Areas for continued growth
•Application and automaticity of learned phonics rules/decoding skills
•Sight word vocabulary
•Fluency of decodable words and sentences
•Reading of increasingly more difficult text
•Focus and attention to task
•Written expression
•Phonetic spelling

Cross Battery Assessment of Cognitive Abilities and Academic Skills
Submitted by: [redacted] ***School Psychologist***
Matthew was administered a set of tests from the Woodcock-Johnson, Fourth Edition: Tests of Cognitive Abilities (WJ-Cog), the Woodcock-Johnson, Fourth Edition: Tests of Oral Language (WJ-OL), the Wechsler Intelligence Test for Children, Fifth Edition (WISC V), the Kaufman Assessment Battery for Children, Second Edition (KABC-II), and the Kaufman Test of Educational Achievement, Third Edition (KTEA-3). The following Broad Ability and Skill areas were assessed: Reading, Writing, Quantitative Knowledge, Crystallized Intelligence, Fluid Intelligence, Auditory Processing, Long-term Storage & Retrieval, Short-term Memory, Processing Speed, and Visual Processing. Matthew's performance on each assessment tool was compared to same-age peers.

Reading: Matthew's decoding skills with words in isolation is Low Average. The Letter and Word Recognition subtest required him to pronounce words of increasing difficulty. The Nonsenseword Decoding subtest required him to apply phonics and structural analysis skills to decode invented words of increasing difficulty. An error analysis indicates needs with the following skills: short vowel (/a/, /o/), long vowel (/a/, /o/), consonant digraph (/th/), and vowel team/diphthong. The Reading Comprehension subtest required Matthew to read a simple instruction and perform the action and read a passage and answer literal and inferential questions. His reading comprehension skills are within the Average range. When reading narrative passages, Matthew correctly answered 2 of 7 questions (2 of 5 literal questions and 0 of 2 inferential questions).

Writing: Matthew's encoding skills are commensurate with his decoding skills, within the Low Average range. His errors included the following skills: long vowel (/o/), vowel team (/oo/), and unpredictable pattern. His written expression is within the Low Average range. The Written Expression subtest required Matthew to complete a writing task in the context of an age-appropriate storybook format. Tasks included writing sentences from dictation, adding punctuation and capitalization, filling in missing words, and completing sentences, and writing an essay based on the story he helped complete. An error analysis revealed the following: he correctly completed the primary task 4 of 7 opportunities; he completed a task using correct sentence structure 5 of 7 opportunities; he used correct capitalization 3 of 9 opportunities; and he used correct punctuation 2 of 11 opportunities. Spelling errors were not taken into consideration when scoring this subtest. Matthew was allotted five minutes to write his essay. he utilized 45 seconds to write one sentence.

Quantitative Knowledge: The Math Concepts and Applications subtest assesses the application of mathematical principles to real life situations. Matthew's performance on this particular subtest was within the Average range. The Math Computation subtest required Matthew to write answers to math calculation problems. His performance was within the Average range.

Crystallized Intelligence: Crystallized intelligence is the depth and breadth of knowledge and skills that are valued by one's culture. It includes communication ability, listening ability, and lexical knowledge. Mrs. Gelsomini thoroughly assessed these areas during her language evaluation. Results indicate Average abilities in these areas. Crystallized intelligence plays a role in reading (decoding & comprehending), math (understanding of math concepts & vocabulary), and writing (syntax and limited & inappropriate word usage).

Fluid Intelligence: Induction is the ability to observe a phenomenon and discover the underlying principles or rules that determine its behaviors. Matthew's induction ability is within the Average range. The Matrix Reasoning subtest required him to view an incomplete matrix or series and selects the response option that completes the matrix or series. Quantitative reasoning is the ability to reason, either with induction or deduction, with numbers, mathematical relations, and operators. Matthew's quantitative reasoning, as measured by the Figure Weights subtest, is also within the Average range. Fluid reasoning is related to reading comprehension (abstracting main idea and drawing inferences from text), math reasoning and internalizing procedures & processed, the understanding of relationships between numbers, and essay writing (generalizing concepts, developing a theme, and comparing & contrasting ideas).

Auditory Processing: Auditory processing is the ability to detect and process meaningful nonverbal information. Matthew's auditory processing abilities are within the Average to High Average range. Auditory processing abilities are related to the specific reading skills of acquiring phonics skills, sounding out words, and using phonetic strategies when reading. They are also related to reading math word problems and the written language skills of spelling, note taking, and quality of writing.

Long-term Storage & Retrieval: Associative memory is the ability to recall one part of a previously learned but unrelated pair of items when the other part is presented (e.g., paired-associative learning). Matthew's associative memory is High Average. His naming facility, that ability to rapidly produce names for concepts ranges from Low Average (Rapid Picture Naming subtest) to Borderline (Object Naming Facility & Letter Naming Facility subtests). Ideational fluency is the ability to rapidly produce a series of ideas, words or phrases related to a specific condition or object. Matthew's ideational fluency ranges from Low Average (Retrieval Fluency subtest) to Average (Associational Fluency subtest). Long-term retrieval abilities are related to reading decoding (accessing phonological representations), reading comprehension (accessing background knowledge, retelling what one has read), math (memorizing math facts, recalling facts and procedures), and written language (accessing words for essay writing, note taking, compare and contrast in writing, idea generation).

Short-Term Memory: Memory Span is the ability to encode information, maintain it in primary memory, and immediately reproduce the information in the same sequence in which it was presented. Matthew's memory span is within the Average range. Working memory is the ability to direct focus of attention to perform relatively simple manipulations, combinations, and transformations of information within primary memory while avoiding distracting stimuli and engaging in strategic/controlled searches for information in secondary memory. Matthew's working memory abilities range from Low Average (Digit Span, Sequencing) to High Average (Digit Span, Backward) range. Short-term memory has an impact in all academic areas: reading comprehension, decoding multisyllabic words, orally retelling or rephrasing what one has read, rote memorization of math facts, remembering mathematical procedures, multistep problems and regrouping, extracting information to be used in word problems, spelling multisyllabic words, redundancy in writing (word and conceptual levels), identifying main idea of a story, and note taking.

Processing Speed: Perceptual Speed is the speed at which visual stimuli can be compared for similarity or difference. Matthew's perceptual speed is Low Average to Average. Processing speed abilities relate to all academic areas; reading (slow reading speed which impacts comprehension, a need to reread for understanding), math (automatic computations, computational speed despite accuracy, slow speed can reduce accuracy due to memory decay), and writing (limited output due to time factor, labored process results in reduced motivation to produce).

Visual Processing: Visualization is the ability to perceive complex patterns and mentally simulate how they might look when transformed (e.g., rotated, changed in size, partially obscured). Matthew's visualization ability is within the Average range. His visual memory, the ability to remember complex visual images over short periods of time (less than 30 seconds) is within the High Average range. Visual processing abilities are related to reading (using visual feature of letters to decode, sight-word acquisition, using charts & graphs within a text in conjunction with reading, and comprehension of text involving spatial concepts), mathematics (number alignment during computations, and reading & interpreting graphs, tables & charts), and writing (spelling sight words, and spatial planning during writing tasks).

ABILITY AREA Assessment Tool – Subtest	STANDARD SCORE scaled score	ABILITY AREA Assessment Tool – Subtest	STANDARD SCORE scaled score
READING		LONG-TERM STORAGE & RETRIEVAL	
KTEA-3 Letter & Word Recognition	81	KABC-II Atlantis	13
KTEA-3 Nonsense Word Decoding	84	WJ-IV Cog Rapid Picture Naming	85
KTEA-3 Reading Comprehension	91	KTEA-3 Object Naming Facility	78
		KTEA-3 Letter Naming Facility	73
WRITING		WJ-OL Retrieval Fluency	88
KTEA-3 Spelling	83	KTEA-3 Associational Fluency	92
KTEA-3 Written Expression	84		
		SHORT-TERM MEMORY	
QUANTITATIVE KNOWLEDGE		WISC-V Digit Span Forward	8
KTEA-3 Math Concepts & Application	100	WISC-V Digit Span Backward	12
KTEA-3 Math Computation	92	WISC-V Digit Span Sequencing	7
FLUID INTELLIGENCE		PROCESSING SPEED	
WISC-V Matrix Reasoning	11	WISC-V Symbol Search	8
WISC-V Figure	10	WJ-IV Cog Pair Cancellation	87

Weights			
AUDITORY PROCESSING		VISUAL PROCESSING	
WJ-OL Segmentation	116	KABC-II Triangles	11
WJ-OL Sound Blending	110	WJ-IV Cog Picture Recognition	111
Average STANDARD SCORES	90-109	Average scaled scores	8-12

Testing Observations – Matthew willingly accompanied this examiner to each testing session. Sessions ranged from 30 to 45 minutes in duration. He attempted all items asked of him. Matthew delivered adequate attention to task. He engaged in conversation with this examiner. The assessments described above are an accurate representation of Matthew 's present cognitive functioning and academic skills set.

Speech Language Evaluation
Submitted by: [redacted]***, CCC-SLP***

Expressive Vocabulary Test-Second Edition (EVT-2)

	Scale	Standard Score	Percentile Rank
	EVT-2	102	55th

A standard score of 100 describes the average score for a given age group. Standard scores between 85 and 115 reflect the range of average performance.

The EVT-2 is a norm-referenced, individually administered measurement of expressive vocabulary acquisition and word retrieval of the spoken word in Standard American English. It helps in the detection of language impairments and word retrieval difficulty. The EVT-2 can be used for direct comparison between expressive and receptive vocabulary skills with the Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4) scale, on which the EVT-2 was co-normed. The standardization population consisted of 3,540 children at 320 sites. A sub-sample of 2,003 subjects in grades K-12 was used for grade norms. The age-norm and grade-norm samples were designed to resemble the English-proficient population from ages 2:6 to 90:0 years and older and closely match census data.

Matthew's score was within the average range (standard score = 102) and ranked at the 55th percentile. On eleven items Matthew took longer than three seconds to come up with his response; however, on all eleven items he came up with the correct response.

2010 - Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4), Form A

	Scale	Standard Score	Percentile Rank
	PPVT-4	105	63

A standard score of 100 describes the average score for a given age group. Standard scores between 85 and 115 reflect the range of average performance.