Orally Presented Verbal Information

Tasks assessing reasoning with orally presented verbal information included the WISC-V Similarities Subtest.

WISC-V Similarities Subtest. For the Similarities Subtest, Geo had to identify the common characteristic shared by two concept words; for example, how are red and blue alike? (both colors).

Geo quickly provided one-word conceptual category responses or 2-3 word phrases for the first 10 word pairs presented. Each of these responses was delivered very quickly (in 2-to-4 seconds). The speed of Geo's responding strongly suggests that he was familiar with how the two words were alike and was retrieving the linking concept word from stored knowledge rather than reasoning out the conceptual associations between the words at the present time.

As the items became more difficult and Geo could not immediately identify the association, he effectively shifted to reasoning out how the words were connected and provided conceptually-oriented responses. After shifting to engage reasoning to figure out how the words were related, Geo struggled with expressing his thoughts fluently, but with minor prompting consistent with the standardized directions, he eventually was able to provide partially correct responses for the next 3 items.

Geo's combination of retrieving previously stored associations for 10 items and applying reasoning to identify new connections for 3 items resulted in a score in the superior range (Scaled Score 14, 91st percentile).

NOTE: THE WISC-V Comprehension Subtest would be described here when it is administered. See other report examples for examples of the description and interpretation of the Comprehension Subtest.

Reasoning with Quantity

Tasks assessing reasoning with quantity included the WISC-V Figure Weights Subtest.

WISC-V Figure Weights Subtest. For each item of the Figure Weights Subtest, Geo had to view one or two balanced scales showing the quantitative relationships among various shapes of different colors (for example, showing that 1 red circle was equal to [in balance with] 2 blue squares). Using the information from the balanced scale(s), Geo then viewed a scale with a quantity represented by one or more colored shapes on one side and a question mark on the other side and had to identify from a row of 5 possible responses the quantity that would be equivalent and balance the scale. Each item had a time limit of either 20 or 30 seconds. Items progressed from equating for one variable (number, shape, or size) to balancing for two variables (number and shape or number and size), to balancing for three variables (number, shape and size).

Geo's love of working with numbers and quantities was apparent with this task as he quickly and efficiently engaged and offered correct responses to the first 20 items administered. Each response was delivered very quickly within 2-5 seconds. As the items shifted to balancing two variables at one time, Geo was not able to correctly complete any of the items as he focused only on one of the two variables in each item to select his responses, which is not uncommon for children in Geo's age group.

Geo's high level of proficiency with solving one variable equating problems resulted in a score in the superior range (Figure Weights Scaled Score 14, 91st percentile).

Reasoning with Nonverbal Visual Material

Tasks assessing reasoning with nonverbal visual material included the WISC-V Matrix Reasoning, Figure Weights (described in the previous section), and Block Design Subtests. Geo's scores varied from the upper end of the average range to the superior range with these tasks.

WISC-V Figure Weights Subtest. As noted in the previous section, Geo earned a score in the superior range with this task (Scaled Score 14, 91st percentile).

WISC-V Matrix Reasoning Subtest. For each item of the Matrix Reasoning Subtest, Geo viewed a set of visual stimuli composed of a square divided into either 4 or 9 cells on a page or a series of 6 cells. All of the cells, with the exception of one, contained some information in the form of a visual design. The visual design in each cell went together with the visual design in the other cells in some way to make a consistent pattern. Geo had to decipher which design in one of five alternative boxes at the bottom of the page would fit in the empty cell in order to complete the overall pattern that connected all of the cells.

Geo responded correctly and quickly (within 2-6 seconds) to 17 of the first 19 items administered. In many instances, Geo quickly chose an incorrect response, but almost immediately changed his response to a correct one after he scanned the response options more carefully and realized that he had made a mistake with his first choice. As the items became visually more complex, Geo's response selection remained quick, but his responses did not take into account all of the visual details that needed to be processed in order to arrive at a correct solution, and further scanning of the response options did not cause him to change his initial response.

Geo's problem-solving efforts resulted in a score in the above average range (Matrix Reasoning Scaled Score 13, 84th percentile).

WISC-V Block Design Subtest. For each item of the Block Design Subtest, Geo was required to use 4 or 9 red and white colored blocks to construct a geometric design that matched a model shown on a picture card.

Geo quickly and efficiently completed the first three 4-block designs in much less than the allotted time limits for each design. As the model designs became more complex (more diagonal red-white sides of the blocks were needed to form the design), Geo's response times continued to increase. He was able to complete the next two 4-block designs within the upper range of the time limit, but was not able to complete the two most difficult 4-block designs within the time limits.

Geo's efforts resulted in a score at the upper end of the average range (Block Design Scaled Score 12, 75th percentile).

Language Abilities

The overall impression gleaned from conversation, observation and interaction with Geo is that he is able to understand conversational speech and test directions and is able to express his thoughts effectively in conversation. Geo also initiated conversation by asking many questions about the purpose of different tests and why they were being administered.

Receptive Language (Listening Comprehension) Ability

Geo experienced no difficulties with comprehending instructions for tasks or with following the examiner in conversation. The overall impression of Geo's receptive language was that of a child with well-developed capacities in this area.

Geo's listening comprehension skills were formally assessed using the KTEA-3 Listening Comprehension Subtest.

KTEA-3 Listening Comprehension Subtest. For the first 8 items of this subtest, the

psychologist read a sentence and asked Geo a question about the content of the sentence. For each of the next 5 segments of this subtest, the psychologist read a paragraph and then asked Geo 2-5 questions about the content of the paragraph. The five paragraphs varied in length from 31 to 63 words.

Geo listened and correctly responded to the questions for each of the first 8 sentences. Although Geo made an effort to stay focused and listen to each paragraph that was read to him, it was apparent that he was unable to stay completely engaged with all of the stories. When Geo was able to focus his attention, he correctly responded to 8 of the 10 questions that were asked. When his attention was not focused for the entire story, Geo responded correctly to 1 of the 8 questions that were asked.

Geo's inconsistent application of his listening abilities during 2 of the 5 paragraphs resulted in a score in the below average range (Listening Comprehension Standard Score 82, 12th percentile).

Expressive Language Ability

Geo was initially hesitant to engage in conversation with the psychologist. Once acclimated to the assessment situation however, Geo demonstrated an effective command of grammar, syntax, and morphology during conversation and in his responses to test questions from tasks such as the WISC-V Similarities and Vocabulary subtests. Geo also asked questions to initiate conversation on several occasions after he had become more familiar with the psychologist.

Basic Language Processes: Fluency and Speed

Geo's basic language fluency and speed were assessed using the KTEA-3 Object Naming Facility and Letter Naming Facility Subtests. On basic measures of expressive fluency and speed, Geo earned scores that ranged from the low end of the average range to the mid-average range.

KTEA-3 Object Naming Facility Subtest. For each of two object naming trials, Geo looked at a page of 35 objects arranged in 5 rows with 7 objects in each row and was instructed to say the name of each object as quickly as possible. Geo completed the first object naming trial in 54 seconds while making three naming errors that he immediately self-corrected. Geo completed the second trial in 42 seconds while making four naming errors that he immediately self-corrected.

Geo's performance earned him a score in the middle of the average range (KTEA-3 Object Naming Facility Standard Score 99, 47th percentile).

KTEA-3 Letter Naming Facility Subtest. For each of two letter naming trials, Geo looked at a page of 45 randomly ordered upper- and lower-case letters arranged in 5 rows with 9 letters in each row. He was instructed to say the names of the letters as quickly as possible for each trial. Geo completed the first trial in 57 seconds while making three letter naming errors, only one of which he self-corrected. He completed the second trial in 43 seconds without making any errors. While naming letters, Geo maintained a constant back and forth rocking motion as a form of motor overflow to help keep himself engaged with the task.

Geo's performance earned him a score at the low end of the average range (KTEA-3 Letter Naming Facility Standard Score 90, 25th percentile).

Memory Capacities Applied with Auditorily Presented Verbal Information

Assessment of Geo's memory capacities included the WISC-V Digit Span Subtest, the KTEA-3 Listening Comprehension Subtest, and the WISC-V Vocabulary Subtest.

Initial Registration of Verbal Information (Immediate Memory) and Holding and Manipulating Verbal Information (Working Memory)

Geo's performance on tasks requiring the use of immediate and working memory capacities produced scores in the average to above average range.

WISC-V Digit Span Subtest. This task required Geo to repeat randomly ordered numbers series in progressively longer sequences and in three different ways: 1) in the same order in which they were presented; 2) in the reverse order from which they were presented; and 3) reordered from smallest to largest.

Geo was able to consistently repeat in the same order as presented all trials involving 2-, 3- and 4-digit series. Geo was not able to complete any items involving 5-digit series.

When required to say numbers in reverse order from their presentation, Geo was able to complete all 2-digit series and 3 of 4 items involving 3-digit series. Geo was not able to complete any 4-digit series.

The final task required Geo to sequence numbers from lowest to highest. Geo was able to complete all 2-digit and 3-digit series correctly and was able to complete 1 of 2 series involving 4 digits and 2 of 4 series involving 5 digits.

Geo's combined efforts resulted in a Digit Span score toward the upper end of the average range (Digit Span Scaled Score 11, 63rd percentile).

KTEA-3 Listening Comprehension Subtest. As noted earlier, Geo was inconsistent in his ability to focus his attention when listening to stories that were read to him. When his attention was not focused, Geo was not able to answer questions about the stories that were read to him.

Geo's inconsistent application of his listening abilities during the reading of 2 of 5 paragraphs resulted in a score in the below average range (Listening Comprehension Standard Score 82, 12th percentile).

Retrieval of Verbal Information from Remote Long-Term Storage

Geo's performance on tasks requiring retrieval of information from remote long-term storage (information likely to have been stored for long periods of time) was assessed using the WISC-V Vocabulary Subtest.

WISC-V Vocabulary Subtest. When asked to explain the meanings of words, Geo was able to offer accurate definitions for common concrete objects, action verbs and adjectives well enough to earn a score in the above average range (Vocabulary Subtest Scaled Score 13, 84th percentile).

Visual Spatial Abilities

Geo's visual spatial abilities were assessed using the WISC-V Visual Puzzles and Block Design Subtests as well as the WISC-V Matrix Reasoning, Figure Weights, Coding and Symbol Search Subtests.

WISC-V Visual Puzzles Subtest. For each item of this task, Geo viewed a page with a geometric design model at the top and 6 images of geometric design elements below the model in rows of three, 3 of which could be combined to form the design at the top of the page. For each item, Geo had 30 seconds to select the three design elements that could be combined to form the model design.

Geo quickly offered responses for the first 6 items administered in 2-3 seconds each. Five of his six responses were correct. Beyond that point, Geo spent between 8 and 14 seconds considering each item before responding and identified the correct response for 8 of the next 9 items.

Geo's efforts with this task resulted in a score in the above average range (Visual Puzzles

Scaled Score 13, 84th percentile).

WISC-V Block Design Subtest. As described earlier, Geo was able to complete 5 of the 7 4-block designs, earning a score at the upper end of the average range (Scaled Score 12, 75th percentile).

WISC-V Matrix Reasoning, Figure Weights, and Picture Concepts Subtests. Geo performed very effectively with tasks that involved the processing and use of visual information to solve complex reasoning problems, earning scores in the superior (Figure Weights, 91st percentile) and above average (Matrix Reasoning, 84th percentile) ranges.

WISC-V Coding and Symbol Search Subtests. As discussed in detail in the Processing Speed section of this report, Geo performed very effectively with these more basic tasks involving visual processing and speeded performance, earning scores in the superior range (Coding, 95th percentile; Symbol Search, 91st percentile).

Memory Capacities Applied with Visually Presented Nonverbal Images

Geo's performance on a task requiring the use of immediate visual memory capacities produced a score in the average range.

Initial Registration and Holding of Visually Presented Nonverbal Images (Immediate Visual Memory)

WISC-V Picture Span. For each item on the Picture Span Subtest, Geo viewed a page showing a set of two or more pictures of common objects for 5 seconds and then viewed a page with pictures of twice as many objects and had to select the pictures that were presented on the first page in the order in which they were presented.

Geo was able to correctly identify the pictures and the correct sequence for items up to and including 3 pictures. When shown items with 4 pictures, Geo was not able to identify all four pictures correctly.

Geo's efforts resulted in a score in the average range (Scaled Score 11, 63rd percentile).

Processing Speed with Non-Academic Tasks

Geo's processing speed with non-academic tasks was assessed using the WISC-V Coding and Symbol Search Subtests.

WISC-V Coding Subtest. For the Coding Subtest, Geo was provided an 8 x 11 page with a code key at the top composed of 5 shape outlines and a different abstract symbol inside each shape outline (for example, a triangle with a circle inside it). Below the code key were several rows of the shape outlines arranged in random order and without symbols inside them. Geo had to use the code key to copy the matching symbol into each empty shape outline. He was instructed to keep working on this task as quickly as possible until told to stop (a total of 2 minutes).

Geo quickly drew the symbols in the empty shapes in a neat, consistent manner demonstrating good fine motor control. He maintained a consistent work pace throughout the 2-minute period. Geo's quick and accurate production resulted in a score in the superior range (Coding Scaled Score 15, 95th percentile).

WISC-V Symbol Search Subtest. For the Symbol Search Subtest, Geo had to determine whether or not a "target" symbol was contained in a row of five "search" symbols and circle the symbol that matched or mark the "NO" box to reflect his decision. He was instructed to keep working on this task as quickly as possible until told to stop (a total of 2 minutes).

Geo made 1 error but worked at very quick, steady pace throughout the 2-minute period resulting in a score in the superior range (Symbol Search Scaled Score 14, 91st percentile).

ACADEMIC FUNCTIONING

Geo was administered selected subtests of the PAL-II to assess orthographic and phonologic processes that support reading and writing skills development and graphomotor functioning that supports development of writing skills in relation to same-grade peers.

Geo was administered selected subtests from the KTEA-3 in order to gain insight into his reading, writing, and math skill development and current level of functioning in relation to similar-aged peers.

Reading Skills

Geo's reading skills were assessed using several subtests from the KTEA-3 as described below. Phonological and orthographic processes that support reading skill development were assessed using the PAL-II Syllables, Phonemes and Rimes tasks and the Receptive Coding Subtest.

Phonological Processing

PAL-II Syllables, Phonemes, Rimes Subtests. Geo's facility with phonemic awareness and phonological processing were assessed with the PAL-II Syllables, Phonemes and Rimes Subtests. Phonological processing capacities are the auditory language processing capacities that underlie success in developing effective sub-word sound unit phoneme-grapheme (from sound to letter or letter group) translation skills. These basic auditory language processing capacities support a child's development of adequate word analysis and decoding skills so that they can "sound out" unfamiliar or less frequently seen words.

Geo performed exceptionally well on all three of these tasks, earning scores in the superior range (PAL-II Syllables Scaled Score 15, 95th percentile; Phonemes Scaled Score 14, 91st percentile; Rimes Scaled Score 14, 91st percentile). When required to listen for and identify specific sounds in words, or to remove sounds from the beginning or end of words and say the remaining sounds, Geo was able to quickly and correctly respond to almost all of the items.

Geo's facility with phonological awareness and phonological processing tasks indicate that he has a good phonological basis for learning and using decoding skills to sound out words that he does not recognize by sight.

Orthographic Processing

Efficient reading depends in part on effective processing of the visual forms of letters and words. The more familiar a child is with the visual images of letters and words, the faster he will register and process written words when reading.

Word spelling also depends on efficient orthographic processing. Orthographic units (letters and letter clusters) need to be registered in immediate visual verbal memory. As spelling skill development progresses, orthographic units must be represented in long-term visual verbal storage and available for quick and efficient retrieval.

PAL-II Receptive Coding Subtest. This task assessed how quickly Geo could initially register and hold written words and letters in short-term visual verbal memory. The initial items of this task required Geo to view a written word for 1 second, then view another word and indicate whether the second word was the same or different than the first word. Later items of this task required Geo to view written real words or nonsense words for 1 second, then view an isolated orthographic unit (a letter or letter cluster) and indicate whether the letter or letter cluster appeared in the word, and for letter clusters, if the individual letters appeared in the same order in the word.

Geo correctly responded to only 45 of the 70 items presented (64%). When Geo was required to indicate whether or not two words were the same or different, he correctly responded

to only 8 of the 14 items (57%). Geo was able to correctly respond to 21 of the 28 items (75%) that required him to indicate whether or not a single letter appeared in word. When the task involved indicating whether or not a letter cluster appeared in a word, Geo correctly responded only to 16 of 28 items (57%).

Geo's relatively poor registration and holding of visual images when more than a single letter had to be registered resulted in a score in the low range (PAL-II Receptive Coding Scaled Score 5, 5th percentile).

Word Recognition

KTEA-3 Letter & Word Recognition Subtest. This task assessed Geo's ability to read words from a list one at a time.

Geo was able to correctly pronounce 7 of the 13 words he attempted to read from the list. Geo had to pause and look at each word for 2-4 seconds before responding. For some of the words, Geo's first pronunciation of the word was not accurate; as Geo heard himself say the incorrect pronunciation of these words, he would pause briefly, look at the word again, and then slowly state the correct pronunciation of the word. For four words, Geo attempted to sound out each letter of the word to form his pronunciation. His attempts at sounding out letters produced correct responses for two of these four words. For the four most difficult words, Geo did not attempt to pronounce the words.

Geo's limited store of sight words and limited ability to sound out the letters of words resulted in a word reading score in the below average range (KTEA-3 Letter & Word Recognition Subtest Standard Score 88, 21st percentile).

Decoding Skills

KTEA-3 Nonsense Word Decoding Subtest. This task assessed Geo's ability to use alphabet principle phonics (assigning a sound to each letter of each word) to sound out a list of nonsense words comprised of letters configured similarly to real words (e.g., "dup").

Because this task uses letter patterns that form nonsense words, Geo was unable to use his sight word store to perform the task and was instead required to demonstrate his knowledge of phoneme-grapheme (letter-sound) associations to decode the nonsense words. No time limit was imposed on his performance.

Geo was able to correctly sound out the first 6 nonsense words presented. Beyond that point, Geo attempted another 6 items but was not able to pronounce them correctly. Geo's incorrect responses always started with sounds that matched the initial letter or letter cluster in the word, and all but one of his word endings also matched correctly. For all six incorrect responses, Geo mispronounced the vowel sound located between the initial and final consonant sounds.

Geo's difficulty with correct pronunciation of vowel sounds in c/v/c pattern nonsense words resulted in a score at the low end of the average range (KTEA-3 Nonsense Word Decoding Subtest Standard Score 91, 27th percentile).

Reading Speed and Reading Fluency

KTEA-3 Word Recognition Fluency Subtest. This task required Geo to orally read rows of words as quickly as possible. Geo was administered two sets of words and was given 15 seconds with each set to read as many words as he could.

Geo read 7 words from the first list and 8 words from the second list, resulting in a word reading fluency score near the middle of the average range (KTEA-3 Word Recognition Fluency Standard Score 96, 40th percentile).

KTEA-3 Silent Reading Fluency Subtest. Reading speed and fluency combined with

comprehension of short sentences was assessed using the KTEA-3 Silent Reading Fluency Subtest. For each item of this task, Geo read a question (for example, “Do cows fly?” “Do balls roll?”), and then marked the yes or the no box at the end of the question with a pencil in order to indicate whether the statement in the question was true or false. Geo was allowed 2 minutes to read and mark as many statements as possible.

During the two-minute period, Geo orally read sentences at a very slow pace. He correctly marked responses for the first two sentences. He tried to read the third sentence orally, but was not able to pronounce two of the three words in the sentence. Geo’s efforts resulted in a score in the low range (KTEA-3 Silent Reading Fluency Subtest Standard Score 79, 8th percentile).

Paragraph Reading Comprehension

KTEA-3 Reading Comprehension Subtest. For each of the first 8 items, Geo was asked to choose the picture from six options that matched a printed word. For the next three items, Geo was asked to select a picture from four options that matched a printed two-word phrase. For the next five items, Geo read a 2-3 word phrase and had to perform the action described by the phrase (e.g., “look up”). The remainder of the items required Geo to read one or more sentences and a set of 1-4 questions about the sentences and provide answers to the sentences.

Geo was able to choose pictures to match printed words, select pictures to match two-word phrases, read and follow 2-3 word action phrases. Geo was not able to read sentences and questions and correctly answer the questions.

Geo’s ability to respond correctly to 23 of the first 25 items resulted in a score in the average range (KTEA-3 Reading Comprehension Subtest Standard Score 97, 42nd percentile).

Word Reading Comprehension

KTEA-3 Reading Vocabulary Subtest. For each item of this subtest, Geo was shown a word at the top of the page and 3 response choices at the bottom of the page and was asked: Which one of these words can mean the same as this one?

Geo was able to correctly match 4 sets of words. Geo attempted an additional 7 items but was not able to correctly select the matching words for these items.

Geo correctly responded to 4 of the 11 items he attempted, earning a score in the low range for this task (KTEA-3 Reading Vocabulary Standard Score 79, 8th percentile).

Handwriting (Graphomotor) Production

Geo’s handwriting production was assessed using subtests of the PAL-II and via examination of his writing products on the KTEA-3 Writing Fluency Subtest as well as on the PAL-II Alphabet Writing and Copying Subtests.

Graphomotor Production (Letter Writing)

When completing writing tasks that required the use of pencil and paper, Geo printed letters using his right hand and a slightly modified tripod grip. For all tasks, Geo tended to emphasize speed of written production but lacked the fine motor control necessary to consistently produce well-formed, legible letters. In some instances, his letters were well formed, appropriately spaced, and stayed on or within the lines provided. In other instances, letters were poorly formed, highly variable in size and strayed widely above or below the lines provided. Although he was asked to print lower-case letters, Geo frequently switched between printing lower- and upper-case letters. For two of the copying tasks, Geo was displeased with his productions and scribbled lines through the letters he had printed. During classroom observations, Geo frequently printed letters and words very quickly then erased most of what he printed, printed again, and erased again, and printed again and erased again before moving on to

the next word.

PAL-II Alphabet Writing. For this task, Geo was required to print the letters of the alphabet in lower case form as quickly as possible. Although Geo produced 7 letters in the first 15 seconds, only 3 of these letters earned credit as legible, correctly formed letters. His correct letter production resulted in a score in the average range compared to the standardization sample of 1st grade students (Legible Letters in 15 seconds Scaled Score 10, 50th percentile). His further production of the remaining letters of the alphabet contained many more errors, resulting in an overall alphabet writing score at the low end of the average range (Legible Letters Written Scaled Score 8, 25th percentile). As the task progressed, Geo emphasized speed over accuracy; although only 13 of the 26 letters he printed earned credit for accuracy of production, his total time required to print all of the letters of the alphabet resulted in a score in the superior range (PAL-II Alphabet Writing Total Time Scaled Score 14, 91st percentile).

PAL-II Copying A. For the Copying A task, Geo was required to copy a 9-word sentence as quickly as possible.

For Copying A, Geo's emphasis of speed over accuracy resulted in a total time to copy score in the superior range (Copying A Total Time Scaled Score 14, 91st percentile) that was countered by a legibility score at 15 seconds at the high end of the average range (Legible Letter Writing at 15 Seconds Scaled Score 12, 75th percentile) and a total legibility score at the low end of the average range (Total Legible Letter Writing Scaled Score 8, 25th percentile).

Written Expression Skills

Geo's writing skills were assessed using the KTEA-3 Written Expression and Spelling Subtests.

Printing Letters and Words

KTEA-3 Written Expression Subtest. This task required Geo to print his name, copy letters and words, and print words and sentences from dictation.

Geo was able to print his name but he printed a "b" for the "d." He was able to copy and print letters from dictation and copy words. When asked to print the word "red" Geo printed "reb". When asked to print the word "old" Geo printed "olb". When asked to print the word "find" Geo printed "finb". When asked to print the sentence "I can stop now" Geo printed "i cin stop nom."

Geo's efforts translated into a score in the average range when compared with a standardization sample of similar-age peers (Standard Score 97, 42nd percentile).

Spelling Letter within Words and Words from Dictation

KTEA-3 Spelling Subtest. The KTEA-3 Spelling Subtest required Geo to print the first letters of words and to print the spellings of words as they were dictated to him.

When asked to print the first letter of the word "ball" Geo printed a "d." When asked to print the first letter of the word apple, Geo correctly printed the letter "A." Geo was able to print only 2 three-letter words. Geo's limited production for this subtest resulted in a score in the low range (Standard Score 76, 5th percentile).

Math Skills

Geo's math skills were assessed using the KTEA-3 Math Fluency and Math Computation Subtests.

Math Fluency

KTEA-3 Math Fluency Subtest. For this task, Geo was required to provide as many basic addition and subtraction math facts as possible in a one-minute period.

Geo attempted 12 items and correctly completed 9 (75%). All but one of the math fact items involved addition. Geo incorrectly recorded the answer to $3 + 4$ as 5, $4 + 6$ as 0 (forgot to include the 1 in the tens place) and $2 - 1$ as 0.

Geo's inconsistent performance translated into a math fluency score in the average range (KTEA-3 Math Fluency Subtest Standard Score 96, 40th percentile).

Geo greatly enjoyed doing these math items under the timed condition and vigorously petitioned the psychologist to let him do another timed math test. The psychologist agreed, and Geo resumed work on the remaining items for another minute. Prior to starting, the psychologist reminded Geo to look carefully at the operation sign of each item to make sure that he was adding or subtracting as indicated by the sign.

Geo appeared intent on improving on the total number of items completed during his second attempt. Geo's overemphasis on speed over accuracy did improve the total number of items completed in one minute to 18, but he made 6 errors as well, dropping his correct completion rate to 66%. The 18 items Geo attempted included 11 subtraction items. Despite the psychologist's reminder, Geo incorrectly added instead of subtracting for the first 5 subtraction items he encountered. Beyond that point, he correctly identified the operation sign and correctly completed 6 subtraction items.

Math Calculation Skills

KTEA-3 Math Computation Subtest. This task required Geo to print numbers, count quantities and print numbers to represent the counted quantities, and complete as many math calculation problems as possible using pencil and paper. No time limits were imposed on performance.

Geo was able to print numbers that were dictated to him, count and print numbers to represent quantities, and complete basic addition and subtraction calculations. Geo correctly completed 10 of the 17 calculation items he attempted. Although Geo correctly completed two subtraction calculations, he added instead of subtracting for 5 items.

Geo's knowledge of how to add and subtract was countered to some degree by his frequent miscues that resulted in adding instead of subtracting. Overall, his performance resulted in a score in the average range (Standard Score 98, 45th percentile).

EXECUTIVE CAPACITIES (Functions and Skills)

Aspects of executive control were assessed using the Parent and Teacher forms of the McCloskey Executive Functions Scales (MEFS), interviews of Geo's parents and teachers and direct assessment of executive capacity involvement in the performance of cognitive and academic tasks during the individual testing sessions.

Executive Capacity Evaluation during Assessment Sessions

To better understand the possible impact of any executive capacity difficulties on academic learning and production, it was important to assess the use of executive capacities in the direction of cognition involving reasoning, language, visual perception, memory capacities, and academic skill production involving reading, writing and calculating. The results of this part of the assessment apply to Geo's use of executive capacities to know when (executive functions) and how (executive skills) to cue and direct other cognitive capacities as they would be used in school or in completing tasks at home, especially tasks involving reading, writing, listening and speaking.

Executive Control of Basic Attention and Effort During Assessment Sessions

Although Geo at times demonstrated the ability to focus on and attend to tasks in the one-to-one context of the assessment session, he experienced difficulty with sustaining attention and effort for many tasks, especially tasks involving reading and writing.

At times, Geo required a great deal of prompting and negotiating in order to sustain effort for the minimum amount of time possible for task completion. This was especially the case for all tasks that required Geo to read or to write. Even with prompting and cueing, Geo sometimes disengaged with tasks to take a break; during these breaks he would do things such as walking to a chair or a table nearby and finding school supplies such as pencils or erasers or other small toys. When these breaks occurred, Geo would eventually return to his seat and complete tasks, but he frequently required several prompts before returning. At other times, Geo would stop working and ask questions about, or ask to look at, test materials that were nearby.

Transitions from one task to another were accomplished only with much prompting or redirecting. Although Geo was allowed to take a break between each task, his tendency to get off task during transitions and even during performance of tasks necessitated the provision of additional short breaks to enable Geo to collect himself and refocus on the tasks being presented.

The amount of prompting, negotiating, and discussion that occurred extended the amount of time required to accomplish each separate task and, consequently, greatly prolonged the entire assessment.

Executive Control of Reasoning Abilities During Assessment Sessions

Although Geo performed in the average to superior ranges with most tasks involving the use of reasoning abilities, he tended to respond very quickly to most test items, then continue to process information about the items and change his response. In situations where Geo changed his response, his first response was usually incorrect and his replacement response was usually correct. In some cases, Geo did not follow his initial response with any additional processing of information about an item resulting in an incorrect response. After standardized testing was completed, Geo was re-administered many of these items and when a response was delivered quickly, Geo was directed to reconsider all the information provided. In these instances, Geo often was able to correct his initial, incorrect response. Geo's inconsistent checking of his initial responses during the standard administration periods resulted in scores that did not always reflect his problem-solving abilities. This was the case for the WISC-V Matrix Reasoning, Visual Puzzles and Figure Weights Subtests and the KTEA-3 Math Computation Subtest.

Executive Control with Academic Tasks

A number of executive control difficulties related to academic skill performance were evident during the assessment, as described in the sections below.

Executive Control of the Integration of Reading Skills

On all of the reading skill tests administered, Geo showed weaknesses in monitoring the accuracy of his word reading performance. With word lists, Geo relied mostly on sight recognition and usually did not monitor for the accuracy of his word recognition attempts; he did not cue himself to sound out unfamiliar words. As a result, he substituted familiar words for words on the lists that he did not recognize and in only three instances did he make an attempt to sound out a word that he realized he did not know how to say.

When reading individual words and sentences, Geo often appeared not to be reading for accuracy of word identification or for word or passage meaning, but rather appeared to be focused almost entirely on speed of word recognition. Sentences were read orally with no prosody (no change in intonation, resulting in a monotone).

Geo demonstrated inconsistent attention to the details of orthography as reflected in his performance in the low range on the PAL-II Receptive Coding Subtest (5th percentile). He was erratic in his direction of attention to the words presented, frequently missing easy matches but correctly identifying more difficult matches more often than would be expected by chance.

In the case of sentence reading, when sentences did not have pictures with them, Geo often was poor at extracting meaning from the words he read. With the KTEA-3 Silent Reading Fluency Subtest, Geo read only 3 sentences in the two-minute time period and struggled in extracting the correct meaning from two of the sentences.

The errors that Geo is making when reading words or sentences reflect a lack of effective use of executive control to coordinate and integrate sight word recognition, decoding, fluency, and comprehension of words and phrases.

Executive Control of the Integration of Writing Skills

When required to print letters, Geo tended to produce each letter as quickly as possible. It was apparent however, that Geo has not yet fully automated neat, legible letter printing, and executive control of these skills was very erratic. At times, Geo’s printing was much larger than needed in proportion to the guidelines and spaces provided and the spacing between his words varied greatly. He frequently printed the letter “b” for “d” and “d” for “b.”

Executive Control of the Integration of Math Skills

The effects of executive control difficulties were noticeable in Geo’s difficulties with the KTEA-3 Math Fluency Subtest. Despite his great interest in math and his knowledge of basic addition and subtraction facts, Geo often completed math items incorrectly due to a lack of attention to the operation sign; most frequently, these errors involved adding instead of subtracting.

As with reading and writing, Geo tended to complete math items very quickly and only infrequently checked on the accuracy of his calculations.

Geo’s strong interest in math and knowledge of calculation procedures enabled him to complete many calculation items. He clearly has the potential to earn scores in the superior range for math tasks. However, his ineffective use of executive control to correctly identify operation signs and the lack of monitoring of his work for errors resulted in a high error rate with the items he completed and produced scores in the lower end of the average range.

Information from the Parent and Self-Report MEFS Ratings

Geo’s mother, 1st grade teacher and Title I reading teacher completed the McCloskey Executive Functions Scale (MEFS). The MEFS was used to obtain a comprehensive assessment of executive capacity strengths and weaknesses within the Academic and Self/Social arenas of involvement.

The MEFS uses a 6-category rating system to identify Executive Function/Skill Strengths, Executive Function Weaknesses, and Executive Skill Deficits:

Ratings		Interpretation
A	Always Does on Own without Prompting	These ratings reflect Executive Function/Skill Strengths
F	Frequently Does on Own without Prompting	
S	Seldom Does It without Prompting	These ratings reflect Executive Function Weaknesses
AP	Only Does It after Prompting	
DA	Only Does It with Direct Assistance	These ratings reflect Executive Skill Deficits
UA	Cannot Do It Even with Direct Assistance	

The MEFS requires raters to provide judgments about an individual’s level of self-regulation

for 31 distinct self-regulation executive functions grouped into 7 Self-Regulation Clusters: Attending, Engaging Appropriately, Monitoring and Adjusting, Performing Efficiently, Managing Memory, Inquiring Reflectively and Solving Problems. Cluster are provided separately for items addressing self-regulation relative to school work (Academic Arena of Involvement) and items addressing social interactions and/or self-care (Self/Social Arena of Involvement).

Additionally, ratings are obtained for items representing three facet of self-realization (Awareness of Others, Awareness of Self, Self-Analysis) and two facets of self-determination (Goal-setting and Long-term Planning) using a four-point scale (Very Often, Often, Sometimes, Never or Rarely).

The MEFS Teacher Rating Form has been standardized and provides separate norm-referenced scores for the Self-Regulation Clusters within the Academic Arena and the Self-Regulation Clusters within Self/Social Arena and for Self-Realization, and Self-Determination. Norm-referenced scores however could not be provided due to the large number of items that were not completed by Geo’s teachers. The Parent form currently is in the form of a criterion-referenced rating scale and does not provide norm-referenced scores.

A summary of the parent and teacher responses is provided below. The responses of Geo’s mother and his classroom teacher and book club (Title I Reading) teacher are tabled for all of the MEFS items at the end of this report.

Summary of MEFS Ratings

EFS = Executive Function Strengths	EFW = Executive Function Weaknesses	ESD = Executive Skill Deficits
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Cluster		School			Self/Social		
		Mother	T1	T2	Mother	T1	T2
Attending	EFS	3	3	3	3	3	-
	EFW	0	0	0	0	0	-
	ESD	0	0	0	0	0	-
Engaging Appropriately	EFS	4	6	7	5	9	5
	EFW	4	2	0	9	5	1
	ESD	0	0	0	0	0	0
Monitoring and Adjusting	EFS	6	3	-	2	5	-
	EFW	0	2	-	6	0	-
	ESD	0	0	-	0	0	-
Performing Efficiently	EFS	8	3	2	1	0	1
	EFW	2	3	1	3	1	0
	ESD	0	0	0	0	0	0
Managing Memory	EFS	0	-	1	2	-	-
	EFW	3	-	0	2	-	-
	ESD	0	-	0	0	-	-
Inquiring Reflectively	EFS	4	-	-	1	-	-
	EFW	1	-	-	5	-	-
	ESD	0	-	-	0	-	-
Solving	EFS	5	2	-	1	2	-
	EFW	1	0	-	6	0	-

Problems	ESD	0	0	-	0	0	-
TOTALS	EFS	30	17	13	15	19	6
	%	73%	71%	93%	33%	76%	86%
	EFD	11	7	1	31	6	1
	%	27%	29%	7%	67%	24%	14%
	ESD	0	0	0	0	0	0
	%	0%	0%	0%	0%	0%	0%

Self-Regulation Strengths within the Academic Arena

Ratings provided by Geo’s mother and teachers identified many self-regulation executive capacity strengths in the Academic Arena of Involvement. These included:

Attending

- Focuses and sustains attention during school tasks.

Engaging Appropriately

- Initiates and puts effort into school tasks.
- Returns to a school task after a brief pause.
- Moves from one school task to another without difficulty.

Monitoring and Correcting

- Checks to make sure he has everything he needs before leaving school.
- Maintains appropriate physical activity level when working on school tasks.
- Emotional responses fit the situations when working on school tasks.

Performing Efficiently

- Changes pace when doing school tasks.
- Uses well-rehearsed routines for school tasks.
- Participates in discussions about topics in class.
- Brings home materials and hands in assignments.
- Gets the steps in the right order when completing school tasks or tests.

Inquiring Reflectively

- Accurately estimates the difficulty of tasks.
- Anticipates school events.
- Examines and analyzes details.
- Evaluates the quality and adequacy of his work on school assignments.

Solving Problems

- Makes the necessary associations between ideas.
- Organizes school tasks.
- Plans for school tasks.
- Orders tasks according to importance.
- Makes decisions about tasks.

Self-Regulation Strengths within the Self/Social Arena

Ratings provided by Geo’s mother and teachers identified many self-regulation executive capacity strengths in the Self/Social Arena of Involvement. These included:

Attending

- Focusing and sustaining attention on others in social situations.

Engaging Appropriately

- Initiates and puts effort into socially appropriate interactions with other students.

- Accepts a good idea when it is what others in a group want to do.
- Accepts changes in others/Accepts unfamiliar students.
- Shifts from one activity to another in social situations.

Monitoring and Adjusting

- Checks on and maintains his physical appearance.
- Maintains an appropriate activity level in social situations.

Performing Efficiently

- Changes pace in social situations.

Managing Memory

- Holds information in mind when talking with other students.
- Recalls facts about others or himself when needed in social situations.

Inquiring Reflectively

- Figures out how to act appropriately in varying social situations.

Solving Problems

- Comes up with new things to do with others.
- Sees how one social situation is similar to another.
- Organizes social activities.
- Plans for social activities and for how to use own time.
- Makes decisions about what to do with others.

Self-Regulation Challenges within the Academic Arena.

Ratings provided by Geo's mother and teachers identified some specific executive function weaknesses in the Academic Arena of Involvement. These included difficulties with self-cueing for:

Engaging Appropriately

- Maintaining emotional control when doing school work.
- Stops doing something that is fun when asked to do so.
- Willing to try a different way to do things when stuck.
- Accepting changes in school routines without getting upset.

Monitoring and Adjusting

- Checking school work to avoid careless errors.
- Correcting errors that are made in school work.

Performing Efficiently

- Keeping track of time when doing homework.
- Using well-rehearsed routines to complete tasks.

Managing Memory

- Keeping information in mind for short periods when doing tasks.
- Storing and recalling specific information about tasks.
- Doing well on assessments that require recall of stored facts.

Inquiring Reflectively

- Estimating how long it will take to do school tasks.

Self-Regulation Challenges within the Self/Social Arena

Ratings provided by Geo's mother and teachers identified some specific executive function weaknesses in the Self/Social Arena of Involvement. These included difficulties with self-cueing for:

Engaging Appropriately

- Waiting for turn.
- Considering the consequences before saying or doing things he may regret.

- Refraining from acts of physical aggression.
- Not making inappropriate or thoughtless comments.
- Maintaining emotional control in frustrating situations.
- Maintaining emotional control when disagreeing with others.
- Knowing when to stop talking about a single topic.
- Stops doing things that annoy others when asked to do so.
- Pausing to listen to others in a conversation.

Monitoring and Adjusting

- Recognizing when his behavior bothers or upsets others.
- Maintaining appropriate emotional reactions when interacting with others.
- Avoiding being overstimulated in social situations.
- Apologizing when aware of offending others.
- Maintaining a balance in social situations or in own activities.

Performing Efficiently

- Keeping track of time when doing things with others.
- Using well-rehearsed social greetings or conversation starters.
- Getting the order of events right when telling stories or explaining things.
- Storing and recalling specific information about others.

Inquiring Reflectively

- Anticipating how statements or actions will affect others.
- Anticipating the consequences of own actions in social situations.
- Accurately estimating how long it will take to do things with others.
- Examining in more detail what others are saying or doing in social situations.
- Evaluating the adequacy of social interactions.

Solving Problems

- Handling social activities according to importance or urgency.

Self-Realization and Self-Determination

Geo's mother's and teachers' ratings reflected age appropriate development of Self-Realization capabilities involving awareness of self and others, self-reflection and self-analysis.

Geo's mother's and teachers' ratings reflected age appropriate development of Self-Determination capabilities involving goal-setting and long-term planning.

SOCIAL/EMOTIONAL FUNCTIONING

No formal assessment was conducted in this area. Information gathered in interviews of Geo's mother and teachers indicate that there have been no significant mental health concerns during the current school year. Information gathered in interviews with Geo's mother and teachers also indicate no persistent concerns with socialization or with relating to peers and adults in social situations.

TEST RESULTS:

Cognitive Abilities
Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)

			Standard Scores within Descriptive Category Ranges						
Global Composites	Standard Score	%ile	Extremely Low	Low	Below Average	Average	Above Average	Superior	Very Superior
Full Scale	123	94						123	
General Ability Index	121	92						121	
Indexes	Standard Score	%ile							
VCI - Verbal Comprehension	118	88					118		
FRI – Fluid Reasoning	121	92						121	
VSI – Visual Spatial	114	82					114		
WMII – Working Memory	107	68				107			
PSI – Processing Speed	126	96						126	

NOTE: Standard Scores range from a low of 40 to a high of 160, with 100 as the average score.

NOTE: The Full Scale combines 7 core * subtests from five Indexes; the GAI combines only the * subtests of the Verbal Comprehension, Fluid Reasoning and Visual Spatial Indexes.

			Scaled Scores within Descriptive Category Ranges						
Verbal Comprehension Subtests	Scaled Score	%ile	Extremely Low	Low	Below Average	Average	Above Average	Superior	Very Superior
Similarities (VCI)	14*	91*						14	
Vocabulary (VCI)	13*	84*					13		
Fluid Reasoning Subtests	Scaled Score	%ile							
Figure Weights (FRI)	14*	91*						14	
Matrix Reasoning (FRI)	13*	84*					13		
Visual Spatial Subtests	Scaled Score	%ile							
Block Design (VSI)	12*	75				12			
Visual Puzzles (VSI)	13	84					13		
Working Memory Subtests	Scaled Score	%ile							
Picture Span (WMI)	11	63				11			
Digit Span (WMI)	11*	63*				11			
Processing Speed Subtests	Scaled Score	%ile							
Coding (PSI)	15*	95*				10		15	
Symbol Search (PSI)	14	91						14	

NOTE: Scaled Scores range from a low of 1 to a high of 19, with 10 as the average score. * Denotes Subtest Scores used in the calculation of the Index scores and the FSIQ. () indicate the Index to which the Subtest Scores contribute.

KTEA-3 Basic Cognitive Processes and Abilities

KTEA-3 Subtests	Standard Score	%ile	Scaled Scores within Descriptive Category Ranges						
			Extremely Low	Low	Below Average	Average	Above Average	Superior	Very Superior
Listening Comprehension	82	12			82				
Object Naming Facility	99	47				99			
Letter Naming Facility	90	25				90			

NOTE: Standard Scores range from a low of 40 to a high of 160, with 100 as the average score.

NOTE: Standard Scores and Percentile Ranks are based on age-based norms for the age group 6-8 to 6-11.

Academic Skills

Kaufman Test of Educational Achievement-Third Edition (KTEA-3)

Reading Subtests	Standard Score	%ile	Scaled Scores within Descriptive Category Ranges						
			Extremely Low	Low	Below Average	Average	Above Average	Superior	Very Superior
Letter-Word Recognition	88	21			88				
Nonsense Word Decoding	91	27				91			
Silent Reading Fluency	79	8		79					
Word Recognition Fluency	96	40				96			
Reading Vocabulary	79	8		79					
Reading Comprehension	97	42				97			
Written Expression Subtests	Standard Score	%ile							
Spelling	76	5		76					
Written Expression	96	40				96			
Mathematics Subtests	Standard Score	%ile							
Math Fluency	96	40				96			
Math Computation	98	45				98			

NOTE: Standard Scores range from a low of 40 to a high of 160, with 100 as the average score.

NOTE: Standard Scores and Percentile Ranks are based on age-based norms for the age group 6-8 to 6-11.

Process Assessment of the Learner-Second Edition: Diagnostic Assessment of Reading and Writing (PAL-II)

	Scaled Score	%ile	Scaled Scores within Descriptive Category Ranges						
			Extremely Low	Low	Below Average	Average	Above Average	Superior	Very Superior
Orthographic Processing									
Receptive Coding	5	5		5					
Graphomotor Functioning (Handwriting)									
Alphabet Writing Legible Letter Writing (15'')	10	50				10			
Alphabet Writing Legible Letter Writing (Total)	8	25				8			
Alphabet Writing Total Time	14	91						14	
Copying Task A Legible Letters (15'')	12	75				12			
Copying Task A Total Legible Letters	8	25				8			
Copying Task A Total Time	14	91						14	
Phonological Processing									
Syllables	15	95						15	
Phonemes	14	91						14	
Rimes	14	91						14	

NOTE: Scaled Scores range from a low of 1 to a high of 19, with 10 as the average score.

NOTE: Scaled Scores and Percentile Ranks are based on 1st Grade norms.